

арттырады, зерттеушілік, ақпаратқа бағдарлану және оны өңдей алу қабілеттері мен дағдыларын қалыптастырады.

Дегенмен, мультимедиалық (ақпараттық) оқыту құралдарын пайдалану кезінде мынадай кедергілерге ерекше назар аудару қажет:

- оқушының өзі оқуы барысында жалған немесе ғылыми дәлелденбеген ақпаратты игеруі мүмкін;
- оқушылардың компьютерді игеру дағдылары деңгейлерінің әркелкілігі;
- ұсынылған ақпараттың шектен тыс әртүрлі типте берілуі (кескін, дыбыс, бейнежазба, анимация) оқушының негізгі мәліметті қабылдауына кері әсер етуі мүмкін;
- оқытуды дараландыру мұғалім мен оқушының бір-бірімен диалогты қарым-қатынас жасауына кері әсерін тигізеді;
- ақпараттық оқыту құралдарымен жұмыс жасау кезінде тәжірибені өз қолдарымен жасап көру мүмкіндігінің болмауы оқыту процесін дәстүрлі практикалық жұмыстармен және зертханалық сабақтармен толықтыруды талап етеді;
- мультимедиалық құралдарды шектен тыс қолдану білім алушылардың денсаулығына кері әсер етеді [7].

Аталған қайшылықтар мультимедиалық ресурстарды оқыту процесіне енгізуді жүйелілік принципке негіздеп жүзеге асыру керектігін аңғартады. Оқытушы оқушылардың жас ерекшеліктері мен қабілеттерін ескере отырып, сабақтың мазмұны мен құрылымына байланысты қандай мақсатта және сабақтың қай кезеңінде қолдану керектігін ұтымды жоспарлаған жағдайда, мультимедианы қолдану дәстүрлі оқыту әдісін бұзбайтындығын, керісінше сабақтың маңызды құрамдас бөлігі бола алатындығын байқау қиын емес.

Ақпараттық материалдармен, бейнекөріністермен, фотосуреттермен, анимациялармен берілген ақпараттық нысандар мен құбылыстардың анимациялық бейнесін көру арқылы әлемнің физикалық географиялық бейнесін қалыптастырып көрсетуге ықпалын тигізеді. [8]. Сол себепті мультимедианы қолдана отырып географиялық білім беру оқушылардың пән мазмұнын игерудің тиімді формасы ретінде қарастыруымыз қажет.

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## **LEARNERS' RESEARCH COMPETENCE AS THE COMPONENT OF UPDATED CONTENT OF PRIMARY EDUCATION**

### *Abstract*

The article discusses the research competence of learners as the component of modern updated content of primary education.

In order to reveal the key concept of «research competence», the authors turned to the problems of research and cognition as such, and formulated the concept of learners' «research competence» as the component of modern updated content of primary education.

There is scientific discussion on the concepts of «competence» and «competency». The ways and means of forming the research competence of primary school learners are analysed. The structure of the research competence of primary school learners is made.

**Keywords:** the content of primary education, competency-based approach, competence, competency, research competence.

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### **БІЛІМ АЛУШЫЛАРДЫҢ ЗЕРТТЕУШІЛІК ҚҰЗЫРЕТІ БАСТАУЫШ БІЛІМ БЕРУДІҢ ЖАҢАРТЫЛҒАН МАЗМҰНЫНЫҢ КОМПОНЕНТІ РЕТІНДЕ**

#### *Аңдатпа*

Мақалада бастауыш білім берудің жаңартылған мазмұнының компоненті ретінде білім алушылардың зерттеушілік құзыретінің сұрақтары қарастырылады. «Зерттеушілік құзыреті» негізгі ұғымын ашу мақсатында авторлар зерттеу және таным проблематикасына қарап, білім алушының «зерттеушілік құзыреті» ұғымын бастауыш білім берудің жаңартылған мазмұнының қазіргі компоненті ретінде тұжырымдады. «Құзырет» және «құзыреттілік» ұғымдарын анықтау бойынша ғылыми пікірталас байқалады.

**Түйін сөздер:** бастауыш білім мазмұны, құзыреттілік тәсіл, құзырет, құзыреттілік, зерттеушілік құзыреттілік.

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### **ИССЛЕДОВАТЕЛЬСКАЯ КОМПЕТЕНЦИЯ ОБУЧАЮЩИХСЯ КАК КОМПОНЕНТ ОБНОВЛЕННОГО СОДЕРЖАНИЯ НАЧАЛЬНОГО ОБРАЗОВАНИЯ**

#### *Аннотация*

В статье рассматриваются вопросы исследовательской компетенции обучающихся как компонента современного обновленного содержания начального образования.

С целью раскрытия ключевого понятия «исследовательская компетенция» авторы обратились к проблематике исследования и познания как такового, и сформулировали понятие «исследовательская компетенция» обучающегося как компонента современного обновленного содержания начального образования. Прослеживается научная дискуссия по определению понятий «компетенция» и «компетентность». Анализируются пути и средства формирования исследовательской компетентности обучающихся начального звена. Составлена структура исследовательской компетентности учащихся начальной школы.

**Ключевые слова:** содержание начального образования, компетентностный подход, компетенция, компетентность, исследовательская компетентность.

At the present stage of development, education is undergoing significant modernisation, including the accession of Kazakhstan to the world educational space, which in turn makes significant changes both in pedagogical theory and pedagogical practice of higher education. These changes were declared by

Kazakhstan joining the Bologna process, it was reflected in the transition to a multi-level system of higher education, as well as the construction of professional training of future specialists on a competency basis.

Furthermore, studying learning through research in modern educational practice is considered as one of the effective ways of getting knowledge about the surrounding reality. Properly delivered training should improve this tendency, contribute to the development of relevant skills. The modern world is very dynamic, and it is changing so rapidly that it forces pedagogical theory and practice to reconsider the role and importance of research behaviour in human life; thus, pedagogy focuses on reassessing the role of research teaching methods in the practice of mass education. Research skills as generalised actions open to pupils the possibility of a broad orientation, both in various subject areas and in the structure of the educational activity itself. It is undeniable that the development of research skills of primary schoolchildren occurs both in the classroom and in extracurricular activities.

In this regard, the problem of formation of research competencies of primary schoolchildren as the component of the content of updated education in Kazakhstan is not in doubt. It should be noted that it is relevant not only for Kazakhstan, but also for the entire world educational community.

The attention of researchers at the present stage is drawn to the consideration of various aspects of arranging learners' research activities.

In particular, such researchers as A.V. Khutorskoy, A.V. Leontovich, V.I. Andreev, A.A. Lebedev, E.V. Nabieva, A.S. Obukhov, A.I. Savenkov, E.V. Titov, L.F. Fomina et al focused on this problem. In the understanding of these authors, research is a process of developing new knowledge, one of the types of personal cognitive activity.

The formation of learners' research activities occurs at all stages of education in a comprehensive school. The goals, objectives, content and organisation methods of this process are determined taking into account the age characteristics and learners' needs and vary depending on the level of general education.

According to L.V. Forkunova, L.A. Kazarina, at the first stage, readiness for independent implementing research actions of practical nature is formed (to conduct observations, experiments, determine the sources of various information, interpret information, put questions, etc.) and also for independent solving individual research problems, presenting the results on the instructions of the teacher; at the second stage, the formation of readiness for group and external interaction, for independent assumption of various roles in the research group takes place; at the third stage, the readiness for self-determination and self-esteem in research activities is formed [1].

Three stages of the formation of research activity are distinguished, during which research competence is formed, in particular in primary school - research activity is a means of developing cognitive interest and motivation for children to learn. The result of the development of research activities can be considered as research competence.

Considering the study of L.A. Kazarina [2], we present the results of the content analysis of the main characteristics of research activities (table 1).

Table 1. Content analysis of the definitions of the concept of 'research activity'

Author	Alekseev N.	Vikol B.	Dalinger V.	Larkina E.	Leontovich A.	Obukhov A.	Savenkov A.	Chechel I.
Signs								
Creative element in the activities	+			+	+	+	+	
Gaining new knowledge	+	+	+	+	+	+	+	+
Developing research skills	+		+	+	+	+		
Process importance	+	+	+	+	+	+	+	+
Result importance		+						
Teacher-pupil interaction								
Problem situation	+		+		+	+	+	+
Training	+	+	+		+			
High level of	+	+	+		+			

independence								
Free choice of resources	+	+						
Scientific nature	+		+	+	+			

As a result of the analysis of definitions, the following conclusions can be drawn: the concept of «research activity» is characterised by the authors as «an element of creative activity»; «gaining new knowledge»; «developing research activity skills»; «importance of the process»; «importance of the result», «teacher-pupil interaction»; «problem situation»; «training»; «high level of independence», «free choice of resources», «scientific nature».

The content of the research competencies of schoolchildren, in the author's opinion, is sufficiently studied and even classified.

Consider the views of some authors by their definitions. One of them can be represented as follows. The concept of «competence» is interpreted as a set of requirements for an employee necessary for the successful implementation of a certain activity, while «competency» is understood as the presence of successful experience in applying this competence to carry out activities [3].

There are studies in which competency is defined as a stable personality characteristic based on the specifics of personal processes, effective social experience, possession of knowledge to judge something, express strong authoritative opinion, ability to understand yourself and other people, adequately analyse relationships and predict interpersonal events, knowledge, abilities and skills, readiness for professional practical activity [4, 5].

E.F. Zeer defines competency as one of the substructures of the subject of activity, as awareness, erudition and suggests considering this concept as a combination of knowledge, skills, ways of performing professional activity [6]. I.A. Zimnyaya believes that human competency is characterized and determined by competencies, knowledge, ideas, action programs (algorithms), value systems and relationships [7]. In the competency-based approach, the very mechanism of the formation of knowledge and its functions change: knowledge serves to search for and test various models of behaviour in a specific subject area and select from them the ones most appropriate to the learner's style, claims, and moral guidelines.

The implementation of any training model requires the transformation of the general theoretical idea of its content into the creation of specific educational programs, the corresponding technologies for the implementation of the selected content, test and measurement materials, and a fund of assessment tools. The learner's competency can be manifested as the degree of his skills, a way of personal self-realisation (in the form of habits, attitudes, hobbies, etc.), the result of the individual's self-development, manifestations of his abilities, etc. In psychological and pedagogical science, the models of competency-based education were being developed in the process of studying its various aspects. It follows from this that competency, as a product of training, is formed in the learner in the form of his personal growth, self-organisation, generalisation of personal and activity experience. On the other hand, competency is also the embodiment of knowledge, skills and education, the level of development of which contributes to learner's personal self-realisation and self-determination in the surrounding reality.

Thus, the concept of «competency» is most often used to describe the effectiveness of the development and implementation of a specific type of activity and, as a property of an individual, it manifests itself only in the process of this activity, expressed in the willingness of the subject to effectively organise internal and external resources to solve problems and achieve set goal.

In this study, the authors adhere to the opinion of A.V. Khutorskoy, who believes that competency is a personal, acquired professional quality that characterises an employee as a professional, while competence is an alienated, predetermined requirement for learner's educational training [8].

Based on the foregoing, we can assume that the learner's research competence is the ability and willingness to independently acquire and learn new knowledge, put forward ideas and hypotheses to solve the problems identified, the ability to work with various sources of knowledge, observe, set up and conduct experiments, find and choose the most optimal solutions to problems.

Recently, considerable attention has been paid to solving this problem. Thus, exploring the process of formation of the research competence of schoolchildren, L. Repeta identifies 5 levels of it: critical (C); basic (B) as a norm, standard; increased (I), exceeding the norm; creative (C), which is characterised by the independence of using research competence. According to the scientist, it is possible to achieve the formation of the research competence of schoolchildren under the following pedagogical conditions:

- pedagogical personnel able to use technologies for the formation of learners' research competencies;
- using competency-based approach;
- learners' membership in school scientific societies;
- widespread using of project method in training;
- general school orientation on the formation of learners' research competencies [9].

Mastering the research competence allows the learner to independently acquire and effectively apply new knowledge, think creatively and practically, generate new ideas, find optimal ways to overcome difficulties, find, process and store the necessary information, establish regular relationships between the discovered facts, demonstrate communication skills, establish and maintain contacts with various people through collaboration, develop their own morality and culture, receive positive emotions from the results of educational activities.

Taking into account the classification of competencies by V.I. Baidenko [10], we distinguish the following components in the structure of the research competence of primary school learners: personality component, cognitive component, and activity component. These components are represented by the following competencies: personality accented; cognitively accented; activity accented. The totality of these competencies makes the essence of the research competence of primary school learners (see Figure 1).

1. *The personality component* is represented by a group of personality-accentuated competencies that emphasise the following personality characteristics: a) motivation for research, b) value orientations for research and c) a set of learner's personal qualities that are adequate to the needs and nature of the research activity. In research activities, motivation is understood as a dominant start, focused on the creative activity of the individual, assuming a consistently high level of claims. Among the motives of research activity, the decisive role is given to the motive of achievement as the desire for success [11].

A set of certain learners' personal qualities that are adequate to the requirements of research and ensure its successful functioning includes *cognitive, communicative, moral* and *volitional* qualities. We attribute to cognitive qualities such as independence of thinking (the ability to use social experience, the independence of one's own thought); depth of thought (ability to analyse, compare, find the essential); flexibility of thought (the ability to find ways to solve problems) [12]. Research activity involves the formation of relationships in a group, collective, with the creation of a favorable psychological atmosphere that contributes to the most complete learners' self-realisation in research activities. In a favorable psychological atmosphere, learners develop such communicative qualities as sociability, goodwill, tactfulness, willingness to dialogue, the desire for self-expression, the ability to cooperate (the ability to present one's own point of view, listen and hear the opinion of another person, resolve contradictions using logical argumentation).

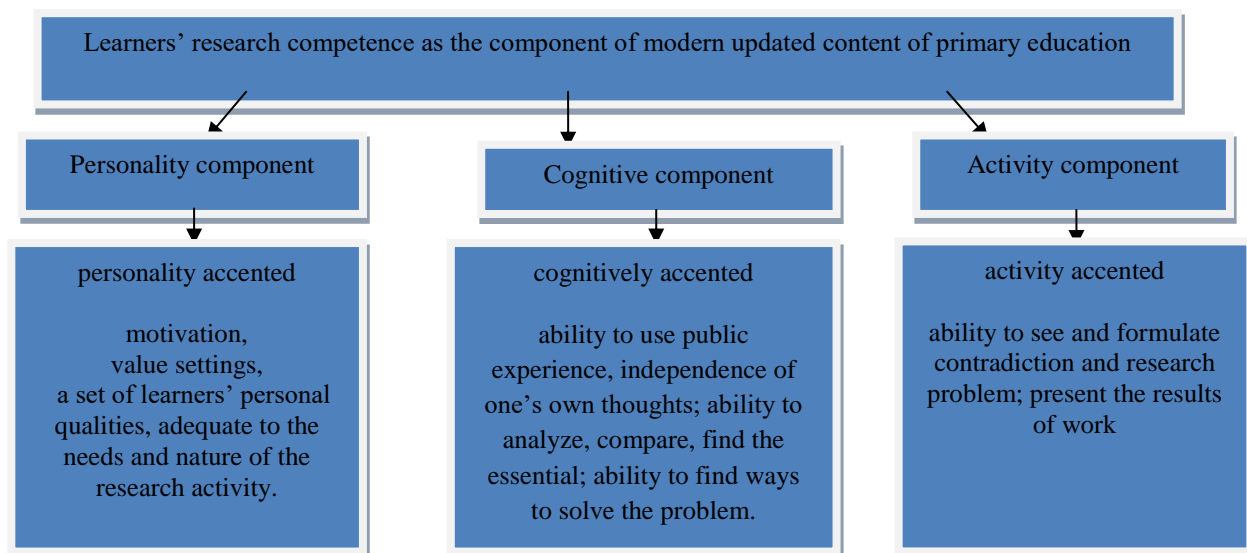


Figure 1 - Structure of research competence of primary school learners

2. *The cognitive component* (Latin *cognitio* - knowledge, cognition; cognitive) is represented by a group of cognitively accented competencies and is aimed at understanding the general methodological foundations

of research, which include knowledge of a) basic characteristics of research, b) features of research procedures. A prerequisite for the implementation of research activities is the connection of methodological and procedural knowledge, where each item in the plan corresponds to a specific stage of the study. Understanding acts as a condition for the conscious assimilation of knowledge by learners, a link in the inclusion of new knowledge in the existing system, the supporting mechanism of which is the formation of associations between integrated and acquired information.

3. *The activity component* is represented by a group of activity-focused competencies and is aimed at the procedural side of research activities. Since we consider the activity component as *the ability* to carry out research activities, it is based on the following skills that ensure: a) using methodological characteristics (the ability to see and formulate a contradiction and a research problem; formulate the theme; identify the object, subject; set a goal and objectives of the study; formulate a hypothesis; determine the practical significance of the study); b) carrying out various research procedures (the ability to plan one's work, choose theoretical and empirical research methods, collect empirical material, use material processing methods, correctly format and present the results of the work).

Thus, the analysis of scientific works allowed us to conclude that, in a broad sense, the term «research competence» means qualities, knowledge, skills, abilities and specific experience in conducting research to obtain new knowledge, intellectual product, creating and implementing a new project, finding new ways to solve a problem. In relation to learners, it can be defined as the ability and willingness to independently put forward ideas, hypotheses, pose problems, and work with a variety of information sources, to perform a set of actions of experimental and theoretical nature. Such competence is formed in an integrated, phased manner and requires significant efforts on the part of both learners and teachers. It should be borne in mind that the formation of learners' research competence occurs under the guidance of a teacher. For the effectiveness of the formation of the research competence of schoolchildren, one should constantly rely on the interest of the learners themselves and as often as possible provide them with the opportunity to use the results in their own practice.

The learners' research competence as a component of the modern updated content of primary education is understood as the integrative quality of a person formed in the process of research activity, aimed at gaining independent knowledge or solving problems.

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## INCREASING INTEREST IN STUDYING STUDENTS BY USING INTERACTIVE METHODS IN THE CONDITIONS OF UPDATED EDUCATION CONTENT

### Abstract

This article focuses on identifying effective interactive teaching methods and using interactive teaching methods in such a way as to motivate students to read in the context of updated educational content. There are three levels of active learning. The article outlined the basic rules for using active and interactive methods to stimulate students' exercise. It also contains criteria to guide the teacher in choosing methods and several types of active and interactive learning tools to encourage students to practice in the context of updated educational content. It presents the expected results of the proposed approaches, the steps that need to be taken, a system of ways in which elementary school students can increase their motor, social, cognitive and communicative activity. The article states that they play a special role in teaching elementary school students, and this game should be conducted as a teaching method.

**Keywords:** updating, educational content, motivation, asset, methods, selection, analysis, use, effectiveness, concepts, definition.

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## ЖАҢАРТЫЛҒАН БІЛІМ БЕРУ МАЗМҰНЫ ЖАҒДАЙЫНДА ОҚУШЫЛАРДЫҢ ОҚУҒА ЫНТАСЫН ИНТЕРБЕЛСЕНДІ ӘДІСТЕР АРҚЫЛЫ АРТТЫРУ

### Аңдатпа

Бұл мақалада жаңартылған білім беру мазмұны жағдайында оқушылардың оқуға ынтасын интербелсенді әдіс-тәсілдер арқылы арттыру жолдарын қарастырған және интерактивті әдіс-тәсілдерін ұсынған, саралап қолданудың тиімділігін және оқытудың белсенді, интерактивті әдістері ұғымдарының анықтамасына тоқталған. Оқытудың белсенді әдісінің үш деңгейін атап көрсеткен. Оқушыларды жаттығу орындауды ынталандыруға бағытталған белсенді және интерактивті әдіс - тәсілдерді қолдану кезіндегі негізгі ережелерін атаған. Әдіс-тәсілдерді таңдауда мұғалімдердің басшылыққа алатын критерийлерін және жаңартылған білім беру мазмұны жағдайында оқушыларды жаттығу орындауға ынталандырудың белсенді және интерактивті әдіс-тәсілдерінің бірнеше түрлерін ұсынған. Ұсынған әдіс-тәсілдердің күтілетін нәтижелерін, жүзеге асыру қадамдарын, бастауыш сынып оқушыларының қимыл, әлеуметтік, танымдық, қатысымдық белсенділіктерін арттыру жолдарының жүйесін көрсеткен. Бастауыш сынып оқушыларын оқыту кезінде ерекше орынды ойын алатындығын және ойын бұл жерде оқыту әдісі ретінде жүргізілуі қажеттігі айтылған.

**Түйін сөздер:** жаңартылған, білім беру мазмұны, ынталандыру, белсенді, әдіс-тәсілдер, таңдап, саралап, қолдану, тиімді, ұғымдар, анықтама.

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