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Modern technologies the professional focused studying of Russian

In article modern innovations of the professional-focused studying of Russian are considered. The main attention is paid to the organization of the professional focused methodical system of studying of Russian. The making technologies of problem-oriented training are allocated: method of debate and case-study. It is emphasized that use of cases, especially in combination with a form of debate promotes formation of key professional competences and the new type of thinking answering to inquiries of time.

Key words: modern innovations, method of debate, method of cases, self-education, professional competence.

The most important tendency of the last decades are powerful integration processes which take all areas of public life including the higher school. The higher education and science become a global factor of social development, move forward in number of the most important national priorities.

With development of processes of globalization of economy and business before the higher education there were new purposes — preparation of the professional shots capable effectively to work in the changed conditions of the market. In the conditions of shift of general education aspects on the personal sphere trained, objectively there is a question of improvement of technology of training, in particular, use of active forms and methods of training, the most adequate to this direction.

The professional focused training became the answer to that call which made to pedagogical science actually training process, the changed living conditions and activity of the person and the person with his aspiration to self-improvement.

As one of the tasks set for teachers expansion of scope of forms and methods of training which allow to form both practical skills of the analysis of information, and aspiration trained to self-education and self-improvement acts. Realization of the above-named tasks assumes the appeal to active methods of training.

Effective way of activization of educational process is application of innovative methods of training. Introduction and use of innovative methods of training has to be directed on formation of the identity of the trainee according to in advance set purposes for perhaps shorter time [1].

The main goal of technology of preparation of qualified personnel consists in developing and realizing intellectual potential of the nation, the states, societies. The higher school trains not narrow experts, and it is rather the strategists capable of risk, anticipation able to make a choice, those who is ready to private and social life. Only well put education allows the person to open the talents fully.

Active methods of training are subdivided into two big groups: group and individual. Group are applicable at the same time to some number of participants (group), individual — to the specific person who is carrying out the general, special, vocational or other training out of direct contact with another trained [2].

Various authors classify active methods of training by the different bases, allocating different number of groups of active methods of training and differently packing the maintenance of the relevant groups of methods.

Yu.N.Yemelyanov suggests to unite active group methods in three main units conditionally: a) debatable methods (group discussion, analysis of incidents from practice, the analysis of situations of a moral choice,

etc.); b) game methods: didactic and creative games, including business (administrative) games, role-playing games (behavioural learning, game psychotherapy, psychodrama correction); countergame (transaktny method of understanding of communicative behavior); c) sensitive training (training of interpersonal sensitivity and perception of as psychophysical unity). S.V.Petrushin suggests the main methods of active social and psychological training to subdivide in the main directions of psychology and allocates training group, groups of meetings, the psychodrama, gestalt therapy [3].

On nature of educational cognitive activity methods of active training subdivide on: the imitating methods which are based on imitation of professional activity and not imitating. Imitating, in turn, subdivide on game and not game. Thus carry the analysis of concrete situations to not game, actions according to the instruction etc. Game methods subdivide on: business games, didactic or educational games, game situations, game priemy and procedures, trainings in the active mode. As activity of participants during search of the solution of tasks allocate the methods constructed on: ranging on various signs of subjects or actions; optimization of processes and structures; design and designing of objects; a choice of tactics of actions in management, communication and conflict situations; solution of an engineering and design, research, administrative or social and psychological task; demonstrations and training of skills of attention, invention, originality, speed of thinking and others. On the number of the participating allocate: individual, group, collective methods, and also the methods assuming work of participants in dyads and triads [3].

A.A. Voronova allocates three main types of methods of active social and psychological training:

- Method of the analysis of concrete situations. Situations can be various on a didactic orientation and are used according to a task which is set by the leader for group: a situation — an illustration, some concrete case offered leaders for demonstration of theoretical material; a situation — exercise where participants have to allocate and remember some elements; the situation — an assessment in which the offered problem is already solved, and to participants is offered to estimate it; the situation — a problem, before group is put a number of questions which should be analysed and solved.

- Social and psychological training where the trainer doesn't carry out the leading function, and plays a role of the benevolent observer, the subject — subject nature of communication of participants provides.

- Game modeling or imitating games. Games (imitating) are subdivided on business where the imitating model, and organizational where participants choose system of decisions is in advance set. Purpose igrotekhnika: the organization of activity of participants of game, directed on development of a solution [4].

We will adhere to the following classification of active methods of training or methods of active social and psychological training assuming their partitioning on four groups, uniting group and individual forms of occupations at domination of the first.

1. The debatable methods (the free and directed discussions, meetings of experts, discussion of vital and professional incidents, etc.) constructed on real-life and direct communication of participants at passively detached position of the leader who is carrying out function of the organization of interaction, an exchange of opinions, if necessary management of processes of development and adoption of the group decision.

2. The game methods (business, organizational and activity, imitating, role-playing games, the psychodrama, a sotsiadrama, etc.) using everything or some of the major game elements (a game situation, a role, active playing, reconstruction of real events, etc.) and directed on finding of the new experience inaccessible to the person for one reason or another.

3. Rating methods (efficiency ratings, popularity ratings), aktivizuruyushchy activity trained due to effect of competition, correction of requirement of achievement.

4. Training methods (the behavioural and personally focused trainings) directed on rendering the stimulating, correcting, therapeutic, developing impact on the personality and behavior of participants.

Each group of active methods of training assumes the specific organization of interaction of the participants staying in a position of pupils and possesses the specific features, including appointment, positions of participants and the leader, existential parameters of carrying out, the requirement to competence of the leader.

We will consider one of debatable technologies which is based on communication of students among themselves and acceptance of the common decision.

The analysis of concrete educational situations (case study) — the method of problem training intended for improvement of skills and receiving experience in the following areas: identification, selection and solution of problems; work with information — judgment of value of the details described in a situation; analysis and synthesis of information and arguments; work with assumptions and the conclusions; assessment of alternatives; decision-making; hearing and understanding of other people — skills of group work.

The essence of a method consists that обучающиеся receive a package (case) of the tasks which don't have the exact decision. Respectively it is required to understand the confused situation: or to reveal a problem and to find ways of its decision, or to develop options of a way out when the problem is designated. Cases differ from usual educational tasks (tasks have, as a rule, one decision and one correct way leading to this decision, cases have some decisions and a set of the alternative ways leading to it).

The accent is transferred to development of knowledge, but not to mastering ready knowledge. Trained have an opportunity to correlate the theory to real life in which future experts need ability to draw conclusions, to defend the position [5].

In modern working programs this technology can be used not on each occupation. We consider specifics of teaching Russian in national groups where there are both lexical, and grammatical subjects of occupations.

As it is professional Russian which is carried out on the second year of training, it is necessary to consider a lack of information on the future profession at students, as upon termination of the first course at it in baggage of knowledge only general education disciplines. Therefore we consider it expedient to carry out discipline professional Russian at least on the third and as at most for the fourth year of training. In the senior groups we can teach future expert to how to maintain official documents as it is stylistically correct to issue scientific work, and also very important aspect for the expert — written and oral speech of future expert.

Case example on occupation of Russian: Types of scientific texts. Skin. Structure and structure of skin (discipline «Professional Russian» 2y year of training, KGMU, Karaganda).

Before you some scientific texts on a lexical subject of occupation, your task to define type of each text.

Situation: to sort accessory of scientific texts on type in each group.

Immersion in a situation:

- Whether you important consider the touched issue?
- What depends on the solution of this problem, on this or that point of view?

Tasks:

- To formulate a problem in writing;
- To pick up arguments in favor of the chosen point of view, proceeding from the characteristic of types of scientific texts, to range them;
- to prepare counterarguments to the opposite point of view.

The objectives achieved when using a case technologies: development analytical, creative, critical, focused on application and the solution of problems of thinking; practice of search and development of alternative decisions, understanding of a polysemy practical (arising in real professional activity) problems and life situations; ability and readiness for an assessment and decision-making; a guarantee of better assimilation of knowledge due to their deepening and detection of gaps of knowledge; development of social competences during the work of group (including study at others and with others)

The *case* technology allows to make active theoretical knowledge and practical experience of trainees, their ability to introduce the ideas, ideas, offers, ability to listen to the alternative point of view, and is reasoned to state the, allows to see ambiguity of the solution of problems in real life [6].

The basis of a *case* is the competently picked up problem situation, logically built system of tasks, motivated presentation of result.

The following which is often used by an innovative method of studying of Russian is the game method — a method of *debate*.

Debate is an intellectual game in which two teams (claiming and denying), discussing the set subject formulated in the form of the statement puts forward the arguments and counterarguments concerning the offered thesis to convince judges of the correctness and experience of rhetoric. Together with arguments participants of debate have to present to jury of the proof, the facts, quotes, statistical data supporting their position which make a team case. Participants of debate ask questions to the opposite side and answer questions of opponents; questions can be used for an explanation of a position of opponents and for identification of mistakes at the opponent. After listening of both teams of jury fill in protocols which fix the decision on preference of more convincing team in debate and submit to audience the comparative analysis of positions of the parties. Three players from each party participate in game, but the number of participants can be increased depending on type of debate. The regulations also make a reservation in each case. Also the taysmkiper who watches observance of regulations is appointed [7].

Debate as pedagogical technology it isn't simple dispute, it is fight of cases.

Debate — strictly regulated and accurately structured process in which participants carry out the role by the rules defined in advance: to work at a certain speed, to carry out self-checking and self-correction to show respect for the opponent to be honest in arguments to acquire knowledge [8].

Basic principle: In debate there are no lost!

It is very good to use a method of debate at analysis of lexical subjects of occupations, for example: early pregnancy, abortion, smoking, drug addiction, alcoholism, suicide, etc.:

- The plan of carrying out occupation with use of technology of debate;
- To formulate a subject of debate on occupation when studying new material;
- To break trained for teams;
- To give tasks for teams: to adduce arguments in support of pros and cons;
- Upon termination of work of group represent all the practices vapors «argument-counterargument». At the end arguments on which there were no counterarguments are adduced;
- This method finds successful application when carrying out conversations on lexical subjects of occupations: Early pregnancy, Abortion and its consequences, Smoking, Drug addiction, Alcoholism, Suicide, etc.;
- Experts estimate quality of arguments and counterarguments;
- Simplification in respect of carrying out occupation with use of technology of debate (a basis the technology of the modified debate or express debate is).

However it should be noted that the choice for application of new technologies of training shouldn't become end in itself of the teacher in educational process. As we already noted, the greatest effect can be reached at system approach to a choice of traditional and innovative technologies of training, at their reasonable combination, addition of each other and at effective and competent management of the teacher who is simply obliged to improve the qualification [2].

Thus, when using such activity on occupation as the solution of cases, especially in combination with a form of debate, happens spontaneous transition trained from external motivation in the course of training to internal moral and strong-willed regulation of self-training, key professional competences and the new type of thinking answering to inquiries of time are formed.

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Орыс тілін кәсіби бағдар бере отырып оқытуда заманауи технологияларын қолдану

Мақалада орыс тілін кәсіби бағдар бере отырып оқытуда қолданылатын заманауи технологиялар қарастырылды. Авторлар аталған әдіс жүйесін ұйымдастыруға ерекше тоқталып, оқыту технологиясын құрайтын *case-study* мен дебат әдісінің тиімділігін зерделеді. Заман талабына жауап беретін жаңаша ойлау мен кәсіби құзыреттілік негізін қалыптастыруда кейс әдісін дебат формасымен байланыстыра қолдануға баса назар аударды.

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Современные технологии профессионально-ориентированного изучения русского языка

В статье рассмотрены современные инновации профессионально-ориентированного изучения русского языка. Основное внимание уделено организации профессионально-ориентированной методической системы изучения русского языка. Выделены составляющие технологии проблемно-ориентированного обучения: методы дебатов и *case-study*. Отмечено, что использование кейсов, особенно в сочетании с формой дебатов, способствует формированию ключевых профессиональных компетенций и формирует новый тип мышления, отвечающий запросам времени.

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