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УДК 37.034:371 С 88

I.A. Tobagabylova,
Senior teacher,
A.T. Ayazbayeva,
Master of Social sciences, associate professor
The Eurasian Humanities Institute
Nur-Sultan, Kazakhstan.

IMPLEMENTATION OF V. A. SUKHOMLINSKY'S IDEAS IN THE EDUCATIONAL PROCESS OF THE EURASIAN HUMANITARIAN INSTITUTE

Annotation: V. A. Sukhomolinsky's ideas are topical and have always been relevant in pedagogical activity. Comprehensive and multidimensional scientific and pedagogical heritage of V. A. Sukhomlinsky the years not lost its relevance, and offer new and new faces. It concerns the most important pedagogical problems and helps solving them at the level of requirements of modern pedagogy. That is the great humanistic pedagogical views of V. A. Sukhomlinsky attracted nonweak interest worldwide. He is the greatest theorist and practitioner of education who developed the humanistic tradition in teaching, and gave it to the teachers of new generations. In the pedagogical heritage of V. A. Sukhomlinsky one of the core ideas is the education of

comprehensively developed personality. The modern system of education must not only educate, but also to diversify the personality of the child. The purpose of the education and training of the modern education system should meet the needs of the time: education is a purposeful, moral and socially sustainable, able to navigate current market conditions and information technology, able to make responsible decisions in various situations, have a broad outlook and flexible thinking.

Keywords: Sukhomlinsky's ideas, practice, experience, Kazakhstan education, modern pedagogy, higher education system.

И.А. Тобагабылова,
старший преподаватель,
А.Т. Аязбаева, доцент
Евразийский гуманитарный институт
г. Нур-Султан, Республика Казахстан.

РЕАЛИЗАЦИЯ ИДЕЙ В. А. СУХОМЛИНСКОГО В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ ЕВРАЗИЙСКОГО ГУМАНИТАРНОГО ИНСТИТУТА

Аннотация: В статье рассмотрено всеобъемлющее и многоаспектное научно-педагогическое наследие В.А. Сухомлинского, которое с годами не теряет своей актуальности в педагогической деятельности и казахстанского общества, а открываются все новыми и новыми гранями. Она касается важнейших педагогических проблем и помогает их решению на уровне требований современной педагогики. В педагогическом наследии В.А. Сухомлинского одной из стержневых является идея воспитания всесторонне развитой личности. Именно гуманистичность педагогических взглядов В.А.Сухомлинского привлекла к нему неслабеющий интерес во всем мире. Современная система образования должна, не только обучать, но и разносторонне развивать личность ребенка. Акцентируется внимание на то, что система современного обучения должна отвечать запросам времени: воспитание целеустремленной, нравственно и социально устойчивой, умеющей ориентироваться в современных условиях рынка и информационных технологиях, способной принять ответственное решение в различных ситуациях, а также обладать широким кругозором и гибким мышлением, в целом быть профессиональным компетентным специалистом, где педагог должен уметь правильно формировать модель профессиональной компетентности будущего педагога.

Ключевые слова: идеи Сухомлинского, практика, опыт, казахстанское образование, современная педагогика, система высшего образования.

И.А. Тобагылова, улук окутуучу,
А.Т. Аязбаева, доцент
Евразия гуманитардык институту,
Нур-Султан ш., Казахстан Республикасы

В.А. СУХОМЛИНСКИЙДИН ИДЕЯЛАРЫН ЕВРАЗИЯ ГУМАНИТАРДЫК ИНСТИТУТУНУН БИЛИМ БЕРҮҮ ПРОЦЕССИНДЕ ИШКЕ АШЫРУУ

Аннотациясы: Макалада ар тараптуу жана көп кырдуу илимий-педагогикалык мурасы каралат. Сухомлинский, бир топ жылдардан бери казак коомунун педагогикалык

ишинде актуалдуулугун жоготпой, тескерисинче, жаңы жүздөрдү ачып келет. Бул эң маанилүү педагогикалык көйгөйлөргө тиешелүү жана аларды заманбап педагогиканын талаптарынын деңгээлинде чечүүгө жардам берет. Педагогикалык мурастарга В.А. Сухомлинский ар тараптуу өнүккөн инсанды тарбиялоо идеясынын эң негизгиси. В.А.Сухомлинскийдин педагогикалык көз-караштарынын гумандуулугу дүйнө жүзү боюнча кызыгуу жараткан. Заманбап билим берүү тутуму окутуп эле койбостон, баланын инсандыгын ар тараптуу өнүктүрүшү керек. Заманбап билим берүү тутуму заман талабына жооп бериши керек: максаттуу, моралдык жана социалдык жактан туруктуу, заманбап рынок шарттарында жана маалыматтык технологиянын багытында, ар кандай кырдаалда жооптуу чечим кабыл алууну билүү керек. Ошондой эле, кең келечекке ээ жана ийкемдүү ой жүгүртүүгө ээ болушу, жалпысынан кесипкөй компетенттүү адис болу, ал жерде мугалим болочок мугалимдин кесиптик компетенттүүлүгүнүн моделин туура түзө билиши керек.

Ачык сөздөр: Сухомлинскийдин идеялары, практика, казакстандык билим берүү, заманбап педагогика, жогорку билим берүү системасы.

Before the modern education of Kazakhstan, new challenges, problems which cannot be resolved within the framework of traditional methods of training and education and requires the formation of a new worldview. Such problems arise from the desire to assertion of humanistic values and ideals as the highest values of our country.

The humanistic orientation is the main tendency of modern education and scientific – pedagogical consciousness. An important prerequisite for the successful development of modern educational concepts is continuity, the combination of the best traditions of the past of our people and the achievements of the present.

In this regard, increasing the value of pedagogical systems is not well studied in the pedagogical science and have not found use in practice. Humanistic orientation of pedagogical system of V.A.Sukhomlinsky (1918-1970) was in many ways ahead of time has led to an ongoing interest in both Russian and Kazakh pedagogical community [1, p.26].

Comprehensive and multidimensional scientific and pedagogical heritage of V. A. Sukhomlinsky doesn't lost its relevance over the years, and offers new and new faces. It concerns the most important pedagogical problems and helps solving them at the level of requirements of modern pedagogy. In the pedagogical heritage of V. A. Sukhomlinsky one of the core ideas is the education of comprehensively developed personality. One of the first in the pedagogy of the Soviet period, he attempted to introduce this idea in the extended concept, which is the basis of his whole educational system and received practical implementation and development experience led them to Pavlysh secondary school for over thirty years (1947-1970).

Teacher – innovator managed under a totalitarian Soviet system to educate the children self – esteem. On the bases of humane pedagogics he created a system of education that is radically different from the official, authoritarian, with the use of assessments and penalties. Folk pedagogy of Sukhomlinsky recognized the identity of the child as the highest jewel. His education has been focused with work, team, beauty, nature, the word on the morality and spirituality. In the conditions of the

socialist reality of his pedagogical and research activities of the school have moved the education system from the routine forward.

For obvious reasons, pedagogical ideas of the national teacher didn't fit in with Soviet ideology. His humane pedagogy was considered to be Christian, believed the preaching of abstract humanism, which does not reflect reality. Vasily Alexandrovich was an atheist, but he did not deny that in nature there is a divine. It was quite courageously [2, p. 89].

He had been constant pressure in the press, criticized his ideas. But national teacher stood in their positions and showed amazing results in his school. His numerous articles and books became popular first in the teaching environment, and then in the departments of education.

Many of his ideas, which were entered in the Communist realities, have been used in other schools. Gradually came acceptance. And now many of his techniques and ideas are very relevant. For example, ecological upbringing in modern schools is based on the ideas of Sukhomlinsky.

Folk pedagogy contains many useful seeds that can become the fruits of modern education.

In the pedagogical heritage of V. A. Sukhomlinsky's a special place occupies in a system of moral education. The ideas of V. A. Sukhomlinsky man was considered as the highest value and demanded of teachers humane treatment of the inmates.

"To children I give my heart" is a principle, attitude to the students is the hallmark of the humanistic pedagogics by V. A. Sukhomlinsky, no wonder so named his book [3, p.102].

That is the great humanistic pedagogical views of V. A. Sukhomlinsky attracted nonweak interest worldwide. He is the greatest theorist and practitioner of education who developed the humanistic tradition in teaching, and gave it to the teachers of new generations. In the centre of the humanistic pedagogics by V. A. Sukhomlinsky is the personality of the child as a great value. Sukhomlinsky's humanistic ideas found an echo in the teaching activities of many teachers of our government.

The basis of pedagogy of V. A. Sukhomlinsky is the recognition of individuality, self – worth of each student, endowed with unique abilities and subjective experience. "Believe in the talent and creativity of each pupil!" – in these words they have become one of the dominant principles of modern teacher.

The modern system of education must not only educate, but also to diversify the personality of the child. The purpose of the education and training of the modern education system should meet the needs of the time: education is a purposeful, moral and socially sustainable, able to navigate current market conditions and information technology, able to make responsible decisions in various situations, have a broad outlook and flexible thinking. This requires creating maximum favorable conditions for development of creative, highly cultured, enterprising, psychologically stable, and free person, conscious of the need for self – education.

In educating and upbringing of such a personality creates conditions in our University (the Eurasian humanitarian Institute). Sukhomlinsky's idea shows that

there is no one incapable, incompetent child, which is based on the recognition of individuality, of self-worth of each student, endowed with unique abilities and subjective experience, and attention from us. The creation of scientific and practical societies (lecture "Eurasia and youth", "Turan", "Young scientist", "Financier", "Asyl kazyna"), societies and clubs on interests (Debate club "EAGI-VICTORIA" student volunteer club "Asyl zhurek" club of poets "Poeziya, se menimenegiz be edi", the clubs of the English and German languages spoken, the club of French language "Etoile française", literary Association "Akku", Studio of ballroom – sports dance, Studio vocals), sports sections.

In the content of educational programs are introduced elective courses, courses by choice, taking into account the interests of students and employers specialties.

Thanks to the organization of such work by the teachers, our students take prize – winning places in city and Republican Olympiads and contests take part in scientific – practical conferences. Victory in such competitions is a great achievement, effective work of the whole faculty. It is also the result of the desire of our institution to keep pace with the times, the introduction of innovative programs. Therefore, teachers of our institution are in constant creative search, learn and apply the lessons of innovative educational technology (dialogue form, case study, business games, solving problem situations and tasks, information technologies, etc.) meeting modern requirements, are active participants in seminars, conferences, regional, national professional competitions.

One of the main incentives of the research and educational – cognitive activity of students is the Republican annual competition of research works of students. The main goal of the Republican contest NIRS is the selection and support of the most talented and gifted students.

The Eurasian humanitarian Institute 2017 was high activity on the part of students to participate in the Republican contest NIRS and subject olympiads:

- The Republican contest of student research works MES of the specialty 5B011900 – "Foreign language: two foreign languages" at basic high school (EMA) Kazakh University of international relations and world languages. Abylai Khan: 2nd place – SatybaldievaMarzhanAbdunazarova. Scientific supervisor: candidate of pedagogic Sciences, Professor Volkova L.V.

- The Republican contest of student research works MES 5B020700, specialty – "Translation" at basic high school (EMA) Kazakh University of international relations and world languages. Abylai Khan: 2nd place – Rahmatullaeva Marina. Scientific supervisor: master Sulyateckaya N. L.

- Kazakh national pedagogical University named after Abay base of the University (UMS) under the heading "Education" 5V011700 – "Kazakh language and literature": 3rd place – Marat AiymBakhytzhankyzy. Scientific supervisor: candidate of pedagogic Sciences, associate professor Shadieva N.X.

- Kazakh national pedagogical University named after Abay base of the University (UMS) under the heading "Education" 5B010200 – "Pedagogy and methodology of elementary education":

2nd place – Snegurskaya Valentina. Scientific supervisors: candidate of pedagogic Sciences, associate Professor Ospanova Y.N, associate professor Mukhambetova A. K.

• Kazakh national pedagogical University named after Abay base of the University (UMS) under the heading "Education" 5B010200 – "Pedagogy and methodology of elementary education":

3rd place – Kasap Irina Ivanovna. Scientific supervisors: candidate of pedagogic Sciences, associate Professor Ospanova Y.N., associate professor Mukhambetova A. K.

• Kazakh national pedagogical University named after Abay base of the University (UMS) under the heading "Education" 5B011400 – "History": 3rd place – Mukhan Zhanagul Mukhankyzy. Scientific supervisor: candidate of historical sciences associate professor Aubakirova K.SH.

We always strive to achieve positive results and move forward, as our University strives to become an intellectual and educational centre, where there are all conditions for producing high – quality, high – grade and modern education.

Pedagogical heritage of humanistic pedagogy, Vasyl Sukhomlynsky continues to be sought after and actively pursued and developed in the life of the modern education system of our Republic. And this process is irreversible.

"On the shoulders of the teacher – tutor is assigned, according to the V.A.Sukhomlynsy, a huge responsibility to love their children, to give them your heart, to understand their soul, to see in their eyes a complex spiritual world" [4, p. 84].

Analysis of theoretical views and practical experience of V. A. Sukhomlinsky about the system of moral education of students allows us to assert that the achievements made by him in this field are a unique phenomenon. The value of V. A. Sukhomlinsky's pedagogical heritage is that For the first time in the history of Soviet pedagogy, he addressed the problem of interiorization of moral values as the most important factor in the moral development of students.

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