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# A MODEL FOR ENSURING THE QUALITY OF TEACHING SCHOOLCHILDREN BY USING PERSONAL-ORIENTED EDUCATIONAL TECHNOLOGIES

The paper highlights the issues of improving the quality of teaching schoolchildren and the factors that influence it, such as the content of education, the use of educational technologies, the technological culture of the teacher, the didactic conditions of the influence of educational technologies on the quality of instruction, the introduction of trilingual education, the possession of information technologies, etc.

The paper presents a model for the effective use of personal-oriented educational technologies, which contributes to the improvement of the quality of teaching. The use of technology implies the nomination of the necessary conditions that constitute the essence of the literate implementation of any educational technology.

These conditions include such factors as the integrity of the learning process, the systematic use of technology, the performance of each stage of the intended function, the sequence of the technology steps, the correspondence of the results to the intended goals, ensuring the search activity of each student, the quality of the educational and methodological literature, the level of the technological culture of the teacher, theoretically correctly formulated and approved model of training, as well as periodic selection and replacement of variational learning models, etc.

**Key words:** content of education, didactic conditions of educational technologies, model of teaching quality, trilingual education.

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## Тұлғалық-бағдарлы білім беру технологияларын қолдану арқылы оқушылардың оқу сапасын қамтамасыз ету моделі

Мақалада оқушылардың оқу сапасын көтеру мәселесі, білім беру мазмұны, білім беру технологияларын қолдану, мұғалімнің технологиялық мәдениеті, білім беру технологияларының оқыту сапасына әсер ететін дидактикалық шарттары, үштілді оқытуды ендіру, ақпараттық технологияларды меңгеру сияқты және оған ықпал ететін т.б. факторлар көрініс береді. Мақалада оқыту сапасын жетілдіруге мүмкіндік беретін тұлғалық-бағдарлы білім беру технологияларын тиімді қолданудың моделі көрсетіледі. Технологияларды қолдану кез келген білім беру технологияларын сауатты жүзеге асырудың мәнін құрайтын қажетті шарттарды белгілеуді бағамдайды.

Бұл шарттар оқыту үдерісінің тұтастығы, технологияларды қолданудың жүйелілігі, белгіленген әр функцияның орындалу кезеңдері, технологиялар кезеңінің бірізділігі, алынған нәтижелердің қойылған мақсаттарға сәйкестігі, әр оқушының ізденушілік іс-әрекетін қамтамасыз ету, оқу және әдістемелік әдебиеттердің сапасы, мұғалімнің технологиялық мәдениетінің деңгейі, теориялық тұрғыда нақты, дұрыс құрастырылған және байқаудан өткен оқыту моделі, сонымен қатар вариативті оқыту моделін кезеңдік таңдау мен ауыстыру және т.б. факторларды қамтиды.

**Түйін сөздер:** білім беру мазмұны, білім беру технологияларының дидактикалық шарттары, оқыту сапасының моделі, үштілді оқыту.

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**Модель обеспечения качества обучения школьников посредством использования личностно-ориентированных образовательных технологий**

Статья освещает вопросы повышения качества обучения школьников и факторы, влияющие на него, такие как содержание образования, использование образовательных технологий, технологическая культура учителя, дидактические условия влияния образовательных технологий на качество обучения, внедрение трехъязычного обучения, владение информационными технологиями и др. В статье приводится модель по эффективному использованию личностно-ориентированных образовательных технологий, способствующая повышению качества обучения. Использование технологий предполагает выдвижение необходимых условий, составляющих сущность грамотной реализации любой образовательной технологии. Эти условия включают в себя такие факторы, как целостность процесса обучения, системность использования технологий, выполнение каждым этапом намеченной функции, последовательность этапов технологии, соответствие полученных результатов намеченным целям, обеспечение поисковой деятельности каждого ученика, качество учебной и методической литературы, уровень технологической культуры учителя, теоретически правильно составленная и апробированная модель обучения, а также периодический подбор и замена вариативных моделей обучения и т.д.

**Ключевые слова:** содержание образования, дидактические условия образовательных технологий, модель качества обучения, трехъязычное обучение.

## Introduction

In the XXI century, a high level of education and quality of education are the key to prosperity, ensuring progressive development of society.

Years of the sovereignty of the Republic of Kazakhstan had a positive impact on the development process and development of Kazakhstan's pedagogy, especially in the humanities, such as "History of Kazakhstan", "Universal History", "Man, Society and Law", "Kazakh literature", "Kazakh language" etc.

Since independence, Kazakhstan pedagogy has received a powerful impetus, having before him a vast field of activity in all directions, and unlimited opportunities not only in the use of new educational technologies, but is not fully exhausted the reserves of traditional learning technologies, primarily in the field of historical disciplines.

The construction a modern democratic society requires educated, well-rounded people. At the moment there is a lot of variety of educational technologies that can be used in the learning process. The same people in need for modern education. This applies both to domestic researches and to the world, including the Soviet and modern Russian technologies.

Researches in the field of modern didactics indicate that the term "condition" refers to those factors that ensure successful learning.

The following existing didactic conditions allocated for scientific research today:

1. Ensuring the unity of educational, developmental and raising the problems of teaching.
2. Pedagogically correct use of didactic principles.
3. Orientation of students to systematic independent work on the material.
4. A variety of methods, techniques, means of education, their to focus on the development of cognitive independence of students [1, p.23-33].

The theory of educational content in their works considered: M.N.Skatkin [2], V.S.Lednev [3], V.V.Kraevsky [4], I.Ya.Lerner [5].

Ongoing research have shown that the content of education plays an important role in training and educating of the younger generation has an impact on the construction and use of educational technologies in the educational process.

Textbooks, efficiently written on the basis of a properly selected of educational content, are one of the identified teaching conditions necessary for the establishment and effective use of educational, pedagogical technologies, including information.

The process of quality updating of content of education corresponds to the so-called competence-based approach, designed to provide students with the key competencies and provide them with the skills and abilities of obtaining and processing of variety information, especially in electronic media, to raise the overall level of adaptability to the modern conditions of the surrounding reality.

**Purpose of the article**

The aim of the article is to generalize the experience and develop of a theoretical model for ensuring the quality of schoolchildren's learning.

**Research Methods**

In the course of the research were widely used such methods as observation, interview, analysis, comparison, study of scientific and methodological literature.

In general, we can choose the following didactic conditions of influence of the educational technologies on quality of teaching. It

**1. The integrity of the learning process.**

An any educational technology consists of a continuous chain of algorithms, one after the other. Each subsequent algorithm follows from the previous one and it is a logical continuation. A loss of a chain of an algorithm, leads to failure of all technology.

This is reminiscent of the conveyor, producing recycled raw materials to finished products realization. One technological failure in one of the links in the chain leading to the defect of all products. Thus, the integrity of the learning process is essential.

**2. The systematic use of the technologies.**

The learning process with the use of technology should be a system that is permanent. Occasional use of technologies, depending on various factors, including the teacher's mood, will not contribute to the effectiveness of the educational process and, hence, the stable growth of the quality of education.

The constant use of the same technology after some time can lead to stagnation of the learning process and cause a feeling of an alienation in the technology. Experience shows that the greatest educational effect is achieved by a rotation of different technologies, actively using both information technologies and traditional games.

**3. The sequence of stages of technology.**

**4. Perform by each step of intended function.**

Didactic conditions identified in the research are intended to achieve the so-called microaim at every stage of the process the use of learning technology. Thus, at each stage of the learning process there is one microaim. The figure below describes the stages of learning technology.

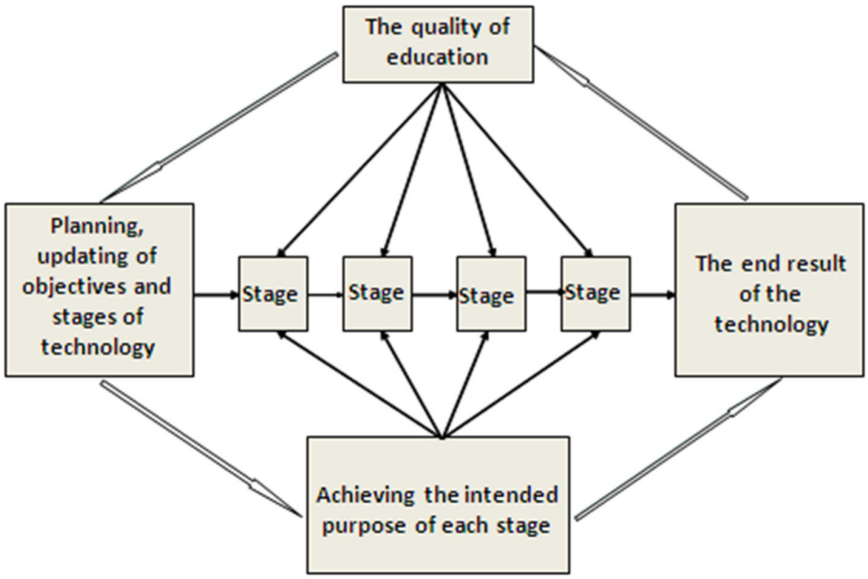


**Figure 1 –** The stages of the teaching technology

As far as the technology of training consists of stages, one after the other, each with its microaim, the achievement of all microaim and ensure the achievement of the ultimate goal and the main result of the lesson. If at any stage microaim not reached, are not achieved and the next steps of the technology, so that education technology, reaches its final destination, the lesson is "slipping" on the sloped down and does not fulfill the main educational function. As the practice of experimental work, such moments must be present in the classroom, they are natural and allow qualitatively to analyze the process

of using learning technologies to identify the errors, to continue to reduce their number to a minimum. Not having made a sufficient number of errors and a subsequent analysis it is impossible to understand the mechanism of the application of technology in the classroom. Through demonstration lessons for teachers, and watching their work in the classroom for the development of various technologies, after class or after school, we discussed with the teacher conducting classes, to understand each stage of technology, analyzed errors, mistakes, shortcomings, but at the same time isolated and positive , successful moments.

As a rule, in the next lesson the number of errors becomes smaller technology course became more predictable, all the more fitting a plan, and self-confidence of teachers in understanding the proper use of learning technologies increased with each class.

**5. Compliance of the results intended goals.**

When planning a lesson using technology training, teacher determines not only the steps, but also determines the main objectives of the lesson, consisting usually of an educational, developmental and educative function. All this together determines the level of both general and specific effectiveness of conducted lesson. The specific effectiveness of each step or microaim can be designated by the term "microeffectiveness ". Thus, the achievement of all microeffectivenesses provides and achieving the main objectives of the lesson.

**6. Provision of search activity of each student.**

This item corresponds to the realities of the educational system of the XXI century, including the competence-based approach, which ensures creative and heuristic understanding of the goals and objectives which put as a teacher in front of him, and the individual student. A huge role in ensuring the search activity of each student possess information technology and, especially, the Internet. Many students who have access to the Internet can find information on any of their questions, for example, spent a whole study in the various search engines on some product or technical novelty, be it camera, smartphone or new computer game: technical documentation, price dispersion in various shops in the city, read reviews, testers professionals or users on the forums already acquired this product. All this, of course, to develop grounded in information of the young generation, but at the same time, many of them are unable to navigate the traditional library catalogs, find the book or author and make handwritten essay to outline theses of the report, to break the text into logical parts, and so on. The main task of the teacher on the subject just is to provide of an independent search of each student, in so far as it allows the teacher modest capabilities.

**7. The quality of educational and methodical literature.**

We believe that between technology and content of education are closely interrelated. It is expressed in the fact that the content of the training material is the basis for learning and building technology.

One of the conditions for efficient operation of the technology, in our opinion, is the competent selection of educational material, methods and forms of education, as outdated or ideologized information underlying the technology, will not give the students advanced knowledge and will not perform developmental and possibly educational function [6, p.137-143].

In addition, in the design of the technology necessary to take into account the quality of the content of educational material (textbooks quality), if textbooks are written unprofessional, then the obvious way, and the learning technology will be ineffective, unsuccessful. If the textbook is designed, written and designed professionally, competently, available for understanding the appropriate age of students and the technology will be more perfect.

**8. The level of technological culture of the teacher:**

**A) The ability to choose the right technology selection criteria on the basis of competence approach.**

This paragraph explains the importance of proper selection criteria for the selection of specific technologies.

**B) The ability to produce a selection of technologies on the basis of well-chosen criteria of selection of learning technologies.**

The author provides a list of technologies that are recommended by us for the teaching of history. The level of technological culture of the teachers has a direct impact on the selection of specific technologies, thus ensuring the quality of education [7, 8, 9].

**9. Theoretically correctly compiled and tested the teaching model.**

As a rule, training model chosen by experimentation, trial and error. Obviously, the main criterion for selecting of the optimal model can be called the fact that this model will be well received by the students and held a successful approbation, especially on an emotional level. Perhaps the original model will be running to fail, however, to the second, the third time re-use learning model successfully fit into the process of the use of educational technology.

**10. Periodic selection and replacement of variable models of learning.**

Over time, even a successful model used in the educational process can pall of students and teachers, then there comes a time to rethink, a return to the criteria for selecting of the optimal model, even if the trouble-free, streamlined operation of feedback mechanisms and obtain by the teacher of planned educational outcomes from the students.

11. Modern computer equipment in an educational institution.

Experimental work has allowed better to identify and further to analyze didactic conditions for more efficient use of educational technologies, including information on the definition of the head of our state, without which the development of society and the economy is not able to become competitive in the global community.

12. The level of the teacher of computer equipment.

This condition has a huge value education and the importance of information and one of the reasons hindering the informatization of our country, is a little understanding of teachers of educational institutions about the device and work as a personal computer, interactive whiteboard and the Internet. Often, the older generation of teachers fundamentally do not master computer technologies, preferring to teach students traditional methods and techniques. Not the last role in this is a severe shortage of informatics teachers and technicians, especially in the rural areas of the country. In view of the current situation affairs the computer classes in some schools in rural areas are idle without work, every month morally obsolete. Commenting on the situation, the head of the republic Nursultan Nazarbayev noted that modern computer equipment should be used for its intended purpose, the schools, and not act as museum exhibits.

13. The introduction of the trilingual education.

In recent years, in our education system there is a large-scale innovation that changes the very structure of education in schools and universities of the country – is the introduction of multilingual education. New time makes to meet the new realities of global processes, to respond to the challenges of globalization. Polylingual training is already knock at the door, demanding to be let in, being one of the most powerful factors of Kazakhstan's joining the top 30 developed countries. The superiority of the English language in the world is undeniable, about 85% of scientific information published initially in English. Internet, globalization processes and tools provide access to a vast storehouse of information; allow to study primary sources, to read scientific journals rated by such databases as the "Scopus", "Thomson Reuters" and others. Currently, the main obstacle to successful mass introduction of trilingual education remains low English proficiency, both in society in general, and in the environment of the teachers, pupils and university students.

**14. Development of creativity among students and teachers.**

In recent years, the concepts of "creativity" and "acmeology" have begun to have an increasing impact on the training of successful professionals not only in the education system, but also in any professional activity. Developed creativity in its importance is not inferior to good ownership, for example, information technology or communication technologies, which actually determine the "face" of a person, the level of his professional competence [10;11].

The whole educational system aimed at ensuring the quality of education students in the educational institutions of Kazakhstan, we have presented in the form of a picture presented below.

**Results and discussion**

The results of the research showed that the teacher himself is the central, key figure in the effective learning process. It is from him, from his developed or undeveloped competences listed above, such as knowledge and mastery of teaching technologies, ICT, English, communicative technologies, that largely determine the success of the students he teaches, as well as the success and perspective of the teacher himself, who is relentless and continuously must work on improving his concept of "I".

Our state makes the great efforts to ensure that our teachers, schoolchildren and students are not at the margins of history, keep pace with the times and have the opportunity to study abroad on various state programs, such as "Bolashak". For example, the author of this article independently, without any coercion, constantly increases his professional skills in the field of pedagogy and educational technologies and their creative application in practice, in the continuous study of ICT, necessary for effective successful work, in the practically lifelong learning of English.

In 2013, the author of this article voluntarily enrolled in correspondence courses at the place of work for the specialty "English language" and in 2015 he successfully completed his studies, receiving a red diploma. In the same year 2013 he

was sent to a two-week course in the UK, at the University of Newcastle under the program for teachers "Orleu". As soon as the polylingual groups opened in TarGPI in 2012, he immediately began to teach pedagogical disciplines in English in them. In 2016 their first issue took place.

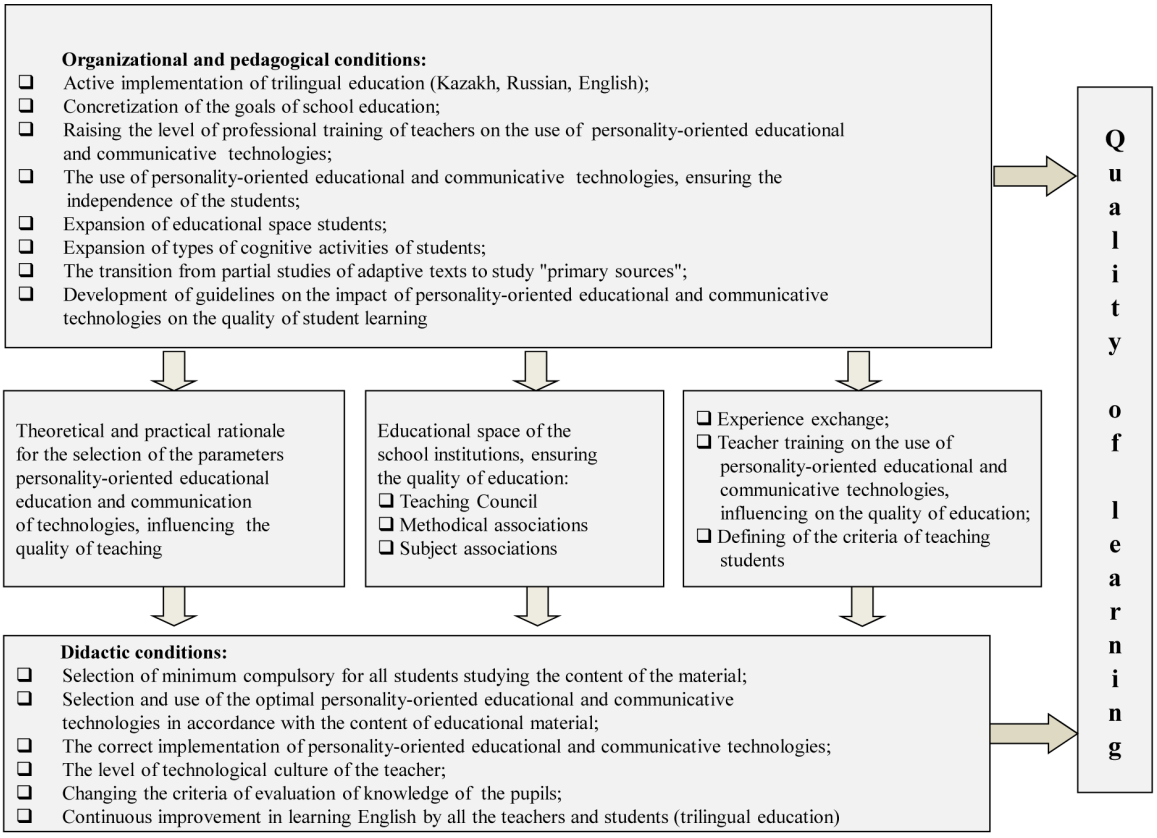


**Figure 2 –** The model for assurance of quality teaching of schoolboys

## Conclusion

Thus, all 14 didactic conditions listed above and identified theoretically by the author were tested and, in practice, are recommendations for action for young teachers and students, brought and benefit both the author and students and the educational institution. And the more there are such teachers and students, the faster our country will enter the thirty most developed countries of the world. The requirements of the new century are forced to radically change the existing, traditional system of education, first of all, in terms of the gradual transition from the verbal transmission of knowledge to the use education, including information technology of training. However, it should be noted that a full transition to the Information technologies does not guarantee the resolution of the many problems that have accumulated in education. Search, find and follow up on the best way to the "golden mean" is a reliable guide of the development of the education system in the main areas.

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