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ROLE OF LANGUAGE, THINKING AND VALUE SYSTEM AS PRIORITIES OF HIGHER EDUCATION

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Values system and orientations determine the individual's vital activity and they are the main line of the people's behavior, the definition of life goals and construction of plans.

Social norms are also a necessary part of the culture. They define specific orientations already in people's behavior, and patterns of behavior. As noted by V. Plakhov, «social norms created in the course of social evolution are the means for fixing the constantly changing public relations».

Values and world outlook aspects must constitute the substance of education. Of the many available in this connection **problems** it is **important to highlight the followings**:

Firstly, the problems of correcting the value orientation of students as future professional potential of society and **transform the mentality of the individual and of a society** on the basis of strengthening the national cultural values, which are inseparable from patriotism and civic engagement. In the broad meaning the word «mentality» is a kind of genetic code of the society, people, humanity, predicting the course of history. From a philosophical-methodological point of view mentality is the form and method of reflection of what is happening, which is a kind of reaction or reflection of consciousness expressed in behavior.

Hence the **mental (individual) experience is a criterion basis (a peculiar choice filter) of a man relation to the World, which determines the methodology of algorithm of his activities**. National education is closely linked to identity, self-determination in social communities, types of culture, values. The concept of identity works currently in sociology, philosophy, psychology and pedagogy. Ethnosociologists emphasize that identification is the real mechanisms of a person's awareness as a community representative.

In our view, the mental experience can become necessary mediator of parts of the whole teaching process formed the qualities and properties of the person, including, and mental abilities.

If intellect correlates with features of the organization of individual mental experience, it can

be assumed that every student «is filled in» by his own experience, which determines the nature of his intellectual activity in certain specific situations. Hence **an axiomatic conclusion** that each individual objectively needs to create conditions conducive to intellectual growth through maximum enrichment of his mental experience is legitimate. In **humanistically oriented education** the inner experience is considered to be as a **context for teaching**, in particular, it encourages intuitive quality, imagination, expression of feelings, the accumulated life experiences outside the school. *As we know, these qualities are cultivated by traditional pedagogy. It is important that today modern pedagogy tends to regard the mental approach as a fundamental principle of modeling new pedagogical systems, activating the cognitive activity of students.*

Secondly, we should look at the formation **attitudes of world outlook and values orientation**.

Solving the principal learning objectives as a man and his relationship to the world requires a holistic worldview. As we know, worldview education is integral. Relationship of its components and their combinations is fundamentally important. Outlook involves a complex interaction of diverse knowledge, beliefs, feelings, attitudes, aspirations and hopes of the individual. Connecting in outlook, they are seen to be more or less complete understanding of the world and themselves. Everyday life and practical, professional, scientific generalized knowledge composes world outlook and plays a major role. The deeper knowledge is, the richer outlook may be formed. A world outlook is an indicator of maturity of the individual, rather, a man in his personal development becomes a personality only when he forms a certain world view, outside of which he is not a personality at all in the proper meaning of the word.

The degree of cognitive richness, validity, reasonableness, internal consistency of a worldview is different. But knowledge never fills the entire field of world view. In addition to knowledge a certain **system of values** play the important role in the world view. World outlook is may be represented as a complex world, intense, contradictory unity of knowledge and values. In value consciousness moral, aesthetic, philosophical ideals are formed. Important concepts of value consciousness are the concepts of good and evil, beauty and ugliness. Through the relationship with the norms, ideals the evaluation – assessing the value of what is happening occurs. System of value orientations is important for the individual and the general world outlook.

The third aspect of the consideration of the priorities of education is related to the problem of **addiction world outlook** and its component such as a **national consciousness**. In fact both of these aspects as self-comprehension – consciousness and values are inseparable and they are the characteristics of a multifaceted process: the formation of personality in a poly-cultural environment. National

self-comprehension should be considered as a dual interconnected process: on one hand -man's awareness of the inherent national community, a national «I am», the commitment to the language, history, culture, and other national characteristics, on the other – orientations on human values, inter-national comparison and culture of inter-national communication. Within the cultural approach, a source of national consciousness is a national culture, which «is not limited to components having national forms». The level and type of culture measure values and the quality of national, but they are not limited to it. National culture and its elements are the content of the components of national consciousness: cognitive, moral, emotional and behavioral. Cognitive component covers almost the scope of national culture: history, art, language, customs, traditions, national education, national ethics, etc. Knowledge, learned norms, values, evaluation don't only serve to national identity, but also they give an idea of common descent, historical fate, area.

The fourth problem of education priorities is related to the problem of *language education*, the most relevant for the non-linguistic high schools. The specified by socio-cultural situations such education universals as self-expression and communication, within which the value orientations are considered, need global changes in the practice of language teaching. For last decade linguistic and psychological research give us a new understanding: distinction of value and meaning of the word (or any meaningful unit of language) as the universal and the individual one raises the problem of understanding primarily within a single language. No repetition of meaning, which are listed by the author of text and reader, requires the hard work of everyone who comes into speech communication. Thus the core of the language of education is *textuality as an integrative principle to develop successfully not only their native language, but the others composing the poly-lingual field of modern informative exchange*. The principle of textuality requires programs and teaching methods including three main components:

- speech as a special type of activity (speech function, its importance in human life and society, its inside and outside form);
- speech situation (cultural norms, from linguistic forms to the forms of thought and action);
- text as a product of speech and speech situation.

So the *aim* of language education is the development of linguistic personality to cope with the situation of understanding peculiar to human communication – the main priority and the main value.

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DEVELOPMENT OF TEACHERS' MEDIA COMPETENCE IN THE DISTANCE LEARNING ENVIRONMENT

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The development of teachers' professional competence, their skills of self-education, as well as their readiness and ability to adapt to the changing social, political and economical conditions should be reckoned among the most important goals of modernizing general secondary education in Kazakhstan. This goal was enunciated as a foreground one and reflected in a number of normative documents in the educational area, particularly, in the Conception of education development in the Republic of Kazakhstan till 2015 [1], State education development program in the Republic of Kazakhstan till 2020 [2].

Currently, there is a new specific direction in the educational field, called «mediatization». The term «media» implies all the means of communication and includes the «traditional» (press, radio, sound recording, cinema, television) as well as modern (mobile phones, I-Phones, CD, DVD, computer, Internet etc) mass communication media. Mediatization, as an integrative field of study, explores the ways in which media and media-related phenomena influence education and the mechanisms underlying this process. It also deals with the question, how traditional, as well as modern types of media and telecommunication technologies can be creatively used to facilitate person's self-realization and the self-actualization of its potential. In this context, a specific type of education – media education – has emerged. As Friesen and Hug mention, «media education has been promoted in diverse domains of practice, and it has become an established field in many universities. Today it is