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Section 7. Philosophy	90
EXPERIENCE OF CONCEPTUAL TEACHING OF SOCIAL AND HUMANITARIAN DISCIPLINES	90
Gulkhan Nuradin	
Adil Tulegenov	
Gulnara Tuleshova	
Section 8. Economics	99
THE MECHANISM OF SUSTAINABLE FINANCING IN THE CONTEXT OF ESG – TRANSFORMATION	99
Ainaziya Idrissova	
RESULTS OF A SURVEY OF MEDICAL ORGANIZATION STAFF IN THE FRAMEWORK OF INFORMATION TECHNOLOGY OF ACCREDITATION STANDARDS FOR BUILDING SAFETY	106
Venera Tokhtakhunova	
Zaluchenova O.M.	
Kapanova G.J.	
СОВЕРШЕНСТВОВАНИЯ РЫНКА ОБРАЗОВАТЕЛЬНЫХ УСЛУГ, НА СОВРЕМЕННОМ ЭТАПЕ ЕГО РАЗВИТИЯ	112
Усманова Рано Миржалиловна	
Section 9. Law	119
LEGAL ANALYSIS OF THE FORMATION OF THE RECRUITMENT SYSTEM IN RUSSIA	119
Julia Leonova	
ПРОЦЕССУАЛЬНЫЕ ПРОБЛЕМЫ ОБЕСПЕЧЕНИЯ ДОКАЗАТЕЛЬСТВ ПРИ РАСКРЫТИИ НЕЛЕГАЛЬНОГО ОБОРОТА НАРКОТИЧЕСКИХ И ПСИХОТРОПНЫХ ВЕЩЕСТВ СИНТЕТИЧЕСКОГО ПРОИСХОЖДЕНИЯ	123
Саленов Талгат Аскарович	
ТВОРЧЕСКИЙ ВКЛАД ПРИ СОЗДАНИИ РЕЗУЛЬТАТОВ ИНТЕЛЛЕКТУАЛЬНОЙ ДЕЯТЕЛЬНОСТИ С ИСПОЛЬЗОВАНИЕМ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА	132
Сахаров Юрий Арменович	

SECTION 7.

PHILOSOPHY

EXPERIENCE OF CONCEPTUAL TEACHING OF SOCIAL AND HUMANITARIAN DISCIPLINES

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ABSTRACT

"Be the first good person, the second good specialist!" for the practical implementation of the first and main part of these principles, the issue of teaching social and humanitarian disciplines in the academic educational process is important. There are many secondary and higher educational institutions in the world aimed at the strict implementation of the second part of this principle. Currently, it is obvious that they can ensure the modernization of technical education adapted to the consequences of the Fourth industrial revolution, the preparation of a new paradigm of technical education, the formation of future specialists with special professional competencies in demand in the digital system, and meeting the needs of a digital society. However, it is unlikely that they will be able to provide such qualities as virtue, reason and humanity, which underlie the emotional, visual, intuitive, critical, logical thinking of a modern specialist. The article presents a number of classical approaches to conceptual learning with its relevance and the results of the methodology used on their own experience. The ability of students to use the acquired knowledge in a particular discipline in practice can be understood as a fruitful educational path of social and humanitarian disciplines in the Academic educational process, especially such life sciences as "Philosophy".

АННОТАЦИЯ

"Будь, во-первых, хорошим человеком, во-вторых, хорошим специалистом!" для практической реализации первой и основной части этих принципов важен вопрос преподавания социально-гуманитарных дисциплин в академическом образовательном процессе. В мире существует множество средних и высших учебных заведений, нацеленных на строгое выполнение второй части этого принципа. В настоящее время очевидно, что они могут обеспечить модернизацию технического образования, адаптированного к последствиям четвертой промышленной революции, подготовку новой парадигмы технического образования, формирование будущих специалистов с особыми профессиональными компетенциями, востребованными в цифровой системе, и удовлетворение потребностей цифрового общества. Однако маловероятно, что они смогут обеспечить такие качества, как добродетель, разум и человечность, которые лежат в основе эмоционального, визуального, интуитивного, критического, логического мышления современного специалиста. В статье представлен ряд классических подходов к

концептуальному обучению с указанием их актуальности и результатов применения методологии на собственном опыте. Способность студентов использовать полученные знания по той или иной дисциплине на практике может быть понята как плодотворный образовательный путь по социально-гуманитарным дисциплинам в академическом образовательном процессе, особенно по таким наукам о жизни, как "Философия".

Keywords: conceptual learning, conceptual research, conceptual analysis, social and humanitarian disciplines, philosophy, practice, equation of change.

Ключевые слова: концептуальное обучение, концептуальные исследования, концептуальный анализ, социально-гуманитарные дисциплины, философия, практика, уравнение изменений.

Social and humanitarian subjects in the academic education system are held in the first courses of any educational program, that is, a layer of humanitarian relations that must be formed before they fully enter their profession. A specialist is an individual, that is, a full-fledged member of society, who can reveal all his potential only in society. Man lives in society, and society lives in people, that is, society is the external way of people's actions and behavior. Isolation from society makes a person crazy, it is better for people to adapt to enter society, assimilate with it and move forward with society. Such a skill is not easily given to every person, for this it is necessary to learn the philosophical, social, psychological, historical, religious, ethnographic, ethical, aesthetic aspects of societies and people in the pre-modern period, to strive to understand, differentiate, compare and apply their social identity, and most importantly, striving for renewal, innovation. The article proposes the method of "conceptual education" to improve the effective teaching of socio-humanitarian subjects, the purpose of which is to form the right skills, to make students of academic education understand themselves as full-fledged members of society.

Teaching any subject is carried out through various processes and methods. Among them, conceptual change plays a crucial role. "Conceptual learning" is used in the course of teaching many subjects in order to absorb the knowledge sets provided, to understand the integration of important concepts. For example, in mathematics, they jointly create and solve arithmetic problems, taking into account the conditions, tables, formulas, algorithms, etc. uses a variety of exercises to aid understanding. Encourages the development of basic and diverse critical thinking and communication skills between mathematics and other subjects of the curriculum. A conceptual approach to teaching mathematics requires students to develop

critical thinking skills and be constantly assessed using assignments. In linguistics, the problems of conceptual analysis of words are considered, that is, the study of the conceptual structure of language, which leads to the understanding of the world in terms of concepts, is carried out. The cognitive-propositional structure of conceptual learning in linguistics can determine its national-cultural content, accordingly, conceptual analysis becomes interdisciplinary and connects with such sciences as cultural studies and cognitive linguistics. In philosophy, the roots of conceptual learning are intertwined with the concept of "paradigm" in Thomas Kuhn's *The Structure of Scientific Revolutions*. Kuhn wrote that a scientist accepts a system of uniform standards - a paradigm without proof: "I consider widely recognized scientific achievements to be a paradigm, which offers the scientific community a model for posing a problem and finding its solution during a certain period of time. Paradigms include laws, theories, their practical applications and necessary equipment". "Thus, "paradigm" is a broader concept than "theory" and even "scientific research program", it is understood as a socio-cultural structure beyond the personal sphere. In Kuhn's model, science has the appearance of a paradigm, which conveys its will to the scientist as some invisible force, and the scientist is only an expression of the demands of his time" [1, p. 77]. Over time, innovations appear that cannot be considered within the framework of existing paradigms. The paradigm is changing. According to Kuhn, "different paradigms are not comparable, scientific knowledge increases as we move, from one paradigm to another, but the results cannot be imagined, because scientific revolutions are cumulative linear progressions" [2]. Hence, concepts are embedded in theoretical frameworks, i.e. paradigms, which become conceptual when the paradigm changes. That is, the meanings of the concepts in the new paradigm, even if they retain the name of the old paradigm, are significantly different from the old ones. Such conceptual changes are part of the evolution and development of science. Adopting an evolutionary and genetic epistemological position, paradigmatic shifts are part of the development of individuals' concepts.

Conceptual learning is a modern educational approach that focuses more on learning to know, understand and apply concepts, that is, to organize and disseminate data. In contrast to conventional learning models that focus on the ability to analyze specific facts, conceptual learning standards focus more broadly on understanding ideas. Students with a conceptual understanding can learn a subject more deeply than those who only know theoretical facts and terms. They understand why the concept is important and how it can be applied in different situations. They organize information in a logical order, which allows them to learn and understand new concepts,

connecting them to concepts they already know. Remembering is also facilitated by conceptual learning, because the information and processes learned through comprehension are linked, easier to retain and use, and can be recreated if forgotten.

Seeing how conceptual learning is implemented in a real-life context will help you understand them better. Conceptual learning is recommended in education because it is believed to help students better understand various relationships. Conceptual understanding helps students in every situation. Such students solve complex problems and situations optimally and rationally. The main thing is that teachers encourage students to study conceptually and thereby directly influence the mastery of the subject.

Conceptual learning or concept study is a teaching method and also a form of critical thinking in which people develop the ability to categorize and organize data by creating mental logical structures. This process requires both knowledge generation and acquisition, as people first identify key attributes that allow certain objects to be assigned to a category or concept. Knowledge creation is a constructive learning process in which people use what they know or experience to understand another subject, while knowledge acquisition is a learning process in which a student receives knowledge from a recognized expert.

Modern pedagogy offers many methods to the field of education, and advanced teachers offer innovative ways of mastering various subjects. As a result, an increase in interest in science and its progress is being determined. The basis of our article is F.I. Marton, professor of education at Marton-Gothenburg University, one of the world-class advanced educators who laid the foundations of conceptual learning in 1976, a Swedish educational psychologist, famous for introducing the difference between deep and superficial ways of learning and developing phenomenography as a method of educational research. He developed a theory of classroom learning based on the creation of prerequisites for learning called "Learning Space" [3]. The methodological path built by Marton was based on the research of many researchers.

In conceptual analysis, it is important to identify research methods. First of all, it is a very normative set of methods for a philosophical tradition. In addition, purely logical categories are drawn. The teacher's focus is on the problem of interpretation of meaning. Therefore, any scientific concept can be an object of analysis. Conceptual learning encourages active participation because it requires students to actively participate in the process, while traditional forms of learning require the teacher to explain information. When it comes to conceptual learning, both the student and the teacher play a crucial role, with the teacher setting tasks or challenges that help the student fully

develop an idea. Thus, it can encourage active participation of students. Table 1 below shows the "Equation of Change" [4] by Professor Rene Koglebauer of New Castle University. Further, Tables 2, 3 present the conceptual equation task created on the basis of the mentioned change equation and the level of its performance by students.

I-table.

Equation of change

Vision	Business skill	Enthusiasm	Resource	Action plan	= Change
	Business skill	Enthusiasm	Resources	Action plan	= Confusion
Vision		Enthusiasm	Resources	Action plan	= Fear
Vision	Business skill		Resources	Action plan	= Resistance
Vision	Business skill	Enthusiasm		Action plan	= Frustration
Vision	Business skill	Enthusiasm	Resources		= Training

Table 1. clearly shows the variation of the result in the event that one of the five components required for change does not occur. Each finished product has its own components, technologically their quantity and connection time are very important. If the technological instructions created by the technologist are violated, it is unlikely to get a quality finished product. According to the proposed "Equation of Change", it is clearly stated that the intended result "change" will not occur, but other results will occur instead. Therefore, R.Koglebauer believes that a person who has fully formed five quality indicators such as "Vision", "Business skills", "Enthusiasm", "Resources", "Action plan" is ready to undergo change, but if one of the five, i.e. vision, is absent. then it starts to get confused instead of changing, and accordingly cannot achieve good results. If business relations are weak among the mentioned five, then fear reigns in a person, distrust of his actions arises. The lack of enthusiasm in this five causes stubbornness and resistance in a person. This result is directly related to the previous fear, and it all starts with the confusion of the result without the work of judgment. If one of the five "resources" is weak or absent, the result is frustration. Domestic scientist M.K. According to Bapaeva, "Frustration is an unpleasant mental state that occurs when a person is unable to satisfy some needs. Frustration is a mental state caused by insurmountable difficulties and manifested in behavioral traits and stress. Frustration manifests itself through emotional states such as resentment, lamentation, regret, anger, boredom, closure,

frustration, longing, longing, sorrow, grief, guilt. Frustration often develops as a result of a person's dissatisfaction with his profession, its content and results. A person begins to feel that he has not fully used his capabilities, that his "genetic plan" has not been fully implemented, that is, the need for self-improvement is not satisfied. When a person overcomes some difficulties of life and realizes that he could not fully open his possibilities, he wastes his vital energy and begins to think that he can do better work" [5, pp. 199-201]. If there is no action plan among the five, then it will be stuck at the level of preparation.

Conceptual learning focuses on learning strategies, understanding life concepts, and organizing data. Unlike traditional learning models that emphasize the ability to study concrete facts, conceptual learning emphasizes understanding of broader norms or ideas that can then be applied to many concrete models in the real world. From this, the most basic mission of social and humanitarian sciences - the principle of "Being a person" is formed. At this point, "Be a man!" The author of the slogan, Hakim Abay, described the "Complete Man" model based on the three human qualities, can be conceptualized in the style of "Equation of Change" by New Castle University professor Rene Koglebauer.

2-table.

The concept of the "integral person" model

Enlightened mind	Warm heart	Eagerness	= Integral person
	Warm heart	Eagerness	= Taciturn person
Enlightened mind		Eagerness	= A ruthless man
Enlightened mind	Warm heart		= Unconfident person

Foreign scholars also call Abay's word "humanity" in the Kazakh literary vocabulary as "civil science", that is, a growing field of research and practice that creates new knowledge and understanding through the cooperation of citizens in scientific research. As the field expands, it becomes increasingly important to consider its potential to advance educational and training opportunities. Despite progress made in supporting learning through citizen science projects, as well as promoting citizen science in formal and informal learning environments, challenges remain [6]. So instead of using traditional learning models that focus on memorizing topics, concept-focused learning helps students engage in quality learning that focuses on important concepts and central ideas. It provides a conceptual and holistic framework for building integrated concepts of curriculum, skills and knowledge.

Conceptual learning is the process by which academic learners organize their knowledge, skills, and attitudes about concepts to form logical cognitive

connections that lead to the learning, retention, retrieval, and application of concepts to situations, familiar and unfamiliar people. In conclusion, conceptual learning:

- recognition of orders in information;
- forming connections with concepts;
- deeper understanding of concepts;
- home or business use;
- to create human quality;
- finding a personal psychological orientation;

• includes the use of concepts in other situations. Such opportunities for conceptual learning have increased the cognitive potential of the student, a conceptual approach to the analysis and understanding of organized conceptual structures. The consequences of this help to improve the ability to synthesize and analyze, to quickly find effective ways to solve problems, to put theory into practice, and to understand linear and non-linear ways of thinking. It is up to the educator to recognize the rationale for conceptual learning and develop tools to measure its outcomes.

Each method has its strengths and weaknesses, as well as its advantages and disadvantages. In conclusion, we highlight the advantages and disadvantages of conceptual learning:

Advantages: Encourages conceptual understanding of understanding rather than memorization; It helps to focus on the result of the learning process; Helps to connect new information with previous knowledge and thus adapts information to good memory; Allows to digest the given knowledge and constantly improve oneself; The attractiveness of the subject increases; The quality of the student's independent work on the subject (SEO, SEO) increases.

Disadvantages: This is a long-term process; The group requires the adjustment and modification of tasks according to the potential of students and their educational programs (EEPs); It requires a lot of time and research of the teacher to compile the tasks and check the results.

Conceptual education is the future, practical basis of the general education system. It is based on a solid foundation that promotes understanding between different perspectives. As a result, the student has to understand less and instead remember or memorize less to connect different concepts.

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