but are considered undesirable to use in a literary language. Not a consensus on youth slang.

Words and expressions are simplified, shortened, they come up with other names. Perhaps, therefore, slang and slang expressions have received in our time such an advantage. Because of its accuracy, brevity and pithiness, it becomes more preferable in conversation. It is very difficult to discard or ignore any slang expression, if it reflects the idea, the thought, the state at the time of speech as completely and accurately as possible [3-4].

Also it was observed how much the techniques influences on contemporary culture and vice versa as pop music and movies affect today's English, changing it. Time will tell whether this is good or bad, but for now we should just accept it as a fact. It's important for ESL students to become familiar with English slang. Teaching these common, everyday words and phrases used in informal, spoken English can help students speak improve their fluency and improve their conversational skills.

Understanding slang will help our students learn how to communicate more naturally**.** By teaching our students just a few slang words, you're helping them learn how to speak English naturally as they hold casual conversations with friends and colleagues.

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INTERACTIVE METHODS FOR RUSSIAN LANGUAGE TEACHING FOR ESTABLISHMENT THE ACTIVITY AND CONSCIOUSNESS

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This paper presents the results of a study consisting of an orientation towards the motivation for active and conscious learning. Methodological methods for the use of teaching aids to the Russian language have been developed and tested, which will increase the assimilation of materials by students. The results and materials of the study can be used in the practice of teaching the Russian language in non-linguistic higher educational institutions.

Key words: modernization of education, mental development of students, technical teaching aids, information technologies, interactive tools, educational tasks.

ОРЫС ТІЛІН ОҚЫТУДАҒЫ СТУДЕНТТЕРІНІҢ ОҚУ БЕЛСЕНДІЛІГІ МЕН ЫНТАНЫ АРТТЫРУДАҒЫ ИНТЕРАКТИВТІ ТӘСІЛДЕР

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Бұл жұмыста белсенді және саналы түрде оқуға деген ынтаны қалыптастыруға бағытталған зерттеу нәтижелері берілген. Білім алушылардың материалдарды меңгеруін арттыруға мүмкіндік беретін орыс тілін оқыту құралдарын пайдаланудың әдістемелік тәсілдері

әзірленді және сынақтан өткізілді. Зерттеу нәтижелері мен материалдарын лингвистикалық емес жоғары оқу орындарында орыс тілін оқыту тәжірибесінде қолдануға болады.

Негізгі сөздер: білім беруді модернизациялау, оқушылардың ақыл-ой дамуы, техникалық құралдар, ақпараттық технологиялар, интерактивті құралдар, тәрбиелік міндеттер.

ИНТЕРАКТИВНЫЕ СРЕДСТВА ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ ДЛЯ РЕАЛИЗАЦИИ АКТИВНОСТИ И СОЗНАТЕЛЬНОСТИ ОБУЧЕНИЯ

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В данной работе представлены результаты исследования, направленные на побуждение к активному и сознательному обучению. Разработаны и апробированы методические приемы использования средств обучения русскому языку, которые позволят повысить усвоение материалов обучающимися. Результаты и материалы исследования могут быть использованы в практике преподавания русского языка в неязыковых высших учебных заведениях.

Ключевые слова: модернизация обучения, умственное развитие учащихся, технические средства обучения, информационные технологии, интерактивные средства, учебно-воспитательные задачи.

Introduction. Teaching tools are essential for the implementation of the information and management functions of the teacher. They help to stimulate and support the cognitive interests of students, improve the visibility of educational material, make it more accessible, provide more accurate and complete information about the phenomenon being studied, intensify independent work and allow it to be conducted at an individual pace. They can be divided into means of explaining new material, means of consolidation and repetition, and means of control.

Teaching tools can be combined with various teaching methods. For example, when explaining a logically complex topic, it is more effective to demonstrate an experience illustrating a theory after a story; the story about the technological process (the development of the phenomenon) is best accompanied by a demonstration, which becomes a source of visual information; in problematic learning, demonstration of experience precedes explanation; it serves as a means of cognition, students should formulate a hypothesis, observing the experiments. The visual perception of students during the demonstration should also be organized: a person remembers better what his gaze was fixed on. Therefore, it is necessary to indicate exactly what is being demonstrated: which indicators and at what point are to be observed, the sequence of switching on the chains.

In the use of any type of funds it is necessary to observe the measure and proportions determined by the laws of training. Thus, the absence or insufficient amount of visual aids reduces the quality of knowledge, reduces cognitive interest, and complicates figurative perception. However, a large number of demonstrations creates an entertaining mood for students. The optimal is 4-5 demonstrations per lesson when studying a difficult topic, considering the means for independent work and means of control. A learning tool is a material or ideal object that is used by a teacher or students to learn new knowledge. By itself, this object exists independently of the educational process, and it can also participate in the educational process as a subject of assimilation, or in some other function.

According to the composition of objects, teaching aids are divided into material and ideal. Material means include: textbooks and manuals, tables, models, mock-ups, visual aids, educational and technical facilities, educational and laboratory equipment, premises, furniture, equipment for the study room, microclimate, class schedule and other material and technical conditions for training [1].

Ideal learning tools are those previously acquired knowledge and skills that students and teachers use to learn new knowledge. L.S. Vygotsky (B.1.P. 103) cites such teaching aids as speech, writing, diagrams, symbols, drawings, diagrams, works of art, technical devices for

memorizing, etc. In general, an ideal means is tool for the development of cultural heritage, new cultural values. The learned information that has become knowledge is also the "initial arsenal" of learning tools. From it, the student draws methods of reasoning, proof, calculation, memorization and understanding.

In the process of systematic training, acquired knowledge becomes a means of assimilation of new knowledge, development of the emotional, volitional and intellectual spheres of the personality. Some of them have a significant impact mainly on the intellectual development of students. These intellectual learning tools play a leading role in the mental development of students. They can be given by the teacher in the finished form in the process of explaining the topic of the lesson (for example, rules of behavior, solving problems, writing letters, analyzing the structure of sentences, etc.), but they can also be designed by students on their own or in collaboration with the teacher in the classroom [2].

The effectiveness of the use of funds is achieved with a certain combination of them with the content and training methods. The relationship of training tools and methods is ambiguous: training tools can most often be used in combination with various methods and vice versa: to use one method, several adequate (appropriate) tools can be selected. This is due, in particular, to the development of technical training aids (TTA), the development of standardized (uniform, multi-purpose) stands for a demonstration experiment and laboratory workshops.

Research methods that are used in this work are often involve modern teaching tools which are new teaching methods. So, TTA significantly change the methods of educational work due to the fact that they have the opportunity to show the development of phenomena, their dynamics, communicate educational information in specific doses and manage the individual process of learning. They are in a new way, rather than with the help of printed materials, organize and direct the perception of students, objectify the content; perform source functions and measures of educational information in their unity; stimulate the cognitive interests of students; create, under certain conditions, an increased emotional attitude of students to academic work; allow you to control and self-control knowledge. Training based on personal computers is a new type of educational process, which uses new methods and means of teaching and learning, uses various types of sign and graphic models, including animation [3].

Objects and research methods.

The object of research is the process of the formation of knowledge, skills in the Russian language and its results.

Research methods:

- study and analysis of linguistic, psychological, pedagogical, educational and methodical literature on the topic of research;
- monitoring the use of teaching aids in the Russian language and their impact on the development of activity and consciousness;
- organization and conduct of a training experiment;
- quantitative and qualitative processing of the results of an experimental experiment and training.

Results and their discussion. According to the subject of activity, teaching aids can be divided into teaching aids and teaching aids. So, the equipment of a demonstration experiment relates to teaching aids, and the equipment of a laboratory workshop - to teaching aids. Teaching tools are used mainly by the teacher to explain and consolidate the teaching material, and learning tools are used by students to learn new knowledge. At the same time, some tools are used both in teaching and in teaching[4, R].

The material means necessary for the assimilation of all educational information constitute a system derived from the curriculum. It is built according to the following principles:

1. The equipment must fully satisfy the pedagogical requirements for other elements of the educational process: visually reproduce the essential in the phenomenon, be easily perceived and visible, have an aesthetic appearance, etc.

2. All devices with a general purpose (power transformers, rectifiers, cables, wiring, etc.) must correspond to each other and demonstration installations.

3. The number and types of teaching aids should fully meet the material needs of the curriculum in the system, but without excesses.

4. The teaching aids should be in line with the actual working conditions of the school and the needs of the local population.

Teaching experience has shown that the most rational form of organizing the system of teaching aids is the cabinet system, in which all teaching aids in one subject (or used by one teacher) are located in one room - an audience, to which other rooms are added, if necessary:

laboratory, laboratory auxiliary, repair shop. Classrooms are designed to emit theory and conduct exercises (seminars, problem solving, tests, practical exercises). In the educational laboratory audience conduct workshops, laboratory work, in which students form polytechnic, professional, labor, research and other skills.

The audience should be provided with all the conditions for the demonstration of visual aids. Sources of direct and alternating current, grounding, blackout, projection equipment, screens, stands, light pointer, stands, etc. Visual aids are needed for each topic in the lesson. For their operational use, it is desirable to have a card index of training aids, cards that are located on the topics of classes. Lack of visibility negatively affects the activity and quality of students' knowledge. At the same time, one should not clutter the audience with benefits that are morally obsolete. On many topics there may be several different teaching aids: prints, a display stand, a movie, etc. Demonstration equipment and print materials do not replace, but complement each other, providing various didactic goals [5].

Visual aids perform the following functions:

1. familiarization with phenomena and processes that cannot be reproduced in school;

2. familiarization with the appearance of the object in its modern form and in historical development;

3. visual representation of the device structure, the principle of its operation, its management, safety;

4. visual representation of the comparison or measurement of the characteristics of a phenomenon or process;

5. iconic image of the stages of operation, manufacturing or design of the product

6. familiarization with the history of science and the prospects for its development.

Technical teaching aids are devices that help the teacher provide students with educational information, manage the processes of memorization, application and understanding of knowledge, and control learning outcomes. They have special blocks that allow you to store and reproduce programs of information support, cognitive management of students and control.

There are the following types of TTA: information, programmed training, knowledge control, simulators and combined. These include: film projectors, slide projectors, projectors, graph projectors, video recorders, television systems, personal computers and computer systems. They are constantly being improved: new, tested and recommended TSOs of both general purpose and specialized: language laboratories for studying physics, mathematics and other subjects are systematically entering higher education institutions.

Widespread in higher education educational personal computers that can be used in training in any subject. They are equipped with programs for managing cognitive activity of students related to the formation of writing skills, writing and editing essays, memorizing, mastering grammar and other rules of behavior and activity. These programs are adapted to the age and individual characteristics of students. Some personal computers are equipped with a clock and can work in the mode of a tutor and an examiner, independently establish and analyze errors, offer training exercises to develop skills to a given quality [6].

Using a PC in the lessons and in subject-related activities gives high results: develops creative, research abilities of students, increases their activity; contributes to the intensification of the educational process, a more meaningful study of the material, the acquisition of self-organization skills, the transformation of systematic knowledge into systemic; helps the development of cognitive activity of students and interest in the subject; develops logical thinking in students, significantly increases the level of reflective actions with the studied material.

However, as practice has shown, using information technology in the educational process, you should not do this sporadically, haphazardly, otherwise they will not affect the learning outcomes. It should also be remembered that the use of information technology in the educational process in the Russian language and literature should not replace traditional teaching methods and techniques.

Particular attention has recently been given to the formation of a communicative culture. This is due both to the insufficient number of hours devoted to the development of students' speech, and to the unfavorable social environment for raising the level of communicative culture [7].

Today, information technology is widely introduced into the practice of higher education institutions. Information technology refers to design projects (based on a set of psychological and pedagogical settings that determine the special selection and layout of forms, methods, methods, techniques, tools), the processes of accumulation, processing, presentation and use of information by electronic means. Information technology of

education - the process of preparing and transmitting information to the student, the means of implementation of which is a computer.

Information technology-based training meets the following principles:

- the principle of modularity provides differentiation and individualization in learning, student independence, stepwise, variability, structuring of educational material;

- the principle of systemic quantization assumes the dosage of the training material, the systematic nature of working with it, the saving of study time, the generalization of training;

- the principle of problem includes the conglomeration of the following components: reflection, adjustment of actions when applying the rules in the new writing conditions, motivation, consciousness, strength, logical conclusions when confronted with conflicting and inconsistent facts from the field of spelling;

- The principle of cognitive visualization contains the requirements of the principles of accessibility, visualization, cognitive activity, aesthetic and emotional orientation of learning [8, Russian].

The introduction of information technology in teaching practice is carried out through the use of software and pedagogical tools.

By virtue of its universality, a computer as a learning tool helps to solve the problem of developing a student's personality:

- The speed of mastering the teaching material increases;

- there is a positive dynamic in the movement of students from groups with weak and medium performance in the Russian language to groups with medium and high performance;

- Becomes more qualitative operational self-control of students in solving educational problems;

- positive changes are observed in the executive basis of actions, which affects the level of general literacy (the number of spelling errors decreases, corrections are less often applied);

- model varieties training, of which computer games are an integral part, creates a positive emotional background; the level of spelling vigilance is growing; motivation of educational activity increases [9].

We list the most significant methodological goals from the standpoint of didactic principles, which are most effectively implemented using a software system:

- individualization and differentiation of the learning process (for example, due to the possibility of phased progress toward the goal along routes of varying difficulty);

- monitoring with feedback, with the diagnosis of errors (stating the causes of erroneous actions of the learner and the presentation on the computer screen of relevant comments) and the evaluation of the results of educational activities;

- implementation of self-control and self-correction;

- implementation in the process of assimilation of educational material of training and self-training of students;

- release of study time.

If we consider that the information should be educational, specially processed, placed in a certain software environment and only then presented to the student, it becomes obvious that the teacher's work in computer training is not only not simplified, but, on the contrary, complicated:

- the teacher must have more knowledge than contains a computer program;

- real achievement of results using various teaching methods; the teacher, therefore, must be proficient in all of these techniques in order to switch from computer training to traditional and vice versa at any time;

- The teacher must be able to work with computer programs.

Due to the high science intensity and the need for joint work of qualified specialists (psychologists, subject teachers, designers, programmers), as well as due to the insufficient number of high-tech machines, due to the lack of develop-ment of conceptual provisions, the introduction of new information technologies in training practice is currently underway difficult, but consistent with the social order of society and has good prospects[10].

Conclusion. Existing modern teaching aids should be included in the educational process not by chance, not in isolation from each other, but in a certain system. Educational-methodical complexes are such a form of organization of teaching aids. This is not just a set, but a combination of mutually complementary teaching aids, consistent with the textbook, necessary and sufficient to solve educational problems. Thus, the concept reflects those internal connections that exist between its components. These connections can arise only when all elements of the complex are consistent with the textbook. The task of the teacher is to ensure the use of teaching aids in accordance with their characteristic function, taking into account the requirements of the textbook. The more clearly

realized and thoroughly developed the possibilities and boundaries of the use of training tools for the relevant topic, the more effective will be their application in the learning process. Moreover, for the effectiveness of the teacher's work, it's important not the amount of teaching aids, but how the work is organized with them.

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МРНТИ

ФИЗИЧЕСКИЕ ЗАДАЧИ В КУРСЕ ФИЗИКИ КАК СРЕДСТВО ПОДГОТОВКИ БУДУЩИХ ТЕХНОЛОГОВ ЛЕГКОЙ ПРОМЫШЛЕННОСТИ

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В статье показана актуальность использования физических задач в курсе физики как средство подготовки будущих технологов легкой промышленности. Деятельность инженера-технолога легкой промышленности рассмотрена автором как решение инженерных задач, связанных с переводом материалов из одного состояния в другое. Научная новизна результатов исследования: обоснована необходимость и возможность подготовки студентов технологических вузов к решению профессиональных задач; выявлены структура и состав профессиональных задач. Практическая значимость результатов исследования состоит в том, что разработана система физических задач, используемых в процессе обучения физике, обеспечивающих формирование у будущих технологов умения решать профессиональные задачи на основе физических знаний и умений.

Ключевые слова: деятельность инженера-технолога, подготовка технологов, физические задачи, решение инженерных задач, профессиональные задачи.

ЖЕҢІЛ ӨНЕРКӘСІПТІҢ БОЛАШАҚ ТЕХНОЛОГТАРЫН ДАЯРЛАУ ҚҰРАЛЫ РЕТІНДЕГІ ФИЗИКА КУРСЫНДАҒЫ ФИЗИКАЛЫҚ ЕСЕПТЕР

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Мақалада жеңіл өнеркәсіптің болашақ технологтарын даярлау құралы ретіндегі физика курсындағы есептерді пайдаланудың көкейкестілігі көрсетілген. Жеңіл өнеркәсіптің инженер-