

institutions of higher learning were under an obligation to adapt for the terms methodology of education and educational materials and anymore attract of leading specialists practical workers to work with students on implementation of independent tasks.

With the purpose of reduction of lag of rates of preparation of specialists in the system of continuous education, from the level of height of necessities of home industry of information technology, and also increase of level qualifications and training of the specialized personnel's (testing, managers of designers and other computer specialties), it is necessary to realize in the process of preparation of programmers next didactic events:

- it is creation in the conditions of republic of educational-consulting Center remote and internal practical education programmer on information technologies and management;

- it is organization Kazakhstan informatively-educational Internet there is not an university of information technologies;

- it is development of permanent international cooperation with the anchorwomen of educational, training organizations in the field of IKT.

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LECTURE IN TEACHING PROCESS

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Lecture is one of traditional forms of teaching. This form can be effective in transmitting large amounts of information to large student audience in a relatively small amount of time. Traditionally lecture is a monologue pronounced by lecturer before a large audience. It is so called one-way movement. Even in his time Mark Twain pointed that professor's lecture notes go straight to the students' lecture notes, without passing through the brains of either. Nowadays students are rather often passively attending the lectures. In recent years the prominent scientists of Stanford and other universities expressed their doubts concerning utility of lectures in understanding of their content and expanding thinking. They consider that pronounced changes are needed in medical student education, including a substantial reduction in the number of traditional

lectures, so as it is unreasonable waste of class time. They propose a new teaching method named «Lecture halls without lectures». Thus the main disadvantage of traditional lectures is their inability to promote active engagement of students. Due to this lectures can be boring and of low efficiency.

Implementation of multimedia technology in teaching process improved presentation of lectures. Some lecturers are strongly carried away by this form of presentation, and new type of lecturer «visual information givers» was identified. They provide students with full notes and give them time to copy information. But such form of lecture does not involve students in process of thinking.

One of the ways to overcome the student mental passivity at the lecture is interactive form of lecturing. Using the interactive lecture helps students to develop the habits of thinking while listening, applying past knowledge for understanding new information presented in the lecture.

There are different types of interactive lectures. Interactivity can be readily introduced to lectures without a significant reduction in the amount of available lecturing time. Selecting the type of interactivity depends on the content of the lecture and the audience features. It is well known that audience is not homogeneous. Its active part usually occupies the front rows of lecture hall. The involvement in listening and cooperation of the largest part of audience depends on lecturer's skill. Lecturing is an art that is akin to the performances of artists on stage.

Analysis of information on the usefulness of lectures suggest the following conclusions:

1. Lecture is an important part of the studying process. It should not be completely excluded from the learning process. Its share in the resource of time may be decreased if it is reasonable.

2. Lectures should be used to present the fundamental issues of the subject.

3. Quality of lecturing depends on the content and logical structure of material, the peculiarity of audience, the personality of the lecturer and his experience.

4. Lecture should be fruitful collaboration of lecturer and students that is possible in interactive form of lecturing.

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DISTANCE LEARNING TEACHERS' TRAINING

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It is known that post graduate or Professional development is a crucial part of Education system. Especially teachers who work in the secondary

schools should always get up to date information, new methods and their specific features in the process of learning environment. In Uzbekistan the traditional teacher training system operates for secondary schools. The process of training and retraining of teachers is carried out in 14 Regional Teacher Training institutes.

Under the present conditions, there are new alternative forms of teacher training having been effectively organizing for the purpose of improving professional and personal competency of today's teachers. The organization training courses for teachers in distance must take into account the specifics of the academic subject. Their introduction was carried out step-by-step:

The first phase – At this stage the content of the educational process in the traditional and effective distance training courses based on modular training program to be analyzed.

Second step: improving the content of modular training course materials for secondary school teachers.

The third step: improving the technical implementation of training materials of modular courses using the platform MOODLE;

The fourth stage: Organized and conducted Pilot DL modular training courses for secondary school teachers in the selected regions.

As practice has shown, and an experimental study, distance learning, not only increases the density of information exchange, but also requires an understanding of the specific didactic educational process – especially, the changing nature of relationships and interactions of teachers and students.

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ON PROBLEMS OF MODERNIZING LINGUISTIC EDUCATION IN KAZAKHSTAN

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The main topic of the article is reformation of the educational system and particularly of language education in the transitional period in Kazakhstan. The author insists on the necessity to take into consideration new status of Kazakh, Russian and English. The article touches on psychological peculiarities of learning second /third languages and their methodological basis.

Modern globalization defines conditions of social-cultural modernization, including opening and expanding borders of linguistic space. Modernization of Kazakh education system is mainly related to renewal of its content, provision of active, developing, culturally-corresponding nature of it, demands of modern labour market for professionally-mobile and creative persons who possess communicative competence. In this case creating conditions for developing creative potential is treated with special attention. Familiarizing youth with global values, formation of skill to communicate with people of neighbor cultures within global space becomes an important goal of institutions of higher education. A significant part of population within multicultural area of Kazakhstan is bilingual. While enriching a student by heritage of two cultures, bilingualism put him into favourable conditions in comparison to a unilingual person. Due to the transition phenomenon, his native language and Russian come into a complex interaction. While comparing the two languages one can reveal complications, foresee and consider typical mistakes, comprehend nature and cause of mistakes, define order of mastering linguistic material in a consequent method. Teaching Russian in village schools, where basic social load is devoted to native language, can be efficient if it is based upon the latter. Studying native and Russian language, as one of strategic problems, defined by the Concept of developing education of Kazakhstan until 2020, guarantees achievement of educational goals due to familiarizing students with a different culture, history, literature, art, and science. Deepening in knowledge on native culture as a component of the integral world culture takes place at the same time. Knowledge of Russian is a linguistic capital, multiplication of which can guarantee certain economic profits. Russian language, along with state language, preserves total volume of functions as it is still used as means of accumulation and obtaining information, ideological influence, tool and object of education, component of spiritual culture of Kazakh society, and powerful means of communication. The essence of every language is defined by history, its present, and its future. The culture of Kazakh and Russian people is a component of school linguistic education. A new model of education, directed towards final result has been set as highest priority. The following positions are referred to key competences of a school graduate:

– formation of poli-lingual person who has mastered basic values of national and global literature, ready for social-cultural interaction;

– formation of competences, needed for communicating in domestic language and foreign languages, demanded in the society (Russian language is this axialiry language in our society).

Bilingual system is a system of education that forms intercultural competence, trains youth in tolerance and urge to understand the totality of multicultural and multilingual world society. How can