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Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,
Linguística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 36, abril 2021

Revista de Ciencias Humanas

31
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ISSN 1012-1537/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



Universidad del Zulia
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Maracaibo - Venezuela

Socio-pedagogical prerequisites for the establishment of educational institutions in Kazakhstan

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Abstract

Acquisition of sovereignty by Kazakhstan, democratic transformations taking place in society, the task of becoming one of the 50 developed countries of the world, the need to communicate with foreign partners, the market conditions make it vital the mastery of a foreign language. This, in turn, sets the task of improving teaching a

Recibido: 20-12-2019 •Aceptado: 20-02-2020

foreign language, studying the development of the phenomenon under study, identifying and tracking the changes that occurred in this process depending on the social demand.

Keywords: Language; Socio-pedagogical; Study pedagogical; Foreign language.

Requisitos previos socio-pedagógicos para el establecimiento de instituciones educativas en Kazajstán

Resumen

La adquisición de soberanía por parte de Kazajstán, las transformaciones democráticas que tienen lugar en la sociedad, la tarea de convertirse en uno de los 50 países desarrollados del mundo, la necesidad de comunicarse con socios extranjeros, las condiciones del mercado hacen que sea vital el dominio de un idioma extranjero. Esto, a su vez, establece la tarea de mejorar la enseñanza de una lengua extranjera, estudiar el desarrollo del fenómeno en estudio, identificar y rastrear los cambios que ocurrieron en este proceso dependiendo de la demanda social.

Palabras clave: Lenguaje; Sociopedagógico; Estudio pedagógico; Lengua extranjera.

1. INTRODUCTION

Historical and pedagogical analysis as a method allows you to study pedagogical phenomena in their formation and development, identify the main periods in the chronology and determine the

dynamics of their further development. This is evidenced by archival materials, official documents and scientific sources on the research problem.

In order to understand the moment of origin and further development of the fundamentals of teaching a foreign language in Kazakhstan, we find it necessary to have at least a brief outlook into the history of the origin of teaching foreign languages as well as the formation and development of various types of educational institutions in the republic where any kind of training is realized. Therefore, our appeal to the history of the creation and development of educational institutions in Kazakhstan as institutions for the implementation of teaching a foreign language, despite the sufficient knowledge of this issue in pedagogical science, is justified from the point of view of direct and immediate connection of the phenomenon under study in the context of modern realities.

Information on teaching a foreign language has its roots deep in centuries, dating back to the ancient times. Already in the era of the existence of Ancient Egypt, Greece and Rome, much attention was paid to teaching a foreign language. Knowledge of languages was necessary for cultural and commercial relations. The value of knowledge of a foreign language did not decrease during the middle Ages. Initially, the Greek language served as a means of communication between the peoples of different countries, and then Latin became the language of the church, science and diplomacy. In the era of humanism, the Latin language becomes one of the main subjects of schooling.

2. METHODOLOGY

At the beginning of the last century in Germany, dissertations were written and defended in Latin, according to Latin knowledge, they judged the culture of people. This situation began to change only after the formation of national languages, which took the role of a means of communication between peoples of different countries. At the same time Latin does not lose its significance in a number of such sciences and spheres of human activity as biology, medicine, etc., and continues to preserve its educational value in the training of specialists in the corresponding branches of knowledge. Rakhmanov I.V. notes that the methodology of teaching Latin had a significant impact on the entire subsequent history of the methodology of teaching European languages (VEDEL G.E. 1979).

Famous Soviet researcher Shcherba L.V. (VEDEL G.E. 1979), on the basis of rich material of the history of the distribution, study and teaching a foreign language, notes that in the understanding of advanced people, knowledge of a foreign language has always been one of the elements of the education of society as a whole, that the history of teaching foreign languages is the history of the culture of the people. In Kazakhstan, prior to the change of the political system in 1917, knowledge of a foreign language was not widespread due to the illiteracy of the population and the nomadic way of life.

The change in the political system in October 1917 laid the foundation for a different socioeconomic formation than before, in

which the educational system and, in particular, the professional training of future specialists, drastically changed. In this regard, the state structure has changed: the functions of control and ideological influence in the field of education, science, art, literature, the organization of cultural leisure and upbringing are now assigned to both special state bodies and cultural institutions, as well as to party and public organizations.

On August 2, 1918, the SNK of the RSFSR issued a decree "On admission to higher educational institutions of the RSFSR" (ZHAIKARKUL BELASSAROVA, INDIRA SULTANIYAZOVA, AIDA NURBAEVA, and DINA SABIROVA. 2015). The head of state signed a decree "On the rules for admission to higher education." This document proclaimed the restructuring of higher education on a new basis, creating the necessary conditions for workers and peasants of all nationalities to enter higher education institutions. No documents on education were required from applicants; exams were canceled upon admission to the university and tuition fees, material support was established for students at the expense of the state. The adopted decree became the basis of the party's program in higher education, approved in March 1919 at a congress by the Workers' and Peasants' Party of the Bolsheviks of the RCP (B.), whose main tasks were the following:

Providing wide access to the audience of higher education for everyone who wants to study, and first of all for workers; financial support for students in order to give actual help to the proletarians and peasants to take advantage of higher education (VEDEL G.E. 1979).

An important role in the development of education in the national republics was played by the People's Commissariat for Nationalities, established in 1918. Under its rulership, separate national cultural and educational commissions were organized which identified the needs of national minorities in the field of education, and also contributed to the development of cultural and educational work, taking into account new every day and cultural characteristics.

In the struggle for the elimination of illiteracy in the Soviet East, as well as throughout the country, the process of ideologizing education and enlightenment was carried out. On the basis of the Decree of the Council of the People's Committee (Sovnarkom) adopted on December 26, 1919 the decree "On the eradication of illiteracy among the population of the RSFSR", according to which the most backward suburbs of Russia were robbed in the sense of education [105, p. 61]. Kazakhstan was no exception in this case. The long period of the colonial regime led not only to the physical enslavement of the Kazakh people, but primarily to the spiritual one. The education that was available to indigenous people was imbued with Russian culture. A huge number of hours in Kazakh schools were allocated for the study of the Russian language, the history of Russia and the Orthodox religion to the detriment of the study of the Kazakh language, Kazakh history and culture. The creation of a new Soviet system of public education in Kazakhstan faced many difficulties: the lack of textbooks, teaching aids in the Kazakh language, poor material and technical base, and etc.

Historical and pedagogical analysis shows the need to introduce a number of subjects in Russian in Kazakh schools, but due to the lack of scientific terminology in the Kazakh language and lack of experience in creating them, there were no textbooks on natural sciences in the Kazakh language.

Historical and pedagogical analysis shows that in the development of public education in Kazakhstan there were many other difficulties arising from the characteristics of life, resettlement, etc. In the context of the incompleteness of the processes of social restructuring of the village, the preservation of the specific features of the nomadic way of life, specific forms of satisfying the cultural needs of the population have also been preserved. So, there are special mobile and nomadic schools, red yurts, red corners and other cultural and educational institutions to eradicate illiteracy among the population. With the complete absence of libraries and clubs, red yurts were truly the only and comprehensive sources of culture and education, methodological assistance, and often legal protection of workers in nomadic areas. They explained the decrees of the Soviet government to the population, provided medical assistance, helped to open schools, educational centers, organized performances of artists, etc. It should be noted the great work of the republic on the elimination of illiteracy among the population, including the creation of a wide network of comprehensive schools, secondary special educational institutions and universities. In early 1918, schools began to open for adult education. In 1920, educational programs, "cultural campaigns", and other effective forms of the fight against illiteracy were created.

All this happened against the backdrop of civil war, economic devastation and famine.

The 20th century turned out to be a time of turbulent fateful social changes for all mankind, abundant in social revolution, two world wars, the birth and confrontation of various ideologies, political movements and economic systems. In addition, in the 1920s and early 1930s, in connection with the reprisal against large Bai farms, the Kazakhs suffered the most terrible blow during the entire existence of the nation. The decree on confiscation of holdings in August 1928 led to the expropriation of 700 large holdings (VEDEL G.E. 1979). These facts of violence were carried out under the slogans of "social equality" and "cultivation" of a backward nation.

Education, enlightenment was considered as the basis for the development of social culture, an instrument with which the masses join the culture: "We first put forward the broadest public education and upbringing. It creates the basis for culture ... "said Lenin VI. In an interview with K. Zetkin (KOZLOV P.G. 1995).

3. RESULTS and DISCUSSION

Education outside the republic could not adequately solve the problems of illiteracy and training of national personnel. To do this, it was necessary to create universities in the field.

One of the important events in the development of education in Kazakhstan was the Decree of the Kazakh Central Election Committee (KazTSIK) adopted in 1929 on the transition to the Latinized alphabet

(KOZLOV P.G. 1995). The transition to the Latin alphabet played a positive role in the development of culture and science in the republic, as its use facilitated the study of native and Russian languages.

After the revolutionary transformations, the government could not immediately begin to establish higher education institutions in the Kazakh Republic. In the difficult years of social strife and a recovery period, this was not possible. The matter was not only the lack of funds and the impossibility of providing universities with qualified teachers, but also due to the fact that there were still not enough people from the working people who could enter higher educational institutions. It was necessary to prepare preconditions for the creation and development of universities in the republic, that is, to solve, first of all, the problems of the proper development of secondary education as a basis for higher education.

In the history of education and pedagogical thought of Russia, researchers A.N. Dzhurinsky (VEDEL G.E. 1979) and A.I. Piskunov (KOZLOV P.G. 2002) refers to the concrete historical period from 1917 to 1991 as state socialist.

Historical and pedagogical analysis of archival materials, works of scientists and teachers RB Vendrovskaya (KOZLOV P.G. 1995). P.V. Khudominsky (KOZLOV P.G. 2002), as well as Kazakh researchers A.N. Ilyasova (KOMKOV I.F. 1979), K. B. Seitaliev (KOZLOV P.G. 1995) and others, allowed us to distinguish three periods of the formation and development of the basics of teaching a foreign language in their chronology and dynamics (table 1).

Periods	Methods of teaching	Principles of teaching	Priorities
1 period (1917-1939гг.) – establishment of the basics of teaching a foreign language in universities of Kazakhstan	<ul style="list-style-type: none"> - Intuitive. - display method. - Observation method. – method of thought . 	<ul style="list-style-type: none"> - the principle of selection. - the principle of consistency. 	<ul style="list-style-type: none"> –Development of educational content. - Creation of prerequisites for the introduction and development of a foreign language as a subject in educational centers. - Development of the first programs, textbooks, teaching aids. - Issue of the first issue of the methodological journal “Foreign Language at

			School”.
<p>2 period (1940-1960гг.)</p> <p>- the formation of the fundamentals of teaching a foreign language in the universities of the republic in the war and post-war years</p>	<p>- “direct” or “natural” method.</p> <p>- Consciously-comparative method.</p> <p>- grammar-translation method.</p> <p>- contemplative method.</p>	<p>- The principle of consciousness.</p> <p>- The principle of reliance on the native language.</p> <p>- the principle of compatibility.</p> <p>- The principle of direct communication.</p>	<p>–Development of the scientific foundations of a foreign language teaching methodology.</p> <p>- Definition of the theory of teaching a foreign language.</p> <p>- restructuring of the educational process in accordance with the requirements of wartime.</p> <p>- Creation of a theoretical base for improving programs, textbooks, teaching aids.</p>

<p>3 period (1961- 1991rr.) – Development of the fundamentals of teaching a foreign language in universities of the country</p>	<ul style="list-style-type: none"> - A method of problem education. –Combined method. - Software method. - the method is clear sensory acquaintance, problem-organi- Called comprehension. - communication-oriented method - A method of organizing adequate control and self-control. - A method of communicatively-oriented learning. 	<ul style="list-style-type: none"> - The principle of visibility. - The principle of programmed control, optimization, unity of direct and feedback. - The principle of educational training. - The principle of communication, partnership and the development of communication skills. - Preparation of prerequisites for the restructuring of the system of teaching a foreign language in universities of
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		Kazakhstan. –Improving and developing new teaching methods, bringing them in line with the content of teaching a foreign language in universities with the Kazakh language of instruction.
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Table 1: The periods of formation and development of the fundamentals of teaching a foreign language in universities of Kazakhstan at the turn from 1917 to 1991

The first period (1917-1939) is closely related to the formation and development of secondary and secondary special education, which is the foundation for the creation of higher education. This process took place against the background of socio-economic transformations in the conditions of Kazakhstan associated with the nomadic and semi-nomadic way of life. Moreover, the peculiarity of the first period was

that it developed under the conditions of almost total illiteracy of the population, when secondary schools designed to prepare young people who were able to study in specialized secondary schools, and then in higher educational institutions, only began to be created. Like any new business, the process of becoming a secondary school cannot be called painless, and this was primarily due to the need to break down of old socio-psychological stereotypes.

A peculiarity of the development of education in the 1920s was a large number of nomadic farms, requiring transformation and transition to settle. After all, it was the nomadic economy of the population that brought about the spontaneously emerged mobile or semi-nomadic schools “Red Caravan”, “Red Yurts” and other cultural and educational centers adapted to the peculiarities of the Kazakh steppe, mentioned above.

The start of the work to eliminate adult illiteracy was the Decree of December 26, 1919, in which one of the most important tasks was to provide comprehensive state assistance to the self-education and self-development of workers and peasants by creating a network of universities, courses, libraries, adult schools, etc. Thus, in June 1918 in the city of Vernyi, 5 schools were opened for illiterate citizens of all ages and one for those who could write and read a little (VEDEL G.E. 1979)

An important milestone on the path to the establishment and development of Soviet higher education, including Kazakhstan, was the organization of workers’ faculties (labor faculties) as a form of education that developed under the conditions of the civil war and

foreign military intervention and which served to form the intellectual layer among the working class.

of Foreign Languages coordinates the activities of foreign language faculties of pedagogical universities, in which, in turn, there were also preparatory courses covering more than 200 people (VEDEL G.E. 1979), (KOZLOV P.G. 1995), (KOZLOV P.G. 2002) So, in order to improve the teaching of foreign languages in Kazakhstan universities, the Institute was tasked with annually holding seminars of 10-15 days with a contingent of 30 people for teachers of foreign languages who need to improve methodological and language training.

Government decisions on higher education provided for further improvement of the educational process on a scientific basis, the revitalization of university councils, methodological commissions, educational and scientific associations. In order to improve the quality of teaching, internal university control was carried out. The course of the implementation of the Order of the Ministry of Education of Kazakhstan, curricula, programs, the state of educational work, research work (R&D), research work of students (research work), and advanced training of teachers were tested.

4. CONCLUSION

The need for further progress set new challenges for public education and pedagogical science, the solution of which required the reform of the entire educational system in the country. At the initiative of the Central Committee of the Communist Party of the Soviet Union

(CPSU Central Committee), the entire system of public education was undergoing restructuring, which was reflected in such documents of the party and government as the "Basic Directions for the Reform of the General and Professional Schools" (KOZLOV P.G. 2002), Programs of the CPSU Central Committee (KOMKOV I.F. 1979).

"The main directions of the restructuring of higher and secondary special education in the country" (ZHAIKARKUL BELASSAROVA, INDIRA SULTANIYAZOVA, AIDA NURBAEVA, and DINA SABIROVA. 2015), materials of the Plenum of the CPSU Central Committee (AIDA NURBAYEVA, GULSHARA KUNAKOVA, LELYA BUGENOVA, GULZHAN KALAMBAYEVA, BAKITKUL TANSYKBAYEVA. 2019) and the All-Union Conference of the CPSU Central Committee (AIDA NURBAYEVA, GULSHARA KUNAKOVA, LELYA BUGENOVA, GULZHAN KALAMBAYEVA, BAKITKUL TANSYKBAYEVA. 2019). The fundamental goal of the education system, as stated in the above-mentioned documents: to bring education and upbringing closer to life, to the practice of building communism, to maximize the return on public funds spent on training personnel by quickly and effectively including them in the national economy, economy, and culture of the country. In addition, scientific and technological progress requires highly educated specialists, professional training, knowledge of a foreign language and an understanding of the role of public and international relations in all areas of socialist society.

The reform of the general education and vocational schools took place for years when Almaty Pedagogical Institute of Foreign

Languages celebrated its 40th anniversary from the date of its creation. The university had departments of English, German, French, serving the second specialty.

Thus, an opportunity was created for the effective teaching of a second foreign language. In connection with the transition of Almaty Pedagogical Institute of Foreign Languages to a 5-year curriculum, the curricula of humanitarian and special departments were revised to improve the quality of teaching. Since one of the ways to improve the educational process is to increase the pedagogical skills of teachers, at the scientific and methodological seminar (NMS), the institute created a section to disseminate and enrich the experience of teaching foreign languages and a scientific seminar on the problems of teaching foreign languages in higher education.

Thus, the historical and pedagogical analysis of the third period (1961-1991) shows that the second half of the 1980s was in search of new teaching methods, overcoming stagnation in the higher education system, and intensifying the use of traditional and non-traditional teaching aids. During these years, the first steps were taken to introduce computers and informatics into the educational process. The innovation was the introduction of role-playing games in training sessions in order to include as many students of the study group as possible in the educational process and to intensify their educational activities.

The educational process of the university was improved by increasing pedagogical skills and generalizing the experience of teachers; creating scientific and methodical sections, organizing

scientific and practical seminars, introducing new forms, methods and technologies into the learning process in the practice of oral and written speech, home reading, and socio-political vocabulary. At the same time, the educational and material base of universities is being strengthened; language laboratories, oral laboratories, and others are opening.

The border of 1980-1990 was marked by cardinal socio-economic changes: the collapse of the Union of Soviet Socialist Republics and the emergence of Kazakhstan as an independent and sovereign state, the language situation in the country fundamentally changed. With the adoption of the Law “On Languages” (AIDA NURBAYEVA, GULSHARA KUNAKOVA, LELYA BUGENOVA, GULZHAN KALAMBAYEVA, BAKITKUL TANSYKBAYEVA. 2019), the Kazakh language became the state language in Kazakhstan, the Russian language acquired the status of a means of international communication, and a foreign language became a means of international communication. In this regard, the network of language universities is expanding; there is a need to update the content of teaching a foreign language in the light of modern conditions. The methodology of teaching foreign languages is being improved, international relations with foreign universities are expanding, control over the training of teaching staff is being strengthened, a creative search for new forms is being carried out (discussions and debates on certain topics, round tables, press conferences, professional role-playing and business games, with the participation of native speakers); information and communication technologies are widely introduced

into the educational process, the orientation of which in the organization of the educational process involves the wide use of information of a regional geographical character as educational material

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DEL ZULIA**

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Revista de Ciencias Humanas y Sociales

Año 36, N° 91, (2020)

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.

Maracaibo - Venezuela

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