https://doi.org/10.53360/3080-3861-2025-3(3)-17
IRSTI: 14.35.09

K.K. Mukanova*, Sh.M. Kenzhina
Shakarim University,
071412, Republic of Kazakhstan, Semey, Glinka str., 20 A
*ORCID: 0000-0002-8812-7625
*e-mail: mukanova.k@mail.ru

SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS OF DEVELOPING FUNCTIONAL LITERACY

Abstract. The article discusses methods and techniques aimed at developing functional literacy of students, improving the quality of education. The effectiveness of such methods as group learning, dialogic learning, critical thinking, differentiated learning, which contribute to the formation of functional literacy of students and improve the quality of learning, is analyzed. The listed methods are characterized as methods identified with the demands of modern society, forming a person who is creatively thinking, actively acting, self-developing, prone to life actions.

The proposed methods and techniques contribute to the development of students' cognitive outlook, the formation of comprehensive critical thinking, creative activity, the ability to work collaboratively in any team, and to find solutions to complex problems.

The methods discussed in the article are applied in the process of teaching the discipline «Methodology of Teaching the Kazakh Language» and are tested in practice.

The article provides answers to the questions: how to develop students' critical thinking and how to apply it in the classroom.

The role of group learning, dialogic teaching, and critical thinking methods in the formation of students' functional literacy has been experimentally proven.

During the theoretical study, a comprehensive analysis of scientific and pedagogical literature on the problem under consideration is carried out, the specific features of these methods are identified, and a methodology for their application is proposed.

Keywords: functional literacy, learning process, education, group learning, dialogic learning, critical thinking, differentiated learning.

Introduction

Today, society imposes such requirements on students as competitiveness, being able to live in changing economic and social conditions, and actively act in life. To bring a student to such a level, academic knowledge, functional skills and professional competencies are needed. The methods and techniques introduced into the modern educational process are aimed at meeting the needs of society, which makes it possible to radically change the educational process. The methods and techniques used in the educational process, the work carried out direct students to independent work and lead to critical thinking. The content of the education system is identified with the demands of modern society and forms a person who is creative, active, and inclined to self-developing life activity. Among the methods that allow students to form functional literacy and improve the quality of learning, such methods as group learning, dialogic learning, critical thinking, differentiated learning can be attributed.

The issue of developing functional literacy has been scientifically studied and thoroughly analyzed in the works of many scholars. In particular, it is addressed in the works of Halpern D. [1], Galiev T.T. [2], Vinogradova N.F. [3], Khudyakova M.A. [4], Shalashova M.M. [5], Rauandina A.K. [6], Murzalinova A.Zh. [7], and Turgynbaeva B.A. [8]. However, the methodological aspects of developing functional literacy and its application in accordance with each subject still require further research.

Materials and Methods

The research is carried out on the basis of theoretical and empirical research methods, since the research work involves the theoretical justification of methods and techniques aimed at developing functional literacy of students, improving the quality of knowledge, as well as the methodology of mastering through group learning, dialogic learning, critical thinking. In the course

of theoretical research, the analysis of scientific and pedagogical literature on the problem being raised is carried out, the specific features of the methods are differentiated, a definition is presented.

Results and Discussion

The use of these methods in the lesson will improve the quality of knowledge, arouse interest, and assimilate students' own knowledge. Let's focus on several such classes, for example, during the lecture session «methods of teaching syntax» on the discipline «methods of teaching the Kazakh language», a group form of work was used. It is planned to divide into five groups according to the subheadings «methods of teaching a phrase», «methods of teaching connected types of phrases», «methods of teaching a complex sentence» and «methods of teaching an adjacent complex sentence». When dividing into groups, split papers were prepared in which these topics were hidden. Five groups were formed on the basis of the same papers.

After determining the group, the order of work was presented. The lesson is implemented on the basis of the «jigsaw» method. Each group was provided with lecture materials on its own topic. The students had to familiarize themselves and discuss the material in a group. Students were given fifteen minutes. Despite the fact that it was noisy in the classroom while working in the group, this did not prevent students from working, but on the contrary, seeing that their peers were actively working, their activity also increased.

The students worked with interest and discussed the material. During these discussions, there were also disagreements with each other, everyone tried to prove their opinion. Finally a positive result was achieved. The sincere attitude of students to each other when working in groups, caring for each other made them think. At the same time, each group member became more responsible, understanding the importance of studying the material carefully. They realized that their understanding was essential for the next stage, where they would need to share their knowledge with a new group. The knowledge each student possessed was valuable to their peers. As a result, the group discussion was thorough and productive, and the students collaboratively compiled a group presentation.

After the discussion time in the group expired, five other groups were formed by counting to five. The new group explained the topics that were discussed in the first group. They were given fifteen minutes**.** Thus, I mastered five sections of the lecture class in the group. After that, the members of the group came to their first places.

At the next stage of the lesson, each group prepared 10 questions on topics. Using the «hot chair» method, it was possible to bring a member of the group to the middle. Each member of the group once approached a hot chair and answered. At this stage, it was noticed that they answer questions well on the topic «Methods of teaching a phrase», have a good command of the topic «methods of teaching a related complex sentence». They themselves determined which topic was best to consider, and also determined which group best explained, and conducted a group assessment. Summing up the lesson, the group again supplemented the presentation prepared and selected by the speaker. The lesson was very effective. Implemented self-assessment, evaluation of the group.

Reflecting on the lesson, the students realized the need to clarify the success criterion once again. In the following lessons, we were guided by the instructions, the program to eliminate this shortcoming. From the textbook of A. Alimov, the methods [9] were used.

In order to teach students how to work effectively as a team and use time efficiently, the game «Shipwreck» was played in the next lesson. was played at the next lesson. The students performed the game with great interest. The end result surprised them, although it made them think. As a result, they recognized the importance of teamwork and time management. They also became more aware of how to evaluate and take responsibility for their own actions.

Joint teamwork allows you to save time, master students' self-education, and cooperate with interest. One of the main areas of study today is the direction of participation. Since it is a relatively new approach emerging from the demands of modern society, it has the potential to meet current educational needs. Dialogic learning means the exchange of information, communication of students with each other. According to the scientist F.Orazbayeva, who conducted research and drew conclusions about this, language communication is understanding through spoken language,

the exchange of opinions between people, the basis of human communication [10]. That is, language communication is a more complex phenomenon than communication between people. This phenomenon, which serves society, compensates for its social needs. The distributor of information and the recipient of information implement all types of dialog method in the process of language communication.

According to N. Mercer's research, types of conversations are used during the lesson-discussions, cumulative conversations, research conversations [11]. Regardless of which type is used, its own efficiency has been achieved. For example, in a conversation, communication often occurs in the direction of «yes», «no», «maybe so», in a cumulative conversation, listeners automatically agree with the opinions expressed, the conversation, the conversation is conducted for the purpose of exchanging knowledge, although this method has its effectiveness, it can lead to repetition of ideas and a lack of critical evaluation**.** And in the course of a research conversation, students present specific, reasonable information, ask each other questions, together with the answer they present evidence, formulate, reason. This increases the effectiveness of classes. All three types of the listed methods were used in the lesson, but priority should be given to the research method.

The method of dialogic learning is implemented throughout the lesson. For example, during the lesson, the «listening triad» was effectively used.

The triple work itself psychologically changed language communication. At the triple job, students worked in a comfortable environment. Triple work was not like any of the previous forms of work. The triple work can also be understood as a follow-up discussion.

In this form of work, it became possible to perform problematic tasks, such as decision-making, exchange of opinions, evaluation, etc. I believe that from this point of view, the effectiveness of triple work is higher in the ability to express their thoughts with the help of such words as «according to your statement».

The composition of the triple work must constantly change. In this case, students learn to communicate in different situations, with different people. They are able to defend and prove their views and knowledge.

During the triple work, students learn to listen, respect each other, communicate freely with each other, and correctly assess everyone's attitude. In them I prove my point of view, there is confidence, firmness that my opinion is correct. This aroused enthusiasm and interest in the classes.

In order to familiarize with the Procedure for conducting the triple work, the text «technology of Television and radio broadcasting» was obtained. Based on the color selection, 5 groups were created. Along the text line, each group was given a task. 1-the task of the triple group: to write a *script* for broadcasting a message recorded on tape.Task of the 2nd triple group: performing the function of *an operator* for the implementation of broadcasting technology.The task of the 3rd triple group: to perform the functions of a *message editor* responsible for accurately conveying the message. The task of the 4th triple group: to perform the duties of a commentator responsible for the artistic quality of the message. The task of the 5th triple group is to perform the duties of an announcer so that the received message can influence the emotions of the listener and give the listener the opportunity to express their opinion. After defining the task, a discussion and implementation were held in the group for ten minutes. Over the next ten minutes, the work of each group was discussed. Questions were asked, and a lively debate followed. There were a lot of disagreements with each other. After all, each group has proved the correctness of its opinion. After the discussion, the «news» program was prepared, which entered the unified system. As a result, the overall outcome of the triple groups' work was established. At this stage, mutual assessments of students were also implemented, who once again became convinced of the importance of the work done by each group. Also, by asking questions, students learned to discuss the problem, find a solution.

During the next lesson, a pre-prepared intellectual lesson «I am a speaker» was organized. The lesson consisted of several stages. Stage 1 «I am an orator», task: to reveal the essence of the given topic in two minutes and make an explanation. For example, take a concept known to everyone and reveal it from a completely new point of view; take a concept that is slightly familiar

to you and the audience, explain what it means, what is relevant in the modern world; take a concept unknown to you and the audience, unfamiliar, and explain it based on various thinking actions.Stage 2 «the concept of speech», task: a) the new social construction has set new tasks for the media. What are these tasks? Create your own concept; «Journalist-information-audience». As you understand. Draw conclusions. Stage 3: advertising, task: give your topic advertising in accordance with the following requirements. 1) attract the attention of the audience; 2) arouse interest; 3) intelligibility.

In the course of this work, a research conversation turned out to be a priority. The lesson was held at a very high level.

As a result of the application of the types of dialogic method in several classes, several characteristic features of it were revealed. The first of them, the dialogic method, is implemented in the process of activity between groups, one student and a group or at least two pairs, as a result of close communication. Secondly, the dialogic method assumes that each participant has separate tasks, and the goals set for him are common. For example, when preparing the above program «News», each triple group had its own tasks, and the goal was the same. After all, their goal was to create a high-level program that would be common to all. Thirdly, the dialogic method ensures constant nteraction and exchange between participants in language communication. Fourth, the method of dialogic learning is implemented in a daily lesson and increases the practical significance of the lesson.

Through the dialogical method, students share their thoughts with each other, prove their point of view. They exchange the information and knowledge they have acquired. Thus, each student receives new information, assimilates knowledge, and formulates their own thoughts. Thanks to the dialogic method, students have the opportunity to work independently. Working on themselves, they lead to the further development of language communication. According to the demand of modern society, a student should be a subject, not an object. In its implementation, the dialogic method is considered effective. Because the dialogic method is a joint action between the subject and the subject. The participants of the dialogue are separated from each other by their knowledge, activity, judgments, being in the role of a subject, once in the role of an object. This is another feature of the dialog method. The creation of language communication in accordance with the solution of problematic issues also increases the effectiveness of this method.

Throughout the lesson, students master knowledge by communicating with each other. This contributed to the formation of students' conversational speech, language culture, increased linguistic wealth and vocabulary, critical thinking, free expression of thoughts. This is necessary for correspondent specialists. Dialogic learning has contributed well to improving the relationship between students. Thanks to dialogic learning, students with a closed character have the opportunity to open up. They begin to openly and freely express their thoughts, knowledge, skills, and abilities.

Dialogical training should be organized in accordance with the knowledge, interest, abilities of each group, taking into account the personal qualities of the students. It is also necessary to create an opportunity for the comprehensive development of cognitive thinking of students. To do this, it is necessary to prepare high-level questions, problematic questions and tasks.

The use of critical thinking techniques in the classroom in combination with the group method and the dialogue method discussed above is also important for the student. Because a student can achieve great success as a result of critical thinking. This is evidenced by the definitions and conclusions of R. Ennis and R. Paul [11].

When students master the technology of critical thinking, first of all on the topic «what do you think critical thinking is?», «What kind of person is a critical thinker and what characteristics are inherent in him?» we tried to reveal the content of the topic using the method of «brainstorming». An example of reflections on the «scuba diver» is given. The students expressed a lot of thoughts, gave examples to find a solution. The presenter found a solution through questions. They began to show interest, formed the first ideas about how to understand critical thinking. After that, in order to further master the students were given the opportunity to work again, reflect, demonstrating an unknown drawing. Do you know this word? Who is it? What's it? Where did you see him? Has your

mind changed? Is it a substance or a living being? Is it a person or an animal? These are the questions that led to the identification of the picture depicted in the drawing and «what will be the qualities of a critical thinker?» or «what will be the person who thinks critically?».

After the work on mastering critical thinking, a practical exercise was conducted. In the group she worked on the paintings «soul balance», «All is vanity», «The Hard Way», «Ambition», «Euphoria». At this stage, there was an active discussion and analysis in the group. During the discussion, «what motivated» the reasons for what happened?, «Why»?, According to the consequences of the event «effects», «What is the effect?Is there a similarity» related to the comparison, if yes, then what?», «Is there a difference if yes? Does the story «about importance» matter, why?», «What criterion can be used to recognize an event as important?» As for the evidence «what is the level of coverage?», «What to talk about?», As for the interpretation of «how was it explained?», «Did he justify his opinion with arguments, or what?», «key aspects of the events – what? – they clarified, why?» there was a discussion around the issues. The students worked at a high level, thinking critically and making arguments. For example, the reasoning of the group working on the painting «The Hard Way» coincided with the actual content of the painting. They depicted a hero defending his country from an enemy who had come a long and difficult way from the picture. Critical thinking skills in describing paintings were accompanied by observation, analysis, conclusion, interpretation.

After the work done above, the students found a solution to the questions of how to form students' critical thinking, how to apply it in the classroom.

In order to gain a deeper mastery of critical thinking technologies, work with the text was developed by achieving the AQCI, PISA strategies. These strategies are aimed at improving the skills of reading a new work, text, the ability to express in writing what students have learned, understood, and the formation of critical thinking. The book «How is the world?» by I. Altynsarin was used as the basis for text analysis. At this stage, the work was also carried out by analyzing in a group. First, the main idea or idea of the work in the text was determined. Different thoughts were expressed. Finally, the group concluded: «what you sow, you will reap». After that, questions were asked around a thought that was not fully covered or insufficiently covered in the text. The students believed that «how the child who begged got rich», etc. were not clearly given. Is your argument accurate or the opposite of your principle in everyday life? Look for the main argument in the text. You can get an argument from another text. Look for the main argument in the text. The students answered all the questions that could be proved from another text thoughtfully and gave arguments. That is, when using this strategy, students should have an argument, a question, contact with experience, contact with text, search, conclusion. Further, quoting from the text, the teacher led the students to critical thinking. For example, «Anton, hearing these words, thought deeply, forgot even begging and got stuck in place» question: what is the reason?» ... having given up the desire, I got to work. I was confident in my business, I took care of my animal. In the end, I became the owner of this huge store. «Question» «what power helped Anton to live well as a shop owner?» by asking questions like others, the teacher led to critical thinking, proof of thoughts, and an answer was given. After this work, the text was discussed further using the «Pyramid» method. When completing the task to describe the first actual problem in the work with five (six, seven, eight) words, the students had to think a little. However, their thoughts came out successfully, giving examples such as, for example, «laziness is a desire to beg, it is indisputable that hard work is a label leading to happiness», «hard work is the main core of all happiness and wealth in life».

After these works, the types of issues were discussed. Students are instructed to prepare one observational question, a problem-solving question, a fantasy question, an analytical question, a distinctive question, a question based on an assumption. First they performed in pairs, then in a group. Prepared questions, of course, were discussed, there were difficulties with asking students control questions, analytical questions and distinctive questions. Then the teacher explained at what level the questions should be. Both during this period and the students themselves, having received a lot of data on critical thinking technology, began to form critical thinking skills.

After the work done, students ask the question: «what do I know? What did I just find out? How has my education changed? What can I do with this knowledge?».

After completing all the work, the students learned to systematize, analyze the critical thinking, generalizing their thoughts, giving arguments, analyzing and drawing conclusions, including the words of the author, arguments, their thoughts and ideas, worldview, conduct a small research work.

After several classes, assessment and reflection were used in order to track the critical thinking of students based on the SBT (Standards-Based Teaching) class assessment methodology. What did I get? What did I learn in a new way? What would I have done differently? feedback followed. Students' ideas about the first critical thinking have completely changed. Remembering their first analysis, they compared the result that followed the work they had done. As a result, they concluded that in their future teaching practice–specifically in schools–they would be able to teach their own students critical thinking and creativity.

Conclusion

Thus, the methods and techniques used for the development of functional literacy of students, enhancement of the quality of education, make it possible to radically change the educational process, meeting the needs of society. Firstly, the methods are aimed at developing students' cognitive thinking, comprehensive critical thinking, and creative work. Secondly, students collaborate in any environment and lead to the search for solutions to complex problems. Thirdly, the effectiveness of assessment, the elimination of shortcomings that have developed in today's assessment, a special place is occupied by the criterion assessment in improving the quality of education.

References

1. Halpern D. Psychology of Critical Thinking. – Saint Petersburg: Piter Publishing, 2019. – 512 p.
2. Galiev T.T., Isakova G.O. Formation of Professional Competence of Future Specialists: A Systematic Approach. – Astana: Turan Astana University Press, 2019. – 220 p.
3. Vinogradova N.F., Kochurova E.E., Kuznetsova M.I., et al. Functional Literacy of Primary Schoolchildren: A Teacher's Guide. – Moscow: Russian Textbook; Ventana-Graf, 2018. – 288 p.
4. Khudyakova M.A., Vlasova I.N., Selkina L.V., Hudyakova A.V., Shustova S.V. Basics of forming the functional literacy of schoolchildren // Revista Tempos e Espaços em Educação. – 2021. – Vol. 14(33),
e16757. – Access: https://www.redalyc.org/journal/5702/570272348122/570272348122
5. Shalashova M.M., Shevchenko N.M., Mahotin D.A. Development of functional literacy of school and university students // Education. – 2018. – Vol. 39(30). – P. 22. – ISSN: 07981015. – Access: https://www.revistaespacios.com/a18v39n30/18393022.html
6. Rauandina A.K. Methods of Developing Students' Functional Literacy in Teaching the Kazakh Language (Grades 5-6 of Russian-medium Schools): Abstract of Doctoral Dissertation in Pedagogical Sciences. – Almaty, 2010. – 24 p.
7. Murzalinova A.Zh. Formation of Students' Functional Literacy in Teaching Russian as a Non-Native Language at the Senior Stage of Humanities-Oriented Schools: Abstract of Doctoral Dissertation in Pedagogical Sciences (13.00.02). – Almaty, 2003. – 47 p.
8. Turgynbaeva B.A. Pedagogical Foundations of Developing Students' Creative Abilities. – Almaty: Gylym, 2020. – 320 p.
9. Alimov A.K. Interactive Teaching Methods and Techniques: Study Guide. – Astana: Center of Pedagogical Excellence of AEO «Nazarbayev Intellectual Schools», 2014. – 188 p.
10. Orazbayeva F. Language Communication: Theory and Methodology. – Almaty: RBC, 2000. – 207 p.
11. Trainer's Guide. – First edition. – Center of Pedagogical Excellence of AEO «Nazarbayev Intellectual Schools», 2015. – 118 p.

К.К. Муканова*, Ш.М. Кенжина
Шәкәрім университеті,
071412, Қазақстан Республикасы, Семей қ., Глинка к-сі, 20 А
*ORCID: 0000-0002-8812-7625
*e-mail: mukanova.k@mail.ru

ФУНКЦИОНАЛДЫҚ САУАТТЫЛЫҚ ҚАЛЫПТАСТЫРУДЫҢ ҒЫЛЫМИ-ӘДІСТЕМЕЛІК НЕГІЗІ

Аңдатпа. Мақалада білім алушылардың функционалдық сауаттылығын дамыту, білім сапасын жетілдіріп, жақсартуға бағытталған әдіс-тәсілдер қарастырылады. Білім алушылардың функционалдық сауаттылығын қалыптастырып, оқу сапасын жақсартуға мүмкіндік беретін топтық оқыту, диалогтік оқыту, сын тұрғысынан ойлау, саралап оқыту сияқты әдістердің тиімділігі талданады. Аталған әдіс-тәсілдер қазіргі қоғам сұранысымен сәйкестендіріліп, шығармашылықпен ойлайтын, белсенді әрекет ететін, өзін-өзі дамытатын, өмірлік іс-әрекеттерге бейім тұлға қалыптастыратын әдістер ретінде сипатталады.

Ұсынылған әдіс-тәсілдер білім алушылардың танымдық ой-өрісін дамытуға, жан-жақты сыни ойлауға, шығармашылықпен жұмыс жасауға, кез келген ортада ынтымақтастықта бірлесе жұмыс жасап, күрделі мәселелердің шешімін табуға мүмкіндік беретіндігі талданады. Мақалада қарастырылатын әдістер «Қазақ тілін оқыту әдістемесі» пәнін жүргізу барысында қолданылады және тәжірибе жүргізіледі.

Мақалада білім алушылардың сыни ойлауын қалай қалыптастыруға болады, оны сабақта қалай қолдану керек деген сұрақтардың шешімі айтылған. Топтық оқыту, диалогтік оқыту, сын тұрғысынан ойлау әдістерінің білім алушылардың функционалдық сауаттылық қалыптастырудағы рөлі тәжірибе жүзінде дәлелденген.

Теориялық зерттеу барысында көтеріліп отырылған мәселе бойынша ғылыми-педагогиклық әдебиеттерге жан-жақты талдау жасалады, әдістердің өзіндік ерекшеліктері сараланады, әдістемесі ұсынылады.

Тірек сөздер: функционалдық сауаттылық, оқу үрдісі, білім беру, топтық оқыту, диалогтік оқыту, сын тұрғысынан ойлау, саралап оқыту.

К.К. Муканова*, Ш.М. Кенжина
Шәкәрім университет,
071412, Республика Казахстан, г. Семей, ул. Глинки, 20 А
*ORCID: 0000-0002-8812-7625
*e-mail: mukanova.k@mail.ru

НАУЧНО-МЕТОДИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ ФУНКЦИОНАЛЬНОЙ ГРАМОТНОСТИ

Аннотация

В статье рассматриваются методы и приемы, направленные на развитие функциональной грамотности учащихся, совершенствование и повышение качества образования. Анализируется эффективность таких методов, как групповое обучение, диалогическое обучение, критическое мышление, дифференцированное обучение, которые способствуют формированию функциональной грамотности учащихся и повышают качество обучения. Перечисленные методы характеризуются как методы, отождествляемые с запросами современного общества, формирующие личность творчески мыслящую, активно действующую, саморазвивающуюся, склонную к жизненным действиям.

Предлагаемые методы и приёмы способствуют развитию познавательного кругозора обучающихся, формированию всестороннего критического мышления, творческой деятельности, умению работать в сотрудничестве в любом коллективе и находить решения сложных проблем.

В статье рассматриваемые методы применяются в процессе преподавания дисциплины «Методика преподавания казахского языка» и проходят апробацию на практике.

В статье даются ответы на вопросы: как сформировать критическое мышление обучающихся и как использовать его на уроке.

Экспериментально доказана роль методов группового обучения, диалогического обучения и критического мышления в формировании функциональной грамотности обучающихся.

В ходе теоретического исследования проводится всесторонний анализ научно-педагогической литературы по рассматриваемой проблеме, выявляются особенности данных методов, предлагается методика их применения.

Ключевые слова: функциональная грамотность, учебный процесс, обучение, групповое обучение, диалогическое обучение, критическое мышление, дифференцированное обучение.

Авторлар туралы мәліметтер

Муканова Каршыга Кайроллаевна* – педагогика ғылымдарының кандидаты, доцент, қазақ филологиясы кафедрасының аға оқытушысы, «Шәкәрім университеті» КеАҚ, Қазақстан Республикасы, Семей, e-mail: mukanova.k@mail.ru, ORCID: https://orcid.org/0000-0002-8812-7625.

Кенжина Шұғыла Макановна – магистр, шетел және орыс тілдері кафедрасының аға оқытушысы, «Шәкәрім университеті» КеАҚ, Қазақстан Республикасы, Семей, e-mail: kenzhin.s@mail.ru, ORCID: https://orcid.org/0009-0009-7443-7444.

Сведения об авторах

Муканова Каршыга Кайроллаевна* – кандидат педагогических наук, доцент, старший преподаватель кафедры казахской филологии, НАО «Шәкәрім университет», Республика Казахстан, Семей, e-mail: mukanova.k@mail.ru, ORCID: https://orcid.org/0000-0002-8812-7625.

Кенжина Шугыла Макановна – магистр, старший преподаватель кафедры иностранной филологии, НАО «Шәкәрім университеті», Республика Казахстан, Семей, e-mail: kenzhin.s@mail.ru, ORCID: https://orcid.org/0009-0009-7443-7444.

Information about the authors

Karshyga Mukanova* – candidate of pedagogical sciences, associate professor, senior lecturer at the department of kazakh philology, NJSC «Shakarim University», Republic of Kazakhstan, Semey, e-mail: mukanova.k@mail.ru, ORCID: https://orcid.org/0000-0002-8812-7625.

Shugyla Kenzhina – master's degree, senior lecturer of the department of foreign philology, NJSC «Shakarim University», Republic of Kazakhstan, Semey, e-mail: kenzhin.s@mail.ru, ORCID: https://orcid.org/0009-0009-7443-7444.

Received 04.08.2025
Accepted 26.09.2025

https://doi.org/10.53360/3080-3861-2025-3(3)-18
МРНТИ: 14.35.09

Г.А. Жумадилова
Шәкәрім университет,
071412, Республика Казахстан, г. Семей, ул. Глинки, 20 А
ORCID: 0000-0002-6284-4941
e-mail: zhumadil_g@mail.ru

ДАЛЬТОН-ТЕХНОЛОГИИ ПРИ ОРГАНИЗАЦИИ ГРУППОВОЙ РАБОТЫ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ

Аннотация. Современное образование ставит задачу учета интересов и запросов обучающихся, поиска эффективных путей и форм организации учебного процесса. В статье показаны возможности использования групповой работы на занятиях по русскому языку с использованием Дальтон-технологии. Дальтон как технология основан на гуманистической концепции и предполагает индивидуализацию обучения. Дальтон рассматривается как одна из современных технологий обучения, которая основана на групповой учебно-познавательной деятельности обучающихся. Деятельностный подход в обучении предполагает такую организацию учебного процесса, в котором главное место отводится активной и разносторонней самостоятельной познавательной деятельности обучающихся по добыванию новых интегрированных знаний.

Дисциплина «Русский язык» в вузе как одна из общеобразовательных решает задачу формирования у будущих специалистов коммуникативной компетенции – умения анализировать и перерабатывать информацию, создавать тексты различных жанров и стилей, связно излагать материал на профессиональные темы.

Приводятся примеры из опыта работы по использованию дальтон-технологии в учебном процессе со студентами педагогического направления. При изучении темы «Аннотация. Виды аннотаций»