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THE ROLE OF ICT IN THE DEVELOPMENT OF ACMEOLOGICAL COMPETENCE OF FUTURE SOCIAL PEDAGOGUES

Abstract

The article considers the importance of information technology used in the development of acmeological competencies of future social pedagogues. The role of information technology in education as a way of integrating interdisciplinary connections in improving the efficiency of the educational process, taking into account the individual characteristics of the individual. At present, knowledge of foreign languages is relevant in the preparation of qualified specialists. This requires the specialist to be able to set goals for their work, determine ways and means to achieve them. It is very important to recognize the use of the achievements of innovative technologies in foreign language education, which requires knowledge of the English language.

In the article, the authors set the task of determining the effectiveness of information and communication technologies in the development of the acmeological competence of future specialists, which is a source of quality education. The flexibility and variability of this technology allows students to develop interpersonal communication skills, acmeological competence, cognitive activity and creative independence. The relevance of the study is characterized by the insufficiency of an integrative study of the development of acmeological competencies of future social pedagogues using information technology based on learning foreign language. In this regard, the results of the study are aimed at revealing the essence of the methods for developing the acmeological competence of future social pedagogues through the use of ICT in learning foreign language.

Keywords: foreign language education, teaching methods, acmeological competence, information technology, ICT

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БОЛАШАҚ ӘЛЕУМЕТТІК ПЕДАГОГТЕРДІҢ АҚМЕОЛОГИЯЛЫҚ ҚҰЗЫРЕТТІЛІКТЕРІН ДАМУДАҒЫ АКТ-НЫҢ РӨЛІ

Аңдатпа

Мақалада болашақ әлеуметтік педагог мамандардың ақмеологиялық құзыреттіліктерін дамытуда қолданылатын ақпараттық технологиялардың маңызы туралы баяндалады. Тұлғаның жекедаралық ерекшеліктерін ескере отырып, оқу үдерісінің тиімділігін арттыруда пәнаралық байланыстарды интеграциялауға мүмкіндік беретін тәсіл ретінде оқытудың ақпараттық технологияларының рөлі зор.

Қазіргі кезде білікті мамандарды даярлауда шетел тілдерін білу өзекті болып отыр. Бұл маманнан өз қызметінің мақсаттарын өзі қоя білуі, оған жетудің жолдары мен құралдарын анықтау секілді бірталай міндеттерді талап етеді. Ағылшын тілін білуді талап ететін шеттілдік білім беруде инновациялық технологиялардың жетістіктерін қолдану аса маңызды деп танылады.

Мақалада авторлар ақпараттық-коммуникациялық технологиялардың сапалы білім берудің қайнар көзі бола отырып, болашақ мамандардың акмеологиялық құзыреттіліктерін дамытудағы тиімділігін анықтауды көздейді. Бұл технологияның икемділігі мен өзгермелілігі студенттердің жекедаралық мүмкіндіктерін дамытуға, акмеологиялық құзыреттілігін, танымдық белсенділігін және шығармашылық дербестігін қалыптастыруға мүмкіндік береді. Зерттеудің өзектілігі шетел тілін оқыту негізінде ақпараттық технологияларды қолдана отырып, болашақ әлеуметтік педагогтердің акмеологиялық құзыреттілігін дамыту бойынша интегративті ғылыми-зерттеу жұмыстарының жетіспеушілігімен сипатталады. Осыған орай, мақалада зерттеу нәтижелері шетел тілін оқытуда АКТ арқылы болашақ әлеуметтік педагогтердің акмеологиялық құзыреттілігін дамытудың әдістерінің мәнін ашуға бағытталады.

Түйін сөздер: шеттілдік білім беру, оқыту әдістері, акмеологиялық құзыреттілік, ақпараттық коммуникациялық технологиялар, АКТ

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РОЛЬ ИКТ В РАЗВИТИИ АКМЕОЛОГИЧЕСКОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ СОЦИАЛЬНЫХ ПЕДАГОГОВ

Аннотация.

В статье рассматривается значение информационных технологии, используемых в развитии акмеологических компетенции будущих социальных педагогов. Роль информационных технологии в образовании как способ интеграции межпредметных связей в повышении эффективности образовательного процесса с учетом индивидуальных особенностей личности. В настоящее время знание иностранных языков актуально при подготовке квалифицированных специалистов. Это требует от специалиста умения ставить цели своей работы, определять пути и средства их достижения. Очень важно признать использование достижений инновационных технологии в иноязычном образовании, требующем знания английского языка.

В статье авторы ставят задачу определить эффективность информационно-коммуникационных технологии в развитии акмеологических компетенции будущих специалистов, являющихся источником качественного образования. Гибкость и вариативность данной технологии позволяет развивать у учащихся навыки межличностного общения, акмеологическую компетентность, познавательную активность и творческую самостоятельность. Актуальность исследования характеризуется недостаточностью интегративного исследования развития акмеологических компетенции будущих социальных педагогов с использованием информационных технологии на основе обучения иностранному языку. В связи с этим, результаты исследования направлены на раскрытие сущности методов развития акмеологической компетентности будущих социальных педагогов посредством использования ИКТ в обучении иностранному языку.

Ключевые слова: иноязычное образование, методика обучения, акмеологическая компетентность, информационные технологии, ИКТ

Introduction. At present, in the process of school and academic education, there is a high priority given to social activities and shortcomings in the theoretical knowledge of the main subjects of the process, ie the psychological and pedagogical aspects of social teachers and educators. The main reason is the lack of pedagogical conditions and the fact that their professional field is not evaluated in terms of acmeological competence. This situation requires further comprehensive research to facilitate the process of formation of acmeological competence in this professional category, including acmeological support for their professional progress.

It is not a problem for competent professionals to speak English in order to communicate in the organization of their work. The urgency of the study was highlighted by the lack of effective methods aimed at addressing the development of acmeological competencies of future professionals in the process of training in various specialties.

The article considers the role and features of acmeology in the development of professional and creative abilities of future social educators in the process of mastering their profession. The article considers the main aspects of acmeological competence and the content of the new program for its formation in order to develop the training of future social educators. *Acmeological competence* in the development of professional and creative abilities of future social educators not only provides an alternative method of professional development, but also determines the pedagogical conditions for improving the professional acmeological competence, cultural awareness, communication skills.

The fact that many scientists consider acmeology in the direction of personal development has contributed to the development of this science as a discipline. In pedagogy, "acmeology" as a scientific direction considers the professional characteristics of the individual, the professional. Currently, each school has a social pedagogue. Many areas and technologies are emerging to improve their professional skills. In this article, we will consider ways to improve social educators as professionals and develop their ability to carry out their professional activities with high efficiency, based on the presentation of a new draft program. "Acmeological competence" is a sign that evaluates the results of knowledge, competence and skills of a specialist. Creation of new mental, physical and acmeological structures that assess the identity of the future social worker in the learning process.

The modern acmeological approach to teaching English requires students to develop the ability to speak English in real professional, business situations, taking into account professional thinking in the organization of vocational education. Training of future social pedagogues will allow to make professional contacts in English in various fields. In this regard, our goal was to identify effective methods for the formation of acmeological competence in English.

Mastering all these features of professional education determines the professional competence of a specialist. According to many researchers, the main requirements for the organization of the communication process of specialists are as follows. These are general linguistic knowledge, formal and informal means of interaction, purposefulness; organizational structure; information efficiency, taking into account possible deficiencies in communication. The modern acmeological approach has searched by many scholars.

Literature overview. Akhmetshin, et al. (2018) noted that the structure of professional education consists of three parts in acmeological approach. They achieve the professional goal of communicative information exchange. Secondly, identify interactive actions with the real situation. Third is the perceptual approach, the process by which partners perceive each other and establish mutual understanding. There are different classifications of communication services. Thus, the researchers [1] distinguishes the following functions of professional communication:

- Information and communication, including the process of receiving and transmitting information;
- normative-communicative, related to the mutual correction of actions in the implementation of joint activities.

Today, many scientists pay a lot of attention to this issue and emphasize the need to form intercultural competence: Kunanbaeva S.S., Chaklikova A.T., Elizarova G.V., Galskova N.D., Gez N.I. For example, according to N.D. Galskova, "it can open the way to the student's personality, readiness, abilities and personal qualities. Intercultural competence is an integral part of the goal of teaching English. Bim I.L. was one of the first who introduced competence approach to education and teaching foreign languages [2]. Among Kazakstani Methodists Kunanbayeva S.S. and Chaklikova A.T. introduced he model on the development of intercultural and communicative competence based on information and communication technologies [3]. The result of this model is intercultural communication competence. According to S.G. Ter-Minasova (2000), the formation of intercultural competence should play a key role in the pedagogical process. And it is at this time, "when the mixing of peoples, languages and cultures becomes so unnoticeable that there is a question of fostering tolerance to other cultures. It is very important to arouse interest and respect for them, to overcome feelings of anger about their advantages, disadvantages or differences from other cultures. One of the subcompetencies of future specialists is acmeological competence. It is a part of teacher training programs. A.A. Derkach and B.A. Ospanova, Silina S.N. and Timofeeva V.V. devoted their research to acmological approach in the development of future specialists' acmeological competence as a part of their professional competencies [4].

Some scholars, like Galchenko A.S., Polezhaeva O.D., Obozov N.N, Sofina V.N, Gabova M.P. (2017) have critical approach to analyze the terms "acmeology", "acmeological competence" and consider ways to develop it in various fields. The study of the impact of various new technologies on the development of professional acmeological competence in the system of continuing education is an important and topical issue directly related to the quality of education. "Acmeological competence" means a systematic set of interactive educational technologies (information, training, game-simulation, etc.) that provide the expected results of the development of professional competence in the system of professional integration in academic research. The purpose of the research article was to study the impact of these new technologies on the development of school teachers' competencies, including the development of a system of professional development of social educators.

There are also special opinions by Polezhaeva O.D, Galchenko A.S, Sofina V.N, Obozov N.N, Gabova M P. According to them the system approach to development of professional competence of students and managers in project activity using acmeological technologies. on the conditions of development and control of acmeological competence [5].

According to A.A. Derkach [4], "the system of acmeological competence has a set of acmeo-specific practical tools used to facilitate the process of development and growth of the individual and the formation of professional competence". In this regard, it can be described as a special form of educational activity. This practical tool pays special attention to the acmeological technologies of its constructive impact on the components of self-assessment, self-discovery and self-development. In addition, acmeological monitoring is carried out to obtain objective data to assess the impact of acmeological technologies on the educational process.

Gorbunov A.G. (2014) stated the fact that the formation of discursive foreign language competence as an information component of foreign language education in higher education. Discursive competence is a part of communication [6]. Communication in English-language professional education is defined as the specific professional and cultural environment in which this communication takes place. However, English is understood as a service in which both verbal and nonverbal means are used. According to M.V. Goncharova, "English-language professional communication is the regulation of all types of professional relationships based on the solution of communicative tasks. For this purpose it is important to form a certain professional environment in which these relations are realized, which is carried out in a certain professional-educational environment. Here we use verbal and non-verbal means of the English language. And this is a socially oriented activity with the purpose and results of optimizing this activity.

Knowledge of English in professional education includes the following types. They are: informational-thematic (thematic plan); conceptual; conceptual; speech (ability to form a coherent opinion orally and in writing express their thoughts in the process of conversation); sociolinguistic (mastery of speech registers in accordance with the conditions of communication); ethnocultural (knowledge of traditions, customs, everyday life). These types of English language competences in professional education are successfully implemented in the system of interdisciplinary teaching of the English language .

The selection of content contributes to the comprehensive and holistic formation of the student's personality, preparing him/her for future professional activities. N.D. According to Galskova, English language learning content should include:

- communicative activity areas, topics and situations, conversational activities and speech material that take into account the professional orientation of students are necessary. This language material (phonetic, lexical, grammatical, spelling), the rules of its design and skills of their use;
- a set of special (conversational) skills, characterizing the level of practical knowledge of English as a means of communication, including intercultural situations;
- a system of knowledge of national and cultural features and realities of the language studied [7].

In order to teach the methods of creating a project group, the module "Models of Behavior" was used, including personality type, personality forms according to S. Dellinger and thinking style. As Tyutyukov V.G., Safonova G.V. [7] consider analytical methods in the assessment of acmeological competence, along with ASCAD method, a special system of tasks for social educators to create a single project team should be used [8].

Ospanova B.A., Tashpulatova A.E., Sagdullaev I.I. also consider that the creative, development of personality in the professional future teacher training is based on acmeological approach. A set of acmeological research and complex tasks should be developed in this direction. A similar system of tasks is used in other areas [9].

Taking into account the above, the following structural elements of the content component of the model of professionally oriented teaching of English can be distinguished:

1. Communicative skills by types of speech activities (speaking, listening, reading, writing) based on general and professional vocabulary. The ultimate goal of professionally oriented teaching of dialogic speech is to develop the ability to have a conversation, to purposefully exchange information of a professional nature on a specific topic.

2. Teaching monologue is the development of skills in creating various genres of monologue texts, such as conveying information of a professional nature, giving speeches, making extended comments during a discussion, and discussing with or without prior preparation.

Acmeological-communicative competence of a specialist includes three important aspects: working with documents, interpersonal dialogue and public speaking. In this regard, M.V. Koltunova identifies a number of skills that are included in the professional competence of a specialist:

- 1) formulation of goals and objectives of professional education;
- 2) analyzing the essence of relationships, organizing discussions;
- 3) management of relations, their regulation;
- 4) using the means of marking to achieve communicative goals;
- 5) to use different tactics and approaches to implement the chosen strategy;
- 6) conversation, business conversation, debate, discussion, dialogue, innovation, debate, debate, debate, business meeting, negotiation;
- 7) proof and justification, justification, refutation, evaluation;
- 8) mastery of presentation skills, i.e., thesis, definition, summarization, putting forward, verbalization, self-identification;
- 9) replacing oral information with written, symbolic and oral information and vice versa;
- 10) mastering the main genres of business speech (business letter, fax, contract, telephone conversation, business conversation, negotiations, consultations);
- 11) mastering the technique of speech [10].

Safonova, V.V. (1992) one of the objectives of foreign language communication is socio-cultural competence which is one of the components of acmeological training. Such a system of tasks is aimed at developing the differential-psychological, socio-psychological, autopsychological, acmeological and managerial competencies of the project team members. According to Ospanova B.A. acmeological training and game-imitation should be used to teach effective models of interpersonal interaction in groups. Acmeological training is a set of methods and techniques of interpersonal interaction and is a tool for the development of all components of the professional competence of social educators. According to B.A. Ospanova, this is a broad system of special psychological effects and practices aimed at the overall process of formation, development and / or improvement of professional and personal behavior of social educators [11].

Materials and methods. In this research, we have made an acmeological diagnosis of the current work of social educators. The study involved social educators of different specialties in the development of various scientific, creative and professional projects during one semester study using ICT. The main issues of the research were:

1. What is the role of ICT in the development of acmeological competence?

2. What is the level of using ICT in the development of future social educators' acmeological competence?

For the development of professional acmeological competence, the information technologies were used, including the Automated System of Complex Acmeological Diagnostics (ASCAD). Survey was used to monitor the use of ICT and the role of it in the development of acmeological competencies of social educators and to teach effective models of project activities. The hypothesis of research was to prove the use of ICT in the educational process was the development of key components of professional acmeological competence. The results of research were realized in the process of performing a system of tasks that teach the methods of self-analysis, project team building and management. One of the tools for the development of professional acmeological competence was an automated system of complex acmeological diagnostics, developed using a modular approach.

Results and discussion. Information technologies in professional education have been proved to be the main technology that can not only increase students' interest, but also develop their acmeological competence. Effective methods of ICT were used, in particular: discussion, group work and round table. Passov, E.I. (1999) classified effective methods in teaching foreign languages. According to him the use of

integrative, analytical, problem-based, research, comparative-communicative, cognitive methods of thinking in training with the help of tasks and materials in a foreign language are among effective ones. Such methods can be used when setting tasks on information technology [12]. Ospanova B.A., Tashpulatova A.E., Sagdullaev I.I. also proposed creative development of personality in the professional future teacher training [11]. In order to define effectiveness of ICT in the development of future specialists, we organized survey for students. The students are 4th year students who study the major 'pedagogics' of the al-Farabi KazNU.

Effectiveness of innovations of ICT in the development of acmological competence:

- Information public speaking instruction brings many benefits to life;
- Develops oral and written communication skills;
- Develops critical thinking skills;
- Useful in developing effective tools for research, organization, and presentation.
- Student learns strategies for overcoming fear of public speaking.
- Causes confidence and desire to participate in lessons;

Students who participate in information technology discover and develop the following skills:

- Confidence - confidence in themselves and their abilities, and a desire to participate in all lessons.
- Interest - desire to discover through effective means of research, organization, and presentation.
- Critical Thinking - desire to explore the world through the lens of inquisitive thinking;
- Communication skills - oral and written skills and strategies for respecting discussion and disagreement.

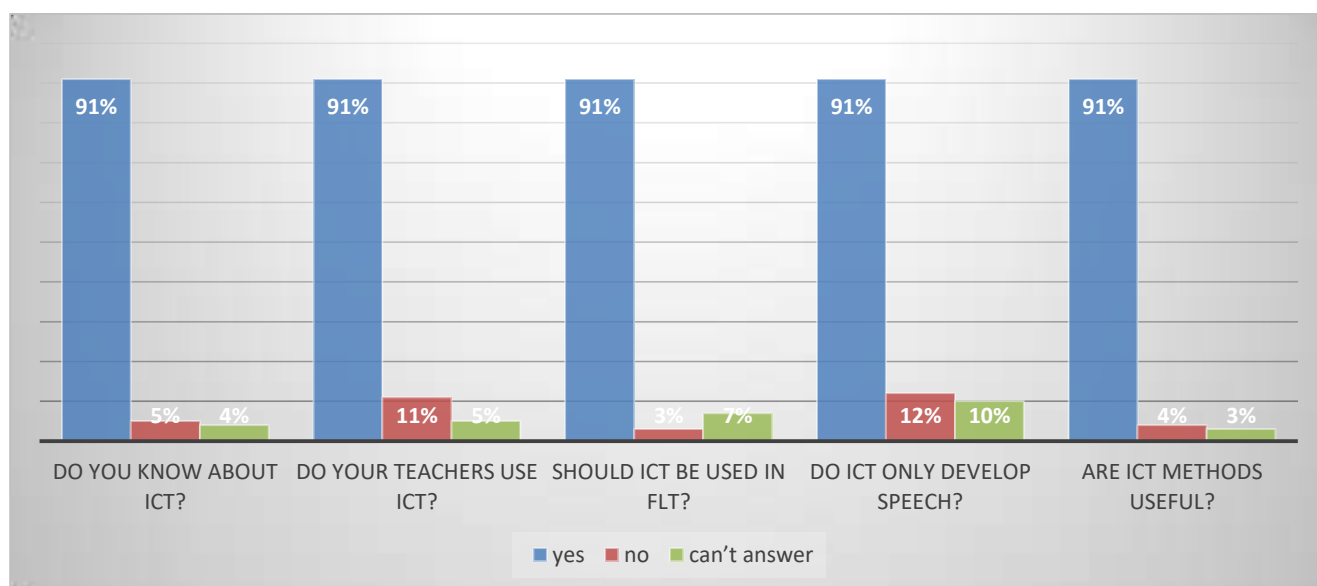
- Creativity – a desire to learn, make decisions, and invent.
- Friendship – getting to know like-minded people at tournaments and setting up a competition.
- Leadership – the ability to self-motivate and share tasks and manage a group of students.

During the above exercises on the methods of information technologies in professional education we noticed the formation of the following motivating factors in the formation of students' professional competence.

The purpose of the survey was to determine students' understanding of information technologies and their effectiveness.

Survey questions:

- 1) *Do you know about ICT?*
a. I know b. don't know c. can't answer
- 2) *Do your teachers use ICT?*
a. uses it b. does not use it c. can't answer
- 3) *Should ICT be used in FLT?*
a. should be used b. does not need to c. can't answer
- 4) *Do ICT only develop speech?*
a. yes b. no c. can't answer
- 5) *Are ICT methods useful?*
a. yes b. no c. can't answer



Picture 1 - Survey results on the use of ICT

According to the results of the survey: Do students know about the first information technology? 91% - yes, 5 – no, 4% – can't answer. Do teachers use information technologies? 84% – answered the question 'yes'; 11% – do not use; 5% found it difficult to answer. Do you think you should use information technologies? 90% say that they should apply ICT; 3% did not need to use ICT; 7% responded that they could not answer. When to use information technology? has 88% 'yes' answers; 2% – 'no'; 10% say that they can't answer. 93% of respondents confirm that information technology is useful; while 4% – say 'no'; 3% respond that they can't know.

The results of the survey proved the effectiveness of ICT in the development of acmeological competence of students.

As a result, information technology is often used in the classroom as a popular technology in vocational education. Information technologies not only increase students' interest, cognitive and acmeological competencies, but also develop students' speech skills. All this contributes to the development of acmeological competence of students and its components: social, pragmatic, discursive, etc. which are confirmed by *Silina S.N.Timofeeva V.V.*

Instruction in the organization of professional education:

– Provide students with a broad, multifaceted education that integrates several disciplines as compared to regular subjects;

– Increase students' confidence, courage, and self-esteem.

– Organizing student, activist activities;

– Improving high level critical thinking skills;

– Improving students' ability to structure and organize ideas;

– Developing students' analytical, research, and writing skills;

– Increase students' ability to create persuasive arguments and apply their own judgment and reasoning

[13].

– To develop the ability to speak publicly and express their thoughts to the public.

In general, it is necessary to stimulate collaborative work in information technologies. In general, the involvement and engagement of students in information technology is also carried out through the organization of group work and conferences. The ultimate goal of shaping ICT through practical classes is to teach students to be active, to solve various cognitive problems independently, and to apply previously acquired knowledge.

In conclusion, information technology is very important to ensure a sufficient level of deep scientific training, acmeological competence, communicative skills and responsibility of students who can combine innovation with a special search. We conclude that the introduction of ICT is one of the main requirements of today.

Instructions for organization of lessons using ICT:

- provide students with a broad, multifaceted education that combines several disciplines as compared to regular subjects;
- increase students' confidence, courage, and self-esteem.
- Organize cognitive and communicative activities;
- improve high level critical thinking skills;
- improve students' ability to structure and organize ideas;
- develop students' analytical, research, and writing skills;
- increase students' ability to create persuasive arguments and apply their own judgment and reasoning.
- develop the ability to speak publicly and express their thoughts to the public.

In general, it is necessary to stimulate collaborative work in information technologies. In general, the involvement and involvement of students in information technology is also carried out through the organization of group work and conferences. The ultimate goal of the formation of debate technology through independent work is to teach students to be active, to solve various cognitive problems independently, to apply previously acquired knowledge.

Conclusion. The effectiveness of information technologies in the organization of professional education is demonstrated. Information technologies are an effective tool for forming intercultural communicative competence of students in a foreign language and all its components. In particular: technology of integrated development of linguistic, sociolinguistic, strategic, sociocultural, social, pragmatic competences (discursive, functional, structural sentences).

In conclusion, the use of new technologies plays an important role in the formation of acmeological competence of future social educators. New technologies are not only the driving force of modern education, but also the pedagogical preconditions. In general, the use of new technologies in the formation of acmeological competence of social educators in the educational process can be called an integral part of it. If we use new technologies in accordance with the level of activity of social educators, then it will be highly effective and can serve it.

In this connection, information technology is very important to provide students with sufficient in-depth research training, communication skills, and responsibility that can combine acmeological competence with specific inquiry. We conclude that the introduction of discussion methods and technologies is one of the main requirements of today.

In conclusion, the program of orientation with the use of new technologies in the formation of acmeological competence of future social educators remains a research topic that needs to be considered in the future.

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г. Талдықорган, Казахстан

ОБУЧАЮЩИЙ АЛГОРИТМ СОСТАВЛЕНИЯ ДИФФЕРЕНЦИАЛЬНЫХ МОДЕЛЕЙ В КОНТЕКСТЕ ФОРМИРОВАНИЯ МЕЖДИСЦИПЛИНАРНЫХ ЗНАНИЙ

Аннотация

Анализ результатов исследований отечественных и зарубежных авторов, данные экспериментального исследования выявили проблемы формирования у студентов междисциплинарных знаний, умений составлять математические модели реальных явлений. Особенно актуальным остается