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Elective Courses - Courses On Selection

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ABSTRACT

Elective courses are designed to promote self-determination of students and selection of further professional activities, create positive motivation for learning on the planned profile, introduce students to the leading activities for this profile, enhance students' cognitive activities, and enhance their information and communication competence.

Key words: elective courses, students approaches.

Elective courses include about 80% of the typical curriculum specifically for higher education institutions in credit education technology, which encompasses the choice of individual orientation, trajectory of learning, raising the level of self-education and creativity of students. Undergraduate education programs are designed based on the modular system of teaching disciplines. The general load on theoretical training is determined by the list of disciplines studied.

The cycle of general education disciplines consists of subjects of compulsory component and choice component. In addition to the disciplines compulsory components of basic disciplines (BS) and subject disciplines (GP), component selection is included the elective courses. The volume of disciplines in the GPA (basic disciplines) cycle is 50% of the total amount allocated for the study of subjects in the typical curriculum, or 64 credits, of which 20 credits are divided into the compulsory component and 44 credits for selection component of elective courses.

The volume of disciplines in the cycle of disciplines (subject disciplines) is 25% of the total amount allocated for the study of subjects in the typical curriculum, or 32 credits, of which 5 credits are divided into compulsory component subjects, and 27 credits - the choice component of elective courses.

Elective courses are characteristic of the following. In particular:

- ✓ the "additive" nature of such a fully-enriched course;
- ✓ elective courses are considered to be an important component of the curriculum, which is carried out on the content of the subjects of the general, basic, vocational cycle, which is a part of general, specialties and modules defined in the working curriculum;
- ✓ It helps to satisfy the cognitive interests of the students in different fields. Elective courses should be aimed at achieving the following goals: - promote student self-orientation or future professional activity; - create a positive motivation for the students' profile; - to acquaint students with the leading directions of future professional activity in their chosen specialty; - to activate cognitive activity of students; - to improve the information and communicative competence of students.

The effectiveness of elective subjects is only provided that students are fully informed about the subject of an effective course.

First, they must clearly understand their interests and plans.

Secondly, students should be able to briefly review short summary of elective courses offered and briefly familiarize themselves with the content of the teaching materials.

Thirdly, a teacher conducting an elective course should present a course presentation so that students can get full information on the content of the course.

The main feature of the elective courses is the varied authoristic characteristic that allows students to choose professional self-identification and choose their own trajectory. In this regard, faculty members, especially young teachers, face a number of difficulties.

Methodological bases of creation of educational content V.V. Kraevsky, V.S. Lednev, M.N. Scargin and so on. are well-known by famous Russian scientists [1, 2, 3]. The Concept of Education Content identifies the four generations of the older generation's experience gained in the field of labor as its main social function:

1) Education is a process and result of acquired knowledge, skills and abilities acquired at a relevant educational institution, knowledge of global and domestic labor experience and professional activity as a necessary condition for a student to live and work. The content of the training is typical of general and personal knowledge.

2) Professional Skills - Experience in implementing certain activities that enable teachers to improve their qualifications through the use of theoretical knowledge on the basis of practical experience. The ability to use the world and domestic experience in education, professional activities, to master the experience of implementing long-established professional activities. It is the content of the experience that provides the ability to maintain and maintain a professional culture. Practical skills and abilities are the beginning of formation of professional culture of students in the theory and practice unit.

3) Professional creative and exploring practice. This experience is a treasure accumulated in the process of human development that will allow you to solve new problems. It, in its turn, requires the realization of previously acquired knowledge and skills in their new environment, and the formation of new approaches based on the well-known actions. This type of social practice will further develop the professional skills and professional culture of the younger generation. This experience demonstrates the personality of the person in the professional world, which is reflected in his relationships with his teaching.

4) An emotional-valuing relationship to their professional activities, to people who engage in different types of occupations. This is the highest level of professional experience. It is not only education, but also a personal attitude and attitude towards the individual's problems. In this case, acquired professional-social experience becomes the professional experience of the trainees, as well as professional practice.

We believe that all the components of an elective course will be involved in the formation of professional creativity and exploration practices. In the preparation of the content of similar courses I.I. Ilyasov and N.A. Galathenko's teaching material is based on the concept of structuring cognitive activities of learners on the basis of the four principal interconnected issues [4].

They:

- ✓ the ability to solve typical subject tasks by applying knowledge on basic and profile disciplines in a particular module (typical business skills);
- ✓ ability to implement basic logical approaches in material and basic subjects in a particular module (logical skills);

- ✓ ability to solve non-standard tasks using knowledge of basic and profile subjects in a particular module (creative skills);
- ✓ general knowledge of the educational requirements of basic and specialized subjects in a particular module (ability to study).

In the work of scientists such as O.E. Lebedev and A.P. Troapitsyna, students are taught to solve problems in life, to understand their essence and significance, to solve stereotyped rules and dimensions that can help them to find solutions, to teach them to base their sources and to focus on information sources a professional creativity, which is a leading component of the content that goes into competence, in accordance with educational objectives. The following is one of the most important issues as practice of self-denial .

Competence in the A.P.Troapitsyna is characterized by the ability to find solutions based on theoretical knowledge and experience in different spheres of livelihood .

Based on the experience of professional creativity and exploration, emotional and value relationships of students to the world of objects and professions are formed. Finally, we can see that the experience of professional creativity and search engagement and emotional-value relationships can not be the basis for competence development.

The leading component of the content of elective courses in the field of competence is the experience of professional creative and search activity of students, as the value of their relationships to world objects, as well as to the world of professions, is shaped by the development of personal experience. A well-chosen future trajectory of professionalism focuses not only on the recognition of the professional world, but also on the formation of relationships with a particular profession. This is not only a school or career choice act but also a lifelong self-determination process.

Based on the didactic theory that the content of education provided by elective courses is a multilevel structure, each level can be summarized as follows:

- ✓ The general theoretical level of the content of the educational content of pedagogical interpretation of social practice, its structure (components between elements) and functions are summarized;
- actual level of disciplines;
- ✓ The level of readout material for a specific subject matter, which identifies the specific elements in the contents.

The content of elective courses on the credit system is based on design technology. The elective courses curriculum is a sample of teaching activities between teachers and students. Generally, such a software model consists of three parts that search for answers to questions such as "why", "what" and "how." In this case, the "why" option shows that the program achieves results in the course of the course of the course. What is "what" is the formation of logical structure content of the training material, that is learning technology. The "how" is a model of action. "How" - includes the interaction of the teacher and the student, which facilitates the effectiveness of teaching, the ways and means of organizing the training, the optimum choice of tools, the extent and the degree of achievement of the planned outcomes, and the adjustments to the organization of the future.

In the elective course program, both the content and the way students behave in the content of the curriculum must be clearly demonstrated.

Analysis of psychological, pedagogical and methodological literature shows that the problems of education, in particular, the content of elective courses, are still insufficient in educational and methodological literature. Therefore, we must address pedagogical design as an important tool for eliminating the content of the elective courses. On the basis of comparing the concept of "educational content" as a pedagogically adapted knowledge, skill, skills and experience of creativity and world of emotional and cost-effective communication, we can formulate the concept of "compiling the

content of elective disciplines" the category of students' education system aimed at ensuring the uniformity of elective course, target orientation, their practical and creative experience, with ktiterine value is defined as the process of determining the presence and the connections between them. The goals and content of the unified elective course, the consistency of the learning outcomes, and the relationships.

The following points are taken into account when creating the content of elective courses:

1. The fundamental point of view (fundamental approach) is to study the content of education aimed at studying the discipline in the logic of transition from fundamental laws and theories to individual laws.
2. The basics of methodological approach are the scientific methods of knowledge, reflected in scientific materials. The main purpose of the course is to acquaint students with the methods of scientific knowledge and to study the skills of research. This is a combination of design technology, laboratory work, organization of seminars and more. It also involves the use of
3. Universal versatility is characterized by the concentration of the content of knowledge within the framework of basic concepts that are universal for all. This is an acceptable problem for interdisciplinary courses that are comprehensive in various fields of science. The use of reflexive teaching methods, critical thinking, case-study methods will have special advantages.
4. Pragmatically comprehend the basic culture of students and the acquisition of specific knowledge and skills that can be widely used in their future lives. For this purpose, a series of practical classes and seminars in a particular professional area can be particularly significant.
5. The aim of the course is to introduce the activities and methods necessary to successfully master the future profession. On the one hand, there is a clear link between effective teaching activities and the effective organization of the learning process, and on the other hand, there is a clear link between the ability and inclination of the students.
6. As the competent resident is now considered a large number of supporters, it is clear that elective courses will be prioritized by developers. The sequence of actions in this area is as follows: identifying the competencies and competencies that are essential for the students to find the solution of this type of task, such as the content of the necessary knowledge - the process of teaching methods. Competence is interpreted in modern scientific literature as "the general ability to solve tasks that arise in real life situations using knowledge, learning, and life experience, and human values." At the end of the bachelor's degree, it is the ability to produce creativity based on one's own competence, which is the result of a student's education, which is the result of the graduation.

In summary, elective courses aim at developing the attitudes, abilities and inclinations of the students to acquire new knowledge and information as the basis of cognitive activity of the students, creative imagination, development of key competences.

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