

- provide educational and methodological assistance to students in independent work on educational material.

Information technology presents information in various forms and thus makes the learning process more efficient.

When using information technology in the learning process, there is a significant change in the educational process:

- reorientation to the development of thinking and imagination, as the main processes of cognition necessary for high-quality education;
- the effective organization of cognitive and independent activity of students is ensured;
- there is an ability to cooperate, self-improvement, creativity, etc.

References

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PROBLEMS OF LEARNING IN EDUCATION

Shulgina-Tarachshuk A.S., Turdybekova K.K.

Karaganda Buketov University, Karaganda, Kazakhstan

E-mail: alevtinash79@mail.ru, kamila_2000@mail.ru

One of the essential problems of education is the problem of meanings. The main meaning of education is development as the principle of existence and the value basis of education. Education is built in accordance with the principles of completeness and continuity, that is, the continuity of training and education in organizational, content and methodological support.

With the current pace of renewal in all spheres of life, the increasing flow of information, the role of education is also growing, which should be modern:

- 1) developing - providing for each person to choose their own educational path;
- 2) student-oriented - ensuring the creation of a culture of the educational environment and its filling with resources for the development of each participant in the educational process;
- 3) spiritual and ethical - diverse, built on a scientific basis;
- 4) humane - involving awareness of the value of the human person.

The problem of the content of education is very relevant, since an important feature of education today is the comprehensive development of the individual (pupil, student, teacher). Speaking about the content of education, it is necessary to name its priorities:

- 1) in teaching: facts - theory - worldview;
- 2) in education: knowledge about the world - the ability to interact with the world - attitude to the world;
- 3) in development: the formation of students' ability to perform professional and social roles.

The problem of the principles of building education has always existed, because it is associated with the development of technology, technology and society as a whole. Education is increasingly seen as a process of obtaining, accumulating and systematizing scientific knowledge. Education and knowledge are the leading means of achieving the victories of a person in his life. The process of education should be built on the basis of system-forming principles: - fundamentalization of education - the formation of a scientific worldview; - openness of the education system based on its informatization; - merging of educational and research activities, research and design (learning through science); - interdisciplinary integration - the creation of a new system of knowledge, the formation of a new quality of learning content; - continuity of education - the formation and development of personality throughout life. The problem of continuous education is essential, because the principle of continuity today can be considered fundamental, which is associated with

the early differentiation of education, the continuity of education and upbringing, and the profiling of education.

The successful formation of a focus on vocational training among students is a fundamental problem in the work of universities. From a professional point of view, it includes several stages: professional orientation, vocational training, independent professional activity. Vocational training is a system of organizational and pedagogical measures that ensures the formation of a person's professional orientation of knowledge, skills, abilities and professional readiness for such activities. Vocational training is the process of mastering the knowledge, skills and abilities that make it possible to perform work in a certain field of activity¹. The peculiarities of the formation of a professional orientation is how the individual himself perceives, realizes and evaluates his belonging to one or another profession. Therefore, it is necessary: the formation of a professional and social role, professional self-awareness; optimization of professional self-assessment of educational activities, which is then transferred to professional activities; formation of a model of self-identification with the profession (norms and values, emotional attitude, level of self-realization). One of the urgent problems of education is the problem of development of creative potential. It is associated not only with learning and personality formation, but also with the preservation and development of creative qualities and abilities, which include cognitive activity, the desire to search for something new, the ability to get away from stereotypes, courage in decisions. The potential of the individual (lat. opportunity, power) is not yet developed and unused, unclaimed abilities, inclinations, personal qualities, knowledge, skills, abilities.

References

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ИНКЛЮЗИВТІ БІЛІМ БЕРУДІ ДАМЫТУ

Алибиев Д.Б., Ерхан А.Б.

Е.А.Букетов атындағы Қарағанды университеті, Қарағанды, Қазақстан

E-mail: aseka.erkhan@mail.ru

Педагогикалық практика инклюзивті білім беруді дамыту – ғылыми және әдіснамалық – Әлеуметтік және әкімшілік ресурстардан басқа қазіргі заманғы білім беру жүйесін түбегейлі қайта құруды талап ететін күрделі, көпқырлы процесс екенін көрсетеді. Денсаулығы шектеулі баламен жұмыс неғұрлым ерте басталса, оның қоғамға бейімделу және әлеуметтену мүмкіндігі соғұрлым жоғары болады. Бұл тек ізгілендіру процестеріне ғана емес, сонымен бірге "ерекше" балаға ерте түзету-педагогикалық көмектің тиімділігімен нәтижелігіне де байланысты.

2008 жылғы маусымда Новосібірде Ю. А. Розенкованың баяндамасында ұсынылған "РАҚ түзету педагогикасы институты" ерте көмек көрсету зертханасының деректері бойынша орталық жүйке жүйесінің органикалық зақымдануы бар балалардың 25-30% - ында:

- 1.5 жылға қарай психикалық даму қарқыны мен барысын қалыпқа келтіру;
- 3 жасқа қарай мектепке дейінгі жаппай балалар мекемелеріне бару мүмкіндігін қамтамасыз ету.

Орталық жүйке жүйесінің органикалық зақымдануы бар балалардың 70-75% -ында айқын бұзылулардың дамуын болдырмауға болады.

Өмірдің алғашқы жылдарында ауыр эмоционалды бұзылыстар анықталғанда және балаларға жан-жақты көмек көрсетілген кезде, ақыл-ой дамуының бұрмалану тенденцияларын тегістеуге, балаларды балалар қоғамына қосуға дайындауға болады. Ерте көмек түзету немесе профилактикалық сипатта болуы мүмкін, яғни проблемаларды жеңу