

activities - in this case, reading itself. The content of education is considered as a unity of knowledge, action and development of students.

International studies show a close relationship between the quality of reading in an electronic environment and the quality of reading a text presented on paper. That is, if students show a high or low level of literacy when reading on paper, then they show similar results when reading in an electronic environment.

The fundamental core of the content of common education is:

a system of scientific information permeated with worldview ideas. The main elements of scientific information of a methodological, spine and worldview nature, intended for mandatory study, are: keytheories, ideas, concepts, facts, methods

universal learning activities, the formation of which is aimed at the educational process.

The concretization, differentiation and individualization of the invariant content of education is provided in the shell, which is a variable part, represented by additional, auxiliary, alternative educational material and special subject actions.

Reading is the most necessary means of socialization of students. We're currently seeing the dominance of population culture through all channels and media. The environment doesn't always form the child's necessity to think, experience. Radio and television shows have practically disappeared, there is number such cultural environment in which the child would've the opportunity to immerse himself in the world of high-quality literature. Leisure reading has a decisive influence on the quality of reading, according to experts. Students who read every day for pleasure score significantly higher in reading literacy than their non-reading peers.

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THE ROLE OF ARGUMENTATION IN THE INTELLECTUAL DEVELOPMENT OF SCHOOLCHILDREN IN ENGLISH LESSONS

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It is known that an argumentation is the presentation of logical arguments in order to prove the truth of a provision. This is achieved by attracting means of various mental effects on a person, or by arranging arguments in a special order. Usually the validity and usefulness of an idea is shown. When we assume, hypothesize, or affirm something, we are expected to substantiate our judgments. In the process of learning, the child must study the available theoretical approaches, build hypotheses and prove them. In this aspect, mastering the skill of argumentation as a tool of cognition plays an important role.

Argumentation as a necessary skill, which is formed in the learning process, contributes to the intellectual development of the child – the transition from simple fantasy through individual attitudes to an objective position in solving the task. The theoretical basis of this hypothesis was the ideas of

J. Piaget, studies by A.N. Perret-Clermont, as well as the cultural and historical theory of L.S. Vygotsky, the theory of the formation of mental actions by P.Ya. Galperin, theoretical and experimental works by G.A. Zuckerman. In the theory of the educational process, such pedagogical phenomena as self-expression of students, self-determination, the ability to think independently, awareness of the meaning of their own actions come to the fore.

The relevance of this article is due to the practical interest of the educational system in the problems of introducing discussion methods into the educational process. Teaching argumentation to secondary schoolchildren in the rhetoric course contributes to the improvement of communicative competence associated with the formation of the ability to convince and prove. Argumentation as a means of coordinating one's own point of view and the opponent's opinion also stimulates the intellectual development of children: the clash of the positions of the participants in the discussion regarding the topic of discussion contributes to the transition from simple fantasy through egocentric attitudes to an objective position in the discussion of the problem.

Argumentation in the educational process is an element of any pedagogical communication and simultaneously implements communicative, perceptual and interactive functions, using the whole set of verbal, pictorial, symbolic means. Pedagogical communication using knowledge of intellectual features of argumentation is characterized by a high degree of representativeness and optimizes the educational process, creates a favorable psychological climate and relations between the teacher and students.

J. Piaget argued that in the course of a joint discussion, children form an objective position in reasoning. He wrote about cooperation as follows: "From an intellectual point of view, it (cooperation) is the most suitable for forming behavior that fosters a critical spirit, objectivity and discursive reflection" [1, p. 263].

In L.S. Vygotsky's theory, the environment is considered not as a condition, but as a source of development. He wrote that "... behind all higher functions and their relationship are genetically social relationships, real relationships of people"[2, pp. 51-64].

Vygotsky also highlights the problems of the formation of practical intelligence, the role of speech in instrumental actions, the functions of symbolic operations in the organization of mental processes [3].

Other representatives, such as A.N. Perret-Clermont, point to the crucial role of social interactions in the development of intelligence. In one of her works, she wrote that the main reason for intellectual development lies in such a form of interactions, thanks to which individuals with different points of view on the way to solve problems collide. Thus, the child compares his point of view with the opinion of an opponent or a group, and as a result, a sociocognitive conflict arises, the solution of which leads to inter-individual coordination and the development of the child's intelligence.

The scientific views of A.N. Perret-Clermont can be compared with the works of G.A. Zuckerman in the field of discussion forms of interaction in the educational process. "An educational discussion," notes G.A. Zuckerman, "is a means of identifying, polarizing individual sides of the

contradiction in the points of view, opinions of the participants in the discussion in order to further coordinate different points of view for joint coordination of action" [4; 5, p. 170].

A.N. Perret-Clermont and N. Muller-Mirza argue that the ability to argumentation should be given the opportunity to improve in the process of child development. To carry out this activity and master the methods of assessing the child's abilities, teachers must have special social skills and have a special pedagogical education [6].

The argumentation that the child applies during the experiment can act as a criterion for the intellectual development of the child, on the one hand, and as a means of coordinating his own point of view and the opponent's opinion. It has been experimentally proven that the argumentation of one child relatively affects the nature and quality of the arguments of another child. The causal factors of the child's transition from one position to another have become the main task of further study of argumentation.

B. Schwartz, one of the authors of the special training program Kishurim, identified the special role of argumentation in learning processes and opened a new direction in education, which is characterized by the introduction of argumentation practices in the education of children. The Kishurim program, implemented since 1998, promotes the development of argumentation and thinking among students in secondary schools.

The theoretical readiness of teachers to consider the individuality of the student should include knowledge of the essence of the concept of "individuality", knowledge of the individual procedural features of their cognitive, communicative and creative activity. Practical readiness of teachers implies that they have such skills as the ability to adequately reflect, integrate and stimulate individual strategies of students manifested in the learning process.

It should also be emphasized that learning opportunities can be enhanced by pedagogical means: by conducting argumentation discourse, if the teacher is guided by dialogic learning technologies, as well as evaluating and considering the stylistic characteristics of students. Argumentation practices have a powerful semantic potential and represent a reality that allows society to adequately resolve conflict situations, form new verbal behavioral models.

A number of the following recommendations are intended to consider the individual characteristics of students' argumentation in pedagogical activity and are focused on the meaning and individualization of the educational process.

It is important for a teacher to pay special attention to the individual stylistic features of students' argumentation and to widely use argumentation discourse in teaching practice. Such a discourse can be conducted both orally and in writing in the form of a statement of the problem of argumentation.

The lack of representation of expressions such as "I think", "my opinion about", "I think", "in my opinion" in students' responses is not evidence of ignorance of the topic being studied, since students with certain cognitive styles do not use these phrases.

When analyzing aspects in teaching, it is important for the teacher to:

adequately assess the stylistic features of the student's argumentation;

analyze the language indicators of arguments and the level of organization of the student's speech.

In order to improve the effectiveness of teaching, the teacher can identify the stylistic features of students by posing a number of questions that require a reasoned answer.

In the teaching practice of explaining the teaching material, the teacher is recommended to use different methods of argumentation, addressing simultaneously the addressees who have different intellectual characteristics of argumentation, since study groups, like any other, are heterogeneous in composition, i.e. they may include persons of several cognitive styles.

It is important to encourage students to demonstrate communicative competence, to argue their answers and to realize themselves as a linguistic personality, as well as to pay attention to the fact that

the student's personality can be considered directly in the acts of speech interaction, in the practice of argumentation discourse.

The teacher needs to remember that argumentation as a way of self-realization of the student takes place in a huge speech stream, behind each phrase of the student there are many argumentation meanings.

In training, the entire semantic reality of the personality is regulated, including the intellectual characteristics of the subject. Pedagogical management as an attribute of learning has an indirect, mediated character and is carried out through the creation of situations of semantic choice in argumentation discourse, which involves the activation of semantic goals.

It is important to consider the intellectual aspects of what argumentation is based on as verbal communication, that is, the study of questions about the relationship of language and the patterns of its use. From this point of view, argumentation is a complex of psychological means used to influence assessment, opinion and response, as well as a factor influencing final conclusions.

Literature

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DEVELOPING TIME MANAGEMENT SKILLS OF SENIOR STUDENTS VIA ONLINE APPLICATIONS

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The most important thing is to know what time management. Time management or time organization. To succeed in the professional field, as well as to live without too much fuss, it is important to be able to manage your time. Time is a wealth that can be used wisely or squandered on trifles. Unfortunately, the basics of time management are not taught in school, although such a science will be simply necessary in life. Time is the same objectively existing reality as space, in view of the fact that all phenomena of reality are observed both in time and in space. The very object of knowledge - time - is a very versatile aspect of the surrounding reality. The perception of time is a reflection in the brain of the objective duration, speed, sequence of phenomena of reality. For children, the reflection of such a complex aspect of reality as time is in many ways a more difficult problem than the perception of space. This is mainly due to the very essence of time as an object of reflection and its role in the lives of children. I believe that in order to clearly formulate the tasks, the first step towards achieving the desired result should be a detailed action plan for several months in advance. It should include all possible ways to implement the plan: additional classes or training, necessary courses, trainings. By