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МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РЕСПУБЛИКИ КАЗАХСТАН НАО «ЕВРАЗИЙСКИЙ
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«ТРАНСВЕРСАЛДЫ ДАҒДЫЛАР: ТӘЖІРИБЕ, МӘСЕЛЕЛЕР, БОЛАШАҒЫ»

ХАЛЫҚАРАЛЫҚ ҒЫЛЫМИ-ПРАКТИКАЛЫҚ

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**«ТРАНСВЕРСАЛДЫ ДАҒДЫЛАР: ТӘЖІРИБЕ, МӘСЕЛЕЛЕР,
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as the development of each student's personality.

Based on the above, it can be summarised that each approach is very important in the system of lesson planning today; each teacher should follow one or another approach, but approaches cannot be used simultaneously, so it is necessary to feel each student subtly before choosing the core of his/her professional activity. Also, the teacher should take into account that the effectiveness of a particular technique within a particular approach to teaching depends on its relevance to the problem at hand, the teacher's ability to regulate the time of using the approach, the quality of the organisation of preliminary preparation, which requires careful elaboration of discussion questions, the development of skills and communicative abilities of students.

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THE STUDY RELEVANCE OF FUTURE TEACHERS' SOCIAL INTELLIGENCE

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Annotation. The article reflects the social intelligence of future social educators background, condition, contradictions and relevance of research and development.

Keywords: teacher, student, communication, pedagogical communication, social intelligence.

Global socio-economic, political and cultural trends have also led to dramatic changes in the Great Steppe. These changes contribute to the dynamic development of society. The domestic education system also raises many problematic questions about the goals and results of its activities and makes fundamental decisions. New technologies are being introduced into the education system, political and state doctrines are changing; the range of information is expanding, and the demands of young people for scientific knowledge are increasing. At the present stage of development of society in the Republic of Kazakhstan, in accordance with the state program of education for 2011-2020, the process of modernization at all stages of Education continues [1]. At the same time, N. A. Nazarbayev noted that the development of Kazakhstan in the XXI century is associated with increasing the level of education, education is considered as an economic resource, a factor of production [2].

Therefore, in the current conditions of development of society, high demands are placed on the education system, the quality of specialist training and the level of formation of professionally important qualities, the foundation of which is often laid in a higher educational institution. In this regard, improving the professional level of a teacher is an urgent problem. The teacher is now not

only an educator, but also an influence on the achievements of his students in the social and personal sphere. To do this, the teacher himself must be a successful, competitive, intelligent person both in professional activities and in social life. This situation makes it necessary to train a teacher who can find his own life and professional trajectory in this changeable time; rise from fragmentary, cynical knowledge to deep knowledge; develop and manifest his intellectual and human sides. But many are currently not satisfied with the professional training of teachers. Many teachers have little work experience, professional exhaustion, inability to stabilize specialists at the educational stage, inability to solve economic, financial, social problems, lack of pedagogical activity, shortcomings in personal development, lack of knowledge, infinity of paper work, a large number of high-level checks, etc. On the other hand, huge demands are placed on the teacher, and personal and professional perfection is required from him from the moment he starts school as a teacher. Therefore, currently, the training of a teacher in a higher educational institution who can carry out professional activities at a high level is a priority direction. In Kazakhstan, in recent years, there has been a special need for a professional in the field of pedagogy and solving urgent psychological and pedagogical problems in relation to young people. In this regard, special attention is paid to the professional training of teachers at universities in the country.

No matter how much there are views on the success of a teacher in professional activities, scientists call the personality of a teacher as its main criterion (Yu.V. Vardanyan, V. M. Basova, S. M. Zhakupov, I. A. Zimnyaya, V. G. Zazykin, V. N. Karandashev, G. M. Kertaeva, N. V. Kuzmina, A. K. Markova, A.V. Mudrik, zh.in the second half of the 19th century. And the rapid changes in socio-economic and political conditions in society make it urgent for future students to develop personal qualities that are of great importance in the activities of teachers. This is due to the fact that the teacher must be able to withstand some professional difficulties in his activities; show perceptual abilities; understand the individuality and unique uniqueness of another person; show empathy for another person; reflect and regulate his own emotions; know the specifics of his influence. As a mature person, a teacher should correctly understand others, develop communication skills and skills at a high level, recognize and apply various ways of social roles and communication. The effectiveness of the teacher's activities is due to the fact that he is able to work together with others, listen to others and show feelings, show productive behavior in difficult situations. Communication includes pedagogical activity as a whole, down to each of its microelements. For the teacher, communication is the main form of activity. In psychology and Pedagogical Sciences, a lot of research has been carried out (A. A. Bodalev, A. R. Ermentaeva, Z. Isaeva, V. A. Kan-Kalik, N. V. Klyueva, G. A. Kovalev, Ya.L. Kolominsky, A. A. Leontiev, L. M. Mitina, H. T. Sheryazdanova, N. K. Toksanbayeva, etc.). In connection with the importance of the process of interaction between teacher and student, the concepts of "pedagogical communication" (A. A. Leontiev, V. A. Kan-Kalik), "professional pedagogical communication" (A. A. Bodalev, H. T. Sheryazdanova) are introduced into science. Pedagogical communication is considered as an independent type of communication of people, generalized and different in relation to education. The effectiveness of pedagogical communication, its mechanisms, styles are described in the works of S. M. Zhakupov, I. A. Zimnyaya, S. Eleusizova, V. A. Kan-Kalik, Ya.L.Kolomensky, S. V. Kondratieva, N. V. Kuzmina, A. A. Leontiev, A. A. Rean, H. T. Sheryazdanova, etc. Pedagogical communication performs communication, interactional and perceptual functions in the educational process, directly and indirectly determines the success of the Union "teacher-student", "teacher-parent/mother", "student-student", "student-parent/mother" and "teacher-teacher. Of course, the success of a person in communication from the professional side depends on many factors-his knowledge, skills and abilities, energy and intelligence. Among them, we believe that the organization and implementation of communication by a teacher reflects his intelligence, intelligence-intelligence-intelligence. Pedagogical communication will be the dynamics of development based on the logic of the pedagogical process. Depending on the same dynamics, its stages are determined. The first stage of pedagogical communication is modeling. It is directly related to the implementation of its own planning of the communicative structure of interaction between students and teachers in accordance with pedagogical tasks, the individuality of the

teacher, the characteristics of the team and its individual members.

At the modeling stage, the teacher plans a mutual erection in advance get a chance. At this stage, the communicative approach of pedagogical tasks the transformation into tasks is realized. In addition, this period of erection determines the pedagogical aspects, helps the teacher to determine his emotional mood and communicative activity. V. A. Kan Kalik proposes the technology for its implementation, considering communicative training to be the most important element of pedagogical communication. It is indicated by the instructions below:

- imagine a specific class or class in which the educational process should be conducted collectives;
- remember in your memory the relationship you had with this class or team; try to develop the positive side of the relationship and avoid the negative ones; (they interfere with you)
- consider what type of communication is useful with this class or team correspondence of the type of today's lesson (educational work) or can be appropriate for this type;
- try to imagine how the class perceives you and your material;
- identify the style of communication that you adhere to with the class team, the tasks of today's educational work (educational, developmental, educational), try to ensure their unity;
- imagine the general psychological atmosphere of their implementation, planning its fragments, sections, working with a summary of classes or educational work;
- think back to the relationship with individual students in the classroom, avoid forming stereotypical attitudes towards students;
- improve the atmosphere of communication in the educational process which helps you conduct the lesson more confidently.

Some scientists count that a teacher before visiting with a certain class or team should use the following instructions to prepare for a contact:

- communicate with the class or the team always in optimistic character;
- prevent negative orientation towards relationships, even when it is said that in time relations are in excellent condition, this course is only disturbs
- even you have been working with them for several years, your attitude should be new with each lesson towards them

The second stage of pedagogical communication is communication an organization in which the educator takes the lead.

An important point of this stage is to attract the attention of students, because effective communication with the class depends only on the attention of students to the teacher. only when stabilized. This point is an important communicative should be treated as a task.

There are several tips to draw the students' attention of to the teacher. They are:

- **voice** - break, change of intonation, silence, student name to talk or by adding free of charge;
- **mimic or pantomimic** – by talking with the eyes, shaking the head, frowning, lifting the shoulder, tapping the pen, making a note with the finger, passing by, straightening the shoulder or head of the student;
- **vocabulary** - a teacher's deliberate mistake, an accent, any contrast;
- **organizational** - to interest children, conduct work in a playful way (in elementary grades), attention to the importance and benefits of the education to be obtained translation (for teenagers), understanding its connection with the future (high school students), as well as the transfer of activities, work in the optimal rhythm conducting joint work, stimulating students, the use of active teaching methods.

The third stage of pedagogical communication is Relationship Management.

The main condition for managing communication is the initiative of the teacher. The initiative is aimed at solving many strategic and tactical tasks. These tasks include: ensuring the leadership of the process, creating an emotional atmosphere, etc.

Intelligence allows a person to understand the world. The criteria for the level of intellectual development of a person are associated with the perception, understanding, description of his surroundings. Depending on this, the personality will have its own behavior in each situation.

But in many cases, a high level of general intelligence is not enough. Sometimes the mind of a person comes out of his mind finding a place in the social environment, interaction with others, interaction there are few cases when the installation remains a serious problem. And in modern society along with positive changes, there is also a personality disorder, deviance in behavior.

And the low level of formation of social intelligence is clearly visible first when a student, and then during professional activities. In addition to professional education, students have advanced all levels of psychology can develop [8, p. 142]. Student life is one of the most important periods in a person's life.

The student is able to leave the direct care of the parents and lead an independent life strives. Interaction and mutual relations learned by young people as students flexibility and skills are an adaptive mechanism throughout his life provides service. In recent years, in the science of psychology, social rather than general intelligence distinguishes and considers intelligence.

Working in the "person-to-person" field, interaction of living person in society, social environment social intelligence determines the level of interaction.

Among the personal and professional qualities of a teacher is social intelligence his position in the service is special. In recent year, in Psychological science, from general intelligence to social distinguish and consider intelligence. "Human-being", the level of interaction of a living person in society and the social environment is determined by social intelligence.

Among personal and professional qualities, social intelligence has a special place in the activities of a teacher. Understanding the process of communication and behavior of people, adapting to various systems of interaction, a special mental ability determines social intelligence.

Social intelligence the effectiveness of the personality in the process of interaction, interaction shows the development of communication and intellectual abilities in contact with each other. At the same time, social intelligence is a personality trait. In this case, social intelligence indicates the attitude of a person to himself, the ability to predict the results of his actions, to understand his own behavior.

In broad terms, social intelligence is effective with the external environment of the individual the ability of a person to provide communication, the ability to correctly understand others for example: This ability is directly related to other people, especially children in the work of a teacher who carries out his activities through the creation of communication, the teacher must play a high role. After all, the general intelligence a high level of social intelligence will allow the future specialist to achieve all professional and life success.

Social intelligence, then, determines the adaptation of a person in society, his abilities that ensure social, interpersonal and professional relationships as a set, it is a special property of the teacher. With students, to carry out effective communication with parents and colleagues social intelligence, which allows the teacher to develop self-knowledge, self-development, mental abilities that ensure the design of interpersonal relationships as will be. But intelligence is not only a mechanism of adaptation of the individual to the external environment.

Social intelligence, in addition to adapting to the environment, has an effective relationship-is the main condition for the relationship.

Social as part of the communication abilities of a person intelligence allows you to correctly assess the course of the relationship. At the same time social intelligence is the ability of mutual information exchange, interaction, interaction it is the cognitive part of the ability to communicate that determines the consequences of creating. The term "social intelligence" is introduced into science by E. Thorndike in 1920.

The problem of social intelligence is solved by G. Eysenck, S. Bury, H. Gardner, J. Guilford, O. John, J. Kylstrom, S. Kosmitsky, N. Cantor, G. Allport, R. Selman, R. Studied by scientists from far abroad, such as Sternberg. In their works social the problem of the formation, development of intelligence, its structure, function, professional activity- the role in action, the relationship with academic intelligence is revealed.

But representatives of scientific schools define the concept of social intelligence differently depending on the direction of research. For example:

- the ability to get along with other people (F. moss, T. Hunt, 1927);
- interact with other people (T. Hunt, 1928);
- to know other people (R. Strang, 1930);
- ability to understand others, perceive the position of others get, put yourself in the other's shoes (P.E. Vernon, 1933);
- motivation, feelings and mood of other people ability to evaluate correctly (J. Wedeck, 1947).

Subsequently, social intelligence among scientists of modern CIS countries the first to describe the concept of M.I. Bobnev. Then his works like N.A. Aminov, A.A. Bodalev, V.N. Druzhinin, Yu.N. Emelyanov, Karpov A.V., Kashapov M.M., Kubyshkina M.L., Kudryavtseva N.A., Kunitsyna V.N., Labunskaya V.A., Mikhailova E.S., Molokanov M.V., Rakhmankulova S.A., Ushakov D.V. and A.L. Yuzhaninova, provided.

A number of scientists assess the structure, activity, role of psychologists who have developed important concepts concerning in the works of teachers, social intelligence has already become the subject of special research no way. For example, in the studies of S.M. Zhakupova "joint cognitive thinking the importance of dialogue in teaching activities. Professional training of future teachers and psychologists Sheryazdanova Kh.T. of a psychological nature in professional and pedagogical the role of education. A.R. Ermentaeva conducted research on psychological training interaction of subject position and psychological training for conditional development. Despite numerous studies, social support for future teachers some controversial, some unresolved aspects in development issues requires deeper, more comprehensive consideration of communication. For example, until now, the concepts of social intelligence do not have a generalized unambiguous definition. Also, the concept of unambiguous clarification of social intelligence has not been developed. An open question remains the nature, psychological nature of social intelligence, patterns and mechanisms of its development. At the same time, it is easy to develop students' social intelligence is not a managed process. Because most future teachers. Understand and define the professional aspects of your self-concept cannot. Moreover, most students believe that their professional development is individual consciously does not understand the possibility. On the other hand, in a higher education institution special attention is paid to the theoretical education of students, opportunities for psychological development, formation of personal and professional qualities is not put in front.

Perspectives of literature analysis, complex study of assigned tasks development of social intelligence of educators revealed unresolved contradictions - society's need for a highly qualified teacher and personal, professional qualities of the teacher - one of them - psychological and pedagogical conditions and development conditions among the lack of attention to technology - personal and professional qualities of social intelligence among future teachers between the need for development and insufficient - the specific requirements of modern society for a specialist and among the level of realistic formation of social intelligence of graduates' differentiation of society by ethnic, religious, social and other characteristics differences in the formation of the relevant culture and interaction in the social environment; -formation of social intelligence in psychology, pedagogical sciences, development, its structure, activities, role in professional activities, generally recognized connection with intelligence and its ethnic in modern psychological and pedagogical work is not enough between study

In this regard, the development of social intelligence capacity for *reflection, empathy and appropriate strategies for their behavior in stressful situations*; consider it necessary to increase the possibilities of choice In our research, we understand that future teachers solving problematic issues in personnel training for

psychological and pedagogical conditions of development are considering. This is what future educators have high social intelligence the need for development and the requirements of society for a professional teacher satisfies. At the same time, the development of social intelligence in future teachers structural-functional model. Criteria, levels and indicators of the development of social intelligence facilitating the successful integration of future educators into acts.

In this case, it is necessary to develop and develop the social intelligence of future teachers,

theoretical and methodological justification, definitions by empirical materials, an explanatory study.

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USING A FOREIGN LANGUAGE IN INFORMATION TECHNOLOGY IN MODERN CONDITIONS

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Annotation. The article explores the utilization of foreign languages in teaching information technology, highlighting its growing prominence in modern educational settings. She emphasizes the importance of language competency among teachers and students for effective delivery and comprehension of course material. The article underscores the benefits of bilingualism, cultural awareness, and cognitive development facilitated by this approach. Furthermore, it discusses the significance of communicative competence in foreign language learning, particularly in the context of Kazakhstan's educational reforms. Additionally, the article suggests leveraging internet resources and blended learning techniques to enhance language acquisition and technical proficiency. It concludes by advocating for the integration of foreign language instruction to enrich the educational experience in information technology.

Keywords: Foreign language instruction, Information technology education, Language competency, Cognitive development, Communicative competence, Blended learning.

In modern educational settings, the use of a foreign language for teaching information technology has become increasingly prominent. This approach offers numerous benefits, including enhanced language skills and improved technical proficiency. In this article, we will explore some key features of teaching using a foreign language in the field of information technology in modern