

После второго этапа каждый участник провел своеобразную рефлексию в виде отчета, где просуммировал опыт, полученный при выполнении самостоятельной работы на квестом, а также отметил основные трудности, возникшие при выполнении заданий.

Как уже упоминалось ранее, основным заданием для выполняющих данный квест в рамках самостоятельной работы студентов являлось определение авторов представленных в виртуальной галерее работ на основании предлагающихся описаний. Задание было достаточно сложным и интересным, так как студенты не использовали широко известные работы классиков, а задействовали в квесте интересные работы современных и менее известных художников. Для того, чтобы угадать имя художника, студентам, выполняющим квест, приходилось инициировать небольшое исследование.

Таким образом, мы видим, что суть технологии веб-квеста состоит в раскрытии так называемого образовательного вектора использования сетевых ресурсов. Технология создания веб-квеста учит студентов разумному использованию сетевых ресурсов и отказу от потребительского отношения к сети. К положительным сторонам создания веб-квеста можно также причислить применение творческого потенциала, развитие умений работать в команде, ориентироваться в информационных потоках, новых технологиях и сервисах в рамках самостоятельной работы.

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SYSTEM OF EDUCATION IN KAZAKHSTAN AND CANADA CONSIDERING FEATURES OF BILINGUALISM

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The article studies the phenomenon "bilingualism" in educational space, universal tendencies of development of bilingual training and feature of education systems in Kazakhstan and Canada.

Key words: bilingual education, bilingualism, the native language, a foreign language, training in higher education institution.

Bilingualism (or biglottism) in the most general sense can be considered as existence and functioning within one society, most often states, two or more languages (multilingualism will take in the latter case place), i.e. a harmonious combination of functions of national language and language of the international communication. In addition, the bilingualism is not only knowledge of two languages, but also the special, open type of thinking uniting in itself values of two civilizations.

Z. Kashkimbayev in the work "Ethnocultural education" states that "bilingualism is the objective necessity in multilingual society caused by the needs of an individual for knowledge of native and state languages (for the Kazakhs it is Russian which is officially applied in bodies of authority and management)" [1, 173]. B. H. Chasanoff considers that for the personality his or her bilingualism is a means of thought expression, knowledge of reality and a communication in a multilingual society: thus the main component (native language) is a characteristic component of the national, the other itself (the second language) is a learning tool of the persons representing multilingual nationalities and development of cultural values of other people. The bilingualism role in the formation of harmoniously developed personality, for whom it is

an important means of all-round development and self-expression in multinational society [2, 173] is great. The bilingualism (multilingualism) is the phenomenon socially natural and necessary in a multinational state [3, 75].

If to consider the problem of bilingualism as global, it is necessary to mention also that bilingual can be not only individuals, but also the whole people or social groups of society. Forms and types of bilingualism in this case depend on concrete historical conditions of development of the people, their social and economic and cultural and political structures.

The bilingualism in the modern world has deeper and wider character. The considerable part of the modern population of Latin America is bilingual, for example, the bilingualism is widespread in Switzerland and Belgium, England and France. While population census in 1940 more than 22 million citizens of the USA who know English as native called other languages are the French, Germans, Russian, etc. The bilingualism is widespread on the territory of our republic where a huge number of representatives of ethnic minorities and various ethnic groups live (the Armenians, Romans, Uzbeks, Uyghurs, Tatars, Russians, etc.). About 70% of the population of the Earth speaks two or more languages, and, it is most peculiar for regions on the territory of which people of different nationalities live.

In a situation of coexistence of two or more languages they, undoubtedly, make an impact on each other, and the language of in number prevailing nation has a greater influence. So, for many years of the Soviet Union existence Russian was mastered by the most part of Kazakhstan, and several years ago the Russian speech in the territory of our republic was audible everywhere. Today language situation in Kazakhstan is the following: the Kazakh language is state, language of communication of the biggest part of the population, Russian is the language of international communication. As statistical data show, in quantity of bilinguals Kazakhstan advances other CIS countries. Despite, we did not and do not have national and bilingualism imbalance tensions [4, 3].

The same time E. Ertysbayev emphasizes that the bilingualism in Kazakhstan is an important intellectual component of the country, and the big role that Kazakhstan became one of the leaders of the CIS in social and economic, market and political modernization was due to bilingualism [5].

The Kazakh language is learned in educational, public institutions, at the enterprises, etc. Recently there are various (Russian-Kazakh, Kazakh-Russian) dictionaries: architectural and construction terminology, astronomical terminology, the dictionary for employees of economic bodies, silvicultural terminology, the dictionary of political, economic, legal terms, agricultural terms, the Russian-Kazakh-English subject and thematic dictionary, etc.

Thus Russian in Kazakhstan keeps the information value and communicative comfort and in new conditions when, according to the law "About Languages" of the Republic of Kazakhstan, the Kazakh language acts as the state. The most objective and weighed forecasts show that long enough the role of both languages in all spheres of life will remain balanced. It is necessary to acknowledge normal at least because the Russian language, literature and culture became an integral part of spiritual life of all Kazakhstan society [4, 3].

In Kazakhstan over years the quality and number of native speakers of Russian changed, so, for example, since 1979 the Russian-speaking population, however Russian-speaking in the Republic has decreased up to 10% [6, 6].

The native language is the bosom of formation of the full-fledged person from a cradle through close people, through the world of the nature, thoughts, feelings, moods surrounding from infancy. Therefore Russian needs to be learned not instead of native, but together with native. Only such relation to native and Russian languages perhaps is harmonious national-Russian bilingualism [3, 76].

In the created polycultural conditions of cross-cultural interaction at the present stage the model of bilingual training gains ground. Bilingual training is understood as such organization of educational process when it becomes possible (for example, language of the Turkish minority in Austria or Russian as foreign in Kazakhstan) to use more than one language as teaching language. Second language, thus, is not only an object of studying, but also a means of communication, teaching language.

Process of training of bilinguals is led due to several aspects from the point of view of linguistics, ethnolinguistics, cultural science and sociolinguistics. At bilingual schools a certain number of hours is devoted to the native language and literature and the second language and literature. At studies pupils gain necessary skills and abilities, acquire the literary norms accepted in both languages. Such form of bilingual education forms the balanced bilingualism, i.e. the bilingual personality who is equally free carrying out communicative and active actions in two languages.

Bilingual education is new not only for such polylingual state as Kazakhstan, but also for the whole world. In comparison with many other countries where there is an acculturation of the personality, in

Kazakhstan both languages are demanded and fully function, both cultures interact, continuous cooperation of different ethnoses, therefore, acculturation is out of the question.

The concept "training on a bilingual basis" itself in any type of a higher educational institution in accordance with modern approach includes:

- training the subject and mastering the trained subject knowledge in a certain area on the basis of the interconnected use of two languages (native and nonnative) as means of educational activity;
- training a foreign language in the course of mastering a certain subject knowledge due to the interconnected use of two languages and acquisition of a foreign language as means of educational activity.

Enriching trained heritage of two cultures, the bilingualism puts it in more favorable conditions in comparison with conditions in which there is a person starting learning foreign language with knowledge only of the native. In addition, researches and experience of the leading universities of the USA and Canada showed that bilingual children have cognitive abilities developed better, than monolingual ones. Live and open character of bilingual children, ability to doing multitasks; high adaptability and positive perception of life are the remarkable qualities necessary for the person with full-fledged life in our prompt and changeable world. Therefore, for Kazakhstan as the countries with the bilingual environment effective realization of early language training is guaranteed.

Thus, language at such training is considered, first of all, as the instrument of familiarizing with the world of special knowledge, and the content of training differs in combination of subject and language components in all links of teaching and educational process.

Now in the different countries the certain experience of bilingual education is accumulated. It takes place as it was already told, in regions with the natural bilingual environment (Switzerland, Belgium, Canada, etc.), and also in the states where there is an inflow of the immigrants compelled to get used to foreign culture (Germany, the USA). In these countries any bilingual courses at which languages are learned not so much as a communication medium, as many as a way of familiarizing with culture of the country of the learned language, acquaintance with its history, regional geography, science, literature, art function.

However the education system in Canada has a number of features. The priority direction in language policy of Canada is the development of bilingualism. In Canada there are 2 territorial and 10 provincial education systems, but each of which takes regional historical and cultural features into consideration. Training can be conducted in 2 languages – French and English. The official bilingualism is a distinctive feature of Canada and promotes effective social and economic and political state in the country. Distribution of English and French languages is a strategy of studying of the second language when this foreign language is learned as a subject and besides is used for explanations and instructions in teaching one-two subjects.

The program of language enrichment in Canada represents any set of subjects and is focused mainly on the children standing on a social ladder above others. The second language is learned within more intensive and effective system. It is carried out in the atmosphere of a foreign language use as teaching language, thus, for example, immersion in language when studying French in Canada is carried out. Within language immersion training of the second language bases takes place, i.e. in school training programs of foreign and native languages interchange the position. The other model is represented by bicultural counter classes in which classes are given in two foreign languages.

Training bilingual programs of preservation of language are focused both on children of proponent language groups, and on children of ethnic minorities and set as the purpose of initial culture reconstruction of ethnic immigrant minorities, and also the cultures which are under the threat of extinction. At the initial stage of training classes with the native language which the second language plays the subordinated role for are created to provide sufficient socialization being under the threat of language of ethnic minorities.

Introduction of language dialects to the school program caused creation of an educational and methodical complex. Development of training materials began with training in the late sixties and holding the three-week seminar created especially for those who planned to work further with natives. The edition of a reference guide on a Pityantyntyar dialect (Eckert & Hudson publishing house, 1988) studying became a starting point in creation of the whole series of grants, audio-and video sources. Approximately during the same period work on creation of syllabic alphabets of other dialects began. Now they are in a development stage, the basic principles and schemes for their publication are created.

A known model of bilingual training are counter classes in which children get primary education in the native language. Besides, the ideas of multicultural education created in the sixties in Canada were transformed, changed and were in a condition of evolution in the theory and in practice. The idea that the good education has to be multicultural is widespread in the Canadian society and found the reflection in educational process.

There is an experience of bilingual schools creation on the basis of bilingual training also in Kazakhstan. So, for example, in the south of our country teaching the Uzbek and Uigur languages is actively practiced. And in the central and northern Kazakhstan training Russian is more preferable. The school of N. A. Nazarbayev where teaching subjects are conducted in the Kazakh, Russian and English languages is in great demand. Teachers of the Karaganda regional specialized school for gifted children "Murager" also practice English training. A number of disciplines of various specialties of Ademician E.A. Buketov Karaganda state university are conducted in English, including the professional focused foreign language. That is a tendency in all leading higher education institutions of Kazakhstan.

Thus, the urgency of training on a bilingual basis as basic component of profound language education is defined, first of all, by a general world tendency to integration in economic, cultural and political spheres that in the educational sphere causes a tendency to integration of subject knowledge, an orientation on knowledge of a complete picture of the world. Taking into account these tendencies training on a bilingual basis provides Kazakhstan trained broad access to information in various subject domains, obtaining new information according to individual requirements, possibilities of continuous education that in turn creates additional chances to compete in the all-European and world market of experts. Along with it, training on a bilingual basis promotes improvement of the general language preparation and foreign language skills in the special subject purposes, to deepening of subject preparation and expansion of the sphere of cross-cultural training, and also increase of motivation in foreign language learning.

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О ПРОБЛЕМАХ РЕАЛИЗАЦИИ ПРОЦЕССА ИНТЕРНАЦИОНАЛИЗАЦИИ ВЫСШЕГО ОБРАЗОВАНИЯ РОССИИ.

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Российское образование в течение нескольких последних десятилетий стоит перед лицом глобальных вызовов, продиктованных цивилизационными изменениями. К ним относятся:

- глобализация и международная конкуренция в сфере науки и экономики, побуждающие к изменениям существующих систем образования;
- особенности социально-экономической и демографической ситуации в России, заставляющие российские университеты идти на изменения в области образования на фоне новых политических и экономических процессов в мире;
- глобализация экономики и развитие технологий, возникновение экономики глобального знания, интернационализация производителей и выпускаемой продукции, непосредственно влияющие на высшее профессиональное образование, на образовательную политику университетов и предлагаемые ими программы обучения;
- интеграция образования и науки в мировую академическую систему и необходимость формирования специалиста, отвечающего мировым стандартам, делающие образование механизмом реализации геополитических и внешнеэкономических интересов любой страны.

Будущее российской высшей школы пронизано влиянием интернациональности: развитие информационных и коммуникационных технологий, развитие науки в условиях интернациональной конкуренции, глобализация рынка рабочей силы, на котором выпускники университетов должны доказать свою пригодность, слияние Европейского Союза и его научного сообщества в единое глобальное пространство в Европе. Очевидно, что международное сотрудничество является не только