

Систематически проводимая самостоятельная работа при правильной ее организации способствует получению студентами более глубоких и прочных знаний. Организация выполнения разнообразных по дидактической цели и содержанию самостоятельных работ способствует развитию познавательных и творческих способностей студентов, развитию мышления. При тщательно продуманной методике проведения самостоятельных работ ускоряются темпы формирования у студентов умений и навыков практического характера, а это в свою очередь оказывает положительное влияние на формирование познавательных умений и навыков.

Таким образом, самостоятельная работа является неотъемлемой частью учебного процесса.

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### **АЙЫЛ ЖЕРГЕСИНДЕГИ МЕКТЕП БҮТҮРҮҮЧҮЛӨРҮНҮН АНГЛИС ТИЛ САБАГЫ БАР ЧОҢ ОКУУ ЖАЙЛАРГА ЫҢГАЙЛАШУУДАГЫ КЫЙЫНЧЫЛЫКТАРЫ**

### **ТРУДНОСТИ АДАПТАЦИИ СЕЛЬСКИХ АБИТУРИЕНТОВ К УНИВЕРСИТЕТУ С ПРОГРАММОЙ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ**

### **DIFFICULTIES IN ADAPTATION OF RURAL STUDENTS TO THE UNIVERSITY WITH THE ENGLISH LANGUAGE PROGRAM OF TEACHING**

**Аннотация:** Бул макала мектеп бүтүрүүчүлөрүнүн чон окуу жай шарттарына ийкемделүү өзгөчөлүктөрүн, өзгөчө айыл жергесинен келген окуучулардын англис тил сабагы бар окуу жайда кездешкен кыйынчылыктары жөнүндө чагылдырат. Биринчиден адаптациянын, кыргызча айтканда ийкемдөө процессинин түшүнүгү, андан кийин ар мүмкүн ыкмалары жана адаптациялоо кыйынчылыктарынын чечимдери тартууланган.

**Түйүндүү сөздөр:** Ийкемделүү, окуу жай, айыл окуучулары, жогорку билим, чет тилин үйрөнүү, педагогикалык шарттар, ыкмалар

**Аннотация:** В данной статье рассматриваются особенности адаптации студентов к обучению в высшем учебном заведении, в частности даются трудности адаптации сельских студентов к вузу с программой обучения английскому языку. Первоначально даются

определение и понятие адаптации, далее приводятся всевозможные методы адаптации и пути решения трудностей адаптации студентов.

**Ключевые слова:** Адаптация, университет, сельские ученики, высшее образование, изучение иностранного языка, педагогические условия, методы

**Annotation:** The article covers the peculiarities of students' adaptation to the University; especially the difficulties in adaptation of rural students to the university with the program of English language teaching are given. First, the concept and definition of adaptation are given, further various methods of adaptation and ways of solving the difficulties in adaptation are provided.

**Keywords:** Adaptation, university, rural students, higher education, foreign language learning, pedagogical conditions, methods

Adaptation of students in the context of higher education pedagogy is considered as the result of the pedagogical interaction of subjects of education, aimed at appropriating students to the values of vocational education. Adaptation of students occurs in a certain spatial-temporal continuum - the environment. If we connect the environment and the subject of adaptation with a direct line of control signals and a feedback line, we get a system that takes into account the differences between the action and its results. Experience shows that such a systematic organization of the process of adaptation of first-year students significantly increases its effectiveness.

The paper describes the process of organization of the educational environment of the university, contributing to the introduction of first-year students to the values of higher education, historically established university traditions, adaptation in the system of internal and external communication channels. First-year students, getting into a new environment of a higher educational institution for themselves, begin to interact with it through inclusion in various activities.

From childhood to death, there is a continuous process of development of adaptation mechanisms. It is actively involved in the surrounding social environment (parents, friends, etc.), as well as various social institutions (educational system, education, the media, etc.). The subjective one is that the process of social and psychological adaptation of a person is associated with his / her age and gender characteristics, personal qualities, attitudes, beliefs, etc. And here the active role of the individual, its desire or unwillingness to change or assimilate the existing social values is manifested in many ways.

Hence, the effectiveness of a person's social and psychological adaptation depends on the interaction of objective conditions (social origin, educational level, natural inclinations, immediate environment — family, school, workforce, informal environment, etc.) and subjective individual characteristics (personality itself, its passive position, its ability to be creative, etc.).

Neo-behavioral definition of adaptation. The neo-behavioral definition of adaptation is used in foreign psychology, for example, in the works of G. Ayzenk and his followers. Adaptation is considered by them in two ways:

- As a state in which the needs of the individual, on the one hand, and the requirements of the environment, on the other, are fully satisfied. It is a state of harmony between the individual and nature or the social environment;
- The process by which this harmonious state is achieved.

Adaptation, as a process, according to R. Henk, takes the form of changes in the environment and changes in the body by applying actions that are appropriate for a given situation. These changes are biological.

Behaviorists understand social adaptation as a process (or state achieved as a result of this process) of physical, socio-economic or organizational changes in specifically group behavior, social relations or cultures. Functionally, the meaning or purpose of such a process depends on the prospects for improving the ability of groups or individuals to survive, or on the way to achieve meaningful goals. In a behavioral definition, we are talking about the adaptation of the group, not the individual. About the personal changes occurring in the process of adaptation of the individual, we are not talking. It should be noted that behaviourists apparently do not consider the adaptation of the group a specific process distinct from the processes of individual adaptation.

Classification of types of adaptation according to the degree of personality activity, proposed by V.V. Selivanov and B.D. Parygin, involves the selection:

- passive position of external consistency of their actions with others;
- the active position of the individual, consisting in the desire to understand others and to gain their trust in order to further influence them;
- careful installation on "improvement" of people and conditions;
- simple adaptive appeasement in front of more powerful ones in order to secure their patronage.

The pedagogical community widely discusses the problem of adaptation of first-year students in the context of changes in the paradigm of higher education, changes in employers' requirements for graduates.

Socio-economic transformations in Kyrgyz society, the transition to a two-level higher education (bachelor and master) increase the requirements for foreign language graduates, ability and readiness to carry out foreign language communication. However, despite the efforts of teachers, the majority of graduating institutions of higher education do not know how to use a foreign language in real communication. Graduates have difficulty in dialogic and monologue speaking in a foreign language, reading authentic literature, not to mention writing a business letter or writing annotations to the article.

Since successful adaptation is a prerequisite for vigorous learning and a necessary condition for its effectiveness, the main reason for the weak language training of students at linguistic universities is, in our opinion, the lack of conditions for their adaptation to learning a foreign language at a university.

Most of students coming to the capital universities are the graduates from the rural schools. Since rural schools of our country train freshmen with poor English adaptation to the University with English language program students face lots of difficulties. In details, they do not understand the Russian environment of the city university program and English which is quite alien for them.

Pedagogical conditions for the adaptation of students to the study of a foreign language at a higher educational institution are a complex of pedagogical measures that have a positive impact on this process. The main pedagogical conditions conducive to the adaptation of students to the study of a foreign language are:

- 1) the formation of motivation to learn a foreign language;
- 2) pedagogical interaction;
- 3) improvement of the didactic process;

4) change in the content of work programs and teaching materials.

The main characteristics of a foreign language class at the present stage should be:

- speech performance (speech activity should be aimed at solving communicative tasks in order to extract useful information when reading, communicating by means of oral speech);
- the complex nature of learning a foreign language (within one class all types of speech activity, i.e. listening, speaking, reading, writing) should be covered;
- high density of use of aids (visual educational material, grammar tools, textbooks, technical aids);
- intensification of students' speech activity (involving the student in active speech activity in all its forms more than 2-3 times per lesson);
- creation of an artificial foreign language environment (stimulating the student for dialogic communication in a foreign language, the use of audiovisual media).

The methods used (methods, techniques, forms) of teaching a foreign language should:

1) to create an atmosphere in which the student feels comfortable and free, to stimulate the interests of the student, to develop his desire to practically use a foreign language, as well as the need to learn, thereby making it possible for the student to achieve success in mastering the subject;

2) affect the personality of the student as a whole, involve his emotions, feelings and sensations in the learning process, relate to his real needs, stimulate his speech, cognitive, and creative abilities;

3) to activate the student, making him the main actor in the educational process, actively interacting with other participants in this process;

4) to create situations in which the teacher is not a central figure, and the student must realize that learning a foreign language is more connected with his personality and interests than with the methods and means of teaching set by the teacher;

5) to teach the student to work on the language independently at the level of his physical, intellectual and emotional capabilities (that is, to ensure the differentiation and individualization of the educational process).

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