Interactive and modular learning technology as an innovative component of modern pedagogical technologies

Abay Duisenbayev [1]
e-mail: adk7575@mail.ru

Gulmira Yermekbayeva [2]
e-mail: gabitovna86@mail.ru

Aigul Tokzhanova [3]
e-mail: aigul_tokzhan@mail.ru

Mira Baltymova [4]
e-mail: mbr76@mail.ru

[1]Al-Farabi Kazakh National University, Almaty city, Al-Farabi str., 71, Kazakhstan
[2]Aktobe regional university named after K.Zhubanov, Aktobe city, A.Moldagulova ave., 34, Kazakhstan
[3]Aktobe regional university named after K.Zhubanov, Aktobe city, A.Moldagulova ave., 34, Kazakhstan
[4] Al-Farabi Kazakh National University, Almaty city, Al-Farabi str., 71, Kazakhstan

Annotation: This article examines the cognitive role and didactic significance of modular learning technology, aimed at the comprehensive development of a harmonious personality of students, taking into account their abilities and capabilities. Let's take a closer look at the advantages of using interactive-modular technology when teaching the Kazakh language in a national school. Effective training in the state (Kazakh) language) a language as a non-native language is possible if the following pedagogical conditions are taken into account in the process of creating an educational language environment: structuring of educational material aimed at facilitating the communicative process; ensuring the spatial behavior of students in dialogue and role forms; building the educational process on the basis of individual and differentiated approaches, taking into account the cognitive and personal characteristics of students. By the example of using various speech exercises and situational role-playing games, the methods of creating a language environment as a psychological factor of teaching a non-native language are revealed. Creating a favorable language environment allows you to solve the main problem when learning any language-overcoming the language barrier through immersion in the language. A special role in this case is played by the principle of interrelated training in the types of speech activity, aimed at the formation of communicative competence.

Keywords: pedagogical technology, personality-oriented approach, modular learning technology, cognitive activity.

1 Introduction

The term "pedagogical technology" has many interpretations and approaches. For example, V.P.Bespalko defines pedagogical technology as "... a set of means and methods of reproduction, theoretically based learning and education processes that allow you to successfully implement the set educational goals, content technology that organizes the effective educational process" [Bespalko V.P., 1995].

I.P.Volkov, as "...the process of achieving the intended learning outcomes" [Zaitsev, 2012].

V.M.Monakhov, as "...a detailed model of joint pedagogical activity with full provision of all necessary conditions for students and teachers" [Monakhov, 2006].

V.A.Slastenin, as "... pedagogical activity that has high efficiency and provides guaranteed results" [Slastenin, 2015].

E.S.Polat, as "... the introduction of new pedagogical technologies will change the very paradigm of education and only new information technologies will allow the most effective implementation of the opportunities inherent in new pedagogical technologies" [Polat, 2020].

V.S.Kukushin "... pedagogical technology functions both as a science that studies the most rational ways of teaching, and as a system of methods, principles and regulations used in teaching, and as a real learning process" [Kukushin, 2004].

From the above definitions of scientists, the following conclusions can be drawn:

- the educational process is a system that has interrelated and mutually dependent components;

- structural elements of technology – objectives and content of training, methods and means of training, results of activities;

- humanistic activity of the teacher and the student within the learning process;

- mandatory control over the process of cognitive activity of students.

Recently, various pedagogical teaching technologies have been created and introduced into school practice, including the methodology of developing learning (L.V.Zankov, D.B.Elkonin, V.V.Davydov, V.V.Repin, V.A.Levin); advanced learning (S.N.Lysenkova); assessment actions (S.A.Amonashvili, I.P.Volkov); learning based on reference notes (V.F.Shatalov); differentiated learning; integrated learning systems; developing learning through multi-level tasks; the technology of project-based learning, learning based on integrated units of Erdniev, problem-based learning, the method of active learning, etc. [Koshimbetova, 2004]. Scientists have developed such effective technologies as project, research, competence, activity, and many others. In Kazakhstan, teaching technologies are actively used by Zh.A.Karaev ("Three-dimensional methodological system of training"), A.A.Zhunisbek (technology of multi-level differentiation), M.M.Zhanpeisova (interactive technology of modular training), etc.

In this study, we will focus on two technologies – personality-oriented and modular.

Recently, among the numerous pedagogical technologies, a special place is occupied by a personality-oriented learning technology, which involves changes in the relationship between the teacher and students, in which the main role is assigned to students, based on a "student-centered" approach.

Personality-oriented technology affects the free and creative development of the individual, the realization of its potentials, thanks to the comfortable pedagogical conditions.

When developing a creative personality, the responsibility falls on the teacher, who, according to the scientist-teacher I. P. Podlasy, should be able to "educate and guide, listen and hear, have a broad outlook, a culture of speech, and inspire confidence in relationships with people" [Podlasy, 2018].

When teaching foreign students on the basis of interactive pedagogical technology, they were considered in the dissertation studies of A.V.Kovalev, S.E. Nazanov [Kovaleva, 2015].

The learning process is focused on the development of the cognitive abilities of the individual, characterized by the active activity of the subject, the use of various techniques at their discretion to achieve the desired result.

The school has always considered its most important task not only to teach, but also to develop the individual, emphasizing the need to take into account the individual abilities and qualities of the individual in teaching knowledge. Modern pedagogy is characterized by a personality-oriented approach to the learning process. The personality-oriented approach to learning is part of the humanistic trend in pedagogy, the basic principle of which states: "The student, not the teacher, should be at the center of learning, the activity of knowledge, not teaching."

The personality-oriented technology provides comfortable conditions for the development of the individual, the realization of its potentials and the versatile, free and creative development of the child.

This technology involves taking into account the individual characteristics of each student. J.Dewey believes that a truly educational experience is one in which a person has the opportunity to both gain knowledge and develop their abilities [John Dewey, 2000].

In other words, the educational process should be differentiated taking into account the natural inclinations, abilities and conditions of socialization in a modern school.

I.S.Yakimanskaya, based on the analysis of various psychological and pedagogical concepts of teaching, identifies and characterizes the three most common models: socio-pedagogical, subject-didactic, and proper-psychological [Yakimanskaya, 1979].

I.S.Yakimanskaya argues that in personality-oriented learning, an individual approach is the fundamental principle of the entire educational process, the purpose of which is the disclosure and development of each child. "With a personal approach, the existence of individual differences among children is a necessary condition for achieving the goal – to ensure the development of each student as a unique personality" [Yakimanskaya, 2006].

V.V.Serikov also believes that there is only one way to implement the personal approach in teaching – "to make learning a sphere of self-affirmation of the individual" [Serikov, 1999].

He notes that a person-affirming situation may contain at its core:

- "moral choice;

- independent goal setting and its achievement under the control of your own consciousness and will;

- implementation of the role of a co-author of the educational process;

- an obstacle that requires the exercise of will and the experience of the joy of one's own discovery;

- a sense of self-importance to other people;

- self-analysis and self-assessment of your achievements;

- awareness of their responsibility for the phenomena of natural and social reality, etc." [Serikov, 1999].

The essence of the concept of personality oriented education proposed by V.V.Serikov is represented by the following provisions:

- personality is a pedagogical category that reflects a specific sphere of education and human development.

- a person must master the experience of "being a person", i.e. the experience of performing the functions of a person (reflection, self-realization, education of social responsibility, etc.). “Thus, the social education of the person is carried out in educational institutions, which are composed of primary groups, that is, from the peer group as micro-factors socialization” [Duisenbayev and others, 2016].

The goal of personality-oriented education is to create conditions for the development of the sphere of personal functions of the individual.

The author identifies specific patterns of subject-oriented education:

- the design element becomes a life experience, in which knowledge is part of it.

- learning is a joint activity of a teacher and a student.

- the learning process is a source of personal experience.

- learning becomes closer to the natural life of a person.

The interaction of the teacher and the student acquires the features of interpersonal, intersubjective communication [Serikov, 1999].

The foundation of personality-oriented learning is a personal approach.

The personal approach in education and training is the attitude to the student as a person, as an individual.

The goal of subject-oriented learning is to enable each student to realize themselves in educational activities in accordance with their capabilities and abilities.

In a personality-oriented system, the main educational processes are: developmental training; pedagogical support for the formation of a child's personality; education as a concern for the spiritual and moral development of the child. The goal of personality-oriented education is to support and develop a person, to lay in him the mechanisms of self-realization, self-development, self-education. The characteristic features of such technologies are: cooperation, dialogue, activity-creative nature, focus on supporting the individual development of the child, providing him with all the conditions for development, for making independent decisions.

Personality-oriented technologies are aimed, first of all, at the child's personality itself, providing comfortable, humane and safe conditions for its development, the realization of all its potentials.

As practice shows, the technologies of modular training are currently promising, which are distinguished by enlarged blocks-modules, a consistent system, and completeness.

In the late 80s-early 90s, a new term from the field of technical sciences appeared in pedagogical science – "module". Since then, we have started talking about the advantages of modular training in the education system. The word "module" (from Lat. "moduilus" - measure) has many meanings in various sciences. From the point of view of pedagogical science, the module is an important part of the entire system, without the knowledge of which the didactic system does not work. According to its content, the module is a complete, logically complete block [Lavrentieva, 1998].

A training module is a logically completed form of a part of the content of an academic discipline, including cognitive and professional aspects, while mastering it should be completed with an appropriate form of knowledge, skills and abilities control.

The module contains cognitive and professional characteristics, in connection with which we can talk about the cognitive (information) and educational-professional (activity) parts of the module. The objectives are, first, to teach theoretical knowledge, and secondly, to develop skills and abilities based on the acquired knowledge.

The technology of modular learning as an alternative to traditional learning appeared and gained popularity in educational institutions in the United States and Western Europe in the early 60s of the twentieth century. In domestic didactics most complete basics of modular training have been studied and developed P.A.Yucevicene and T.I.Chumovoy.

P.A.Savicheva claims that the feature modular training that the trainee is able to work with an individual educational program, which includes the necessary action, information and guidance on how to achieve the result" [Yucevicene P.A., 1990].

The theory of modular learning is based on a system of principles related to general didactic ones. Its leading principles include the principles of modularity, dynamism, activity, and flexibility in structuring the content of training [Tretyakov, Sennovsky, 2001].

The principle of modularity assumes the integrity and completeness, completeness and consistency of the construction of units of educational material in the form of blocks-modules, the educational material is structured in the form of a system of educational elements. The principle of modularity has the following pedagogical rules:

- the training material is planned in the form of a module that ensures that students achieve their educational goals;
- training material in the form of a complete block;
- integration of different types and forms of training to achieve the intended goal;

The principle of structuring the content of training provides for integrity, a certain structure consisting of separate elements.

The principle of dynamism is determined by the following pedagogical rules:

- the content of each module can be changed and supplemented;
- based on the structuring of the elements of different modules, it is possible to create new modules;

When implementing the principle of the method of activity, the following pedagogical principles should be noted:

- objectives in modular training are formulated in terms of activity methods and modes of action;
- for the implementation of the goals, both disciplinary and interdisciplinary construction of the content of the modules is possible;
- problem-based approach to learning;

The principle of flexibility provides the possibility of the content of the training and the ways of its assimilation to the individual needs of the trainees.

When implementing this principle, the following conditions must be met:

- input diagnostics of knowledge for individualization of the training content;
- its results should make it possible to build an individualized structure of a particular module;
- a training needs analysis is required in order to individualize the training content;
- individual rate of assimilation;
- individual control and self-control.

The principle of conscious perspective requires an understanding and awareness of the perspectives of the teaching. And awareness of activity forms a positive motivation for learning and, consequently, develops cognitive interests.

When implementing the principle in the process of modular training, it is necessary to take into account the following pedagogical conditions:

- each student is presented with a modular program;
- a comprehensive didactic goal that the student must understand and realize;
- drawing up a program of training activities to achieve the goal;
- at the beginning of the module, specify the objectives of the exercise as the results of the activity;

The principle of versatility of methodological counseling ensures professionalism in the cognitive activity of the student and the pedagogical activity of the teacher.

With this principle, the following pedagogical conditions must be met:

- the training material is presented in modules using an explanation that facilitates the assimilation of the material;
- the modules offer various methods and ways of learning the content of the training, for free choice of your learning path;
- implementation of methodological advice by the teacher on the organization of the learning process;
- free choice of the teacher's teaching method and scheme.

The principle of parity requires subject-subject relations between the teacher and the student.

The pedagogical process will be effective if the student himself is as active as possible, and the teacher will perform an advisory and coordinating function.

The principle is provided by the following pedagogical rules:

- ensuring the possibility of independent learning of knowledge by students;

- the modular program creates conditions for the teacher to use the consulting and coordinating function;
- the modular program creates conditions for the teacher and the teacher to jointly choose the optimal learning path.

The teacher in the process of modular training must transform some of the management functions of the modular program into self-management functions [Yutsevichene P.A., 1990].

Thus, all of the above principles of modular learning are closely interrelated with the principles of personality-oriented technology, which contributes to the creative development of students.

Literature review.

The technology of modular training was improved in the works Maurice Gibbons (1971), Klingstedt (1971), Sam Duker (1972), Goldschmid & Goldschmid (1973), Carter V. Good (1975), L. M. Rosen (1976), Juan A. Morallo III (1980), Theodossin (1986), Van Eijl (1987), Sternberg (1988), de Wolf (1989), Amparo S. Lardizabal (1996), Greg Bowe (2006), John Vassiliou (2011) and others. It is the features of modular training in comparison with traditional technologies that continue to interest scientists engaged in research of promising pedagogical technologies [Lompscher, 1982].

The principles and functions of modular training are defined differently by domestic scientists (T.V.Vasilyeva, V.P.Lanchinskaya, L.M.Tverdina, M.Teresevichene, N.M. akovleva, etc.) and foreign scientists (B.Goldschmid and M. Goldschmid, D.Russell, G.Owens, S.Postlethwaite, etc.).

In our work, we will focus on the definition of the essence of modular learning, given by P. A.Yutsevichena. He defines modular training as a type in which students have the opportunity to work more independently according to the individual curriculum proposed by them [Yutsevichene, 1990].

The essence of this system is revealed through modularity, dynamism, flexibility, the use of the method of activity, the structuring of the content of training, the variety of forms of methodological advice, the effectiveness of the knowledge system, the subject-subject relationship.

A possible solution to the problem of teaching the Kazakh language, in our opinion, is to turn to the modular principle of teaching. As noted by P. A. Yutsevichene, the modular principle is identified with the formation of an independent planned unit of educational activity that helps the student to achieve their goals [Yutsevichene, 1990].

The content of the training in accordance with the goal is independent blocks. The didactic goal contains not only an indication of the scope of the task, but also the level of its assimilation. Modules allow you to transfer learning to a subject-subject basis, to individualize work with individual students, to change the forms of communication between the teacher and the student.

The teacher acts as an organizer of independent educational, communicative, and creative activities of students. He has more opportunities to differentiate the learning process, to organize interpersonal communication of students in the process of their interaction to improve their speech skills.

Various points of view are expressed on the problem of structuring the content of training. Thus, M.A.Choshanov under the block-module understands a logically completed unit of educational material, built on the principles of content "compactness, problemativeness, variability, sign-graphic clarity" [Choshanov, 1996].

P.I.Tretyakov in modular technology highlights the advanced study of theoretical material in enlarged blocks-modules, algorithmization of educational activities, consistency of cycles of knowledge and other cycles of activity. The scientist emphasizes the awareness of goal-setting and self-goal-setting of educational activities in the modular technology, which puts the teacher in the mode of counseling and management within the framework of subject-subject relations. The consolidation of blocks of theoretical material, according to P. I.Tretyakova, saves a lot of time, which implies "a movement of disciple under the "General – General – a single" the gradual immersion in the details..." [Tretyakov, Sennovskaya, 2001].

V.P.Lapchinskii in the structure of modular training focuses on the design of educational material, contributing to the achievement of didactic problems, completeness of the material in the module, the integration of types and forms of education [Lapchinskii, 2006].

Yu.K.Balashov and V.A.Ryzhov noted the division of the block into completed parts (modules and its elements) that have independent significance, the screening of material that is "superfluous" for this particular type of work, the maximum individualization of progress in training [Balashov, Ryzhov, 1987].

2 Methodology

The core of modular training is a training module with an information block, a target program of actions of the student, and recommendations of the teacher for its successful implementation.

This training system is expressed as follows:

- the content of training as completed independent blocks, the assimilation of which is carried out in accordance with the set goal;

- the form of communication between the teacher and the students is carried out through modules that contribute to the implementation of the process of individual communication between the managed and the manager;

- the student works the maximum time independently, learns goal-setting, self-planning, self-organization and self-control.

The structure of the modular technology.

Interactive-modular technology consists of three parts: introductory, dialogical and final.

According to L. M. Friedman, the study of any section consists of three stages: introductory-motivational, operational-cognitive and reflexive-evaluative.

The introductory part of the training module reveals the main educational task of the upcoming work (the introductory and motivational stage).

The dialogic part of the training module contributes to the implementation of a holistic study of the section (topic) – operational and cognitive.

The final part of the training module is the final cycle of a section or topic (reflexive evaluation stage).

Table 1

Preparation of the dialogical part by the teacher

1. Selection of the main educational material of the dialogic part of the module
2. The training material is prepared holistically, compactly
3. Preparation of three-level tasks
4. Preparation of creative material
5. Ensuring dialogical communication in each lesson

The principles of the dialogic part:

- a holistic approach to the educational material.
- the principle of studying to increase the volume of the material.
- the principle of "returning" to the topic of the training module at each lesson of the dialogic part in order to strengthen the assimilation of the material.

The second feature of structuring the training module is the teacher training system.

Preliminary work of the teacher:

- determine the level of knowledge, skills and abilities at the moment, the goals and objectives of training;
- study of the training material for this module;
- identification and definition of key concepts that carry the main semantic load on this topic;
- drawing up reference diagrams on the topic;
- preparation of test tasks of the training module (within 15-20 tasks);
- preparation of a block of questions and tasks on the content of the training material of the module;
- development of the dialogic part, selection of active forms of learning.

Special attention should be paid to the technology of organizing work in groups.

A very important principle of modular learning technology is the principle of student activity, implemented through the use of game technologies. Professor R.G. Davletbaeva argues that the importance of learning games lies in the process itself. Holding games contributes to psychological relaxation, creating favorable conditions for communication, solving a whole complex of educational tasks [Davletbaeva, 2008].

Recall that the structure of the module consists of three training parts. Students ' interest and activity in the dialogic part of the module is especially increased. Games are a means of activating the educational process, encouraging interest in the material being studied, creating conditions for communication in the language being studied.

Communication is an important factor not only in the development of speech, but also in the development of personality. "Communication is genetically one of the earliest forms of child activity. It is in him that the peculiarities of the social being of man manifest themselves. It contains many different shades of attitudes towards people: parents, teachers, acquaintances, strangers, peers, juniors, friends. The child

selects friends, he looks for communication with a certain circle of people, he influences others. In the team, he acts as an organizer, then as a performer. The activity of communication contributes to the formation of such important aspects of the personality as humanity, responsiveness, care, a sense of responsibility for oneself, one's actions in front of people" [Beisenbayeva, Ivanova, 2015].

The final part of the training module is the final part. In this part of the module, the assessment of the level of knowledge, skills and abilities formed in the process of cognitive activity of students is carried out [Davletbaeva, 2008].

3. Results

The experimental period of the study was devoted to testing the proposed pedagogical conditions for the formation of the educational language environment in the Kazakh language lessons in schools with Russian as the language of instruction.

Experimental work can be divided into two stages:

The first stage was devoted to the analysis of the state of school practice in teaching the Kazakh language in the Russian-speaking audience.

The aim of the study at the first stage (the stage of the ascertaining experiment) was to study the teaching of the Kazakh language in schools with Russian as the language of instruction.

The second stage was the organization of the educational process based on the modeling of the Kazakh language environment in the classroom and the generalization of the results of the study.

The basis of the research on the collection of primary information was schools №17, №27 in Aktobe city in Kazakhstan.

During the ascertaining cross-section, the following tasks were solved:

1. Study of programs, curricula, study of the state of preparation of teachers for the implementation of teaching the Kazakh language;

2. Identification of difficulties faced by students of Russian schools when learning the Kazakh language;

3. Establishment of the actual level of knowledge, skills, skills in the Kazakh language.

The results of the first stage of the study were obtained in the process of analyzing the curricula and programs in the Kazakh language, conversations with teachers of the Kazakh language, establishing the actual level of knowledge, skills and abilities of students in the Kazakh language.

We have studied the content of various curricula and programs of secondary schools. The analysis of these materials allowed us to identify the most characteristic features:

- curricula were developed taking into account the goals and objectives of a particular secondary educational institution;
- when drawing up the curriculum, schools were guided by the basic curriculum that meets the requirements of the State Standard of Education, and the variants of the curricula of general educational institutions;
- the curriculum reflects the weekly academic load, electives and circle classes.

As a result of visiting more than 60 lessons, we found that students in the Kazakh language lessons rarely ask the teacher questions of a cognitive nature; for the most part, the teacher himself is active in the lesson, which ultimately leads to a loss of interest in learning.

The results of observations, analysis of the Kazakh language, conversations with teachers in the pre-experimental period showed that personal development, individual psychological characteristics are not taken into account.

The vast majority of respondents noted the traditional nature of classes in the Kazakh language, which is mainly reduced to memorizing words, grammatical rules, reading and translating texts in the classroom.

However, students recognize that every educated person should know the state language, that learning it enriches knowledge about the life, culture and customs of their country, broadens their horizons, develops memory and thinking, that mastering the language will expand future job prospects.

In general, the study showed that the real level of teaching the Kazakh language requires a restructuring of the forms and methods of activity of both the teacher and the student.

The purpose of the study at the second stage was to create experimental pedagogical conditions that contribute to the formation of the educational language environment in the Kazakh language lessons on the basis of the organization of intensive speech activity.

A total of 167 students participated in the experiment. The control classes, which are taught according to the traditional method, were determined in the same schools. The analysis of students ' progress in the

Kazakh language and conversations with teachers who taught in the selected classes allowed us to conclude that the experimental and control classes had approximately the same level of training at the beginning of training.

In the course of the experiment, we were guided by the criteria we developed for the quality of students ' knowledge of the Kazakh language. The functions of the language environment served as the basis for the formation of the criterion of the quality of knowledge of students in grades 6-9. On the basis of the criteria developed by us in the process of teaching the state language, the levels of knowledge, skills and abilities in the conditions of the educational language environment were determined.

Based on the proposed criteria for the formation of knowledge of the state language in the educational language environment, we have identified three levels of its formation.

The high level is characterized by the presence of students ' increased interest in the study of the state language, conscious stable cognitive orientation, high knowledge, meaningful consistent assimilation of the material, high proficiency in the methods of learning language information and communication skills that provide an accelerated approach to the study of the state language and adequate formation of active, initiative, independent and creative activities.

At the middle level, there is a manifestation of a stable interest in the subject, a positive attitude to learning, good knowledge in accordance with the required volume, operating with communicative information with the transfer of learning skills from the specific to the generalized in the process of correcting knowledge with insufficient speech activity.

At a low level, there is a lack of interest in learning the state language, the presence of weak knowledge among schoolchildren. Students do not know the ways of active cognitive activity in the process of learning a language. Usually such students take an emotionally responsive position, but do not seek to express their attitude.

The results of the ascertaining cross-section showed an average level of knowledge in the Kazakh language. Thus, the results in both the experimental and control classes were approximately the same and showed the following: low - level students in the experimental class were 62%, in the control class - 64%; middle - level students in the experimental class - 24%), in the control class - 23%; high-level students in the experimental class-14%), in the control class-13%).

At the beginning of the experiment, a conversation was held with the experimental teachers about the goals of the experiment, the specifics of modeling the educational language environment in the Kazakh language lessons, about the features and principles of building and using educational materials.

Teachers were given recommendations on the organization and conduct of Kazakh language lessons.

Classes in the experimental and control groups were conducted by the same teachers, which ensured the unity of the requirements for the participants of the experiment, allowing purposefully and effectively manage the educational process.

At certain stages, other teachers were also involved in the experiment, which ensured the objectivity of the assessment of students ' knowledge, skills and abilities.

Control over the course of the training experiment was carried out by visiting and analyzing the lessons in the experimental classes, conversations with teachers and individual students, as well as during the lessons conducted by the author of the experiment.

4. Discussion

If at the initial stage of the experiment in the experimental class only 14%) of students (in the control class - 13%) had a high level of knowledge in the Kazakh language, then during the training experiment, according to the results of academic performance, according to the results of the intermediate section, which was offered to students of the experimental and control classes, their percentage was in the experimental-28% of students (in the control class-15%); the average level in the experimental class - 24%) (in the control class - 23%); their percentage was in the experimental class - 30%) (in the control class - 23%).%); low level in the experimental class - 64% (in the control-62%), their percentage was in the experimental class - 42% o (in the control-62%).

The results of testing the specified accelerator material in the 7th experimental class contributed to:

- formation of elementary speech skills;
- formation of a stable vocabulary;
- formation of independent learning skills.

The work had a positive impact on the formation of students ' motives for a responsible attitude to learning and awareness of the need to learn.

After analyzing the results of the cross-section, we came to the conclusion that the formation of the educational language environment at the proper level requires a systematic presentation of not only grammatical (theoretical), but also lexical material that activates speech activity.

One of the ways to increase the productivity of language acquisition can be a comprehensive approach to teaching the lexical and grammatical aspects of speaking. A comprehensive approach to the lexical and grammatical aspects of speaking the Kazakh language is understood as such training, which is aimed at the simultaneous formation of lexical and grammatical skills on the basis of a special set of techniques that take into account lexical and grammatical connections at different levels. The lexico-grammatical relationship should be manifested in the fact that the vocabulary is not assimilated in isolation, but fits into the ultimate grammatical context. This connection leads, in our opinion, to a gradual, consistent formation of speech skills.

At the next stage of our experiment, we developed textbooks and methodological manuals (7, 8, 11 cl.) on the Kazakh language for grades 7, 8, 11, compiled on the basis of the following principles:

- accessibility and consideration of psychophysiological, age-related features of the student's personality development;
- the need to repeatedly return to the material under study;
- unity of lexical and grammatical topics;
- use of sign models for mastering the grammar of the Kazakh language.

In the experimental educational and methodological manuals, the lexical material, as well as the grammatical material, was combined into blocks (according to the principle of enlarged presentation of the material).

Thus, during the school year, students mastered the necessary lexical minimum provided by the program in a complex, as part of a kind of macro-themes (for example, "Winter", "My School", etc.).

So, all the grammatical and lexical material studied during the school year was presented in several modules.

A well-thought-out system of presenting theoretical and lexical material served as the basis for increasing the time for the development of students ' speech.

The study revealed a significant increase in the level of understanding of oral speech in the Kazakh language in the educational language environment. The task of a research teacher is to teach students to work independently, complementing the learning process with interaction with the language environment.

Active speech activity of the student at the lessons of the Kazakh language in the conditions of the language environment contributed to an effective increase in the overall level of his speech competence, the formation of a variety of indicators of the degree of language proficiency.

The analysis of the responses received as a result of the survey of students and interviews with teachers showed the following positive changes:

- the attitude of children to the study of the Kazakh language has changed qualitatively;
- steady pace of mastering the material was established;
- many students have become more serious about their learning activities.

Thus, the use of accelerated learning material that contributes to the creation of a learning language environment (broken down into modules, reference schemes, lexical macro-themes), according to teachers, has the following advantages:

- compactness, multiple returns to the topic (study of one topic for 5-7 hours) with the output of the result;
- the use of active methods and collective forms of learning, which allowed to develop the speech activity of students;
- the optimal combination in each module (block) of all types of speech activity (speaking, listening, reading, writing);
- formation of students ' positive motivation to learn the Kazakh language, genuine interest in it.

Conducting questionnaires and interviews with students revealed that the vast majority of students expressed a desire to continue working on this system.

Students were asked to answer the following questions:

1. Do you like to learn Kazakh using this technology?
2. Would you like to continue learning the language using this system?

When answering the first question, 97% of the students expressed a positive attitude. They noted that they have become more serious about learning the Kazakh language. The same percentage of students express a desire to continue studying under this system.

Here are some excerpts from the questionnaires:

«...The rules are given so that each student understands... "(Larisa K.);

"...The entire book is divided into modules. It quickly memorizes the training material" (Igor K.);

"...A lot of interesting and informative things. How can you not learn from this book?! This is a bridge to the world of the Kazakh language! " (Natasha T.);

".. .We stopped jumping like hares on different topics..." (Inna A.).

So, the study showed the need to provide students with accelerated educational material that facilitates and accelerates language acquisition and is aimed at forming speech activity, the foundation of the language environment.

It seems to us that the reliance on accelerated educational material, being one of the pedagogical conditions for the formation of the educational language environment, contributes to the implementation of such functions of language activity as accelerated - informative and a number of others.

5. Conclusion

At the final stage of the experimental work, control (final) sections were carried out, which allow us to trace the dynamics of changes in the level of knowledge of students in the educational language environment. The chart materials for the control classes show only minimal changes in the students ' knowledge levels. Thus, the analysis of the results allows us to conclude that the implementation of level differentiation allows us to improve academic performance, meet the requirements of the state standard, and create conditions for the formation of a language environment.

The final part of the training module is the control part. If during all the lessons of the dialogic part the work was carried out on the basis of mutual assistance, mutual learning, then in the final part the student must show knowledge, skills and abilities without outside help.

In the final part, all students are given tasks that meet the requirements of the state standard of education.

For the objectivity of the assessment of knowledge and the ability to increase the final mark in the final part of the training module, we conducted two types of control.

The first, mandatory type of control is testing. Several test options were offered:

- tests with add-ons;
- test reminders;
- test with an alternative answer;
- sample test;
- compliance test;
- combined test.

The second type of control-at the teacher's choice - is one of the following types of control works: test, relay test, control work, dictation, essay, presentation.

A differentiated approach in the educational process means effective attention to each student, his creative personality in the conditions of a class-based system of training according to mandatory curricula, involves a reasonable combination of frontal, group and individual classes to improve the quality of training and development of each student.

Thus, the effectiveness of the learning process based on the differentiated approach as a pedagogical condition for the formation of the educational language environment was confirmed experimentally.

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