

*Kokhanover T.A.¹, Uteubaeva E.A.², Sarsenbayeva G.M.³

¹JSC «NCPK «Orleu»

²Kazakh Agrotechnical Research University named after S.Seifullina

³American University of Malta,

¹Kazakhstan, Karaganda, ²Kazakhstan, Astana, ³Malta

¹ORCID 0000-0002-3353-8742

²ORCID 0000-0002-1648-114X

*Ztan@mail.ru

HUMANE APPROACH IN TEACHING ENGLISH

Abstract

At present, the process of integration is rapidly intensifying, states are closely interacting with each other, thus the process of integration in the business and cultural world is taking place. The global problems of all mankind are solved through the unification of nations. These are such problems as the protection of peace and ensuring the stability of each state, the solution of global environmental and economic problems, as well as the development of the country inside and outside its borders. And a tool to solve such problems is a well-established interethnic and intercultural communication. Historically, Kazakhstan has been called a "bridge between East and West" and a "crossroads of civilizations." Kazakhstan is home to representatives of 130 nationalities and 46 religions. Therefore, the ideas of humane pedagogy, based on eternal universal values, are embedded in the national consciousness of Kazakhstanis. As the great Abai said: "Love all people as brothers." Therefore, it is necessary to study the world and national heritage of humane pedagogy and introduce the spiritual and moral ideas of humanism into the theory and practice of the modern pedagogical space of Kazakhstan. [1]. This article examines the main possibilities of applying a humane approach to the study of foreign languages in secondary schools and presents the results of a study to identify ways to humanize educational activities.

Keywords: humane consciousness, humanity, humanistic pedagogy, intercultural communication, humane approach, educational process, English language lesson

Introduction. The second half of the 20th century and the beginning of the 21st century were marked by serious socio-economic challenges for the whole world, world wars, international terrorism, conflicts on national and interfaith grounds. Similar problems can be observed in the modern world.

In this regard, more and more demands are placed on education every year. Educational programs are being improved, the goals and objectives of education are changing, and the forms and methods of work in the field of education are being revised. Education is currently one of the main factors in the stability of the state.

The development of interethnic communication skills is based on the formation of a humane consciousness in students. Harmony, respect for other cultures, mercy, mutual understanding, mutual support, and good nature are the main criteria for tolerant communication.

Thus, today "the need to improve the methods and forms of educational work on the formation of a culture of interethnic communication in the context of political and socio-economic changes in the multicultural world at the present stage of human development" is of particular relevance. [2]

Among all the general education subjects that are studied in secondary school, a foreign language is the most suitable for the formation of students' interethnic and intercultural communication skills. Historically, Kazakhstan has been called a "bridge between East and West" and a "crossroads of civilizations." Kazakhstan is home to representatives of 130 nationalities and 46 religions. Therefore, the ideas of humane pedagogy, based on eternal universal values, are embedded in the national consciousness of Kazakhstanis. As the great Abai said: "Love all people as brothers." Therefore, it is necessary to study the world and national heritage of humane pedagogy and introduce the spiritual and moral ideas of humanism into the theory and practice of the modern pedagogical space of Kazakhstan. [3] One of the goals of the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025 is to increase the global competitiveness of Kazakhstani education and science, to educate and train individuals on the basis of universal values.

To date, there are two theories of the origin of humanistic pedagogy. According to the first theory, humane pedagogy has its origins in the United States. This theory was based on the works of

C. Rogers and A. Maslow, who developed theories according to which each person has certain inclinations that were laid down by nature, and with the right approach to the process of education and upbringing, the development of all value processes becomes possible. According to American scientists, one of these processes is the process of education and training based on the ideas of humane pedagogy. [4] According to the second theory, the idea of applying a humane approach to education arose long before the theories of C. Rogers and A. Maslow. For the first time, the process of education from the point of view of a humane approach was considered by the ancient Greek philosopher Socrates, who argued that children should be brought up and educated in love and respect. According to the philosopher, a humane approach to education and upbringing helps to bring up a comprehensively developed independent person.

Subsequently, many other world scientists contributed to the development of humane pedagogy. These are such scientists as Aristotle, J.J. Rousseau, J.A. Comenius, W. Bibler, W. James, D. Dewey, S. Frenet, O. Chriesman, J. Korczak. If we turn to the Kazakh scientists who stood at the origins of the formation of spiritual and moral humane education and training, then we should name such scientists-educators as Ch. Valikhanov, Y. Altynsarin, A. Kunanbayev, M. Zhumabayev and others.

We took the pedagogical research of the above-mentioned scientists as a basis. A great contribution to the study of the possibility of applying a humane approach to the study of the German language was made by V.A. Ivanov [5], but there are practically no studies that consider such a possibility in the study of English. The purpose of the study is to identify the features of the use of the concept of humane pedagogy in the process of teaching a foreign language.

Methods and materials. In order to identify the features of the use of the concept of humane pedagogy in the process of teaching English, it was necessary to generalize the extensive personal experience of the authors of the study, as well as to conduct experimental work.

Tools for conducting quantitative and qualitative research were studied and selected. At the initial stage, the goal was to determine the degree of formation of students' knowledge and ideas about the very essence of humane relationships between people and their humanistic ideal as a whole. As part of the experiment, we made an attempt to find out what place English teachers themselves assign to the education of humane qualities in the classroom. School teachers were offered a questionnaire containing questions on the education of humane qualities of the personality of students. In addition to the questionnaire, an analysis of teachers' lessons, as well as programs and short-term planning, was carried out [6].

Results and discussion. The conducted questionnaires and analyses showed a real picture of humanity in secondary schools. The results obtained allow us to look at this process from two sides: through the eyes of students and teachers. The experiment involved 180 students of grades 2, 5, 10 of secondary schools in the city of Karaganda. Below are the student survey questions:

1. Are you interested in studying at the school?
2. Do you feel help from teachers and classmates at school?
3. Do you prefer to receive help or to give it?
4. What qualities do you value in people?
5. What humane qualities do you possess?
6. Who do you look up to?
7. Which of the heroes of fairy tales/movies can be called humane?
8. Do you always take other people's opinions into account?
9. What do you think kindness/humanity is?
10. Are the teachers of the school humane towards you?

The results of the survey showed that 55.3% of respondents attend school with interest, 24.5% noted that it is interesting for them to study at school, but not always, 20.2% of students answered that studying at school is not interesting at all. When asked if students enjoy helping or receiving more, the majority of respondents (74%) said they enjoy helping others. Unfortunately, when asked who the students look up to, none of the respondents named any teacher. The concepts of "kindness" and "humanity" were described by respondents as "love for one's neighbor", "respect for each other",

"patience", "tolerance", "sympathy"... This makes it clear to us that the students know what qualities of a person are a manifestation of humanity. However, the analysis of the answers to the last question of the questionnaire showed that not all students feel a manifestation of humanity. Thus, 38% of respondents indicated that teachers do not show humanity in the classroom in relation to them, but on the contrary, cause negative emotions.

School teachers were offered a questionnaire containing questions on the education of humane qualities of the personality of students. 146 teachers of schools in the city of Karaganda took part in the online survey.

Based on the results of the survey, it can be concluded that English teachers in schools in the city of Karaganda are interested in applying humane pedagogy approaches in their lessons and many are already using them in their lessons. Thus, when asked by the questionnaire when teachers are more engaged in educating students, 69.2% of respondents answered that during the lesson. When asked what kind of humane qualities of students' teachers would like to develop, the majority of teachers noted diligence and responsibility - 43.8%. In second place were kindness and responsiveness – 30.1%. Least of all, the surveyed teachers would like to develop culture and ethics in children. These statistics make it clear that to a greater or lesser extent, the development of such humane qualities of a person as responsiveness, kindness, diligence, and independence is necessary in modern society. Teachers' answers to the third question of the survey showed that almost half of the respondents - 43.2% - have difficulties in educating students in humane qualities. This suggests that teachers need an algorithm or clear recommendations on how to develop humane personality traits in the classroom. If we pay attention to the answers of English teachers about the most appropriate teaching materials, methods and techniques for educating humane qualities of a person in the classroom, then the majority of respondents gave their preference to conversations of an educational nature, although in our opinion they are not the most effective tool, especially in the classroom. Conversations of an educational nature take up a large amount of teaching time, and also do not always carry a solution to any moral problem. Often, they boil down to the usual reprimands of students for their actions.

The analysis of the lessons of English teachers also indicates that the educational goals of the lesson are relegated to the background and teachers see the transfer of knowledge to students as the main goal of the lesson. Having analyzed the short-term planning of English teachers and the programs they work on; we also came to the conclusion that planning is dominated by such goals as:

2.L4 recognise with support short basic questions relating to features such as colour and number
2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines

4.U6 plan, write and check sentences with support on a range of basic personal, general and some curricular topics

4.R3 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics

3.W2 write letters and familiar high frequency words when read aloud or spelt [5, c.19].

Even the very coding of goals in the updated training system is quite specific and dry. Thus, all learning objectives are divided into 5 areas: L – listening, S – speaking, R – reading, W – writing, UE – use of English. The first digit in the learning objectives encoding stands for class, the letter stands for directions, and the next digit is the goal number. So, for example, the code 3W2 means that the training del is intended for the 2nd grade, reflects the direction - writing, goal No. 2. There is no question of any educational moments at all. Thus, we believe that from the point of view of humane pedagogy, the very goal-setting of the lesson should be changed. For example, in the direction of "Application of the English language" it is necessary to focus on the development of spiritual and moral values of students through a foreign language.

This allows us to conclude that it is possible to educate humanity in English lessons if several conditions are met:

1. it is necessary to use knowledge about the age and psychophysiological characteristics of students when applying a humane approach to teaching;

2. Humanistic English language teaching material can be used purposefully to develop the humane qualities of students' personality;
3. Optimization of the educational process in English lessons will create conditions for the development of humanity in students [6, с.98].

Conclusion. Presently, there's a need to shape our education and training systems in a humanistic direction. It's time to cultivate a society motivated by intrinsic values. Our focus should be on organizing educational processes in schools to ignite children's curiosity and interest.

A thorough examination of scientific, psychological, pedagogical, and philosophical literature reveals the longstanding tradition of addressing human, spiritual, and moral education. However, there's a lack of consensus among scholars, even regarding the definition of "humanity." While modern scientists actively contribute to scientific textbooks and methodological recommendations aimed at fostering human qualities in students, the potential of such materials within English classrooms remains largely untapped [6, 52].

Efforts to nurture individual human qualities during English lessons must account for the physiological and psychological characteristics associated with students' age groups. Unfortunately, due to this issue's incomplete development, many educators prioritize practical language proficiency over broader educational objectives during foreign language instruction.

English is not just a language; it's a medium that carries cultural nuances, history, and diversity. Incorporating literature, films, music, and art from different English-speaking regions can expose students to various perspectives, values, and ways of life.

In our opinion, a prerequisite for the effective education of humanity is the humanization of the entire educational process at school. Education of humanity in teaching English to Kazakh schoolchildren should be carried out based on the centuries-old traditions of our culture and history [6, 53].

The study made it clear that modern schoolchildren demonstrate a fairly high level of anxiety, which sets the task for the English teacher to create a favorable, friendly and safe environment in their lesson [6, 54].

The study of the extensive psychological and pedagogical literature has shown that scientists do not have a single view on the structural and semantic differentiation of the concept of "humanity". We share the point of view of A.A. Vostrikov, who understands "humanity" as a conscious and empathetic attitude towards people, expressed in deep respect for the human dignity of the individual, in care for him and inapplicability to manifestations of evil. In the structure of humanity, we distinguish the following basic personal qualities: sensitivity, sympathy, cordiality, patience, kindness, delicacy, tact, politeness, altruism, respect for oneself and for others. As a complex moral quality, humanity is formed in the process of people's relationships with each other, in particular in English lessons.

When speaking about teaching English we also mention teaching humanity because through communication and wide range of cases we educate children to be tolerant/ English as a subject is very effective in this question. Besides classroom work the humanity is brought up also during extracurricular activities such as celebrating national and traditional holidays not only of Kazakhstan but also of other English-speaking countries. The qualified teacher of English can organize the effective work aimed at teaching humanity on every lesson.

English literature provides a rich tapestry of human experiences, emotions, and struggles. Analyzing characters' motivations, conflicts, and growth can foster empathy and understanding among students, encouraging them to see the world from different viewpoints. English lessons often involve discussions, debates, and writing activities that require critical thinking and effective communication. Encouraging students to express their thoughts, analyze texts, and engage in respectful dialogue can cultivate their ability to empathize with others and understand diverse perspectives. English lessons provide opportunities to explore issues of identity, diversity, and representation. Including texts and media that feature diverse characters from various backgrounds can empower students to appreciate their own identities while respecting the identities of others.

Teaching English involves navigating cultural differences and sensitivities. It's essential to approach topics with cultural awareness, respect, and sensitivity, ensuring that students learn to appreciate diversity without perpetuating stereotypes or biases. In today's digital age, English proficiency is closely linked to digital literacy and global connectivity. Integrating technology into English lessons can expose students to a wealth of online resources, collaborative tools, and platforms for cross-cultural communication, expanding their understanding of humanity in a digital world.

By leveraging these peculiarities, English teachers can create dynamic and enriching learning experiences that not only enhance language skills but also foster a deeper understanding of humanity and promote empathy, tolerance, and global awareness.

The modern students have a high level of knowledge and curiosity, and therefore it is necessary to create a comfortable atmosphere for each student in foreign language lessons. First of all, this requires the teacher to abandon imperativeness in behavior and statements. The material obtained in the research including questionnaires and studies of short-term planning of English teachers gives us the right to conclude that many teachers address their students mainly imperatively and categorically in an orderly manner. We believe that teachers should use softer, more polite, and more tactful language for students. We also believe that not only speech, but also facial expressions and gestures have a great educational value. In this regard, the English teacher also needs to abandon imperative non-verbal means of psychological influence in his practice.

As for the teaching material, it should be carefully selected in such a way that it solves primarily the educational tasks of the lesson. When working on each individual material with students, the teacher must be clearly aware of what kind of humane qualities he wants to educate through this or that text, proverb, song, etc.

REFERENCES

- 1 Amonashvili P.Sh. (2019). Osnovi gumannoy pedagogiki i samopoznaniya [Basics of humane pedagogy and selfcognition] Uchebnik-Almaty: NNPOOC «Bobek», 278 p. [in Russian]
- 2 Rogers, C. R. (1954). Changes in the maturity of behavior as related to therapy. Psychotherapy and Personality Change. University of Chicago Press, pp. 215-237.
- 3 Maslow A. H. (1968). Toward a psychology of being (2nd ed.). New York: Van Nostrand
- 4 Vostrikov A.A. (1991). Didaktika humanisticheskogo vospitaniya [Didactics of humanistic education] Uchebnoye posobiye - Part I: Basics of the theory of humanistic education. - Odessa: Psychopedagogica, 208 p [in Russian]
- 5 Angliyskiy yazik. (2015). Uchebnaya programma dlya nachalnoy shkoly (1-4 klassy) v ramkah obnovleniya sodержaniya srednego obrazovaniya [English language. Syllabus for primary school (1-4 grades) in the frames of updating the content of secondary education], Astana, 26 p. [in Russian]
- 6 Hamzina Z., Kaikenov D., Akifyeva O. Education of Humanity in Teaching a Foreign Language Through the Use of Didactic Materials/ New paradigm in modern language teaching: collective monograph / Ed. Dzintra ILIŠKO, Veliko Tarnovo, Bulgaria: ACCESS Press Publishing house 215 p. – Electronic scientific edition. – <https://accessbg.org/monograph/monograph-newparadigm.pdf>

*Кохановер Т.А.¹, Өтеубаева Э.А.², Сарсенбаева Г.М. ³

¹ «Өрлеу» БАҰО» АҚ

²С.Сейфуллин атындағы Қазақ агротехникалық зерттеу университеті

³Мальта Америка университеті, Мальта

¹Қазақстан, Қарағанды.

²Қазақстан, Астана

³Мальта

АҒЫЛШЫН ТІЛІН ОҚЫТУҒА ІЗГІЛІКТІ КӨЗҚАРАС

Аңдатпа

Қазіргі уақытта, интеграция процесі тез жанданып, мемлекеттер бір-бірімен тығыз байланыста, осылайша іскерлік және мәдени әлемде интеграция процесі жүріп жатыр. Барлық адамзаттың жаһандық проблемалары ұлттардың бірігуі арқылы шешіледі. Бұл бейбітшілікті қорғау және әрбір мемлекеттің тұрақтылығын қамтамасыз ету, жаһандық экологиялық және экономикалық проблемаларды шешу, сондай-ақ елдің өз шекарасының ішінде және сыртында дамуы сияқты проблемалар қалыптасқан этносаралық және мәдениетаралық байланыс болып табылады. Тарихи тұрғыдан Қазақстанды «Шығыс пен Батыс арасындағы көпір», «өркениеттердің тоғысы» деп атаған. Қазақстанда 130 ұлт және 46 дін өкілдері тұрады. Сондықтан да мәңгілік жалпыадамзаттық құндылықтарға негізделген ізгілік педагогика идеялары қазақстандықтардың ұлттық санасына ендірілген. Ұлы Абай айтқандай: «Барлық адамдарды ағайын ретінде сүй». Сондықтан ізгілік педагогиканың әлемдік және ұлттық мұрасын зерттеп, гуманизмнің рухани-адамгершілік идеяларын Қазақстанның қазіргі педагогикалық кеңістігінің теориясы мен практикасына енгізу қажет. [1]. Бұл мақалада орта мектептерде шет тілдерін үйренуге ізгілікті көзқарасты қолданудың негізгі мүмкіндіктері зерттеліп, білім беру қызметін ізгілендіру жолдарын анықтау үшін зерттеу нәтижелері ұсынылған.

Түйінді сөздер: ізгілік сана, адамзат, гуманистік педагогика, мәдениетаралық қарым-қатынас, ізгілік көзқарас, оқу процесі, ағылшын тілі сабағы

*Коханов Т.А.¹, Утеубаева Э.А.², Сарсенбаева Г.М.³

¹ФАО «НЦПК «Өрлеу»

²Казахский агротехнический исследовательский университет имени С.Сейфуллина

³Американский Университет на Мальте,

¹ Казахстан, Караганда,

² Казахстан, Астана

³Malta

ГУМАННЫЙ ПОДХОД К ОБУЧЕНИЮ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация

В настоящее время стремительно усиливается процесс интеграции, государства тесно взаимодействуют друг с другом, таким образом происходит процесс интеграции в деловом и культурном мире. Глобальные проблемы всего человечества решаются посредством объединения наций. Это такие проблемы как защита мира и обеспечение стабильности каждого государства, решение глобальных экологических и экономических проблем, а также развитие страны внутри и за ее пределами. И инструментом для решения таких проблем является хорошо налаженное межнациональное и межкультурное общение. Исторически Казахстан называют «мостом между Востоком и Западом», а также «перекрестком цивилизаций». Казахстан – это родина для представителей 130 национальностей и 46 вероисповеданий. Поэтому идеи гуманной педагогики, основанные на вечных общечеловеческих ценностях, заложены в национальном сознании казахстанцев. Как сказал великий Абай: «Люби всех людей, как братьев». Поэтому необходимо изучать мировое и национальное наследие гуманной педагогики и внедрять духовно-нравственные идеи гуманизма в теорию и практику современного педагогического пространства Казахстана. [1]. Данная статья рассматривает основные возможности применения гуманного подхода при изучении иностранных языков в общеобразовательной школе и представляет результаты проведенного исследования по выявлению путей гуманизации учебно-воспитательной деятельности.

Ключевые слова: гуманное сознание, гуманность, гуманистическая педагогика, межкультурное общение, гуманный подход, воспитательный процесс, урок английского языка