Essay

$$$001
Describe the forms of research of pedagogical science in the field of education theory, didactics, pedagogical ethics. Pay attention to the difference between them in terms of the object of the science of pedagogical technology.

$$$002
Tell us about the role of the English language in modern Kazakhstan and its future, and how to improve the English language in the shortest possible time, name the effective ways of assimilation.

$$$003
English is a global language in the modern world. It is spoken in many countries around the world. In modern schools, English is taught as a compulsory subject.

$$$004
Explain the principles for the implementation of high-quality training of highly qualified foreign language specialists.

$$$005
Issues of modernization of educational programs and issues of training foreign language specialists, express your opinion.

$$$006
Problems and approaches to the formation of professional competence in the training of teachers of a foreign language, justify your vision.

$$$007
How do you feel about the process of informatization of foreign language education: trends and prospects.

$$$008
Tasks facing Russian methodologists and teaching staff in order to ensure interspecific competencies of language learners in the process of globalization. The strategies and principles that, in your opinion, should be followed in solving these problems.

$$$009
Highlight the main socio-historical features that justify the need to modernize foreign language education, characterize the stages of development of the methodology "teaching a foreign language".

$$$010
Based on your own experience as a future researcher, your vision of current problems and trends in the development of foreign language education in Kazakhstan as a branch of science.

Questions

###001
Forms and methods of teaching the discipline "Philosophy and methodology of pedagogy", the role and place of this discipline among other sciences. Potential for

the development of the methodology of pedagogy of philosophy. Concepts of science and their reflection in pedagogy.

###002

Philosophy and methodology of science. Concepts of scientific revolution, paradigm and civilization. Stages of development of science and types of methodology. Scientific philosophy and methodology in the works of V. P. Kokhanovsky, V. M. Rozin, G. I. Ruzavin. Philosophy and methodology of modern science.

###003

Philosophy and Pedagogy: Interaction. Philosophical guidelines of pedagogy

###004

Problems of self-organization of pedagogical science. Pedagogy is a separate scientific discipline. The history of the formation of pedagogy as a scientific system

###005

Object and subject, functions and tasks of pedagogical science. Conceptual and categorical apparatus of pedagogical science. Basic pedagogical concepts.

###006

The structure of pedagogy as a scientific system and the sources of its development. Didactic and psychological guidelines of pedagogy.

###007

Heuristic potential of methodology of pedagogy. The process of development of methodology of pedagogy. Approaches to the study of the essence of pedagogy methodology. (epistemological, philosophical, scientific).

###008

Scientific status, structure and functions of methodology of pedagogy. Methodological problems in pedagogy

###009

Methodological foundations of pedagogical research. The problem of pedagogical research and its typology. Relevance of the scientific direction and research topic. Object and subject of research. Purpose, forecast, research objectives.

###010

Methodological culture of a teacher-researcher and an expert in the field of pedagogy. Requirements for the identity of the researcher.

###011

Educational Policy as a Subject of Comparative Pedagogical Research
Subject and object of comparative pedagogy. Educational policy in the works of K. Musina as a subject of comparative pedagogical research.
Functions and tasks of comparative pedagogy. The main directions of research in the field of SP. The connection of comparative pedagogy with the sciences

###012

Methods and methodology of educational pedagogy in line with the study of educational policy. Methodological approaches of comparative pedagogy. The presence of systematic approaches in conducting general scientific research methods: the use of tools and examples in the study of educational policy in comparative pedagogy. Typology of SP research. Methods for conducting comparative pedagogical research.

###013
Perspectives on Comparative and International Education in a Globalizing World
The main stages in the development of comparative pedagogy in foreign countries. Educational policy in the world and the main stages in the development of the education system. The main stages in the development of comparative pedagogy in Kazakhstan and Russia: the proposed formation of the structure of comparative pedagogy in Kazakhstan and Russia; an objective definition of the prerequisites for the emergence of comparative pedagogy as scientific disciplines. The role of UNESCO in the dissemination and development of humanistic pedagogy. Objectives and principles of UNESCO activities. The value of universal values for humanistic pedagogy.

###014
Categorical-conceptual apparatus of disciplines
The main categories of comparative pedagogy. The main categories of pedagogy as its categories are the area of comparative pedagogical sciences.
Comparative pedagogical categories in fact: educational policy, the education system, the national education system, in the world educational space, the trajectory of the development of the education system.

###015
Problems of world educational policy and the era of development of education
Organizational structure in the territorial (territorial) and world space.
Development of the education system in countries formation in different regions.
Special structure of educational policy. Problems of the era: at the stages of development there is no clear limit (boundary), the definition of the main criteria of the eras.

###016
Structural problem of characteristics with the components of educational policy on the example of foreign countries
Determination of the components of the main directions of educational policy.
Directions for determining the structure of educational policy, its content, strategy, methods and forms. Determination of the components of the theoretical state of educational policy through its subjects.

###017
State priority of educational policy In each country.
Definition of educational policy in each country by groups: leading countries, countries with variable economies, countries of Central and Eastern Europe.

###018
Principles of educational policy abroad

Basic principles of educational policy in countries engaged in the field of school education and higher education. Replacement of modern principles in the educational policy of other countries.

019

Development models in education abroad

Determination of the base of development models in education abroad. Determination of countries, educational policy, basic and oriented models in it

020

Educational strategies in world practice

Educational strategies-tools of educational policy. Educational strategies: its continuity and typology.

021

Basics of professional and pedagogical communication

Pedagogical communication as a form of interaction between students and teachers. Concepts of pedagogical communication. Types and structures of pedagogical communication. Styles of pedagogical communication. Pedagogical relations, functions.

022

Fundamentals of professional and pedagogical communication.

Pedagogical communication as a form of interaction between a teacher and a student. The concept of pedagogical communication. Structure and types of pedagogical communication. Styles of pedagogical communication. Functions of pedagogical communication.

023

The relationship of pedagogical science and pedagogical practice.

Pedagogical activity: essence, structure, main types. The teacher as a subject of pedagogical activity. Professionally justified requirements for the personality of the teacher.

The concept of professional competencies of a teacher. The structure of the teacher's professional competence. The content of the theoretical training of the teacher. The content of the practical training of the teacher. Professional competence and pedagogical skills. Pedagogical experience, its definition, types, criteria and functions. Pedagogical innovation. Innovative educational institutions (gymnasium, lyceum). Creativity and innovation in pedagogical activity.

024

Language as a system. different understandings of the system. System and opposition. System and order. Examples of disorder in language.

025

Subdivisions of language and sections of linguistics. Internal and external linguistics. Connections of linguistics with other sciences.

026

Language definition, definition requirements. Necessary and sufficient elements of the definition. Substantial and functional features of the language.

027
General and private functions of the language. Language as a means of communication and means of thinking. Other features of the language. Language as a means of separation.

028
Language expression plan: phonetics and graphics. Letter and transcription.

039
Acoustic and articulatory classifications of sounds.

030
sound and phoneme. Phoneme and its variants. Phonological oppositions.

031
Grammar and vocabulary: their relationship.

032
Lexical and grammatical units. Lexical and grammatical meaning.

033
Sign asymmetry in vocabulary and grammar (homonymy, polysemy, synonymy, paronymy).

001
Word and word form. Lexeme and paradigm. Word formation and inflection.

002
Varieties of affixing. External and internal flexion. Infixation and transfixation.

003
Morphological alternations of sounds. Other morphological means (besides affixation): basic structure, reduplication, suppletivism, conversion.

004
Grammatical forms, grammatical oppositions, grammatical categories.

005
Morphology and syntax: their relationship. Morphological and syntactic units.

006
Phraseology. Etymology. Lexicography, types of dictionaries.

006
Methodological category reflecting the strategy and tactics of foreign language education

007
New philosophy of foreign language education

008
Methodological principles of modern foreign language education

009
Cognitive-Linguistic-Culturological Methodology as a Conceptual Basis for a New Intercultural-Communicative Theory of Foreign Language Education

010

The main trends in the development of modern philosophy of foreign language education
###011
Competence-Based Approach as a Pedagogical Theory of Modern Foreign Language Education
###012
Modeling of subject-procedural aspects of the content of communicative complexes (CC
###013
Educational program as an organizational basis of context-based competence-based foreign language education
###014
The composition of competencies and subcompetences of the teacher's competency model.
###015
International adaptive scale for measuring the qualitative levels of achievement of final results
###016
The conceptual essence of the category "methodology". Modern methodology of foreign language education, its content and role in the organization of methodological research
###017
Methods of the theoretical level of research, their role in scientific knowledge
###018
Methodological category "paradigm of foreign language education", its component composition
###019
Methodological category "the goal of foreign language education" from the standpoint of the modern theory of foreign language education.
###020
Methodological category "the content of foreign language education" from the standpoint of the modern theory of foreign language education.
###021
Methodological categories, conceptual basis and methods of scientific knowledge of modern foreign language education
###022
The legitimacy of separating the category "foreign language education" into an independent branch of education
###023
Communicative approach in the methodology of teaching foreign languages
###024
Competence approach in foreign language education.

###025

The conceptual essence of the category "professional readiness".

###026

Personality-oriented approach in the organization of the educational process.

###027

The procedural side of the content of the modern conceptually-methodologically-based model of communication.

###028

Integrative aspects of intercultural communication.

###029

The conceptual essence of the category "intercultural and communicative competence", its component composition.

###030

The conceptual basis of the modular competence-based educational program.

###031

Chronology of the development of "methods of teaching FL" as a science.

###032

Intercultural-communicative theory of foreign language education.

###033

Differentiation of the term "communication" from the term "communication".

###034

Formation of the subject of intercultural communication as the ultimate goal of teaching foreign languages.

###001

Object of foreign language education

###002

Aspects of the content of foreign language education

###003

Methodological principles of foreign language education

###004

The strcture of "intercultural and communicative competence" according to the modern cognitive-linguocultural methodology of foreign language education.

###005

Formation of the primary conceptualization of the world in a linguistic personality on the basis of its culture.

###006

Formation of "secondary cognitive consciousness" in a linguistic personality as a concept and image of the world of another linguistic society.

###007

Classification of approaches in the organization of the foreign language educational process.

###008

Criteria-parametric scale for measuring language competencies and a unified control and evaluation mechanism for foreign language proficiency.

###009

The conceptual essence of the categories "professional competence", "professional readiness", their component composition.

###010

Anthropological educational paradigm

###011

Model of foreign language communication, step-by-step design of a model of foreign language communication: the number and sequence of stages of each stage, their purpose and content.

###012

Theory and technology of contextual learning.

###013

Modeling of the integrative interaction of the component composition of the cognitive-linguoculturological complex (CLC).

###014

Educational program as an integrative organizational and educational category.

###015

The subject aspect of the content in foreign language education

###016

Modular-competence-based approach in higher foreign language professional education.

###018

Scheme of the model of foreign language communication, the number and sequence of stages of each stage, their purpose and content

###019

The essence of the concept of "methods of scientific research", their classification

###020

Comparative characteristics of modern forms of control in foreign language education

###021

Complex and conceptual determinism of the category "goals of foreign language education".

###022

The content of the "methodological", "basic", "specific" principles of selection and organization of the content of the modern model of education.

###023

The conceptual essence of the category "professional communication". Requirements for modeling professional communication.

###024

Cognitive principle in professionally oriented foreign language education.

###025

Language and culture. The problem of interconnected teaching of a foreign language and foreign culture.

###026

Existing communication models, the basis for their structuring and construction as communication models.

###027

The connection of the methodology of foreign language education with linguoculturology, socio culturology.

###028

Accounting for the patterns of these sciences in teaching foreign languages.

###029

Innovativeness and validity of providing a new quality of education by the competency-based paradigm of education.

###030

International adaptive level model as an organizational and technological basis of language education.