ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ

«Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ» КЕАҚ

Студенттер мен жас ғалымдардың
«ǴYLYM JÁNE BILIM - 2023»
XVIII Халықаралық ғылыми конференциясының
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ
XVIII Международной научной конференции
студентов и молодых ученых
«ǴYLYM JÁNE BILIM - 2023»

PROCEEDINGS
of the XVIII International Scientific Conference
for students and young scholars
«ǴYLYM JÁNE BILIM - 2023»

2023
Астана

«ǴYLYM JÁNE BILIM – 2023» студенттер мен жас ғалымдардың XVIII Халықаралық ғылыми конференциясы = XVIII Международная научная конференция студентов и молодых ученых «ǴYLYM JÁNE BILIM – 2023» = The XVIII International Scientific Conference for students and young scholars «ǴYLYM JÁNE BILIM – 2023». – Астана: – 6865 б. - қазақша, орысша, ағылшынша.

Жинаққа студенттердің, магистранттардың, докторанттардың және жас ғалымдардың жаратылыстану-техникалық және гуманитарлық ғылымдардың өзекті мәселелері бойынша баяндамалары енгізілген.

The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

ортасында жәбірлеу/жәбірленуші санатында болмауының негізгі факторы ретінде қарастыруға болады.

Пайдаланған әдебиеттер
1. Жарықбаев Қ.Б. Психология негіздері. Алматы 2005ж., -415б.
2. Турдалиева, Ш.Т. Қарым-қатынас тұлғаны әлеуметтендірудің тиімді құралы [Мәтін]: монография / Ш.Т. Турдалиева – Тараз: М.Х. Дулати ат.ТарМУ, 2019. - 211б.
3. Жақыпов С.М. Жалпы психологияға кіріспе [Мәтін]: оқу құралы /жауапты ред. С.М. Жақыпов. –Алматы: Қазақ университеті, 2007. - 230 б.
4.Андреева, Т.В. Семейная психология [Текст]: учебное пособие. – СПб.: Речь, 2004. – 244с.
5. Ломов Б.Ф. Особенности познавательных процессов в условиях общения //Психологический журнал.1980.-№5.-С.26-41.
6. Годфруа Ж. Что такое психология М., «Мир», 1996ж., 1том -370с., -2том, -490с.
7. Шнейдер, Л.Б. Психология семейных отношений [Текст]: учебноепособие для вузов. 2-е изд. –М.: Академический Проект; Екатеринбург: Деловая книга, 2006, — 768 с.
8.Алиева Н. З., Котлярова В. В.. Образование в XXI веке: аксиологический аспект. — Шахты: ГОУ ВПО «ЮРГУЭС», 2010. — 223 с.
9. Бодалев А.А. Психология личности. М:, Изд-во МГУ, 1988г., -312с.

FORMATION OF COGNITIVE INTEREST OF THE STUDENTS IN INTEGRATED LESSONS

Serdalina D.
serdalina.didara@gmail.com
Master student of
L.N. Gumilyov Eurasian National University, Nur-Sultan city
Supervisor - A.Abibulayeva

The article presents research on the activation of educational and cognitive interest of students. The purpose of the article is to substantiate the effectiveness of the use of integrated lessons to activate and form the cognitive interest of students.

The main research methods are the analysis of scientific literature devoted to the development of cognitive activity of students, the organization of integrated lessons; analysis and generalization normative documentation related to the educational process in schools; analysis of practice and experience in areas of teaching foreign languages using integrated lessons.

Teaching students to learn is the most important task of every teacher. At a time of great changes in society and a reassessment of values, teaching any school subjects requires new ideas, new approaches, new pedagogy.[1] However, it can only be a pedagogy of creativity and cooperation. It should absorb the principles of humanism and democratization, should be aimed at the development of a creative personality, and at the search for modern methods, and forms of education. In the most general terms, the main goal of education is the development of the student. Currently, Kazakhstan is implementing the State Program of Education Development until 2025: Updating curricula, supporting science and electronic UNT. The primary task for today's teacher is to create conditions under which students are forced to actively, creatively work both in the classroom and at home, to educate a person - a figure capable of solving life problems based on knowledge.[2]

The formation of the cognitive activity of students is the most urgent problem of our time. Its general pattern is the tension of intellectual forces, mainly caused by such questions and educational tasks that require independence in the search for ways to solve them, the ability to identify essential and non-essential features of the objects under study, to generalize and draw independent conclusions from the data obtained. Creative, active assimilation of new concepts is carried out in the process of solving questions and educational tasks for which there is no ready-made answer in the textbook.[3]

V.A. Dalinger considers interest as a stimulus for mental work, as a motive for learning. The presence of interest is the key to successful learning activities of the student.

E.P. Ilyin considers interest as a psychological phenomenon that can be taken as a motive or motivation for activity.

Interest focused on phenomena such as attention (Deutsch & Deutsch, 1963), curiosity (Berlyne, 1960), emotion (Izard, 1977), flow (Csikszentmihalyi 1975), or intrinsic motivation (Hunt, 1965; Deci, 1975).

According to attention, curiosity, emotion, flow and intrinsic motivation the main tasks of enhancing the cognitive interest of students can be:

1) arousing students' cognitive interest in learning, a positive emotional attitude to the material being studied, a desire to learn, fostering a sense of duty and responsibility for learning;

2) the formation and development of a knowledge system as the basis for educational success;

3) the development of mental and especially mental activity as a condition for learning and cognitive skills, cognitive independence of students;

4) the formation and development of a system of skills and abilities of students, without which there can be no self-organization of their activities;

5) mastering the methods of self-education, self-control, rational organization and culture of mental work of students.

In practice, language teachers are faced with the fact that only knowledge in this subject is not enough, knowledge from the field of geography, history, literature, arts, etc. is constantly required. At some point, who can better give children knowledge, if not the subject teacher himself. And if children receive knowledge in an interesting bright form, then it will be remembered for a long time.

Today, approaches to learning a subject have changed. The language is considered as the main tool for obtaining high-quality knowledge that meets international requirements. One such approach is Content and Language Integrated Learning (CLIL). The term was first introduced by multilingual education researcher David Marsh in 1994 while coordinating research on the state of language education in Europe. CLIL is "the study of subjects through a second or third language and the improvement of language proficiency through the study of subject areas, that is, the achievement of subject and language goals at the same time." [4] This concept is sometimes called the "umbrella concept", including the following aspects in a broad sense: international projects, studying abroad, modular learning system, bilingual learning, etc. The concept of CLIL (Content and Language Integrated Learning) involves the creation of a foreign language in a profile and professionally oriented environment by saturating the educational material with issues relevant to the discipline being studied, developing programs and courses for teaching the language based on the content of a particular academic discipline. This approach plays an important role in the development of metalinguistic and metacognitive skills of students, and also contributes to the formation of a holistic view of students about the phenomena taking place in the world. With the help of CLIL education, the tasks of teaching, developing and educating students are solved at a qualitatively new level.

- Subject content According to the Integrated Educational Program, developed on the basis of the model of trilingual education, the language is studied not for the sake of the language itself, but for the sake of obtaining specific knowledge. That is, language skills are developed not only in language disciplines, but also through other subject areas. [5]

Coyle
(1999) developed the 4C's Framework . This Framework differs from the standards-based world languages education strategy Standards for Foreign Language Learning in the 21st Century. Published by ACTFL (American Council on the Teaching of Foreign Languages), which focuses on the language curriculum. The 4Cs framework for CLIL starts with content
communication, (language), cognition (thinking) and culture (awareness of self and 'otherness') to build on the synergies of integrating learning (content and cognition) and language learning (communication and cultures). It unites learning theories, language learning theories and intercultural understanding:[6] content is the development of knowledge, skills and abilities in a particular subject area; Communication - Language, being a communication tool, develops conscious communication when learning a language through subject areas. Implementing trilingual education in AEO, teachers develop four types of speech activity, both in linguistic and non-linguistic disciplines, creating an active communicative environment.

Cognition- Integration of subjects is one of the means of enhancing the cognitive activity of students. By studying subject areas in the second and third languages, students develop metacognitive and metalinguistic skills through the study of cross-cutting topics in three languages, which are also integrated with different subject areas, so each of the topics is studied from different perspectives.

Culture is the core of subject-language learning. The role of culture, understanding the value of one's own culture and respect for the culture of other people, is an integral part of subject-language education. This principle is implemented when studying subjects in the Kazakh language in classes with the Russian language of instruction, when studying subjects in Russian in classes with the Kazakh language of instruction, and when studying most subjects in high school in English.

A lesson using an approach (CLIL) has two goals: subject and language. Lesson planning assumes that the teacher must anticipate the possible language difficulties of the students in mastering the subject material and provide support for the "removal" of these difficulties. Any topic from the subjects of the school cycle, which is taught in the second or third language of instruction, but taken from a rather narrow perspective, can be chosen as the subject content. It is more difficult to plan language content, since, on the one hand, it is associated with subject content, and on the other hand, it must serve both the cognitive and communicative spheres and at the same time enrich students' knowledge of the language.[7]

A lesson using an approach (CLIL) has two goals: subject and language. Lesson planning assumes that the teacher must anticipate the possible language difficulties of his students in mastering the subject material and provide support for the "removal" of these difficulties.[8] Any topic from the subjects of the school cycle, which is taught in the second or third language of instruction, but taken from a rather narrow perspective, can be chosen as the subject content. It is more difficult to plan language content, since, on the one hand, it is associated with subject content, and on the other hand, it must serve both the cognitive and communicative spheres and at the same time enrich students' knowledge of the language. At the lesson (CLIL), if possible, all types of speech activity should be present, although the features of the approach (CLIL) are such that reading takes up most of the study time. However, the teacher can plan the lesson in such a way that part of the material can be presented in the form of an audio text, and, using search teaching methods, it is possible to come to an understanding of the material through dialogue and conversation. Listening can be combined with writing (filling in tables, building diagrams, restoring gaps). When selecting educational material, it is necessary to select authentic texts of various styles that meet the age characteristics and level of language proficiency of students. You can also use audio and video materials. The educational material should contribute to the achievement of two goals: subject and language. Texts are perceived better if they are divided into small parts and are accompanied by illustrations, diagrams, maps, etc. Texts should contain pre-text (pre-reading) and post-text (after-reading) tasks. These tasks should form not

only language, speech, but also cognitive skills. With regard to the latter, it is important to remember that cognitive skills must be formed by building up (recognition, identification, understanding) to higher forms of thinking (analysis, synthesis, evaluation). Texts provided with diagrams or tables are ideal for the recognition stage. Entering the material from the text into the table, the student thus classifies information, separates the main from the secondary, develops an understanding and prepares the ground for the "transfer" of knowledge. Lesson planning, which is taught in a second/third language of instruction, requires cooperation between teachers of language and non-linguistic disciplines and should be based on the four principles of content-language integrated learning.[9]

Cognitive interest is a significant learning factor that determines the motive of a student's educational activity, then it is very important to know the conditions, the observance of which contributes to the strengthening of cognitive interest. This is the maximum reliance on the mental activity of students (situations, practical tasks); conducting the educational process at the optimal level of development of students; emotional atmosphere of communication, positive emotional tone of the educational process. A prosperous atmosphere of learning brings to the student those experiences that D.I. Pisarev: "Every person has a desire to be smarter, better and more ingenious." It is this desire of the student to rise above what has already been achieved that affirms self-esteem, brings him the deepest satisfaction, a good mood, in which he works faster and more productively.

Conclusion

The results obtained by the authors indicate that the most important conditions for enhancing the cognitive activity of students include the involvement of students in various types of active independent educational and cognitive activities, as well as the use of a specially developed system of developing and creative tasks in training. The inclusion of information and communication technologies in the learning process at all its stages increases the level of development of independent cognitive activity of students. The formed level of cognitive activity of students has a positive effect on the process of formation of students' competencies.

Some of the techniques for developing cognitive interest are complex, others are relatively simple. One of the easiest ways for teachers to get students to start to notice learning strategies is to encourage them to reflect on the different ways in which they are taught on a regular school day and to consider which strategies work best for them. The key consideration for students is not which teaching methods they enjoyed most, but which were most effective in helping them understand, remember and learn that particular subject matter. This in itself is a big step forward in metacognitive development for students—to separate pleasure from effectiveness in order to better identify their own best ways of learning. If this exercise is performed regularly, then analysis of the information generated will allow any individual student to build up a profile of themselves as a learner and enable them to more finely calibrate their own most effective ways of learning. The results of which can then be used by students to improve their performance.

Literature

1. O.Halvard, R. Andersen, A. Prinz, R. Schulz Teaching Students to Learn// 8th International Conference on Computer Supported Education. 2016. p. 145
2. Курбанова, Г. С. Modern ways of development of higher education in the Republic of Kazakhstan // Молодойученый. — 2020. — № 17 (307). — С. 119-122.
3. Zh.Saparkyzya , G. Isatayeva The Formation and Development of Cognitive Activity of Students in the Learning Process// International journal of environmental & science education 2016, VOL. 11, P.12
4. Marsh D. CLIL. The European Dimension: Actions, Trends and Foresight Potential Public Services Contract DG EAC: European Commission, 2002.
5. Wiesemes R. The Final Report for the Content and Language Integrated Project. London: CILT, 2005.

6. Coyle, D., Hood, P., & Marsh, D. (2010). CLIL : Content and Language Integrated Learning. New York: Cambridge University Press

7. Coyle D. Theory and planning for effective classrooms: supporting students in content and language integrated learning contexts. (Ed): Learning Through a Foreign Language London: CILT, 1999

8. Mashrapova, A. S. Using the CLIL methodology in second language lessons // Young scientist. - 2017. - No. 18.1 (152.1). — S. 48-51

9. Bates, MJ. 2002. "Toward an integrated model of infor

mation seeking and searching". New Review of Information Behaviour Research. Vol 3. Pp 1–15.