воспитательный процесс в школе, формирующий человека в современных условиях межкультурной коммуникации и поликультурного образования.

Ключевые слова: полилингвизм, образование, Казахстан.

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ҚАЗАҚСТАНДАҒЫ ЗАМАНАУИ ЖАҒДАЙДА КӨПТІЛДІ БІЛІМІНІҢ ДАМУЫ

Аңдатпа

Мақалада Қазақстанда көптілділік тұлғаны қалыптастыру, білім беруді жаңғырту және қазіргі қоғамның даму жолдары туралы мәселелер көтеріледі. Көптілді лингвистикалық тұлғаны қалыптастыру бай ішкі әлемді, интеллектуалды дамуды, барлық жағдайларда тәуелсіз шешімдер қабылдауды қамтамасыз ететін бірнеше бағытта жүреді. Зерттеудің мақсаты - мәдениетаралық коммуникация мен көп мәдениетті білім берудің заманауи шарттарында адам қалыптастыратын мектептегі оқу үдерісі.

Кілт сөздер: көп тіл, білім, Қазақстан.

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PROSPECTS OF INTRODUCTION OF THE DISCIPLINE "BIOLOGICAL RESOURCES OF KAZAKHSTAN: FAUNA" IN THE EDUCATIONAL PROCESS IN THE KAZAKH NATIONAL AGRARIAN UNIVERSITY

Annotation

The article presents the materials on the need and the possibility of introducing into the educational process of the Kazakh national agrarian University discipline "Bioresources of Kazakhstan: fauna" for a number of specialties of bachelor, master, doctoral: "Hunting and animal husbandry", "Fisheries and industrial fisheries", "Ecology", "Tourism", "Veterinary medicine", "Veterinary sanitation", "Biotechnology", "Technology of livestock products", "Technology of food products", "Technology of processing industries", "Forest resources and forestry", "Water resources and water use". The University printing house published textbooks in Russian and English, and the printing house of the Association of higher educational institutions of the Republic of Kazakhstan published a similar textbook in the Kazakh language, also under the stamp of the MES. Currently, out of 41 specialties available at the University, the curriculum of 14 specialties includes the subject "Biology", which is taught mainly in the form of repetition of school material. The proposed textbook "Bioresources of Kazakhstan: fauna" in three languages will give a scientific perspective in the study of biodiversity of the animal world in Kazakhstan, as well as fits into the requirement of the MES of Kazakhstan on the transition to trilingual education.

Key words: educational process, profession, discipline, zoology, biology, biological earth resources, fishery resources, resources of amphibians, resources of reptiles, resources of birds, resources of animals, economic and practical value.

Introduction

Bioresources the concept is not that unfamiliar, but not quite familiar. Most often, the phrase "natural resources" is associated with mineral resources, although what is forests,

meadows or fish are known to all and often talk, for example, about forest or fish resources. Meanwhile, the whole living nature can be considered as a complex integrated system of interconnected biological resources. Man in his physical incarnation – is also part of it.

The importance of bioresources for human life is obvious and hardly needs separate explanations, and the estimation of their quantity, ability to reproduce and a place of the person in system – vital and, at last, just very fascinating task.

The security of human resources.

Calculations show that the annual reproduction of bio-resources, in General, much higher than the human need for food. The issue is probably in the proper management of the biological resources. But there is a paradox: according to FAO, at the moment about 1 billion people are constantly starving on Earth, which is at least strange if you see the real volume of living matter on Earth and its growth.

Biological resources - the sources and preconditions of obtaining the necessary people material and spiritual benefits embodied in the objects of nature: commercial species, cultivated plants, domestic animals, scenic landscapes, etc. Distinguish vegetative resources, wildlife resources, genetic resources. This diversity of bioresources should be studied in Universities on many specialties of biological, veterinary, agronomic, forestry and other areas.

According to the scientific and normative guide "The book of the genetic fund of the fauna of the Kazakh SSR" currently the fauna of vertebrates in Kazakhstan consists of 849 species, including: round - 3, fish - 104, amphibians - 12, reptiles – 49, birds – 500, mammals -181 species.

However, in the Kazakh national agrarian University these biological resources are not studied and are not introduced in educational process. Students at all levels should know the bioresources of Kazakhstan, in particular, animals living on the will and use this knowledge to develop biological bases of rational use of resources.

Biological resources are of universal value to humanity.

Biological resources - living sources of obtaining the necessary human material benefits (food, raw materials for industry, material for the selection of cultivated plants, farm animals and microorganisms for recreational use).

Biological resources - the most important component of the human environment, it is - plants, animals, mushrooms, algae, bacteria, as well as their totality, i.e. communities and ecosystems (forests, meadows, aquatic ecosystems, swamps, etc.). Biological resources also include organisms that are cultivated by humans: cultivated plants, domestic animals, strains of bacteria and fungi used in industry and agriculture.

Due to the ability of organisms to reproduce all biological resources are renewable, however, a person must maintain the conditions under which the renewable biological resources will be implemented. Under the modern system of biological resources utilization, a significant part of them is threatened with destruction.

The purpose of this methodical work is to develop a subject that studies the biological resources of Kazakhstan, in particular, the fauna, and the introduction of the subject in the educational process at the Kazakh national agrarian University.

Materials and methods

A comparative analysis of textbooks on biology and zoology that are used in the educational process in schools and higher education institutions in the Republic of Kazakhstan.

Results and discussion

The analysis of educational literature of schools and Universities, the goals and objectives of subjects "Biology" and "Zoology" in grades 7-8 and 1-2 courses of Higher Education.

The state standard sets out the goal of biological education "mastering knowledge about wildlife as an important part of the scientific picture of the world and a component of human culture...". The stated goal in the 7th grade is achieved through educational tasks and

developmental tasks: in the process of studying Zoology students get acquainted with the diversity of the animal world and its system, reflecting the relationship between organisms and the history of the animal world. Students should have an idea of the integrity of the animal body as a biosystem, the relationship between the organs in the systems and the systems of organs with each other; that their coordinated activities are carried out by the nervous system; that animals are associated with the environment. Students should learn that the structure, activity and behavior of animals are adaptive value formed in the process of long-term historical development, as a result of natural selection and survival of the most adapted; know, that for everyone animal are typified by the birth of, growth and development, reproduction, aging and death. On concrete material pupils study biogeocenotic and practical importance of animals, necessity of rational use and protection of animal world.

The course "Zoology" is one of the fundamental, basic in the system of biological education. Its purpose is acquaintance of students with variety of fauna, features of the organization and activity of representatives of different taxonomical groups, both invertebrates, and chord animals. The objectives of the course is to familiarize students with the spread of animals, the main ways of their evolution, the formation of specific adaptive characteristics of the organization in connection with the diversity of habitats. On the basis of consecutive studying of the organization of animals students get acquainted with the main directions of evolutionary process, the character of structural, functional and biochemical adaptations arising thus, with a variety of ways of reproduction and types of development [1].

In the educational and methodological complex of disciplines on the subject "Zoology" provides the following goals and objectives of the discipline. The aim is to study the diversity and levels of organization of animals, their structure, biology and evolution. Students should know not only the specific features of the structure and biology of animals, but also have a holistic view of their structural organization and stages of evolution. To know features of the structure and biology of various animal species to have a holistic view of their structural organization and evolution stages. To be able to define taxonomy, including species of animals. Have an idea of the animal world, the natural system of organisms, structure and life of animals. Have the skills to study various representatives of the animal world. To be competent in Zoological science. Course contents: the type Sarcomastigophora. Type of Sporozoa. Type of Ciliate. Type of Coelenterata. A type of flat worms. A type of round worms. A type of Annelida. Type Arthropods. Type of Mollusca. Type of chordata, Subtype acranial. Subtype Larval-chordal. Subtype Cranial. The class of Cyclostomes. The class of Cartilaginous fish. The class of Bony fish. The class of Amphibians. The class of Reptiles. Class of Birds. The class of Mammals.

That is, in schools and higher educational institutions of Kazakhstan, including in our University Zoology is taught unchanged. On this coincidence at the time, drew the attention of our President of the Republic of Kazakhstan N.A.Nazarbayev and the Minister of education and science E. Sagadiyev. It was recommended that such subjects be excluded from the University curriculum.

We have developed, approved by the Ministry of education and science of the Republic of Kazakhstan and published by the Association of higher educational institutions of the Republic of Kazakhstan (Kazakh) [2] and KazNAU "Aitumar" (in Russian and English) textbooks "Bioresources of Kazakhstan: fauna" [3-8] to fill these gaps in the educational process. In addition, the textbook "Bioresources of Kazakhstan: fauna" in English was published in Germany [9] and is used in higher education institutions in Europe. Textbooks are accepted in the Fund of the national library of Kazakhstan.

The specified textbooks by Association of publishers and book distributors, and also Book chamber of the Republic of Kazakhstan are awarded the diploma of 1 degree in the nomination "The best collective work" (Almaty, 2015).

The textbooks were included in the" Catalogue of materials of international and all-Russian exhibitions, presentations of scientific, educational publications and educational technologies, volume 1 " (Moscow, 2018) [10]. Annotations to textbooks published on page 32, 33, 35 " Catalog……»

All 3 books in three languages were presented at the XXXVI International exhibition-presentation of books, monographs and teaching publications (figure1-4) and has received Diplomas in the nomination "The best educational publication" industry the series "Gold Fund domestic science" (Moscow, 2018).

All the above textbooks will be presented at the 38th Paris book salon (Paris, March 16-19, 2018).

The structure of the textbook is made according to the requirements for textbooks. The textbook contains an annotated systematic list of all the 849 species of vertebrate animals inhabit the territory of Kazakhstan, including: cyclostomes – 3, fish – 104, amphibians - 12, reptiles – 49, birds 500, mammals, 181 species.

The round-holes and fish indicate the meeting place, status, biology, ecology, type of food, size, number and economic value. Amphibians and reptiles are indicated subspecies, distribution, lifestyle, nutrition, the number of eggs in one clutch and environmental value. At birds subspecies, the status of stay in the Republic, distribution, quantity of laying, nature of food, economic and ecological value are specified. In mammals, subspecies, lifestyle, distribution, the nature of nutrition, the number of litters and the number of young, economic and environmental importance.

All of these are objects of veterinary science (from Latin Veterinarius – care for cattle, attending cattle), scientific knowledge and practical activities aimed at combating animal diseases, protection of people from zooantroponoses, the issue is benign in sanitary relation of livestock products and the decision of the veterinary-sanitary problems of environmental protection.

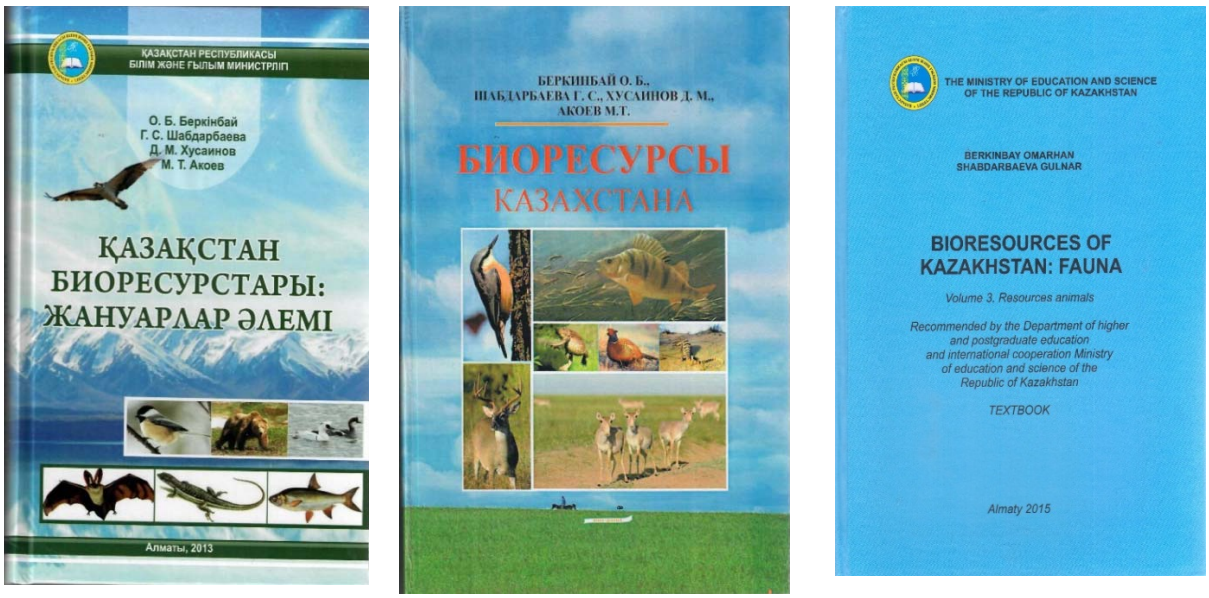

Figure 1 - The textbook "Biological resources of Kazakhstan: fauna"
in Kazakh, Russian and English

Figure 2 - Diploma of 1 degree in the nomination "Best collective work" (Almaty, 2015)

Figure 3 - "Combined illustrated Catalog...", Volume 1, 2018

Figure 4 - Diplomas of the series "Golden Fund of national science" in the nomination "The best educational and methodological publication" in the industry (Moscow, 2018)

The content and location of the chapters of the textbook are given in accordance with the state standard of education.

Nomenclature, common names of species of cyclostomes and fishes, the order of families and groups, this according to the book "Life of animals" (vol. 4, 1983) [11]. The order, taxonomy and common names of amphibians and reptiles taken by K. I. Iskakov (1959) [12] and K. P. Paraskin (1956) [13]. Kazakh names - by K. Kaiymov (1981) [14].

Vertebrates are described in the " Book of the genetic fund of fauna of the Kazakh SSR. Part 1."[15]. The order of groups and families of birds, and also the volume and Russian, Latin and Kazakh names of types and subspecies are given on E. I. Gavrilov (1999) [16].

The nomenclature and sequence of taxa of the Kazakh and the names of mammals given in the textbook B. Yeszhanov, O. Berkinbay, K. Nurgazy "General teriology" (2011) [17]. Fish of Kazakhstan is described in the monograph under the editorship of E. V. Gvozdev and V. P. Mitrofanov [18]. Mammals of Kazakhstan is described in the monograph under the editorship of A. A. Sludskiy, E. V. Gvozdev and E. I. Strautnam's [19].

The material is presented on a systematic basis, given the name of the animal in Russian, Kazakh and English. Color photographs of animals are given. At the end of each section there are control questions and tasks for self-study of the discipline. The list of necessary literature on the section is offered. At the end of the textbook is a general list of references consisting of 30 sources.

The structure of the presentation of the material in the textbook on Russian language:

3.1 Круглоротые - Дөңгелек ауыздылар - Cyclostomata

3.1.1 Отряд: Миногообразные – Миногатәрізділер - Petromyzoniformes

3.1.1.1 Семейство: Миноговые – Миногалар - Pelromyzonidae

Каспийская минога – Каспий миногасы - Caspiomyzon wagneri (Kessler, 1870)

Встречается в бассейне Каспийского моря и реке Урал (figure 5). Проходной вид. Размножается в мае, икру откладывает в реках на песчаный и галечниковый грунт. Плодовитость до 38 тыс. икринок. Развитие с метаморфозом. Питание предположительно не паразитическое. Длина до 55 см. Промысловый вид. Численность сокращается. Внесена в Красную Книгу Казахстана.

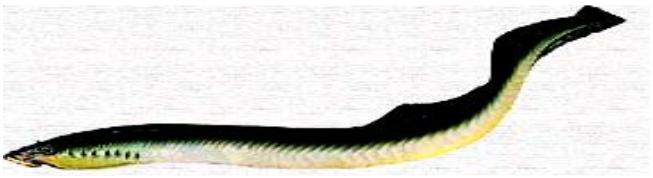

Figure 5 - Caspiomyzon wagneri

The structure of the presentation in the textbook in the Kazakh language

6.6 Отряд: Қоқиқаз тәрізділер – Фламингообразные – Phoenicopteriformes

6.6.1 Тұқымдастық: Қоқиқаздар - Фламинговые –Phoenicopteridae

Қоқиқаз - Обыкновенный фламинго – Phoenicopterus roseus (Pallas, 1811)

Түршелерге бөлінбейді (figure 6). Қазақстанға ұя салуға келіп қайтатын құстар. Бірлі жарымы Орталық Қазақстанда (Жаманкөлде, Шалқар-Тенізде, Ащытастысорда, Тенізде), сондай-ақ Каспийде Өлі қолтық шығанағында ұялауы мүмкін. Қоныс аударып және көшіп бара жатқанда Қазақстанның барлық жазықтарында кездеседі. Шоғырымен қышқыл-тұзды су қоймаларында мекендейді. Салымында 1, өте сирек 2 жұмыртқа бар. Әртүрлі шоғырларда ұялай жетістігі 19,0-48,0% құрайды. Майда омыртқасыздармен (шаянтәрізділер, қосқанаттылардың дернәсілдері, моллюскалар) қоректенеді, сондай-ақ бір жасушалы балдырларды, су өсімдіктерінің ұрықтарын жейді. Қазақстанның Қызыл Кітабына енгізілген.

Figure 6 - Phoenicopterus roseus

The structure of the presentation of the material in the textbook in English

8 . 3 . Order Beasts of prey - Жыртқыштар - Хищные - Carnivora

8.3.5. Family: Felidae – Кошачьи - Мысықтар

In Kazakhstan 1 subspecies L.c.michaelis - turkestan caracal (figure 7). The nature of the stay has not been studied, Activity year-round. Distributed on the Mangyshlak Peninsula, the Ustyurt. Lives in deserts. Feeding and reproduction in Kazakhstan have not been studied; in Turkmenistan eats hares, ground squirrels, gerbils, young ungulates, birds. A year is 1 litter; in a brood 3-4 cubs. Is listed in the Red Book of Kazakhstan.

Figure 7 - Turkestan caracal

The textbook is intended for undergraduates, doctoral students and students majoring in "Hunting and fur farming", "Fisheries and industrial fisheries", "Ecology", "Tourism", "Biology", "Veterinary medicine", "Veterinary sanitation", "Food technology", "Technology of processing industries", "Forest resources and forestry"," Water resources and water use", as well as for game scientists, zoologists, veterinarians, doctors, livestock technicians, dog handlers and a wide range of nature lovers.

At present, 35 higher education institutions of the Republic of Kazakhstan responded to the call of the President of Kazakhstan and the Minister of education and science of Kazakhstan and implemented in the educational process is discipline "Zoology" discipline "Bioresources of Kazakhstan»: Eurasian national University. L. N. Gumilev, South Kazakhstan state University. M. Auezov, North Kazakhstan state University Kosybaev, Kostanay state University A. Baitursynov, Semey state University Shakarim, Kyzylorda state University Korkyt-Ata, Pavlodar state University Toraigyrov, Taraz innovation and Humanities University, West Kazakhstan state University Utemisov, Kazakh agrotechnical University S. Seifullin, Taraz state pedagogical Institute, Kostanay social and technical University Aldamjar, Pavlodar state pedagogical Institute, Caspian state University of technologies and engineering Sh. Esenova, Taraz state University Dulati, Kokshetau state University Sh. Ualikhanov, Zhetysu state University I. Zhansugurov, Aktobe state pedagogical University, Karaganda state University academician E. A. Buketov, Atyrau Institute of oil and gas, South Kazakhstan state pedagogical Institute, Innovative Eurasian University, University of Miras, University of Bolashak, Zhezkazgan University O. A. Baykonurov, East Kazakhstan regional University, Kazakh national pedagogical University Abai's, Kazakh national University al Farabi, Almaty University of energy and communications, Taraz innovative multidisciplinary College, Tekeli vocational College, individual entrepreneur Asanova, individual entrepreneur F.H.Isabekova.

In our University, i.e. in the "Kazakh national agrarian University" the introduction of the subject "Bioresources of Kazakhstan" in the educational process was not supported, although for many specialties it would give necessary information and would be useful in future employment, especially since all the necessary conditions are created. The library of the University has a sufficient number of textbooks "Bioresources of Kazakhstan: fauna" in three languages: state, Russian and English; there are specialists with biological education and practical experience in expeditions in the field, with academic degrees of candidates and doctors of sciences.

In KazNAU biology study in 14 specialties: 5B080300 - Hunting and fur farming, 5B080100 - Agronomy, 5B070100 - Biotechnology, 5B072700 - Technology of food products, 5B072800 - Technology of processing industries, 5B073200 - Standardization, certification and Metrology, 5B080200 - Production technology of animal products, 5B080400 - Fisheries and industrial fisheries, 5B080500 - Water resources and water use, 5b080700 - Forests and forestry,

5B080800 - Soil science and agricultural chemistry, 5B080900 - Horticulture, 5B081100 - Plant protection and quarantine, 5B08060 - Agricultural engineering and technology, 5V120100 - Veterinary medicine, 5B120200 - Veterinary sanitation. Students of these specialties should know the bioresources of Kazakhstan and use this knowledge for the benefit of our state.

Summary

The possibilities of introducing the discipline and textbook " Bioresources of Kazakhstan: fauna in the educational process in the" Kazakh national University " are very high: the library has a sufficient number of books in the state, Russian and English languages; there are specialists with biological education and practical experience in expeditions in the field, with academic degrees of candidates and doctors of Sciences. At the University 14 specialties study biology, where the introduction of the discipline "bioresources of Kazakhstan: fauna" much to enrich the knowledge and horizons of students at all levels.

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Беркінбай О., Шабдарбаева Г.С.

ҚАЗҰАУ ОҚУ ҮРДІСІНЕ «ҚАЗАҚСТАН БИОРЕСУРСТАРЫ: ЖАНУАРЛАР ӘЛЕМІ» ПӘНІН ЕНГІЗУ ПЕРСПЕКТИВАЛАРЫ

Аңдатпа

Мақалада ұлттық аграрлық университетінің кейбір бакалавриат, магистратура, докторантура мамандықтарының: «Аңшылықтану және аң шаруашылығы», «Балық шаруашылығы және кәсіби балық аулау», «Экология», «Туризм», «Ветеринарлық медицина», «Ветеринарлық санитария», «Биотехнология», «Мал шаруашылығы өнімдерін өндіру технологиясы», «Азық өнімдері технологиясы», «Қайта өңдеу өндірісінің технологиясы», «Орман ресурстары және орман шаруашылығы», «Су ресурстары және суды пайдалану» оқу үрдісіне «Қазақстан биоресурстары: жануарлар әлемі» пәнін енгізуге байланысты қажетті материалдар берілген және мүмкіндіктер көрсетілген. Университет баспаханасында БҒМ грифімен орыс және ағылшын тілдерінде, ал Қазақстан Республикасының жоғары оқу орындары қауымдастығының баспаханасына қазақ тілінде оқулық жарық көрген. Қазіргі кезде университеттің 41 мамандығының 14 мамандығында «Биология» пәні мектеп материалдары негізінде өтеді. Ұсынылып отырған үш тілдік «Қазақстан биоресурстары: жануарлар әлемі» пәні Қазақстанда жануарлар әлемінің алуантүрлілігін ғылыми түрде негіздейді, сондай-ақ ҚР БҒМ үш тілдік білім беруге көшу талабына сәйкес келеді.

Кілт сөздер: оқу үрдісі, мамандық, пән, зоология, биология, жер биологиялық ресурстары, балық ресурстары, жер-су ресурстары, бауырмен жорғалаушылар ресурстары, құс ресурстары, жануарларға арналған ресурстар, экономикалық және практикалық маңызы.

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ПЕРСПЕКТИВЫ ВНЕДРЕНИЯ ДИСЦИПЛИНЫ «БИОРЕСУРСЫ КАЗАХСТАНА: ФАУНА» В УЧЕБНЫЙ ПРОЦЕСС В КАЗАХСКОМ НАЦИОНАЛЬНОМ АГРАРНОМ УНИВЕРСИТЕТЕ

Аннотация

В статье представлены материалы по необходимости и имеющейся возможности внедрения в учебный процесс Казахского национального аграрного университета

дисциплины «Биоресурсы Казахстана: фауна» для ряда специальностей бакалавриата, магистратуры, докторантуры: «Охотоведение и звероводство», «Рыбное хозяйство и промышленное рыболовство», «Экология», «Туризм», «Ветеринарная медицина», «Ветеринарная санитария», «Биотехнология», «Технология производства продуктов животноводства», «Технология продовольственных продуктов», «Технология перерабатывающих производств», «Лесные ресурсы и лесоводство», «Водные ресурсы и водопользование». В университетской типографии выпущены под грифом МОН РК учебники на русском и английском языках, а в типографии Ассоциации высших учебных заведений Республики Казахстан издан аналогичный учебник на казахском языке, также под грифом МОН РК. В настоящее время из 41 имеющихся в университете специальностей в учебный план 14-ти специальностей входит предмет «Биология», который преподается, в основном, в форме повторения школьного материала. Предлагаемый учебник «Биоресурсы Казахстана: фауна» на трех языках придаст научный ракурс при изучении биоразнообразия животного мира в Казахстане, а также вписывается в требование МОН РК о переходе обучения на трехязычье.

Ключевые слова: учебный процесс, специальность, дисциплина, зоология, биология, биологические ресурсы земли, рыбные ресурсы, ресурсы земноводных, ресурсы пресмыкающихся, ресурсы птиц, ресурсы зверей, экономическое и практическое значение.

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АҒЫЛШЫН ТІЛІНДЕГІ ИНФИНИТИВ ЖӘНЕ ИНФИНИТИВТІК ҚҰРЫЛЫМДАРДЫ АУДАРУДЫҢ НЕГІЗГІ ЕРЕКШЕЛІКТЕРІ

(мал дәрігерлік терминологияны қолдану негізінде)

Аңдатпа

Мақалада ағылшын тіліндегі инфинитив және инфинитивтік құрылымдарды аударудың ерекшеліктері қарастырылған. Инфинитивтік құрылымдарды аудару барысындағы түрлі мысалдарда мал дәрігерлік терминдері қолданылады.

Кілт сөздер: грамматика, инфинитив, функция, құрылым, синтаксис, зат есім, бастауыш, баяндауыш, анықтауыш, пысықтауыш.

Кіріспе

Ағылшын тілінде грамматикалық пішіндер мен синтаксистік құрылымдар саны айтарлықтай жеткілікті. Бұл жұмыстың негізгі объектісі - инфинитив және инфинитивтік құрылымдар (конструкциялар) болып табылады. Инфинитив грамматикалық құбылыс ретінде орыс тілінде де және ағылшын тілінде де кездеседі. Орыс тіліндегі инфинитивке қарағанда ағылшын тіліндегі инфинитив біршама күрделі болып табылатын және үш тұлғаға ие: жай (қарапайым), перфекттік және жалғастырылған, және біршама сан-алуан функцияларға болып келеді.

Жалпы инфинитивке анықтама беретін болсақ, тұйық рай немесе инфинитив (лат. infinitivus - анықталмаған форма) - флективті және агглютинативті тілдердегі етістіктің кимыл атауының формасы, тұйық рай етістік. Инфинитив етістік баяндауыш түрінде және сөйлемнің предикатив мағынасы есім тектес мүшелерін білдіруде колданылады. Етістіктің баска формаларынан ерекшелігі - инфинитивте шақ, рай, жак,