IMPLEMENTATION OF A SYSTEM-ACTIVITY APPROACH IN TEACHING FUTURE PHILOLOGISTS

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Abstract. This article reflects the results of a pedagogical study on the implementation of a system-activity approach in teaching future philologists of the K. Zhubanov Aktobe Regional University. The system-activity approach aims at the development of a professional personality, contributes to the mastery of a system of meta-subject knowledge, skills and abilities in the process of intensive professional and educational activities.

The purpose of the presented publication is to generalize the pedagogical experience of teachers of the Department of Russian Philology of the University. The scientific significance is indicated by the designated model of the activity of a philology student, justified by A.N. Leontiev. The research method is analytical and synthetic work with scientific and methodological literature.

Teaching the methodology of the Russian language in the context of the content of the updated education of the Republic of Kazakhstan provides for the formation of integrative skills among students, the establishment of interdisciplinary connections between linguistic and methodological disciplines on the example of disciplines "Modern Russian language" and "Russian language teaching methodology". Both courses have the same object of study – language and speech.

The results of the study are the types of educational and professional activities presented in the article in the framework of the implementation of the system-activity approach: cognitive tactics, development of integrative skills, comparison of language units in the process of acquaintance with spelling concepts, training in the methodological method of comparison.

Keywords: russian language, teaching methods, professional activity, competence, approach, cognitive tactics, language units, system-activity approach

Basic provisions

Modern professional education currently reflects all the global changes taking place in the world. For this reason, Kazakhstan has adopted a policy of updating the content of education. This has led to the actualization of theoretical and practical issues related to teaching students in philological and pedagogical specialties about the methodology of teaching the Russian language in various types of schools.

Introduction

The renewed vocational education is education is aimed at the formation and upbringing of the student's personality, the development of his spiritual and moral qualities, creative abilities, familiarization with national and world culture, the preservation of national traditions and historical continuity of generations.

Chuvakin A.A. characterizes modern philology with such a set of objects that no other area of modern science is engaged in. These are natural language, text, and "a person who speaks in a broad sense." In other words, modern philology is a collection of humanities and scientific disciplines that study natural language through analysis, text, and "homo loquens" [1]. In this context, philological education can be defined as a "commonwealth", an integral system of educational subjects that study the spiritual culture of the people, expressed in language and literary creativity. This idea can be traced in the content of regulatory and program-methodological documents on the updated education of the Republic of Kazakhstan.

When planning an educational and methodological package for specialized disciplines, it is also necessary to rely on the recommendations outlined in Guidance Note for the 2021-2022 academic year from the Ministry of Education and Science of the Republic of Kazakhstan. So, in order to use different methods, technologies and strategies to successfully achieve learning objectives, it is recommended:

1) strategies: self-guided, experimental, critical, communicative, contextual;

2) technologies: work in small groups (team), learning cases (case analysis), role-playing and business games, modular training;

3) methods: problem-based learning, individual learning, interdisciplinary learning, experiential learning, project method [2].

Materials and methods

The research methodology is based on the psychological theories of personality of L.S. Vygotsky, A.N. Leontiev, D.B. Elkonin, P.Y. Halperin, V.V. Galperin. Such scientists-philologists as A.D. Deikin, A.Yu. Ustinov, E.V. Stashuk and others studied the organization of the practical part in the teaching of philological students. The research methods that formed the basis for writing this article are analytical and synthetic work with the scientific and methodological literature.

Results and discussion

In the process of teaching students of philological and pedagogical specialties one of the main purposes is the formation of professional communicative competence. It is expedient to define it as a dynamic system of knowledge, skills, and experience that provide the possibility of solving a certain cycle of professional obpjectives by means of speech communication. It is necessary to highlight the competency-based approach in this aspect, which is most consistently implemented in the standards of higher professional education in the Republic of Kazakhstan [3, p. 24].

In this regard, a distinctive feature of teaching students of philology at Aktobe Regional State University named after K. Zhubanov should be noted the system-activity approach. It is aimed at developing a professional personality, mastering a system of meta-subject knowledge, skills and abilities in the process of intensive professional and educational activities. The system-activity approach is based on the theoretical provisions of the concept of L.S. Vygotsky, A.N. Leontjev, D.B. Elkonina, P.Ya. Galperin. Scientists reveal the basic psychological patterns of the

process of training and education. In this case, it is necessary to reveal the essence of the system-activity principles.

So, the systemic principle in teaching involves a comprehensive study of the phenomena of language; identification of integrative system properties, qualitative characteristics of the units under study, constituting the system of elements. This principle determines the need to form a holistic system of knowledge and skills among students. In accordance with this provision, the language is considered as a systemic entity, which consists of interrelated elements of different structural levels, they are combined into a single whole. Also, the systemic principle has become the basis of a systematic approach in teaching the Russian language. Its structural, systemic and content characteristics of language units are analyzed in interaction.

The basis of the principle of activity is that the student becomes an active subject of the educational process. The student's activity takes place in an independent search for the discovery of knowledge, the construction of research, problematic and complex questions, and creative exercises. Obtaining knowledge on his own, he is aware of the content and forms of his activities. This contributes to the successful development of general cultural and activity abilities.

A.N. Leontjev proposed a model of activity based on the system of organization of learning activity of students. In it, the scientist distinguishes two interconnected lines: 1) activity - action - operation and 2) motive - purpose - condition. According to this model, any learning activity is, first of all, a process that is motivated and directed by a motive, a stimulus that gives it a personal meaning. The problem of self-determination of students in the educational process comes to the fore. The activity category in this approach is fundamental and significant for the whole learning process [4].

A characteristic feature of the system-activity approach is that the main result of education is the ability and willingness of the individual to use the acquired knowledge and skills in professional activities. This is expressed in the mastery of specialized competence, along with theoretical knowledge, professional skills and abilities, and creative abilities. These characteristic features are associated with the increased variability of students' educational and professional activities. They activate their cognitive psychological processes. It is also necessary to single out high-quality techniques in teaching students the methods of teaching the Russian language. They are aimed at enhancing the independent search for professional and special knowledge, organizing creative educational activities, developing skills in solving problematic problems and getting out of the created problem situations.

Deikina A.D. in his research highlights the cognitive nature in teaching the modern Russian language. It is based on scientific theories in the field of cognitive grammar, psychology, didactics, existing learning experience and contemporary conditions. The philologist-researcher gives an example from his pedagogical experience on the teaching methods in the formation of the necessary entry in the workbook of the educational material from the textbook, as well as under the dictation of the teacher [5].

A striking example in the process of teaching philology students the methodology of the Russian language is the cognitive method. It is used when

working with texts and using rationalization techniques. This applies both to working with mini-texts (ready-made, original and created by students), and to working on presentations in a compressed or expanded form, parsing a separate piece of text, drawing up a plan, etc.

The technique of operating with concepts at the level of conscious knowledge is also an important technique and acts as a cognitive tactic for teaching the Russian language. This contributes to the fact that the educational and cognitive process becomes more interesting, high-quality and complete, mnemonics techniques are involved. Speaking about the "wrong rules" M.B. Uspensky suggests: "For non-algorithmic language units, there may be one recommendation: This must be remembered. And this is come to the aid of the student and teacher   mnemonic techniques, or, in other words, the techniques of mnemonics" [6].

Teaching the methodology of the Russian language in the context of the content of the updated education of the Republic of Kazakhstan provides for the formation of integrative skills among students, establishing interdisciplinary links between linguistic and methodological disciplines on the example of disciplines "Modern Russian language" and "Russian language teaching methodology". Both courses have the same object of study - language and speech. They have close interdisciplinary connections, which make it possible to systematize knowledge and generalize the skills and abilities of students in related academic disciplines; supplement and translate the same educational material within the framework of their scientific field.

Ustinova A. Yu. singled out pedagogical conditions that contribute to the maximum implementation of integrative connections within the framework of training courses. These include the following: close professional orientation; continuity in teaching; performing complex exercises; use of a unified form of the educational process [7].

In addition, A.Yu. Ustinov, when teaching the methodology of teaching the Russian language to students, focuses on the study of the concepts of "diminutive" and "pejorative" through the following activities. Academic grammar of the Russian language" includes 20 formative suffixes. Ten of them express a subjective assessment of nouns, the other ten suffixes form nouns with a diminutive meaning [8].

Ustinov A.Yu. offers the following exercise. The lesson begins with the understanding of the term "diminutives". Students are asked to find matches in the following pairs of words:

Diminutive   Cute

Petting   Small
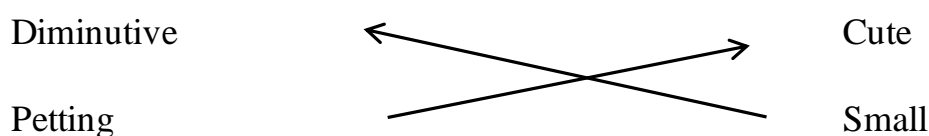
Identified matches are indicated by arrows.

Scientific grammar   School grammar

Diminutive (from lat. Deminutus — "umen'shennyj") — a word that conveys a subjective-evaluative meaning of a small volume, size, etc., usually expressed by diminutive affixes, for example: shkafchik, domik, kljuchik, statujetka, ili laskatelnyh, napr.: dochurka, mamusja, babulja, koshechka	Diminutive suffixes have the meaning of petting and diminutive.
Peyorative (from lat. Pejorare — "uhudshat'") — a word expressing a negative assessment of something or someone, disapproval, disdain, irony or contempt, for example: ljudishki, narodishko	Derogatory suffixes have the meaning of pejorative or disparaging.

Next, is clarified the status of suffixes of diminutives and pejoratives. These are formative or word-forming affixes (forms of the same word or different words). In school grammar, these suffixes are classified as word-forming.

An important type of cognitive strategy in teaching the Russian language is the method of comparing language units. It is used in the process of getting to know spelling concepts. Researcher Stashuk E.V. confirmed the opinion of N.S. Rozhdestvensky that orthography is "a system of correlations of some spellings with other related and opposite spellings" [9; 10].

A philology student must have conceptual knowledge and practical skills for teaching schoolchildren various forms of spelling. So, during grammatical analysis during writing off and in dictations of various types, he should develop the ability to recognize certain spelling phenomena, knowledge of the application of spelling rules, develop spelling vigilance, the ability to translate rules from one case to another, distinguish methods between similarity and opposite. The success of work by the method of comparison can be achieved when this method permeates all school teaching of orthography. In school practice, a comparison is used mainly of single, consonant spellings, which are selected in pairs.

The comparison method enriches the process of teaching the spelling features of the Russian language, arouses interest in spelling lessons, contributes to the saturation and expansion of students' active vocabulary, and develops the ability to meaningfully apply the acquired knowledge in practice.

In the process of educational and professional practice, a student-philologist encounters a didactic concept - "methodical device" [11]. In the process of teaching spelling rules to students of secondary schools, the student must master the methodological method of comparison. This technique makes it possible to single out two activities - the actions of the teacher and the student:

1) objects of comparison - the choice by the teacher or student (what to compare with), the selection of the goals of comparison: similarity or difference;

2) comparison of objects (mental or visual bringing them together for the purpose of subsequent comparison);

3) selection of features for comparison or lines of comparison of objects;

4) comparison of objects, i.e. establishing similarities or differences;

5) generalization of observations.

It is possible to compare only homogeneous, somewhat similar to each other and at the same time different objects and phenomena. Most often these are species concepts related to one generic concept.

In morphology objects of comparison are:

1) constituent parts of a word - morphemes:

а) base and end (difference and similarity);

б) prefix and suffix (difference and similarity);

в) ending (form-building), prefix and suffix (form-building and word-building morphemes); differences are established;

2) parts of speech:

а) nouns, adjectives and verbs; differences are established;

б) nouns and pronouns (difference and similarity);

в) nouns and quantitative numerals (difference);

г) adjectives and pronouns (difference and similarity);

д) adjectives, ordinal numbers, pronouns, adjectives and participles (difference and similarity);

е) adverbs and adverbs (difference and similarity);

ж) parts of speech independent and auxiliary;

3) word categories belonging to different parts of speech:

а) nouns of different types of declension (difference);

б) adjectives qualitative, relative and possessive (difference);

в) numerals cardinal and ordinal (difference), simple, compound, composite (difference);

4) forms of the same word;

5) objects of comparison in orthography - spelling rules of morphemes;

6) objects of comparison in syntax.

Compared features depend both on the nature of the language material itself and on the educational purpose. The linguistic phenomena studied in the grammar course are very diverse, hence the variety of their features.

Conclusions

Thus, both practice and theory clearly prove that the method of comparison should find the widest distribution and application in Russian language lessons in Kazakhstani schools in the context of the updated content of education.

In general, these approaches and cognitive strategies are aimed at the development of professional cognitive thinking among students of philology. This means that all activities for the most part should include active and interactive methods and techniques related to the future profession of a Russian language teacher.

Thus, the presented features of training in the formation of professional communication competence of students of philological and pedagogical specialties in the process of teaching the methodology of the Russian language reflect the didactic aspects of the updated content of education in the Republic of Kazakhstan. Such types of professional activity as a system-activity approach, cognitive tactics, development of integrative skills, comparison of language units in the process of

getting acquainted with spelling concepts, teaching the methodical method of comparison - form students' critical thinking, creativity, professional vigilance.

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БОЛАШАҚ ФИЛОЛОГТАРДЫ ДАЙЫНДАУДА ЖҮЙЕЛІК-ҚЫЗМЕТ ТӘСІЛДЕРІН ЖҮЗЕГЕ АСЫРУ

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Аңдатпа. Бұл мақалада Қ. Жұбанов атындағы Ақтөбе өңірлік университетінің болашақ филолог мамандарын оқытуда жүйелік-белсенділік тәсілін енгізу бойынша педагогикалық зерттеудің нәтижелері көрсетілген. Жүйелік-белсенділік тәсілі кәсіби тұлғаны дамытуға бағытталған, қарқынды кәсіптік және оқу іс-әрекеті процесінде метапәндік білім, білік және дағдылар жүйесін меңгеруге ықпал етеді.

Ұсынылып отырған басылымның мақсаты – университеттің орыс филологиясы кафедрасы оқытушыларының педагогикалық тәжірибесін жалпылау. Ғылыми маңыздылығын А.Н. Леонтьев негіздеген филология студенті қызметінің белгіленген үлгісі көрсетеді. Зерттеу әдісі – ғылыми-әдістемелік әдебиеттермен аналитикалық-синтетикалық жұмыс.

Қазақстан Республикасының жаңартылған білім беру мазмұнында орыс тілі әдістемесін оқыту әдістемесі білім алушыларға "Қазіргі орыс тілі" және "Орыс тілін оқыту әдістемесі" сияқты лингвоәдестімілік пәндер арысандағы пәнаралық байланыс орнату, интегралды білік қалыптастыру қарастыралған. Бұл екі курстың да зерттеу нысаны бірдей, яғни тіл мен сөйлеу.

Жүйелік-белсенділік тәсілін жүзеге асыру аясында мақалада берілген оқу-кәсіби іс-әрекет түрлері: когнитивтік тактика, интегративті дағдыларды дамыту, орфографиялық ұғымдармен таныстыру барысында тілдік бірліктерді салыстыру зерттеу нәтижесі болып табылады, салыстырудың әдістемелік әдісіне үйрету.

Тірек сөздер: орыс тілі, оқыту әдістемесі, кәсіби іс-әрекет, құзіреттілік, тәсіл, когнитивтік тактика, тілдік бірліктер, жүйелік-әрекеттік тәсіл

РЕАЛИЗАЦИЯ СИСТЕМНО-ДЕЯТЕЛЬНОСТНОГО ПОДХОДА В ПОДГОТОВКЕ БУДУЩИХ ФИЛОЛОГОВ

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Аннотация. В данной статье отражены результаты педагогического исследования по реализации системно-деятельностного подхода в обучении будущих филологов Актюбинского областного университета им. К. Жубанова. Системно-деятельностный подход направлен на развитие профессиональной личности, способствует овладению системой метапредметных знаний, умений и навыков в процессе интенсивной профессиональной и учебной деятельности.

Цель представленной публикации – обобщить педагогический опыт преподавателей кафедры русской филологии университета. На научную значимость указывает обозначенная модель деятельности студента-филолога, обоснованная А.Н. Леонтьевым. Метод исследования – аналитико-синтетическая работа с научно-методической литературой.

Преподавание методики русского языка в контексте содержания обновленного образования РК предусматривает формирование у обучающихся интегративных умений, установление межпредметных связей между лингвометодическими дисциплинами на примере дисциплин «Современный русский язык». язык» и «Методика преподавания русского языка». Оба курса имеют один и тот же объект изучения – язык и речь.

Результатами исследования являются представленные в статье виды учебно-профессиональной деятельности в рамках реализации системно-деятельностного подхода: познавательные тактики, развитие интегративных умений, сопоставление языковых единиц в процессе ознакомления с орфографическими понятиями, обучение методическому методу сравнения.

Ключевые слова: русский язык, методика обучения, профессиональная деятельность, компетентность, подход, познавательная тактика, языковые единицы, системно-деятельностный подход