



ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ФЫЛЫМ МИНИСТРЛІГІ  
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҮЛТТЫҚ УНИВЕРСИТЕТІ



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«ФЫЛЫМ ЖӘНЕ БІЛІМ - 2014» атты  
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непримиримости к равнодушию и злу	непримиримым к грубости и черствости	равнодушным	выступать против лжи, нечестности	ложным товариществом, ложью, нечестностью
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Содержание бесед строится линейно - концентрически. Это значит, что в каждом классе проводится беседа по каждому из девяти основных направлений, но в ее содержание в последующем классе вводятся новые факты, обращается внимание детей на новые признаки нравственных понятий, на причинно-следственные связи нравственных явлений.

Таким образом, этическая беседа – это достаточно действенная форма организации социализации личности школьника, благодаря которой у школьников формируются нравственные понятия, представления, оценки, мотивы, установки, т.е. нравственного сознания в целом.

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#### **COMMUNICATIVE CULTURE OF A SOCIAL PEDAGOGUE AND METHODS OF ITS FORMATION.**

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Social pedagogics includes a wide sphere of contacts with a person, a group of people, organizations and population of the social environment. That's why the communicative culture is among the basic professional and personal qualities of these sphere specialists. New social and economic conditions in the country, in the world cause need of education of the cultural, creative person, able to find the place in difficult, constantly changing reality. In this regard the number of actual social and pedagogical problems includes a problem of interpersonal, cross-cultural communication and its basis - communicative culture.

Phenomenon of communicative culture as subject of the scientific and pedagogical researches it is studied rather recently – from 70-80th years of the XX century. Analysis scientific literature allows to allocate some aspects in studying communicative culture of the teacher: definition of structure and conditions formations of communicative abilities of the teacher, problem research mutual understandings between teachers and trainees, researches on a problem pedagogical ethics and step.

Communicative culture – one of the most important qualitative characteristics of the personality, allowing to realize her needs for social recognition, respect, self-updating and helping successful process of socialization (A. Maslou).

In M. G. Rud's researches the communicative culture is presented as:

- ability to coordination and correlation of the actions with others, to acceptance and a susceptibility of another, selection and presentation of arguments, promotion of alternative

explanations, problem discussion, understanding and respect of opinions of others and on the basis of it to regulation of the relations for creation of a community being trained in achievement of the uniform purpose of activity;

- need for other, for expansion of borders of communications, comparison of the points of view, ability to become on a position being trained;
- readiness for flexible tactful interaction with another, to reflexive activity, to design of communicative abilities and their application in a new situation

Communication in the course of communication provides that the teacher and the student during joint activity exchange various representations, ideas, feelings, moods and so forth, i.e. information isn't simply transferred, and is formed, specified, develops. Communicative function of communication between people has the specifics. First, communication it isn't simple an exchange or information movement. Here we mean the relations of two individuals, each of which acts as the active subject. Schematically communication can be presented as intersubject process (S S), as the subject - subject relationship of active exchange of information during which the communication subject is in common comprehended. Secondly, exchange of information provides interference of subjects, assumes psychological impact on behavior of the partner for the purpose of his change. Thirdly, communicative influence is possible only when subjects possess uniform or similar system of coding and decoding (i.e. speak one language) when signs and the values fixed to them are known for everything. Fourthly, for communication the communicative barriers having social or psychological character are characteristic. On the one hand, this various attitude, the outlook generating different interpretation of the same concepts. On the other hand, barriers can have purely psychological character owing to specific features of the personality (shyness, reserve, mistrust, incompatibility, etc.)

The communicative culture assumes formation at the teacher certain social installations. It is necessary that teachers belonged to pupils, their parents, colleagues as to the purpose, instead of as to a cure pedagogical tasks or achievement of own wellbeing. Communication between the teacher and the pupil as dialogue demands from the teacher's of ability to listen and restrain the "a monological ardor", to show tolerance and to ideas, and to short comings of pupils. The teacher with well developed communicative culture appears in state creatively to treat those various situations business and emotional communication which it meets, to the professional activity as a whole. The creative relation is realized that it can to use knowledge known to it, abilities, versions of the decision, and methods of communication in a new communicative situation, transforming them according to it specifics; to find the solution of a communicative task in this or that situations, combining ideas already known to it, knowledge, receptions, etc.; to create ways new to it and receptions necessary for communication in everyone concrete situation of professional and pedagogical activity.

It is possible to allocate the following groups of professional and communicative abilities of the teacher:

1. Social and psychological abilities are abilities to dispose pupils to communication, to impress favorably (self-presentation ability), to reflex, adequately to perceive an originality of the identity of each pupil, her status structure, to predict development of the intersubject relations, to use psychological means - verbal and nonverbal, mechanisms of communicative influence - infection, suggestion, belief, identifications etc.

2 . Moral and esthetic abilities are abilities to build communication on humane, democratic basis, to be guided by the principles and rules of professional ethics and etiquette, to approve the personal dignity of each pupil, to organize creative cooperation with student's group and certain pupils, to initiate favorable moral climate of communication.

3 . Esthetic abilities are an ability to harmonize internal and external personal manifestations, to be artistic, esthetically expressive, to acquaint teenagers with high culture of communication, to make active their emotional tone and optimistic attitude.

4 . Technological abilities are abilities to use educational means, methods, receptions, variety of forms of interaction, to choose optimum style of the management as communication, to

observe a pedagogical step, integrally to combine communicative and subject interaction, to provide its educational efficiency.[1] Indicator of successful communication of the teacher with pupils is the favorable moral and psychological climate in a class, educational group, educational institution as a whole.

To achieve success in education and training the teacher can, only if it builds these processes on a personal basis, begins communication with establishment of emotionally favorable relationship with pupils.

Of what there is a communicative culture of the teacher?

In its basis - personal qualities, valuable orientations, the installations which are showing in the relation to people, and also equipment of communication - possession of the speech, a mimicry, gestures, movements, methods of impact on other person, methods of self-control, creation of working creative health.

The social psychologist T.K Chmut emphasizes: "The culture of communication is a component of culture of the person as a whole. It as well as any other comprises a certain sum of knowledge, in this case about communication" the Researcher noted that the communicative culture is defined by a condition of society, its history, traditions, a national originality, universal values is inherent in culture of communication. To achieve the high level of communicative culture the teacher needs to know individual and psychological peculiarities, adequately to react to their behavior and a psychological state, to select for each person in the corresponding situation such way of communication which wouldn't conflict to all-human values, morals of society, humanity, and at the same time has to correspond to specific features of the specific personality.[2]

Productive speech communication of the teacher provides also development of a number of special abilities in it:

- 1) social and perceptual (to understand internal state of the partner through perception of his external behavior, a look);
- 2) abilities to identification (ability to put itself to the place of other person and to predict his possible reaction)
- 3) self-control, strong-willed influence, suggestion, management of the mental state in communication.

The problem of formation of communicative culture as component of professional culture of the teacher of the higher school is developed to a lesser extent. The carried-out analysis of psychology and pedagogical literature allowed to define relevance of a problem of development of communicative culture of the teacher in professional activity, to allocate the content of the concept "communicative culture of the teacher" and to plan regularities of its development. The social and educational situation demands from each teacher of manifestation of communicative abilities in the course of interaction with students as indicator of realized humanistic idea of education and as way of preservation of social and emotional mental health. The communicative culture substantially defines competence of the teacher capable to ensuring effective pedagogical communication.

The carried-out analysis of development of communicative culture allows to draw the following conclusions that the teacher with low level of sociability, with absence of emotional culture and a reflection, with poorly created communicative abilities which are showing in low culture of communication, isn't capable to create cultural the developing potential of the environment influencing the identity of being trained, its full development. Thus, the communicative culture of the teacher — is the qualitative characteristic of the subject of the pedagogical activity, including system of communicative knowledge, abilities, the skills defining a certain position of the personality in communicative activity, and the communicative culture of the teacher is a basis of professional skill and defines its success.

The communicative culture of the teacher is one of the most important components of professional culture. Need of its development is caused by that the teacher is constantly included in the process of communication providing the various and multidimensional relations with those who becomes the partner in contact: with pupils, their parents, colleagues. These relations arise and develop in the course of joint activity, the most important which condition of implementation is

communication. Proceeding from data above definitions, the term "communicative culture" is understood and used by us as enrichment, improvement of non-material life, high extent of development of the act of transfer, the message of this life based on easily established mutual understanding.

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## **СТРУКТУРИРОВАНИЕ УЧЕБНОЙ ИНФОРМАЦИИ**

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Структурирование учебной информации способствует более целостному восприятию и изучению учебного материала. При этом происходит целенаправленное усвоение различных видов деятельности и обусловливаемых ими способов мышления. Использование данного метода структурирования, разработанного профессором Т.Т.Галиевым, позволят существенно повысить эффективность и качество обучения.

На рис.1 представлена модель структурирования, представления и изучения информации о рассматриваемом объекте, где:

(1) – Цели структурирования и изучения рассматриваемого объекта.

(2) - Представление основного содержания обучения (основных инвариантных компонентов) или рассматриваемых объектов окружающей действительности (объект в данном случае понимается в широком смысле, как учебный материал, субъект, вещь, явление, изделие, процесс и т.д.), подлежащих структурированию и изучению.

В случае ограниченности исходной информации об изучаемом объекте предлагаемый метод структурирования и изучения позволяет эту информацию не только выявлять, но и целенаправленно развивать. Последовательное расширение, углубление и уточнение выявляемой информации об изучаемом объекте в конечном итоге способствует не только выявлению системной информации о нем, но и его (объекта) всестороннему изучению.

(3) – Совокупность деятельности и действий, способствующих целостному познанию изучаемых объектов, в том числе:

1) анализ (методологический, системный и т.д.): изучаемого объекта, его элементов, связей и отношений между ними и т.д.; взаимодействие с объектами внешней среды; модели системы объекта, свойств и функций подобной системы и т.д.; анализ литературы (учебной, научной, справочной, нормативной и т.д.), основных понятий, условий функционирования изучаемого объекта как системы и т.д.;

В процессе изучения различных объектов окружающей действительности (содержания обучения) целесообразно осуществлять соответствующее моделирование и конструирование модели системы изучаемого объекта;

2) моделирование изучаемого объекта (конструирование модели изучаемого объекта);

3) выявление и учет условий существования и функционирования изучаемого объекта;

4) выявление и учет (внешних и внутренних, положительных и отрицательных) влияющих факторов, изменяющих или способных изменить состояние изучаемого объекта, а также последствий воздействия указанных факторов;