

## DESIGNING CONTEXT INDEPENDENCE OF STUDENTS WITH THE CONTENT OF EDUCATION

Current requirements to provide educational content to operate with such notions as «the method of science education in integrated educational systems», «training and innovative research environment» [1]. In fact, today, science, knowledge, truth is the essence of the same goals of general education, personality, freedom, right.

Based on the known principles of selection of content (at the level of modern science, the unity of content and process sides of education, the structural unity of the content in accordance with the personal development and the establishment of a student), we denote such an approach to the selection of educational content: the scientific and fundamental, methodological, conceptual, and activity -pragmatic. The first learning content is organized according to the logic of «large» science. Didactic purpose (build a unified, scientifically accurate picture of the world) becomes a reference to the fundamental notions of «language», «it», «Communication», etc. There are restrictions: The rate should be high in volume, otherwise the child just will not be able to perceive the nature of learner scientific terms and the logic of their study.

Today linguistics recognizes that sintaktichesky review the proposals in the traditional school curriculum and textbook model, in which formal-morphological criterion, does not explain, «a» a suggestion. On the basis of this theory can be used to identify the morphological structure of the proposal, but you can not show what is the content of the components of linguistic units. To address these challenges, it is necessary to provide semantic-syntactic components, as a result of the connection which is born a proposal. Based in the concept of communicative linguistics, which correlates all the relevant units of language (morphemes, words and sentences) with the text, a group of authors under the guidance of prof. GA Molotov developed training classes for 10 possible humanitarian profiles [...]. This book connects the theory of communicative grammar morphology, syntax text that reflects the modern views of researchers on the study of language and speech. The first level-the overall presentation of the theoretical-defines a list of key competences for the formation of invariant component. The second level-subject-largely due to the educational goals of both federal and regional level (national-regional component), in which involved not only the state but also on the respective stages-the region, school, teacher, student. At this level, the importance of becoming personally meaningful learning objectives. Such an application of the selected content makes the adaptation, transformation and reduction of the required scientific content in the translation of his didactic.

Third-level educational material directly determines the content of textbooks. In our view, it is at this stage of the content of education can be fully implemented so relevant to modern principles of school integration «level» of differentiation.

At the fourth level-materialization-interacting agents of educational process and content of education does not exist in the project, while teaching a reality. At the last (fifth) level of result - the content of education is the result of training, the end product of primary students.

State standard defines the components of content, without learning that a graduate education at every level can not be considered complete. First, it refers to the structure of the content to be provided in the standard in its entirety, ie, represent all four elements of social experience, mentioned at the beginning of the article.

The modern theory of multi-dimensional content of education sees it as a polyfunctional facilities designed, implemented in the educational activities of the [...]. In this context, the problem of selecting the content of education for the general school becomes the key. It is limited now to find the answer to the question: «How to transform the theoretical material, derived from studies in the academic disciplines?».

In the context of the transformation of scientific knowledge in school, we are interested in the first level of the general theoretical presentation, which allows you to define the content of education as some of the composition (s), structure (links between elements) and functions of social experience in its treatment of teachers. These take into account the possibility of assimilation of the trainees of the content available to each socially and personally significant elements of content, learning which allows to reach the local educational goals. It is important to answer: «How does the process of transformation takes

place« a »scientific concepts, as reflected in the academic subject?».

For the didactic presentation of scientific content requires a public and pedagogical needs. It must be representative in didactical terms, have adequate capacity to didactic presentation, i.e. opportunity respects to be teaching at an artificial or natural language. In fact, according to V. Krajewski, «of the content of education is a pedagogical interpretation of public purposes. Considering that both the pedagogical model of social order, we thus assume the need to translate the philosophical categories of purpose as a form of a social order in the educational category of the content of education, where private educational goals are at each level of the elements of content »[2].

The transformation of scientific content in didactic done by analyzing, selecting and simplifications of teaching. The effectiveness of such a metamorphosis is directly dependent on the success and validity of the planning of the didactic content.

Engineering Design activities in this case should involve several stages. First (ordering) - this selection «basic kernel» scientific information to be translated to the teaching level. The main task - to recognize that and to what extent dozens be transformed.

The second phase involves didactic analysis purposes (initial submission of the final product) and the establishment of a trust project (establishment of the necessary conditions for ensuring security of the required product). The main problem here is to answer the questions: What educational goals should be achieved and how proshodit didactic target design?

The third stage (transformation) is the transformation of scientific content in the teaching facilities.

Fourth stage provides for registration of the results obtained at previous stages in the form of education (training) programs, textbooks and other didactic nature. We should not ignore the fact that the authors of textbooks and school programs have a look at the logic of presenting educational material as well as have their own cognitive style, perception of information and other personal characteristics, according to which creative ideas and build teaching aids. In particular, for the traditional textbooks on the Russian language, in our view, understates the role of a number of visual and audio information on the preferred level of «blind» text.

At the fifth stage (modeling) designed to study the didactic content of the adapted form of teacher training in technology (the sequence of teaching procedures) the teacher (teachers' team).

It is important to agree on the concept of the school curriculum with the specific conditions of the expected real situation in the training. It is necessary to take into account the significant difference between the creation of educational content in the creation of project learning, on the one hand, and in the process of learning, with this project - on the other. Design - this is a special kind of activity didaktov, metotdistov, the authors of the disciples. They identify common grounds for determining the content of private education in accordance with the recommendations for programming and ucetnikov, given the complexity of learning material, etc. Between these different types of activities in education is not an insurmountable boundary. Their ratio is determined by the relationship of educational theory and practice, because the draft is subject to the conditions of its implementation: namely, practice teachers adjusted results design in the first three levels.

Sixth stage (digestion) is «processing» content learning apprentice (student) or group, ie the process of its development with the help of intelligence and action, as well as the application of adequate methods and tools for the subjective (personal) perceptions of the trainees learning material. The student not only an object, as subject to certain pedagogical influences as an individual and as a member of the group, but the subject in relation to content learning.

In determining the academic content of subjects, chapters and individual topics, technologies, implemented in the educational process must take into account that in each of the knowledge or the ability to have formed at least three relatively independent components: the substantive, logical and psychological. Thus, when parsing the proposal the student must know the basic signs of the proposal as a syntactic unit (subject knowledge) to be able to solve the task of recognition of certain parts of speech in terms of logically organized system of grammatical categories (a logical component of knowledge), to plan and implement its analytical work to monitor progress of its implementation, if necessary, adjust it, to record the achievement of planned results, to reflection (the psychological component of knowledge).

Program training includes the following steps vsebya.

Stage 1. At this stage, been the introduction of teachers and students in the content and design methodology training workshop to one side, orient their upcoming activities, and to create preconditions for the formation of meaningful positions of participants in the events that everyone understood: why and why now would be a or innate operation. We stayed in this manner the design workshop where the

participants are co-sponsoring the project, and not just his students.

Phase 2. The content of this phase of testing variant homework on English language development key competently big classes on a group of teachers-subjects. Segment includes the following types of themselves: three basic methods of collective reflection and joint traversed each assignment, exchange views, suggestions to improve the options for home occupations, as well as strategies for further action. Senior pupils in the process of this phase, designed to fulfill the task and reflect on their content and methods.

Stage 3. Education of teachers design and adaptation of case studies, design technology job to the method; «association» as a home occupation on English language. Each teacher developed materials discussed with a group of experts, big classes on the basis of the ego to make their adjustments.

4 stage. Each small group or individually provided. This phase helped to identify the material to work with communication with students.

After participating in training programs, directions to the development of skills postcranial and home occupations, develop key competencies big classes, teachers teach started to introduction of a system developed by us homework for lessons in schools. Our role was methodical teachers subjects in the process of implementing them in the learning process new system tasks, conducting o as well as for the whole consultants schools.

In work with senior emphasis is given to the next points:

1) Teacher-subjects introduced a system of domestic training process, with an explanation of the disciples happened interpretation of procedural points, but goals and objectives of their development prospect competency

2) the necessary consultation experiment carried out by teachers as a model for the group in the class, or individually for each school into overtime time

3) ongoing individual feedback from the teacher to pupil from the analysis of transferable work, monitoring the development of key competencies.

Dynamics of core competencies big classes proteases experimental work is presented in Table 20.

Comparative analysis of levels of SAP in high school was estimated stock (FS) and seniors (Art) in notes and a control experiment.

Comparing the results observed and the control experiments, we can note a significant increase in the development of competencies of students in changing practices in the implementation of domestic shanty. Namely:

- In the introduction to the learning method of projects, case studies and associations with students (from their point of view) have significantly increased levels of competence relating to the person as an individual, a subject of communication. Increased percentage of students with high competencies, compared with the results of the experiment notes 21.8% versus 11.75, with an average level of 34.6% versus 57.9%, fell to low levels (from 53.7 to 30, 3%);

- On a group of competencies related to social interaction have been allocated, which fell to a low level (from 58.1% to 26.15) and increased the percentage of high-level (from 19,7% to 31,8%) and average ( from 22.2% to 42.10%);

- Exploration of the third type of competence of students, it should be noted that they observed during the experiment were identified and the students and teachers as the most underdeveloped. Results of control experiment showed that the low level of competence has declined from 68.7% to 18.2%, and improved performance on average (from 21.6% to 59.9%) and high (9.7% to 21, 9%).

Logical and psychological components are usually not given due attention in the performance of tasks in individual subjects. The challenge is often unresolved not because of poor ownership of the subject, but because of the gross logical errors (for example, is the general conclusion of the private parcels, simply because it seems more plausible than the one that should be done according to the laws of logic). Therefore, when designing the content and disable it in the curriculum need to take account of the logical ways of thinking, which should apply when a student retinue meaningful tasks as well as to determine requirements for ensuring the mental activity.

#### Literature

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