INTERACTION OF TEACHERS OF LANGUAGE SPECIALTIES 
IN THE ORGANIZATION OF THE EDUCATIONAL PROCESS

Abstract. The article examines the methodology of the research presented on the basis of theoretical analysis of modern scientific literature on the subject, generalization of psychological and pedagogical research in the field of training future language specialists in the organization of the educational process. And also in this scientific work the level of methodological and theoretical bases of optimization of training in conditional realization of 12-year obrazovaniye in R. K. is considered. In this connection, there was a need to improve the training of a competent teacher at the university, corresponding to the requirements of the time. The need to improve the level of scientific organization of professional activity of teachers is particularly emphasized. The paper highlights issues related to the organization of professional activities of personnel. It also provides for science-based planning of organizational scientific and methodological training of teachers. Shows naibolei the full use or scientific achievements of pedagogy, psiology and special sciences in the educational process. This allows you to clearly distribute the functions and coordination of efforts, create the necessary conditions, choose the optimal option of activity, stimulation, regulation, control and accounting. The relevance of research is due to the need for a scientifically based approach to solving these problems. The purpose of retraining and advanced training of teachers is indicated.

Keywords: Optimization, scientific organization, positions of all sciences, multilevel and continuous, pedagogical activity, system, tasks, empirical, worldview, system approach.

Language science, including Kazakh, Russian, and English, is closely related to the branches of pedagogy and psychology. We think that psychology studies perception and perception, memory and thought, feelings and emotions, attention. And everyone who has a direct linguistic relationship to the process of speech and understanding. If someone spoke, there would be no process of understanding, communication, exchange of opinions. A person does not emphasize any object
through the word, as well as through the language, how he relates to this object, business, phenomenon and relates to it. That is, language is not only a means of communicating thoughts with people, but also a means of expressing feelings. And the sphere of pedagogy provides the teaching of these disciplines, education, its regularity and fragility, education with the study of these disciplines. In fact, proficiency in three languages requires daily and systematic work. The student should know what it is learning for and know the clearly stated purpose of learning languages. In this regard, there is a deep reflection in the text. In the modern world, where knowledge of at least two or three languages has become the norm, the relevance of trilingual education is not in doubt.

The question of learning other languages was important in earlier times, but it was not seriously discussed on a global scale. For the first time, this issue was scientifically examined in Luxembourg in 1929 at a conference organized by the International Bureau for Education. Currently, an urgent problem is to improve the quality of training of future language specialists of higher professional education in accordance with the requirements of the updated poly-language training education program. Problems are still at the center of discussion in Kazakhstan in connection with the adoption of a new concept. In a multi-ethnic country, schools must be multilingual and multicultural, and the concept of such education cannot be constrained by considerations of nationalism and localism. Moreover, in addition to trilingualism, it is necessary to ensure the possibility of functioning in the education system and other languages, at least the languages of large diasporas. The article of the Law of the Republic of Kazakhstan «On Education» states that all educational institutions must ensure the knowledge and development of the Kazakh language, Russian and one foreign language as the state language in accordance with the state standard» [1].

Considering the insufficient level of methodological and theoretical bases of training in the implementation of the Concept of 12-year education in Kazakhstan, it is necessary to mention the need to improve the scientific organization of professional activity of pedagogical staff. Therefore, under optimization, the teacher should understand the process of choosing the best option for solving any problem
for specific pedagogical conditions; optimization consists in finding the best alternatives among the many possible options under given conditions, under given restrictions, that is, optimal alternatives. In addition, the implementation of the methodology for optimizing training requires the combined efforts of teachers, psychologists and methodologists, since a holistic, systematic construction of the educational process is impossible without an approach to it, from the point of view of all sciences related to its design and organization. Among the most urgent problems of optimizing training, in the solution of which teachers - psychologists can make a significant contribution, are the following:

– development of the subjects ‘ skills of educational activities that have a psychological basis - the skills of accepting educational tasks, actively comprehending educational material, applying knowledge and skills and transferring them to new pedagogical situations, self-analysis and self-assessment of the optimality of the results of activities;

– development of methods for identifying the main, essential content of educational material at different levels of continuous and level education;

– identification of the specifics of the formation of teaching motives in subjects at different stages of continuous and level education of different ages, features of the development of cognitive activity motives, interest and duty, education of the need to study all academic subjects, in preparation for professional activity. Language is the fruit of centuries, the heritage of the people, a national phenomenon. One language, one nation. The peculiarities of thinking of any nation are manifested in its national language, generalized in the language of folk wisdom, worldview. In the context of intensive deve

At the same time, integration into the world economic space is not possible without knowledge of world languages, in particular English. Due to its intensive study, the language situation for the majority of Kazakhstani’s can be fully designated as multilingual. That is, the objective realities today are formed in such a way that bilingualism, which is typical for the Kazakh society, is gradually beginning to be replaced by multilingualism. The same documents note the role of the education system in solving problems related to the new language situation in
the country. The essence of this role is determined by the task of implementing the principle of continuity of the educational process, based on a high level of quality, international standards, one of the most important elements of which is language training.

In general, in any science, the concept of the opposite is widely described and widely explained. Scientific initiative about this concept in ancient times, the grandfather of sciences in philosophical teaching found its place among the most complex categories. Thus, science has acquired a peculiar character in the field of psychology, pedagogy, logic, linguistics. It should be noted that attempts to study preparation for various aspects of pedagogical activity were made at different times. In Kazakhstan, various aspects of the problem of training future teachers were considered in B. A.’s research. Abdikarimov, K. Boleev, A. E. Abylkasymova, K. A. Duysenbayev, S. A. Kenesbayev, Zh. K. Onalbek, K. Eralin, M. A. Kudaykulov, B. K. Momynbayev, M. S. Moldabekov, O. Syzdykov, A. Z. Tursynbayev, N. D. Khmel and many others. And for the interaction of languages, their main problems, interrelationships and language policy were considered in the studies of O. B. Altynbekov, L. A. Araev, V. N. Belousov, D. N. Golev, M. N. Guboglo, A. A. Zalevskaya, M. K. Isaev, A. E. Karlinsky, M. Kopylenko, T. A. Kostromina, L. P. Krysin, G. B. Madieva, V. P. Neroznak, G. V. P. Neroznak, Zh. S. Smagulov, E. D. Suleimenov, B. Kh. Khasanov, N. J. Shaimerdenov and many others.

The role of studying and systematization of scientific and theoretical provisions that determine the quality training of future teachers of language specialties is increasing. On this basis, there is a change in the educational paradigm: new methods, forms, means of teaching and upbringing are replacing the traditional ones; new approaches to the learning process in primary school are justified. The law «On education» (2011) [1], the State program of development of education and science of the Republic of Kazakhstan for the years 2016-2019 (2016) [2], in the Message of President of RK N. Nazarbayev to the people of Kazakhstan «The third modernization of Kazakhstan: global competitiveness» (Nazarbayev, 2017) [3] and other normative and conceptual documents pay serious attention to the issues of
education, as well as the technological competence of today’s graduates of pedagogical universities. Considering the insufficient level of methodological and theoretical bases of training in the implementation of the Concept of 12-year education in Kazakhstan, it is necessary to mention the need to improve the scientific organization of professional activity of pedagogical staff. Therefore, under optimization, the teacher should understand the process of choosing the best option for solving any problem for specific pedagogical conditions; optimization consists in finding the best alternatives among the many possible options under given conditions, under given restrictions, that is, optimal alternatives.

The organization of professional activity of personnel provides scientifically based planning of organizational, scientific and methodological training of the teacher, the most complete use of scientific achievements of pedagogy, psychology and special sciences in the educational process; clear distribution of functions and coordination of efforts, creation of necessary conditions, selection of the optimal option of activity, stimulation, regulation, control and accounting, as well as the prospects of professional activity, taking into account the emerging multi-level and continuous system in the subsystem training, retraining and advanced training of teachers. By continuing education, we mean any program, project, activity, or service designed to meet the constantly changing needs of citizens in the field of education throughout their lives and including adult education, training, retraining, and advanced training of teachers. The main goal of continuing education according to Novikov A.M. et al. - to provide each person « ... the system-forming factor of continuous education is a conscious social need for the constant development of the individual. This determines the ordering of many educational structures – basic and parallel, basic and additional, state and public. Their interrelation and interdependence, mutual subordination by levels, coordination by orientation and purpose, ensuring relations of interaction between them turn the whole set of such structures into a single system...» [4].

It should be noted that the education system is designed in such a way that it excludes the ease of external influence on it. Education in any country is usually one of the most conservative social institutions. According to Professor T. V.
Chernikova, «... any change in the field of education occurs only under the pressure of crisis phenomena of public life, social upheavals, political upheavals...» [5]. In order to achieve a new quality of pedagogical education in general, according to E. V. Tkachenko, «... there should be changes in its target orientations, which means a transition from highly specialized training to the formation of professionals who are able to use various theoretical knowledge and ways of thinking in order to develop the subject of educational activity. It is necessary to create new technologies for mastering pedagogical activity, which would allow forming a personal pedagogical position.

The principle of optimality, according to Professor Yu. K. Babansky, as one of the principles of the scientific organization of pedagogical work, requires «... that the learning process reaches not just a little better, but the best level of its functioning for this situation. He opposes hyperbolization (exaggeration) and underestimation of individual methods, techniques, means, forms of teaching, against the template and template in teaching, against overloading students and teachers due to the complexity of teaching or too fast pace of studying educational material...» [6]. In this context, we can cite another example from the Russian education system [Tkachenko E. V.] that «... in the structure of the content of training and advanced training of teachers, we have a predominant focus on mass training of teachers – performers who work without taking into account the individual abilities of students, students. This is facilitated by the unified structure of pedagogical education, which is based mainly on one type of educational institution – the pedagogical institute. Until recently, all institutes were taught according to the same curricula, which did not take into account the diversity of regional and national characteristics, the growing variety of types of general education schools, the peculiarities of human resources, etc.» [5].

In terms of the choice of an adequate system of education in the implementation of the Concept of 12-year education the main function of modern methodology of education is a constructive involving: formulation of goals, hypotheses, clarification of basic concepts, assumptions and principles of the implementation of the new system of education, determining the significance of the facts, hierarchies, priorities
and values of the laws of development of scientific knowledge, a paradigm shift of education. Skills teacher implements konstruktivnye functions are the ability to simplify tasks to a level where they become accessible for the understanding of each subject and educational activity, and then complicate them to the original difficulty (the original wording), went to the identity of the individual in accordance with the nature of the development of society, that the subject was able to see himself in a field of their own history – it would be a very encouraging approach is the future. With the successful implementation of the above in the conditions of advanced training of teachers, they would be able to work in the reformed education and be not only subject teachers, but also correspond to new ideas of qualification characteristics (for example, niches). Therefore, retraining and advanced training of teachers of modern educational in.

Based on this, the organization of knowledge in the learning process develops from ideas about the unity of the world and society to an in-depth differentiated subject consideration of the content of general education. And from the subject development, through the establishment of the closest intersubject connections and integrative courses to the knowledge of the world in its natural state of unity and interconnection. The nature and structure of inter-scientific and inter-subject relations are similar in the main: the subject, like science, is connected through the structural elements of knowledge, that is, through the object of study, methods and theories. Interactions between sciences or between academic subjects occur at three levels-empirical, theoretical, and worldview. In accordance with them, N. F. Borisenko distinguishes three types of intersubject relations [8].

The specificity of the relationship between borrowings and language interaction is that «borrowing is only one of the types of language interaction». The «interaction itself is defined as a complex of phenomena that develop after the establishment of language contacts.» When understanding borrowings as elements transferred from one language to another, lexical borrowings are distinguished first of all, less often they talk about borrowings in the field of grammar, considering them secondary phenomena that arose on the basis of lexical ones. For example, Haugen writes that all borrowings are lexical, that is, the transfer of lexemes by
analogy from one language to another, while phonetic, accent, morphemic elements are derived on the basis of the analysis of the introduced lexemes» [9].

There is also the possibility of an unambiguous understanding of the term «borrowings»: «Words borrowed in a language, as well as their individual elements (roots, prefixes, suffixes) and individual expressions in a given language adopted, learned from another language as a result of communication between peoples.» As part of borrowed lexical units, there are two most common groups: assimilated and non-assimilated words. In relation to the assimilated, the term «borrowings» is more often used, and the non-assimilated are referred to as foreign words. But the division of words into assimilated and non-assimilated is based on the principle of intelligibility of the word for native speakers of this language, which, in turn, is associated with the prevalence and use of the word. But using only the term «assimilation» to refer to the process itself, as well as its result, is not entirely correct and legitimate. Along with this term, such variants as «assimilation process» and «degree of assimilation» are also widely used in linguistics. This helps to distinguish between different approaches to the issue of assimilation of borrowings. Depending on the adaptation in the recipient language, foreign words can be called differently: «proper borrowings», «assimilated words», «undigested words», «ingrained words», «exotisms», «barbarisms» [10]. etc.

Such terminology is based on the characteristics of the sphere – the frequency of use and the degree of assimilation of the borrowed word. In the study of borrowing problems, the issue of borrowing and interference is often also controversial. A number of authors insist on distinguishing these concepts. For example, Y. N. Karaulov writes: «The sources of language changes are usually divided into three groups: linguistic, partially-linguistic and extralinguistic. Borrowings, in contrast to the original linguistic product of language contacts, interference, occupy an intermediate place in this series, referring to the means of influencing the language to linguistic, and for reasons – to extralinguistic phenomena» [11].

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The first type acts as a means of providing a comprehensive study of objects and phenomena, knowledge of their connections, as well as deepening the formation of concepts. The purpose of the second type is to ensure that students are familiar with scientific methods and their use. The third type of connection is designed to provide a deep understanding of the essence of the studied theories and laws and how they can be used to explain various phenomena, regardless of what subjects and phenomena are being studied. A well-known modern logician and teacher G. Freudenthal notes that «... when preparing teachers, we proceed from the axiom: the one who teaches must know more than just what he teaches. This «more» refers not only to the volume of the material. The teacher must also know what he is teaching in a form different from the one he is teaching. He must possess not only a large volume of material, but also a higher logical form of understanding of this material... « [12]. External subject activity of the teacher should be preceded by internal (ideal), that is, the understanding of the purpose of actions, expected results, expected actions, conditions for their implementation. The ratio of goals and conditions determines the task that should be resolved by the action.

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