

ЕВРАЗИЙСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ Л.Н.ГУМИЛЕВА



Филологический факультет
Кафедра иностранных языков



СБОРНИК МАТЕРИАЛОВ
международного семинара
**«STRENGTHENING FOREIGN LANGUAGES
TEACHING: CHALLENGES,
APPROACHES AND TECHNOLOGIES»**

27-29 марта 2018 года

Астана, Республика Казахстан

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Сборник содержит статьи участников международного семинара «Strengthening Foreign Languages Teaching: Challenges, Approaches and Technologies». В сборнике рассмотрены актуальные вопросы касательно основных тенденций и особенностей развития современной методики преподавания иностранных языков в средней и высшей школе в условиях полиязычия, проанализирован опыт по реализации инновационных технологий в языковом образовании, рассмотрены вопросы преподавания предметов на иностранном языке, представлены исследования результатов независимого и интегрированного подходов с особым упором на креативность и критическое мышление, необходимых для академического письма в учебной деятельности магистрантов.

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ОГЛАВЛЕНИЕ

SESSION I. STRENGTHENING FOREIGN LANGUAGES TEACHING: CHALLENGES, APPROACHES AND TECHNOLOGIES	7
Асипова Н.А. К вопросу о роли иностранных языков в подготовке студентов к социальному взаимодействию в поликультурной среде	7
Карабалаева Г.Т. Многоязычие и межкультурная коммуникация как основа формирования современной личности	13
Zumadillayeva O.A. The application of group activities in teaching English	17
Sagimbayeva J.E., Moldakhmetova G.Z., Kamzinova D.G. Projects in L2 & L3 co-learning	25
Касенова А.Б. Использование онлайн-сервисов в преподавании Профессионально- ориентированного иностранного языка	31
Бүркітбаева А.Г., Хамзина А.Х. Шетел тілін оқытудағы интерактивті әдістер	37
Ергалиева К.О. Развитие межкультурной компетенции как составной части переводческих компетенций	42
Сагимбаева Д.Е., Искакова А.Р. Анализ основных трудностей, возникающих при обучении аудированию	50
Mukhanova V. Digitale Lernplattform Duolingo als Ersatz für den Präsenzunterricht	56
Мухтарханова А.М. Ағылшын тілін оқытуда қысқа мәтіндерді оқудағы түсіну тәсілдері	62
Тусупова Г.К., Нурбекова Г. Ж., Отызбаева К. Ж. Особенности обучения чтению студентов неязыковых специальностей в рамках дисциплины Профессионально-ориентированного иностранного языка в вузе	69
Загоруля О. Л., Мусабекова З. С. Из опыта работы по развитию письменных навыков у студентов неязыковых специальностей на занятиях английского языка	77

Курманаева Д. К. Использование регионального компонента в совершенствовании навыков говорения на занятиях иностранного языка в неязыковом вузе	85
Tusselbayeva Zh.A., Nurkenova S. S. CLIL method in teaching English for professional purposes	90
Рустемова А. И. Использование информационных технологий при обучении иностранным языкам	94
Арыстанқұлова Г. У. Тілдік емес жоғары оқу орынында кәсіби шетел тілін оқытуда иновациялық технологияларды қолдану	97
Нурбекова Г.Ж., Нургалиева У.С. Мультилингвизм как средство социализации личности	101
Толегенова Ж.Б., Кусаинова А.Е. Язык и межкультурная коммуникация	105
Tazhitova G., Nurpeissova A. Incorporating critical thinking into speaking activities in English classes	110
Tussupbekova M., Zarkesheva A. The ways of planning action research in teaching English for students in higher schools of Kazakhstan	117
SESSION II. LINGUISTIC ASPECTS OF TEACHING AND LEARNING LANGUAGES	122
Игбаева Ж.Т. Лингвистические основы формирования выразительности речи молодого журналиста при работе со словом	122
Mukhatova A. D. The phenomenon of sound symbolism in linguistics	127
Смаилбекова Ш.Д. Put it on thick, Watson!	130
Смаилбекова Ш.Д. Везти уголь в Нью-Касл, или в Тулу со своим самоваром	135
A.Kadyskyzy, R.T. Khassenova, Zh.T. Kulakhmetova Idioms as a specific illustration of the national mentality	139
Sadykova M. Zh. The formation of the cultural code of the nation, the importance of toys in the formation of personality	143
Karibai K.S., Zhaqypov Zh.A., Mukhtarkhanova A.M. Observation of national markers study in Kazakh linguistics	147

Smagulova M.G. Lokale und globale kohärenz und kohäsion als kategorien der modernen textlinguistik	151
SESSION III. METHODOLOGICAL ASPECTS OF TEACHING FOREIGN LANGUAGES AND SUBJECTS IN FOREIGN LANGUAGES AT SECONDARY SCHOOLS	155
Капажанова А.К., Калиева Б.С., Капажанов С.А. Предмет «Английский язык» и его воспитательные и развивающие возможности	155
Есеналы Н.Т. Үштілділік – көптілді білім алушы тұлғаны қалыптастырудың негізі	158
Садуакасова Ж.С. Методы и приемы преподавания биологии на английском языке в контексте CLIL	161
Кажкенова А. К. Интегрированный курс «Глобальная география»	164
Syzdykov A. Methodology of solving high school chemistry problems in English	166
Temirbekova A.T., Kasbayeva A. The implementation of multilingual education in secondary schools in Kazakhstan	170
SESSION IV. COLLATION GLOBAL RESEARCH SKILLS: REPRESENTING ACADEMIC WRITING SKILLS ACROSS A WIDE SPECTRUM OF DISCIPLINARY BOUNDARIES & INTERESTS	180
Rozhkova D. Alternative Dispute Resolution in the USA and the Russian Federation	180
Mukanva F., Features of mosque location in the city structure	184
Toibekova P. Biotechnology and need of Kazakhstan	188
Toktarova G.B. To what extent should governments reduce the GMO?	191
Mukanova G.M. Nanotechnology in the fields of biomedical sciences	193
Syzdyk M.R. The role of “in vitro fertilization” in Kazakhstan	196
Bakuova N.S. 3D Printing human tissue: where biotechnology meets engineering	198
Salimova A.T., Mukhtarkhanova A.M. The role of an individual dictionary	201

of the native speaker in text perception and comprehension	
Sherahan A. N., Belgibayeva D. S., Amerkhanova Sh. K., Mukhtarkhanova A.M. Synthesis of iron nanoparticles in aprotic polar solvents	206
Kassenova D. The role of modern trends, technologies and their influence on the development of museum business in the 21 st century (the case of Kazakhstan)	210
Amanzholova A. Alternative forms of energy: energy-saving & energy-efficient technologies in architecture	213
Murzagaliyeva A. Principles of application of ergonomicity in the organization of the design of modern housing	216
Deneyev O. Facing material as a decorative tool in the formation of the structural environment of Astana	220
Kemelbekova E. A., Baidabekov A.K. Competence-contextual format of mathematics learning for professional development of a future specialist non-mathematician	223
Nurymgereyeva U. Creativity through innovation in the context of the typology of organization and constructive solutions of the regional theatre	231

COMPETENCE-CONTEXTUAL FORMAT OF MATHEMATICS LEARNING FOR PROFESSIONAL DEVELOPMENT OF A FUTURE SPECIALIST NON-MATHEMATICIAN

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In recent years we have been witnessing a global process of standardization in our educational space. To ensure that every student reaches the level of academic standard, every educational establishment needs a new pedagogical tool instead of the traditional method.

Consequently with new progressive and adequate pedagogical technologies there comes a need for a new technology as a solution to the problem of transition from traditional to innovative methods.

Educational technology is a procedural category and it represents a certain system of activities. The emergence and dissemination of new technologies is changing the activity itself and the substantial restructuring of targets, values, specific knowledge and skills.

In the article the technology of V.M. Monakhov, aimed at improving the quality of education, creating conditions for level differentiation of the learning process taking into account the personal characteristics of students, is taken as the basis.

The modification of educational technologies of V.M. Monakhov was conducted in the research. There were determined the operating parameters, which allow to approach closer to the optimal regime of functioning of the methodical system of teaching with the beforehand specified properties. It was proved that taking into account the recommendations represented by the computer system, a teacher can correct the studying process project.

The system of pedagogical education constantly requires diagnosing and teachers' aid provision. The particular attention is paid to the development of computer systems of analytical processing of the results. They are a goal statement, content structure, forms of diagnostics, designing of the innovative methodical system of teaching, competent model of a pupil, standardized volumes of knowledge, special metric system for the quantitative estimation of competences and aim of study. The development of these innovative didactic categories and their technological in-building in the model of methodical system of teaching with the beforehand specified properties naturally led to the serious development of the didactic notions and their innovative functions (Monakhov, 2014).

The contribution to the organization and modelling of the diagnostics result at designing of the competent-contextual formation of mathematics teaching was made

by Alexandrov, P.M. (1987), Bakhusova, E.V. (2011) “Technology design of the educational process: the preparatory and designing stages”, Collins, K., Madaj, Z. (2012), Klevakina, V.P. (2010) “Group form of teaching as a means of the joint pedagogical activity of a teacher and students in the process of mathematics teaching”, Krajewski, V.

V. (1969-2000), Ksenzova, G. Y. (2001), Kudryavtsev, L. D. (1985), Kuzmina, N. V. (1985), Monakhov, V.M. (2012) “Informatization of the learning and teaching provision of the integrate process of competence and technological quality management monitoring”, Monakhov, V.M. (2014) “IT-education and some issues of evolution of the domestic methodical system of mathematics education, providing the educational process technologization”, Monakhov, V.M. (1991-2006), Sherstnyeva, N.A. (2014) “Pedagogical technology: content, essence”, Zhurba, A.Y. (2014) “Design of a training course on the basis of technological approach”.

Taking into account various fixation dynamics models of diagnosis and their application in many educational establishments, it should be noted that in addition to an objective picture of the dynamics of the material learning and mastering a subject successfully (computer system data in processing diagnostics results), a computer system provides the information on the level of professional competence of the teaching staff. Hence, an important task is the improvement of the information technology competence of the faculty at the educational establishments. Apparently, there must be analysed the programme of the development of information technology knowledge, without which the tasks of technologization and informatization of the competence-contextual format of learning cannot be solved. It should be added that a strategy of the university development should be directly linked to the creation and implementation of the quality management technology (Kreytsberg, 1982):

- *Quality* of the vocational training of the graduate non-mathematician (as an important factor of the demand for graduates in the labour market);
- *Quality* of the educational process in terms of the competence-contextual format of learning of a bachelor of a nonmathematical specialty;
- *Quality* of the target meaningful component of the educational process of a bachelor;
- *Quality* of the dynamics fixation of the diagnosing component of a bachelor.

The estimation parameters which define the quality are objectivity, consistency, transparency and openness of the information about the learning process. It seems reasonable to treat quality management as a management process.

This approach allows using a methodologically innovative design of modified flow charts of V.M. Monakhov as a management process, and a methodical system of teaching mathematics to specialists of a nonmathematical specialty, providing and maintaining the specified quality of the educational process.

The main idea of the message is the thesis of modifications of the pedagogical technology by V. M. Monakhov, already functioning in practice. It serves for the design of the learning process at the educational establishments in terms of the competence-contextual format of learning (Kremyansky, 1969).

The aim of this pedagogical technology is to determine the reasonable norm of the tasks (according to the volume, difficulty and complexity), the content of the

extracurricular work that leads to the achievement of the aim with the teacher's help. Any changes, based on the obtained results, could be implemented into the technology, for example, through the block "Diagnostics". It should be noted that the technology of V.M. Monakhov includes a goal statement, diagnostics of the extracurricular tasks, and also the possibility to fill in the specifications and changes based upon the results, obtained from different stages.

The technology of V.M. Monakhov makes the emphasis on the students' development, to which the biggest share of time is devoted. The aims and tasks of a student's development are accurately and understandably arranged in a student's development information card.

This technology includes a logically substantiated system of stages and aims of teaching; a diagnostics system for quick achievement of the goals; described ways of the educational process of the participants' interaction on each stage; elements of motivation; possibility of transference into new conditions; guarantee of the pedagogical results.

For the achievement of the purpose of this research we try to compile a scheme of the educational process. For this task a problem situation (PS) is taken as a unit of designing the content of the discipline. The content of each discipline will be translated into the language of problematic situations.

The methodical system of teaching mathematics to the bachelors of a nonmathematical specialty in terms of the competence-contextual format of learning is then designed to solve the problematic situations of the discipline consistently (sometimes simultaneously) with the assimilation of the traditional content of the discipline. For this purpose the learning process in the discipline is divided into the problematic situations PS1, PS2, ..., PS_m. Then, for each PS_i a system of micro-purposes of the discipline is formed – micro-purposes B1, B2, ... B_n, sufficient to solve the PS_i (Kuzmina, 1980).

The modification of the pedagogical techniques by V.M. Monakhov for implementing the competence-contextual type of learning has led to the following procedural scheme of the design of the educational process, shown in Table 1.

N	Procedure
1	To distribute the professional competences, laid down in the SES of HPE of the third generation, in the academic disciplines, i.e. to indicate in the context of which disciplines one or the other competence is formed.
2	To formulate the problematic situations PS1, PS2, ... PS _m for a discipline (or a group of disciplines, responsible for the same competence). The contents of the problematic situations should reflect the connection between the academic discipline and the future professional activities of a student, and to foster the competences.

3	<p>To design a sequence of micro-purposes B_1, B_2, \dots, B_n (in the sense of V.M. Monakhov's technology) for each discipline, aimed at solving the PS. The technological document at this stage is the project card of the educational process in the discipline, which includes the competence formation, a list of the problematic situations (PS1, PS2, ... PSm) and a sequence of micro-purposes for solution of each PS.</p> <p style="text-align: center;">Project card in the discipline "..."</p>																																																																														
4	<p>To design the technological cards (TC) of the training topics. The logical structure of the learning process, besides the traditional diagnostics D_1, D_2, \dots, D_n, should include the time limits of the PS_i solutions and PS_i diagnostics by students. Thus, the logical structure has two levels. For example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Academic hours</th> <th style="text-align: center;">1</th> <th style="text-align: center;">2</th> <th style="text-align: center;">3</th> <th style="text-align: center;">4</th> <th style="text-align: center;">5</th> <th style="text-align: center;">6</th> <th style="text-align: center;">7</th> <th style="text-align: center;">8</th> <th style="text-align: center;">9</th> <th style="text-align: center;">10</th> <th style="text-align: center;">11</th> <th style="text-align: center;">12</th> </tr> <tr> <td></td> <td colspan="2" style="text-align: center;">pair</td> <td colspan="2" style="text-align: center;">pair</td> <td colspan="2" style="text-align: center;">pair</td> <td colspan="2" style="text-align: center;">pair</td> <td colspan="2" style="text-align: center;">pair</td> <td colspan="2" style="text-align: center;">pair</td> </tr> </thead> <tbody> <tr> <td>Formation of the subject knowledge</td> <td></td> <td style="text-align: center;">B1</td> <td></td> <td style="text-align: center;">D1</td> <td style="text-align: center;">B2</td> <td style="text-align: center;">D2</td> <td style="text-align: center;">B3</td> <td style="text-align: center;">D3</td> <td></td> <td></td> <td></td> <td style="text-align: center;">B4</td> </tr> <tr> <td>Formation of PS1</td> <td colspan="8"></td> <td colspan="4" style="text-align: center;">DiagnosticPS2</td> </tr> <tr> <td style="text-align: center;">the key competencies</td> <td colspan="8"></td> <td colspan="4" style="text-align: center;">s of PS1</td> </tr> <tr> <td style="text-align: center;">(C1)</td> <td colspan="12"></td> </tr> </tbody> </table>	Academic hours	1	2	3	4	5	6	7	8	9	10	11	12		pair		pair		pair		pair		pair		pair		Formation of the subject knowledge		B1		D1	B2	D2	B3	D3				B4	Formation of PS1									DiagnosticPS2				the key competencies									s of PS1				(C1)												
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Table 1: The design of the educational process

a. If in the context of the discipline there are two formed competences, then the logical structure will have three levels

This scheme allows to systematically monitoring the process of studying the content of the discipline either by a separate bachelor or a group as a whole. The created computer system of the analytical processing results of the diagnostics provides not only the efficient information on the process of the discipline learning, but also the estimated parameters for the formation of the key competencies within the boundaries of the discipline.

The computer system of the analytical processing of the diagnostics results forms and analyses "The individual trajectories of the discipline learning" (via the diagnostic results D_1, D_2, \dots, D_p) (as shown in Fig.1) and "The individual trajectories of the formation of the competences in students" (through the assessment of the solution diagnostics of PS_1, PS_2, \dots, PS_n) (Ksenzova, 2001). Of the greatest methodological interest is a rate graph of the dynamics of assimilation of the entire group of students, shown in Fig. 2.

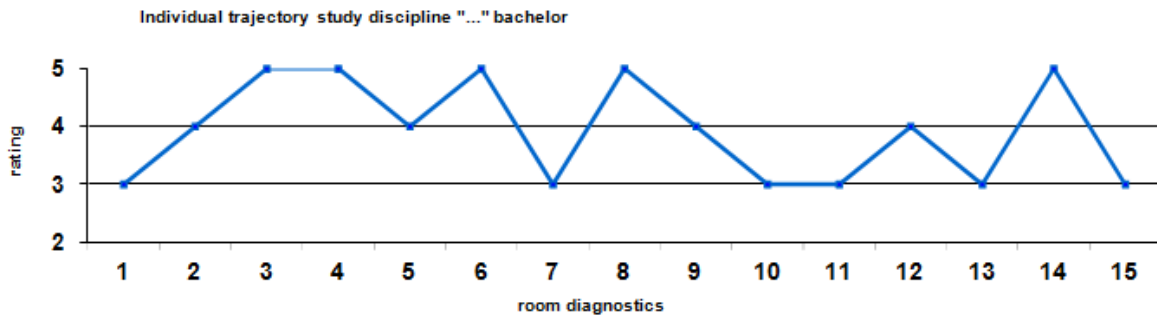
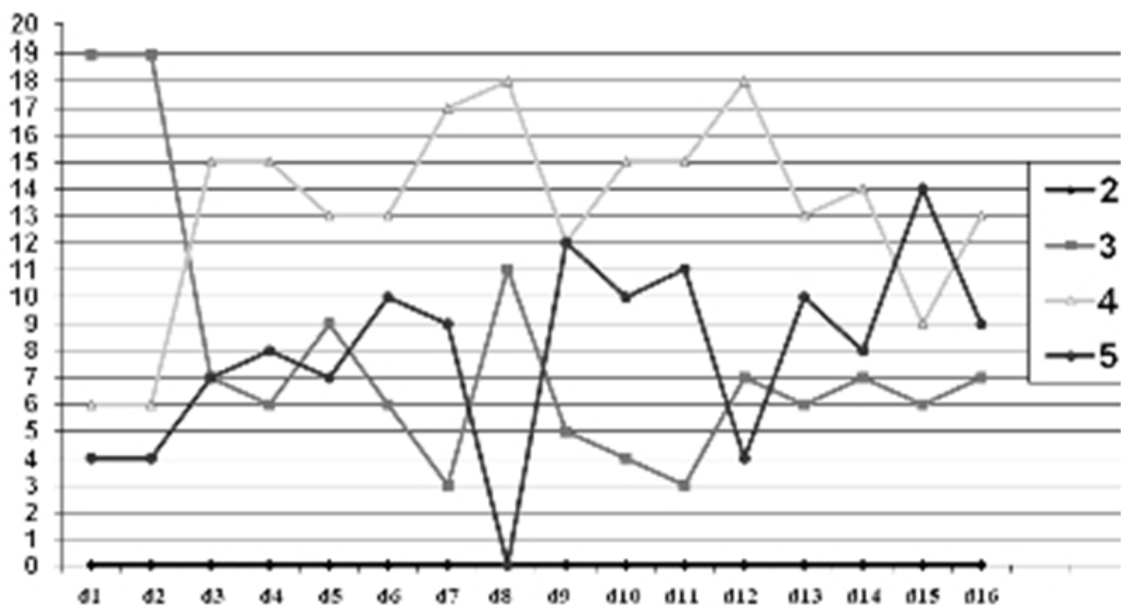


Fig. 1: A student's individual trajectory of the discipline learning

Fig. 2: A rate graph of the dynamics of assimilation by a group of 30 students



The computer system of the analytical processing of the diagnostics results in accordance with the programme of the spectral analysis of the diagnostics results of a group can issue the recommendations of the following nature to a teacher:

- A comment to the curve “*excellent*”

An average number of the marks "5" equals to 7.88, or 27.16%. In the normal range are the following diagnostics results: D3, D4, D5, D6, D7, D10, D12, D13, D14, and D16. The deviation of the diagnostics results from the mean value towards the maximum is: in D9 to 14.22%, in D11 to 10.78%, and in D15 to 21.12%. The deviation of the diagnostics results from the mean value towards the minimum is: in D1 to 13.36%, in D2 to 13.36%, and in D8 to 27.16%.

The recommendations are as follows: to simplify the tasks for the mark “5” in D1, D2, and D8; to complicate the tasks for the mark “5” in D9, D11, and D15.

- A comment to the curve “*good*”

An average number of the marks "4" equals to 12.69 or 43.75%. In the normal range are the following diagnostics results: D3, D4, D5, D6, D9, D10, D11, D13,

D14, and D16. The deviation of the diagnostics results from the mean value towards the maximum is: in D7 to 14.87%, in D8 to 14.87%, and in D12 to 11.42%. The deviation of the diagnostics results from the mean value towards the minimum is: in D1 to 23.06%, in D2 to 23.06%, and in D15 to 19.61%.

The recommendations are as follows: to simplify the tasks for the mark “4” in D1, D2, and D15; to increase the time for studying the micro-purposes: B1, B2, and B15; to complicate the tasks for the mark "4" in D7, D8, and D12; to reduce the time for studying the micro-purposes: B7, B8, and B12.

- A comment to the curve "*satisfactory*"

An average number of the marks "3" equals to 8.38, or 28.88%.

In the normal range are the following diagnostics results: D3, D5, D6, D11, D12, D13, D14, D15, and

D16. The deviation of the diagnostics results from the mean value towards the maximum is: in D1 to 36.64%, in D2 to 36.64%, and in D8 to 12.50%. The deviation of the diagnostics results from the mean value towards the minimum is: in D4 to 11.64%, in D7 to 18.53%, in D9 to 11.64 %, and in D10 to 11.64%.

In the diagnostics of D1 and D2 there was an increase of the marks "3" at the expense of the marks "4".

The recommendations are as follows: to reduce the time for studying the micro-purposes: B4 B7, B9, and B10; to increase the time for studying the micro-purposes: B1, B2, and B8.

Taking into account these recommendations, a teacher can adjust the project of the educational process (Kuzmina, 1985).

The assessment of the competence development of a future professional within the discipline is integrally formed from the diagnostics assessment of the solutions of the problematic situations PS1, PS2, ..., PSn. Since the concept of “competence” is multifaceted, and the assessment of the competence development has a vague nature (Alexandrov, 1987), we suggest to make this assessment a main component and to assess its constituents approximately by the 10-point scale. The constituents of the assessment are: theoretical knowledge, future activities of a specialist, and social maturity. These three components of the specialist’s professional sphere can be taken as three parts of the assessment for the diagnostics solutions of PSi (and later for the assessment of the competence development within the discipline). Thus, for the solution of each problematic situation PSi a bachelor receives a composite approximate assessment in the form of a fuzzy set with the elements: <<assessment of theoretical knowledge – $\alpha 1i$ >>; <assessment of the future specialist’s activity – $\alpha 2i$ >>; < assessment of the social maturity – $\alpha 3i$ >>, wherein α_{ji} is a natural number from 1 to 10, j - a number of a problematic situation. The marks are put by a teacher, and the fuzzy marks can be seen on the scale (Table 2).

1,2	Insufficient level
3,4	Below the basic level
5,6	Basic level (sufficient)

7,8	Above the basic level
9,10	Advanced level

Table 2: Fuzzy assessment scale

An example of the trajectory of the bachelor's competence formation within the discipline is shown in Fig. 3.

Each trajectory can be rolled into one fuzzy mark of the competence formation within the discipline with the help of the following formula: the integer part of the arithmetic mean of the marks of each constituent:

$$\left[\frac{\sum_{i=1}^k \alpha_i}{k} \right], \text{ where } k - \text{ a number of diagnostics(1)}$$

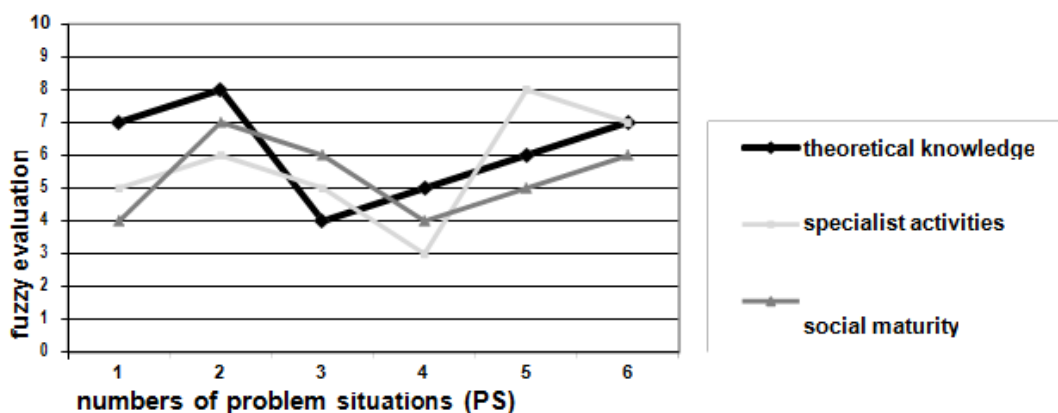
Fig. 3: The trajectory of the bachelor's competence formation within the discipline

For example, for the graph, shown in Fig. 3, the final assessment of the key competencies development is: << assessment of theoretical knowledge – 6>, <assessment of the future specialist's activity – 5>, < assessment of the social maturity – 5 >>.

If the constituents of the assessment have different importance for the formation of key competencies, then the weighting coefficients can be entered to show the importance of the component parts of the assessment (Kudryavtsev, 1985). We can come to a single final mark β , using the formula:

$$\beta = \min \{ \alpha_1, \alpha_2, \alpha_3 \} = \min \{ 6, 5, 5 \} = 5 \text{ (competence is formed at the basic level)} \quad (2)$$

The integral assessment of the competence formation of the future specialist



non-mathematician derives from the final marks of the competence development in the context of each discipline, responsible for this competence by the formula:

$\text{Min } \{\beta_1, \beta_2, \dots, \beta_n\}$, where n - a number of disciplines in the context of which competence was formed (Collins, K. & Madaj, Z. 2012) (3)

As a result, for each graduate there will be applied a system of assessments that show the degree of formation of all the key competencies of a professional non-mathematician. In addition, the results will be obtained, for the modified educational technology by V.M. Monakhov.

When designing the educational system with the predetermined properties, the dynamics fixation model of evaluation of all current operating parameters of the educational system, their relevance and the degree of approximation to the specified properties, is particularly important. When preparing a strategy of the building of a methodical system of teaching mathematics to the students of a nonmathematical specialty, the following factors are gaining in importance: the semantic transparency of the formulations, technological possibility of their assessment, and a well-proven technology of the operational control and quality functioning management of the educational system itself (Monakhov, 2006).

The organization of the educational process provides diagnostics of the component of the methodical system of teaching mathematics, taking into account the information about the internal assessment and specifying, if possible, the results. If to ignore the fact of the competent substrate, the diagnostics teaches communication, being a means of the self-expression and self-realization, didactic at the external level and competent at the domestic one, and a mechanism of the self-discovery of the bachelor's individuality and development of their unique features. The "incompetent" rhetoric is considered to be the competent intentions of the bachelors, orientations on the manifestation of their values, personal and competency positions.

At this time the labour market requires the specialists, highly qualified and competent in different situations, arising in any field. On the basis of the competent approach there was given the analysis of the development of the future professional non-mathematicians, and for this task their core competences were assessed with the help of the technological card by V.M. Monakhov. In this research we also gave an explanation why this technique, which had been in great demand for many years, was modernised.

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CREATIVITY THROUGH INNOVATION IN THE CONTEXT OF THE TYPOLOGY OF ORGANIZATION AND CONSTRUCTIVE SOLUTIONS OF THE REGIONAL THEATER

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It should be noted that innovative activity is inseparable from creativity, because it provides generation of new ideas, the result of which are innovations. They represent an attempt to make meaningful and purposeful changes in the sociocultural potential of the society. Innovation arises from a deliberate and purposeful search for opportunities to innovate, the basis of which is the need to acquire new knowledge. It should be accepted that innovations are the result of creativity, the embodiment of created ideas (new / improved product / service, processes, methods, technologies) [2].

Innovative activity is a way of realization, a form of creativity, which is characterized by the fact that its results are successfully implemented in various spheres of public life, ideas and approaches, called innovation. Creativity and innovative activity are united by their subject - an innovative personality, which is the driving force behind the transformation of all spheres of the life activity of society.