

Methodology of project technology and education from a philosophical point of view

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Abstract. This article is devoted to the methodology of project technology and education from the philosophical point of view and investigates that in the process of studying subject "Kazakh Language", students, for purposes of formation of their cognitive views on the world, should pay attention to objectives of teaching the Kazakh language, content of the knowledge gained, ways and methods of teaching, view from the perspective of the world perception. Philosophical foundations as a methodology of project technology in learning the Kazakh language can teach students to think, speak and precisely learn techniques of perception of the real world.

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Introduction

It is commonly known that education and upbringing (pedagogy) have long been an integral part of philosophy. All great philosophers openly expressed their opinions and viewpoints on education and upbringing of the young generation, on special importance of its place in the human life. Even despite the fact that pedagogy got recently separated from philosophy, the great educators such as Komenskii Ia.A. [1], John Locke [2], Jean-Jacques Rousseau [3], Gelvetskii K.A. [4], Herbart J. [5] wrote their classic works from a philosophical point of view. This all proves that the root of education and upbringing lies in philosophy. In fact, any branch of pedagogical thought (didactics, theory of education) cannot go far from philosophy.

In the course of the Kazakh language learning for high-quality education of students and also in the endeavor to contribute to development of the Kazakh language, in the course of development of Kazakhstan's education system through formation of search for own subject and profession, in the ability to achieve tasks ahead, the most important thing is to determine the level of foundation, education from philosophical and social points of view [6].

As a value of the Kazakh language for the Republic of Kazakhstan, for development as the state language, for solution of such problem use of a new technology is one of the priority tasks.

The process of transition of concepts of philosophical foundations from abstraction to accuracy is understood as a single system. In summary, saturation during the Kazakh language teaching, organization of comprehensive and complete language acquisition, as well as the quality of the dominant technological system can be noted. Since in any cognitive activity a developing link of thinking is

a creative process, students in the course of language study should master analysis and synthesis, deduction and induction, linguistic experiment, modeling, logical operations skills. With such knowledge, the student will learn not only the principles and rules of the Kazakh language, but also actual perception of the world, recognition skills.

Materials and methods

Philosophical foundations as a methodology of project technology in learning the Kazakh language can teach students to think, speak, and precisely learn techniques of perception of the real world. The linking unit of the Kazakh language and features of spoken language, as well as existence of the Kazakh spoken language, interdependence of the genesis of educational content and development, philosophical foundations give direction to students to transit their cognitive acts in a constructive form, to form a new content of their thinking.

By defining new channels of learning the Kazakh language, as well as attaching innovations to the traditional channels, we can say that the Kazakh language itself and views on learning the Kazakh language are developing in qualitative terms. Moreover, formation of point of view of assigning to the Kazakh language a state symbol develops patriotic, respectful, tolerant, and human qualities. In turn, such qualities, when summarized, are the basis for understanding the meaning of life, peaceful existence, thus creating a conscious citizen. In solving these fundamental problems, the most important thing is to undoubtedly determine the level of foundation, education from philosophical and social points of view.

Research and results

Among key philosophical problems, consciousness and language take a special place -

special cognitive forms coming from times immemorial and studied from all aspects [7]. Development of science, including rapid development of natural science, had a strong multifaceted influence on development of perspective on consciousness and language. In philosophy no concept of consciousness and language was formed. Spirkin A.P. believed that consciousness and the objective world constitute integrity of two different opposites. Considering consciousness in such terms, Spirkin A. P. believed that support of the integrity is practice, if you regard it as a sensuously objective activity of people, then radiation of consciousness (reflection) is perceived by him as a splendid opportunity to understand the world, as a special property [8].

If you take the knowledge as information emitted in the human mind to understand the world, the feature of such process will also take a special place in the course of education. A man's place in the world and an important function of human consciousness are the forms to be achieved for educational purposes. During education, radiated information in the human mind helps shape his perception of the world.

Today's time in the Kazakh sector of higher education will be marked by new concepts through which a new special social status is formed. Committed actions, experiments to achieve standards of advanced countries in the system of higher education affect the fundamental change in the system of higher education, i.e. in other words, lead to establishment of a strong link between science and practice.

Only taking as faith and basics the humanistic ideas, the teacher can help to master its subject; it is not only the students, but also educators of the students themselves, who need to understand it. Lying at the very core of Kazakhstan's higher education system, the humanistic ideas from a philosophical point of view run the process of training specialists of the Kazakhstani higher education. Therefore, the modern student should be able to clearly analyze the point of view of the teacher of higher education on child educating. That's why a place occupied by subject "Kazakh Language" among other courses is so great. In the process of studying subject "Kazakh Language", students, for purposes of formation of their cognitive views on the world, should pay attention to objectives of teaching the Kazakh language, content of the knowledge gained, ways and methods of teaching, view from the perspective of the world perception combined into one channel. How proposed major didactic categories coincide with purposes of the Kazakh social system, its future, how future teachers master necessary professional skills in training of future citizens of

Kazakhstan. Generally, efficiency of achieving such compatibility and arrangement is determined by an order given to higher education institutions, and for solving this problem by combining theoretical and practical standards of education of necessary knowledge into a single channel; practical solutions, in their turn, follow this path.

The Kazakhstani society is a fruit of the activities aimed at development of welfare of its people. The Kazakhstani education system helps to understand that in the social system of the people there is a growing need of quality in the education sector, that it is a key reason. Quality indicators of education of students studying at higher education establishments are indicators taken in the average by dividing the total number of all subjects studied. We can say that, among these subjects in the study of the state language, marking individual indicators and selecting the best methods to study the state language are an important task to solve; and laying aside such tasks may be fraught. Because an important lever for formation of human values in the future teacher is knowledge of the Language, helping to understand the state quality, respect, to be an example for its student, competent and fluent in the Kazakh language, acquisition of spelling rules, to explain students that becoming a full-fledged citizen of Kazakhstan depends on quality of learning the Kazakh language.

One of the social activities of the student and the main thing for this time is to obtain higher education. In the process of obtaining higher education, depending on the major studied the student learns not only a system of knowledge, but also at this time in the mind of the student, in himself there form his own material and spiritual values, which are necessary for this force, what opportunities, what abilities to do so he has and how he can target these abilities, what human positions in life he will further adhere to, - the student learns all this in the process of higher education. In the course of study of the teacher profession, including acquisition of a particular system needed for teachers of one subject, the students absorb in their consciousness the education contents previously collected and combined according to state standards, and again such knowledge is processed. This process brings the student to a new qualitative level - to the level of highly educated citizens. A student growing up to this level should become a subject which can realize, observe the process of conversion, which can open a possibility of self-correction, along with professors, into a subject who should in learning activities express its civic position and as a specialist has to "summarize" its appearance.

A person can also act as an indicator of social development. If relying on the concept of Al-Farabi,

who believed that only a human can perform sane activity, then you can imagine how difficult sometimes for a person to acquire knowledge. In the course of education, its interest and control, beginning with acquisition of simple information, form of the way of knowing this are considered a scientific cognitive process. Subject "Kazakh Language" studied by students in many cases is considered a practical subject; it gives us a very clear understanding that you cannot be limited to the use of empirical methods in learning the subject. The student's view on subject "Kazakh Language" regarding perception of linguistic materials as theoretical knowledge and exercises as practical knowledge is wrong from a methodological point of view. Because the student not knowing any grammatical rules cannot understand how any endings are formed, now to carry on grammatical, stylistic actions.

In teaching Kazakh as the state language to the students who study in another language, for such audience those methodological frameworks are taken as key elements that we call philosophical and social foundations, normative and descriptive foundations in the Kazakh language teaching methodology. The feature of the normative methodology is its dependence on solution of constructive tasks in the Kazakh language teaching methodology. The feature of the descriptive methodology is that the methodology of the Kazakh teaching in the classroom for foreign audience depends on the analysis of retrospective features. Based on the foregoing, Professor B.Hasanuly in the writings of study of the social laws of the Kazakh language and its features, the key element is the beginning of a particular methodological foundation [9; 10]. The social feature of the language in language teaching is closely linked with social features.

Professor B.Hasanuly in his work "Mother Tongue - Legacy of Generations" revealed 14 basics for defining the place of the state language in the social relations [11]. Today it can be noted in terms of realities of life that these basics despite their low-intensity are embodied. Such basics are:

1. Whatever the language, if it is declared the state language, it is considered **the main language** of the country.
2. All the citizens **have to know** the declared state language **in an obligatory manner**.
3. The state language is **the national symbol** along with the flag and emblem.
4. The state languages an **effective means of combining the multinational people in the socio-cultural unit**.
5. The state language shows a **linguistic entity** of the state.

6. The state language is **the main language used in many places** in countries around the world.

Along with the said, in today's social linguistics the term "State Language" is also used in concepts such as "Majority Language", "Constitutional Language", "Associative Language", "National Majority Language", "Working Language", "Local Language".

The Majority Language is the state language, the language declared the national regional unit. For example, the majority language of our country is considered the Kazakh language.

The Constitutional Language is a specific status of the language supported by the Constitution itself. For example, in 1965 in India such status was awarded to English.

The Associative Language is the language that has been assigned with a special political and legal status by certain legal acts. This language belongs to a language group or association, united by common functional features. For example, you can call in this way the status of English, which it acquired in 1965 in India.

The Working Language is the language which was given a status through various international treaties. In 1945, with creation of the United Nations Organization, English, Spanish, Chinese, Russian, French were declared its working languages. Then in 1973 this status was given to Arabic, as well.

Various international summits, conferences, conventions and seminars define their working language. In some cases, such decisions are made through a diplomatic agreement.

The Local Language is the language, the status of which is not fixed by regulations, only limited to application in the area of certain ethnic groups. Local languages are used in the primary school, local radio, television, newspapers, and magazines. In Kazakhstan, the local languages are Uighur, Korean, German and Polish. Being the key value, learning of the Kazakh language in a foreign audience through a new system of social technologies is the social need of time and assonant direction of the technological and didactic needs.

Beginning of the XXI century for the Republic of Kazakhstan was start in the study and development of anew image of THE TEACHER for younger generation. Whatever the subject is taught, the most important quality of the teacher is humanity, not going with a variable time and a particular perception of the world through scientific and educational pedestals. This permanency depends on the constancy of the human consciousness of the teacher and the student.

In accordance with modern requirements, the thought or opinion in the field of self-knowledge occupies a special place in the science. Sometimes one or more ideas are implemented together, forming one channel of the new idea. The branch of science can only evolve by solving its tasks. In its development the branch of science, on the one hand, begins to delve internally and, on the other hand, begins to converge with other kinds of science. It is common knowledge that both selection and convergence is typical for our generation. During the selection, way of knowledge of a single object is determined and then, in the course of convergence, common points of the sciences, far from one another at the first sight, can be observed.

In educating the Kazakh language, these two trends are also used in the methodology. In the course of studying the Kazakh language as a mother tongue, many changes and innovations resulted from such development. For example, we can say that studying the Kazakh language as a mother tongue, learning the Kazakh language as a second language, learning the Kazakh language as a foreign language pose major challenges, such as internal selection of the branch of science "Methodology of the Kazakh Language Teaching", then the process of technologizing, psychologizing, optimizing the Kazakh language teaching issues of links with cybernetics show integration of the branch as well.

The development of self-education of the student in learning the Kazakh language does not mean the simplest practical skill of learning the Kazakh language, its education. The external form and internal content of the speaker's speech in the Kazakh language show existence of practical and theoretical knowledge of the Kazakh language.

The methodological bases of the project technology of the Kazakh language learning through individual development of skills of studying the Kazakh language are as follows:

1. The project technology of the Kazakh language learning is a concept which can become a scientific form.

2. The development of independent research by students in the study of the Kazakh language, opening of innovations, technology of development of qualities in addressing the key tasks is a complete system of specific features in the structure.

3. The technology of quality development to achieve results and independent research by students in the study of the Kazakh language is a holistic measure of education and upbringing in acquisition of

linguistic events, so it is assumed to be a known and complex branch in the methodology of the Kazakh language learning in addressing the challenges of development of theoretical thinking. In addition, the philosophical nature of language depends on it; the basics of education and philosophical foundations occupy a special place in educational methodology.

4. The principles of humanity are taken by students for a basis in the Kazakh language learning, since the ability to personally make decisions and technology of development of thought are considered a component of the general cognitive process aimed at friendly education.

5. Through the project technology of the Kazakh language learning, students acquire, in the course of formation of themselves as individuals, the integrity of project technology of education and turn it into the studying process.

Conclusion

In addition to the traditional methods of teaching of Kazakh language there are some specific peculiarities and ways of teaching. Project technology of the Kazakh language learning by the students is targeted to develop students' speaking and writing abilities under the control of teacher in the process of preparing project works. The ways and direction of developing of internal and external opportunities of project based learning Kazakh languages defines by the special investigations.

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