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FORMATION OF SUBJECT COMPETENCIES OF FUTURE PHILOLOGISTS BY TEACHING SPELLING THROUGH A MODEL SYSTEM

Abstract. The article considers the formation of subject competencies of future philologists by teaching Kazakh spelling in higher educational institutions through a model-based approach. It was believed that the combination of teaching spelling modeling norms at a university with the formation of communicative competencies of a future teacher of the Kazakh language opens the way to the development of professional competence In the course of the experiment, the principles of communicativeness, intelligibility and interest in knowledge, and conscientiousness were taken into account in the organization of work in this direction. It was noted that the ability to organize oral, written assignments and multimedia format projects in the form of paired, group and team work has a special place for future language teachers. First, the students felt the benefits of working together, got along with each other and perfectly understood the techniques of teamwork. They were aware of the system of skills they needed, the mechanisms for learning and teaching them. This created a prerequisite for the conscious assimilation of knowledge. It was taken into account that the correct application of the basic requirements for a future teacher plays an important role in the development of his professional competencies. It was suggested that if the requirements for modeling training are met and the relevant characteristics are identified, the opportunities for the development of professional-cognitive, professional-intellectual, professional-cultural competencies of the student will increase. In addition, when studying the spelling of the Kazakh language, the culture of speech, general communication, their mental abilities and behavior were taken into account. When modeling, it was taken into consideration that the development of a student's thinking is as important as the improvement of his speech skills. The attention was drawn to the fact that modeling training occupies a special role in the development of communicative and cognitive, subject competencies of future professionals.

Keywords: spelling of the Kazakh language, model, modeling, orthogram, subject competence.

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Орфографияны модельдік жүйемен оқыту арқылы болашақ филологтардың пәндік құзыреттіліктерін қалыптастыру

Аңдатпа. Мақалада жоғары оқу орындарында қазақ орфографиясын модельдік жүйемен оқыту арқылы болашақ филологтардың пәндік құзыреттіліктерін қалыптастыру мәселесі қарастырылады. Жоғары оқу орнында орфографиялық нормаларды модельдеп оқытуды болашақ қазақ тіл пәні мұғалімінің қатысымдық құзыреттіліктерін қалыптастыра оқытумен ұштастыру кәсіби білікті дамытуға жол ашады деп саналды. Эксперимент барысында бұл бағыттағы жұмыстарды ұйымдастыруда коммуникативтілік, білімнің түсініктілігі мен қызықтылығы, саналылық ұстанымдары қатар ескерілді. Ауызша, жазбаша тапсырмалар мен мультимедиалық форматтағы жобаларды жұптық, топтық, ұжымдық жұмыс түрінде ұйымдастыра білудің болашақ тіл пәні мұғалімдері үшін орны ерекше екеніне назар аударылды. Ең алдымен, бұл ретте студенттер бірлесіп жұмыс жасаудың артықшылықтарын сезінді, бір-бірімен тіл табысып, командалық жұмыс жасаудың амал-тәсілдерін жете түсінді. Оған қажетті дағдылардың жүйесінен, оларды үйрену мен үйретудің тетіктерінен хабардар болды. Бұл білімді саналы меңгертуге алғышарт қалыптастырды. Болашақ мұғалім үшін басты талаптарды дұрыс қолдану оның кәсіби-шеберлік құзыреттілігінің дамуында үлкен рөл атқаратыны ескерілді. Модельдеп оқытудың талаптары сақталып, соған сай сипаттар айқындалса, білім алушының кәсіби-танымдық, кәсіби-интеллектуалдық, кәсіби-мәдени құзыреттіліктерінің даму мүмкіндіктері артады деген болжам жасалды. Сондай-ақ, қазақ тілі орфографиясын оқытуда білімгерлердің сөйлеу мәдениеті, жалпы қарым-қатынас, олардың ақыл-ой қабілеттерін, өзін-өзі ұстауы назарға алынды. Модельдеп оқытуда білімгердің ойлау жүйесін дамыту қаншалықты маңызды болса, оның сөйлеу шеберлігін жетілдіру де соншалықты мәнді екені ескерілді. Модельдеп оқыту болашақ кәсіби мамандардың қатысымдық және танымдық, пәндік құзыреттіліктерін дамытуда ерекше рөл атқаратынына назар аударылды.

Кілт сөздер: қазақ тілі орфографиясы, модель, модельдеу, орфограмма, пәндік құзыреттілік.

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Формирование предметных компетенций будущих филологов путем обучения орфографии по модельной системе

Аннотация. В статье рассматривается формирование предметных компетенций будущих филологов путем обучения казахской орфографии в вузах модельной системой. Считалось, что сочетание обучения моделированию орфографических норм в вузе с формированием коммуникативных компетенций будущего учителя казахского языка

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открывает путь к развитию профессиональной компетентности. В ходе эксперимента при организации работ в данном направлении учитывались принципы коммуникативности, понятности и интересности знаний, добросовестности. Обращено внимание на то, что умение организовывать устные, письменные задания и проекты мультимедийного формата в виде парной, групповой, коллективной работы имеет особое место для будущих учителей языка. Прежде всего, при этом студенты почувствовали преимущества совместной работы, ладили друг с другом и прекрасно понимали приемы командной работы. Он был в курсе системы необходимых ему навыков, механизмов их обучения и обучения. Это создало предпосылку для осознанного усвоения знаний. Учтено, что правильное применение основных требований для будущего учителя играет большую роль в развитии его профессионально-умелых компетенций. Было высказано предположение, что при соблюдении требований к моделируемому обучению и выявлении соответствующих характеристик возрастают возможности развития профессионально-познавательных, профессионально-интеллектуальных, профессионально-культурных компетенций обучающегося. Также при изучении орфографии казахского языка были приняты во внимание Культура речи, общее общение, их умственные способности, поведение. При моделировании учитывалось, что чем важнее развитие мышления обучающегося, тем значительнее совершенствование его речевого мастерства. Обращено внимание на то, что моделирующее обучение играет особую роль в развитии коммуникативных и познавательных, предметных компетенций будущих профессионалов.

Ключевые слова: орфография казахского языка, модель, моделирование, орфограмма, предметная компетентность.

Introduction

The process of forming the subject competencies of future philologists by teaching spelling through the model system requires a purposeful approach. It may include learning the basic rules of spelling, analyzing texts of various genres and systematic practice to strengthen skills. It is important to create an environment conducive to understanding the context and applying the rules in real language situations.

The model serves as a simplified representation of a specific substance or phenomenon, omitting some original labels while retaining essential characteristics. Notably, there exists a distinction in the structure of the model and illustrative materials (such as graphics and drawings) in phonetic scientific papers. The model will not be very accurate, it will approximate a phonetic phenomenon or pattern, and there will be only a simple similarity between them. In contrast, graphics and drawings demand high accuracy as they rely on digital dimensions.

In the context of teaching spelling, modelling occupies a huge role in swiftly focusing on the relevant topic. To achieve this, it is important to align the theory of modelling with the objectives of the subject and integrate it into the content-structural framework of topics. Hence, comprehensive coverage of the content and structural base of modelling indicators in the subjects “Phonetics of the Kazakh language” and “Spelling and punctuation”, which enables mastering language sounds, the national alphabet and writing proficiency, proves to be advantageous. From this point of view, reasoning develops students' skills of collecting, reasoning, and formalizing thoughts in the form of a model, cluster, and diagram to systematize an event in texts.

The more capable and talented a teacher becomes, the more his competence increases. The concept of “competence” is the result of the experience that a person has accumulated over the years. Competence is a set of all the qualities and skills of a person that appear on the basis of competence and dexterity in performing one job [1].

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The model system of teaching spelling represents an innovative approach aimed at enhancing students' spelling proficiency through the use of personalized and adaptive teaching methodologies. This system provides students with opportunities to study and practice spelling through diverse learning materials and active teaching methods such as games, group exercises and role-playing activities.

Orthography occupies a crucial role in forming the skills and competencies of future philologists. Precise spelling not only reflects professionalism and literacy, but also constitutes an integral part of academic education. However, traditional methods of teaching spelling often prove to be insufficient as they may not always cater to the individual needs of students.

Research methods and materials

In the research work, we used a quasi-experimental design to compare the effectiveness of a model spelling system with traditional spelling teaching methods. Thus, participants were assigned to an experimental group that received instructions through a model system, and a control group that received traditional instructions.

In the course of the experiment, we conducted preliminary tests for both groups to assess their basic spelling proficiency and related competencies. The principles of communications, comprehensibility, their interest of knowledge and awareness were taken into account in the organization of work in this direction. It was noted that the ability to organize oral, written tasks and projects in multimedia formats in the form of pair, group and team works occupies a special place for future language teachers.

We applied language competence assessments to evaluate students' language skills, including grammar, vocabulary and comprehension. In addition, we also used authentic texts, literary excerpts and written assignments to provide contextual spelling practice and strengthen language skills.

Results and discussion

The main issue that should be taken into account when teaching modeling spelling concepts and units in the Kazakh language is to educate students about the model, master it at a level, form a concept about the types and internal classification of the model. In the course of the formative experiment, this issue was fully taken into consideration. At the initial stage of the experiment, students were presented with theoretical materials on the model in advance and provided for practical assimilation of their knowledge.

It was noted that in order to effectively teach students modeling, it is necessary to teach them step by step by moving from the first level to the second, from the third level. Modeling is a complex process that is interconnected with each other, in which the main condition is that any object under study is considered in detail and fully recognized. The first stage of modeling is the most important element for building a model. Therefore, it was noted that before proceeding to the second, third cycle, it is necessary to carefully study the first cycle [2].

In order to make a model of any phenomenon that can be taken to an object, it is necessary, first, that the person himself has sufficient information regarding it. This is considered the first stage of modeling training. After all, the model describes the characteristic features of the object under study. The main requirement is to have a complete correspondence between simulated learning and the object studied. The main function of the modeling learning process is carried out only if there is a similarity between the model and the object. The principle here is that the object under study is considered from different angles, and a comprehensive modeling system is implemented.

Throughout the experiment, the approach dictated the necessity of configuring multiple models, each offering a unique angle to comprehend the singular object of study fully. This multifaceted modelling strategy aimed to acquaint students with diverse facets of the subject, enabling them to appreciate the nuances of accumulating thoughts in textual form. Consequently, the emphasis was on imparting modelling skills to university students as a means of instilling in

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them the capacity for a holistic understanding of each spelling concept and the proficiency to dissect it meticulously. As mentioned by A. Baytursynov, it became evident that the objective of "teaching to learn" finds its realisation in this process [3].

In the second phase of modelling, the focus shifted to immersing the model into its research context. The primary objective was to train students to create models through diverse modelling practices. This involved providing students with a comprehensive understanding of various model types to facilitate the development of the model's internal structure. During the experiment, the students initially worked with pre-existing models, emphasizing the transfer of theoretical text content into assembling similar models. To facilitate this, tasks were meticulously formulated, ensuring a comprehensive development process.

Moving to the third stage, the students assumed the responsibility of identifying each component of the model, creating them accurately and systematizing their arrangement. The student relied on theoretical knowledge of the subject and selected the desired model type for this purpose. The key requirement was the ability to pre-establish both internal (substantive) and external (structural) systems of the model. The guiding principle was the creation of a coherent and logically sound system structure. In this context, the students were engaged in a series of tasks, enabling them to analyze theoretical principles sequentially, systematize them and represent them through simple drawings.

The main goal of the fourth stage was to introduce theoretical knowledge related to modeling into practice. The main requirement here is that the student can provide complete information about the models he has developed. To achieve this result, the student must be prepared to present it in a clear, systematic, argumentative way, using the knowledge that he has already acquired in the previous period. The principle followed is the development of functional literacy of the student. Therefore, since this is the final stage, it was considered the result to apply the acquired business skills on the topic in real situations [4].

To accomplish this task, the students were given accurate information about the levels of modeling, the requirements for each level and the principles to follow, and the results that should be achieved at the end of each level (Table 1). In turn, this contributed to the formation of students ' views on the accumulation of information and created a prerequisite for conscious and high-quality assimilation of knowledge.

Table 1 – Stages and conclusions of modeling training

Phase	Demand	Principle to follow	Expected result
Phase 1	Understanding the conformity of the finished model and the study object	The model reveals the aspect of the object	Knows the object from all angles, summarizes thoughts understands the advantages of modelling
Phase 2	Ability to create a new model in a ready-made model	Summarizing the content of theoretical text by model types	Understands models and distinguishes between the types and their specificity.
Phase 3	Ability of the model to logically create an internal (substantive) and external (structural) system	Harmonious and logically correct structure of the system in the model	Evaluates the effectiveness of modeling and correcting approaches, if necessary
Phase 4	Ability to provide detailed information about the models he created	Development of functional literacy of students	Shows the acquired skills on the topic in real situations.

As a result of the study, we conducted statistical methods such as t-tests or ANOVA to compare the results before and after testing between the experimental and control groups. We also

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analyzed qualitative survey or interview data using thematic coding to identify recurring patterns and topics related to students' experiences and perceptions.

Research indicates that the modeling system of teaching spelling demonstrates significant improvements in students' spelling skills and overall language competence. For instance, studies have shown that students, who are taught through the modeling system, more frequently demonstrate high levels of orthographic accuracy and confidence in their written work.

For today's student, it is important not only to get high marks, but also to acquire the knowledge necessary for him and learn competencies that will be useful for his future profession. Therefore, when teaching a student to model the Kazakh spelling offered in the course of research, it is effective to pay attention not only to their personal development, but also to the development of their professional and intellectual potential [5]. Innovations in the education system require the creative thinking of future philologists-teachers and the interaction of educational work. Equal improvement of the participatory competence and language competencies of teachers should find a solution that is directly related to their future professional activity. Therefore, for a philologist student, the emphasis should be drawn to the fact that the theoretical knowledge received in a higher educational institution in the future will also become the main basis for providing high-quality education to students [6].

It was noted that the correct application of the main requirements for the future teacher plays a major role in the development of professional competence. It is assumed that if the requirements of model training are met and the characteristics are defined, the possibility of the development of professional, intellectual, professional and cultural competencies of the learner will be increased so that the components of this system should be closely related (Table 2). The attention was paid to the coverage of all the facts associated with the object, the accumulation of theoretical rules and scientific considerations.

Table 2 – Comprehensive features of modelling training

№	Modelling requirements	Model property	Competence building capabilities
1	Model completeness	Containment of relevant components	Opportunity to learn to fully cover aspects of the language that represent the laws of the language
2	Model optimization	Effective delivery of the system	Ability to learn to process and spend information
3	Model clarity	Conceptualization of theoretical knowledge	Ability to make information understandable, easy to understand
4	Model adequacy	Full compliance with theoretical knowledge, author's opinion	Ability to properly study theoretical issues, vision texts
5	Model cost-effectiveness	Low consumption of energy and time capacity in knowledge development	Possibility of forming skills of accumulation, accuracy, accuracy in the synthesis of knowledge
6	Model accuracy	Accurate, clear transfer of theoretical knowledge	Possibility of forming language sensitivity and spelling
7	Model aesthetics	Attractive, artistic, thought compatibility of the model	Ability to educate the aesthetic taste of the student

The result of graphical modelling is the creation of an entire graphical model of the conditions for selecting spellings-schemes. It was proposed that the generalized graphic models of different spellings would contribute to the organization of the student's research activities during the opening of the new knowledge. It stimulates learning and provides them with the necessary annotation,

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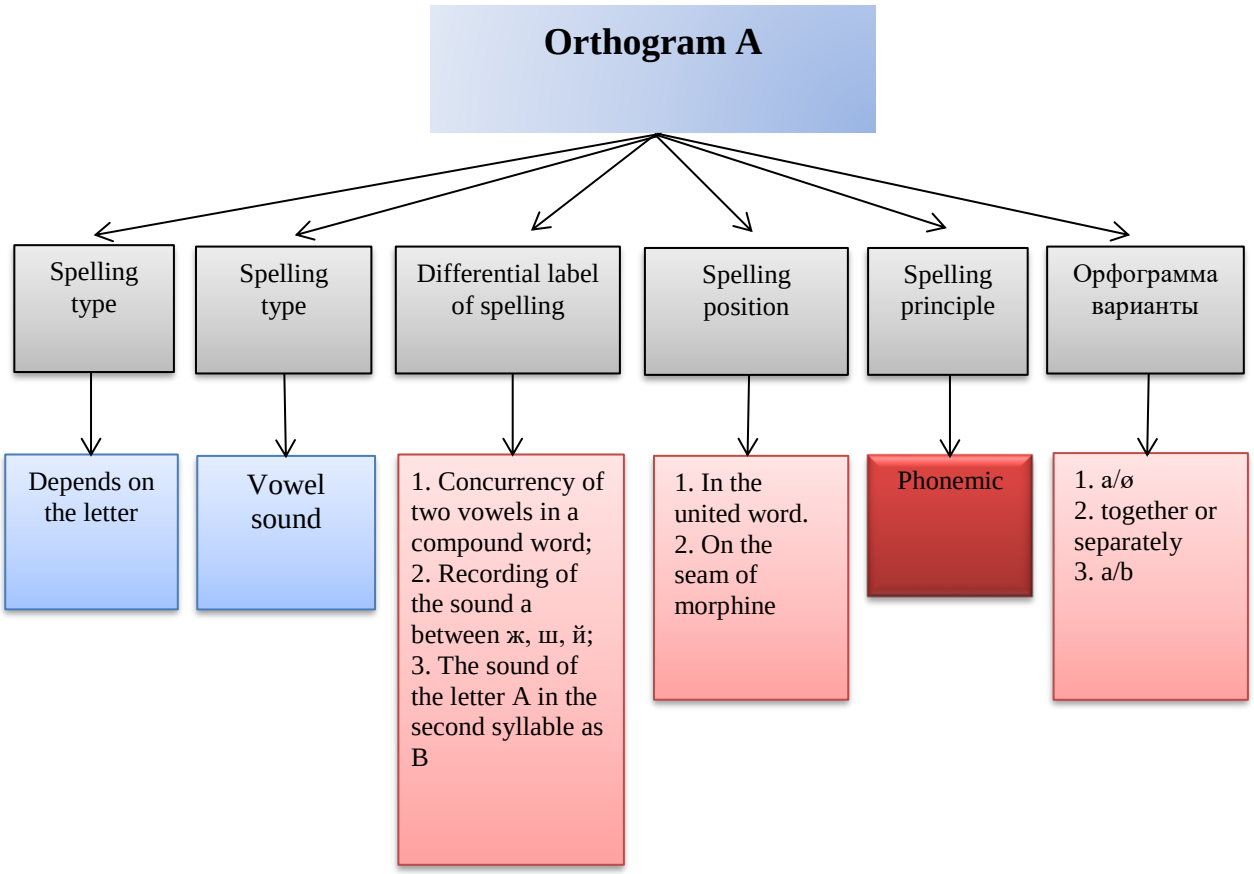
language sensitivity and spelling vigilance for language-functional literacy. Therefore, it is necessary to recognize spelling and learn spelling rules in the period of formation of language skills and business.

The reliance on visual images of graphic models made it possible to quickly normalize the necessary knowledge in the memory of students and improve their spelling vigilance as future linguists. In the course of graphic modeling, first of all, the most important conditions for selecting orthograms, the ability to find and correct spelling errors were singled out and clearly defined. In the course of the development of this dexterity, all types of spelling memory were involved: visual, auditory, kinesthetic (word flow), motorized. Visual memory played a distinctive role here, since the justification for choosing an orthogram was carried out in writing using graphic means of visual visualizations. The whole written word is also perceived by viewing the condition for choosing some orthogram.

Depending on these two reception objects, two forms of visual visualisation activate vision memory: spelling and setting the criteria for selecting spellings. For example, when opening a spelling of individual letters, the type, differential label, location, adherence principle, and versions were opened (1-3 graphics). For example, the type of spelling is defined as voice sound, although the type of spelling depends on the letter. A short version has been summarized that it can be combined with other vowels in the expression of a differential vowel, that thin-sounding letters in the Kazakh language are written in bold, that they are reflected in the syllables of a joint word and morpheme, that they are guided by the phonemic principle, which is implemented in three different versions. This allowed the student to understand the specifics of the spelling. They have developed a systematic thinking.



Scheme 1 – Spelling Model "A"

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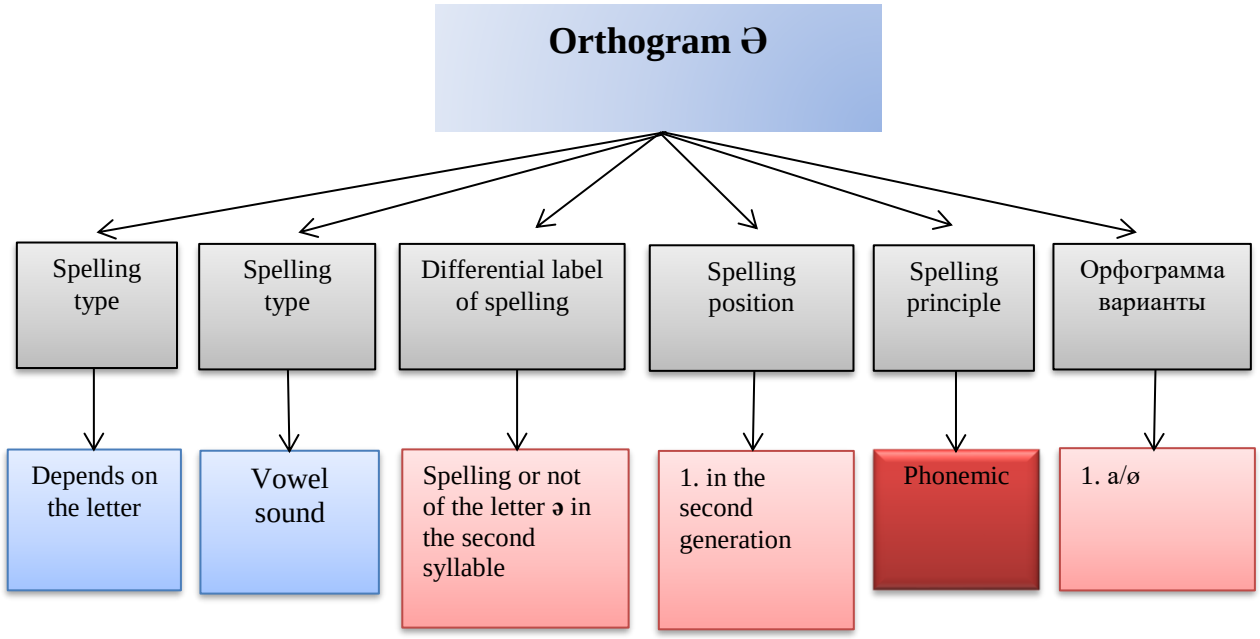
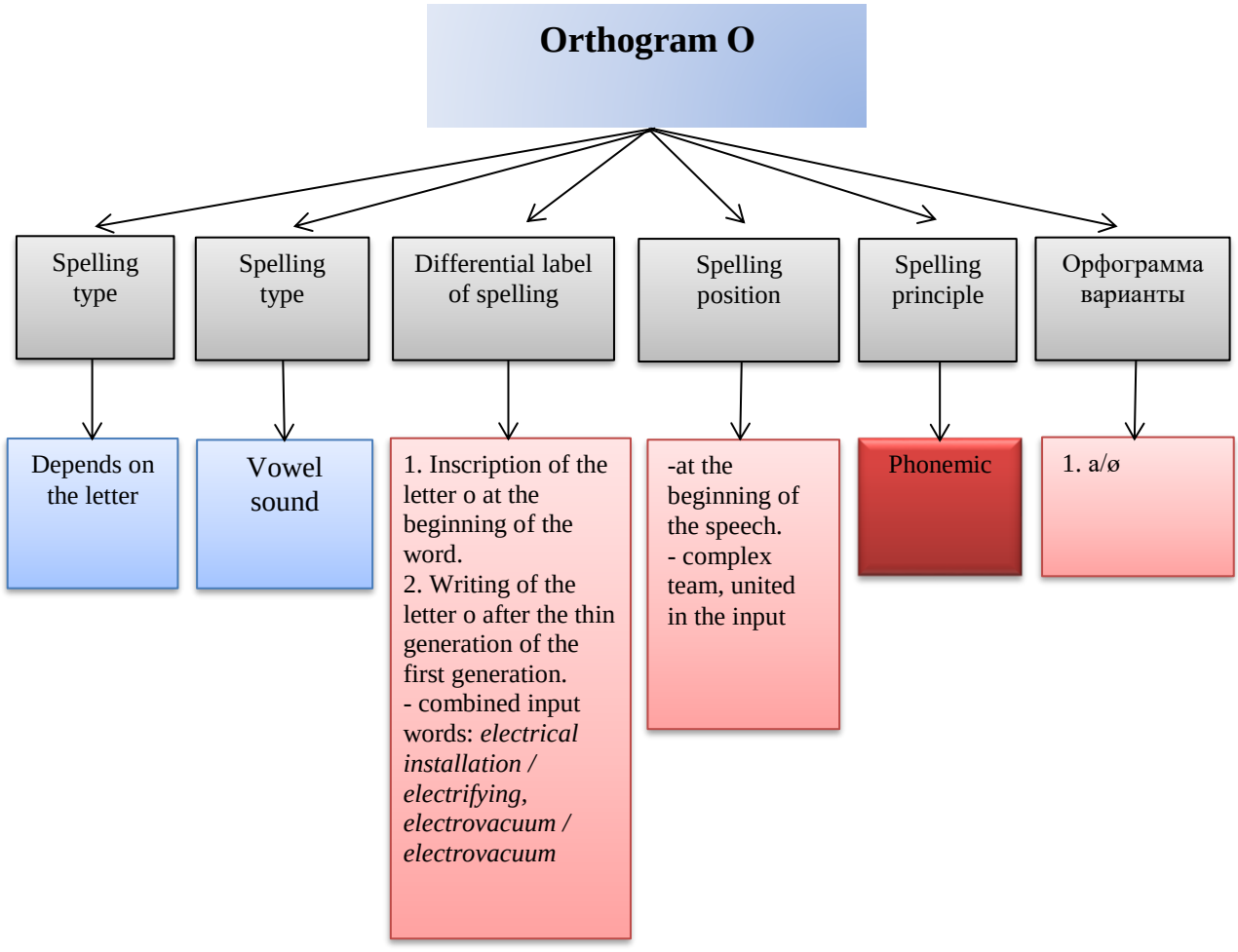


Scheme 2 – Spelling Model "Ə"



Scheme 3 – Spelling Model "O"

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The description of the main stages of this process: the setting of the task, which is established by building a model, is based on the knowledge gained as a result of observing, studying a specific object, as well as a practical problem that needs to be solved. In this case, it is necessary to select the most important of the many factors affecting the object and determine the rate of change and the specificity of the impact on the outcome. This is a creative process where there are no common approaches and recommendations. In addition, evaluation of the necessary accuracy of the results provided for the study is also included in the measures to be taken at this stage.

The concept of "model" is so diverse that there is no one-sided classic type of modelling in science and technology. Depending on the specific specificity of a particular object, which is taken for modelling by the basis of the model, it is possible to consider individually the number of types of modelling.

Currently, it is impossible to come across such types of industries that do not require modelling. For example, there are the following types of modelling related to each field: information, computer, mathematical, mathematical, cartographic, molecular, numerical, logical, pedagogical, psychological, statistical, structural, physical, economic, linguistic and other types.

In the future, individual modelling will be developed for any system to be implemented. It is obvious that both technical and public projects require a model in which their features are clearly visible.

Model selection can be understood not simply as a selection of already known models, but as the creation of a common model from the simple "bricks" of the sciences in which the synthesis phenomenon is studied. Knowledge of the definitions, logical sequences and methods of the relevant departments of science is the main issue here. Because the correctness of solving a specific task is considered a determining factor in modeling activities, being associated with knowledge of the strict procedure for using these definitions, logical chains and methods in the field and conditions in which they are necessary. The violation of such a strict requirement adversely affects the compatibility of some parts of the model; the system is scattered. This creates difficulties for the model builder, which often leads to deviations and incorrect results and conclusions.

By presenting students with information about the model system, their understanding of the model was developed. The results of the control experiment showed that many students recognize the concept of "model" only in connection with technical substances. Therefore, the peculiarities and essence of the model in the process of mastering educational materials have been analyzed.

The study results showed a high motivational effect of modelling. The main characteristics that determine the motivational nature and heuristic power of teaching modelling is that it is possible:

- to simplify complexity using the model.
- to depict something that is invisible and insensitive in a visible and sensitive state.
- to declare the unknown. That is, it makes it possible to study any complex object thoroughly and comprehensively.

Thus, modelling is a study of an object, not the object itself, but a sub-artificial or natural system that objectively aligns with it. This system can substitute for the original in specific relationships, providing valuable information about the modelling object. Between the researcher and the object of cognition stands a model. Initially guided by the teacher, the students were engaged with models and gradually acquired the skills to create models independently. It was emphasized that the significant signs and connections established in the model become visually apparent when the students actively participate in creating the model, thereby explaining these signs and connections through their actions. The fundamental purpose of the model is to serve as an object of action, facilitating the acquisition of new information about the original. The students recognized that while visualization captures only the exterior of the object, modelling functions as a tool for revealing both the individual and the general, the essence and logic, the external and the

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internal. This realization enhanced the logical thinking of the students, motivating them to create models accurately and competently and understanding the advantages of this approach in learning. At the same time, the aesthetic taste of students was formed, the level of functional literacy was increased. After all, the simulation was based on both a visual formalization of one's own thoughts and a thorough and consistent expression of one's own opinions. That is, the culture of thinking and speech of the student was improved in mutual continuity.

Throughout the experiment, the possibilities of applying spelling modelling methods and technologies were also increased. Systematically integrating these methods and technologies into the learning process assisted the students in acquiring and improving their professional skills, particularly in the context of modelling the spelling of the Kazakh language.

The main problem today is the development of the professional and intellectual skills of the teacher. We paid attention to phonetic knowledge, which is the foundation of literacy; simultaneous development of knowledge, and professional skills in mastering word formation norms or grammatical, stylistic and punctuation norms in teaching Kazakh orthography [7].

The development of the student's creative skills has had a positive impact on the analysis of the modelling model with new information, and with this purpose, various instructions and experiments on the formation of writing literacy have been taken from internet sources, one of which is https://ktlpbl.wordpress.com/ “How to get to writing literacy” was the following material from the website. There are four different tasks at work with this material:

The method of critical thinking to analyze the modeling model with new information had a beneficial effect on the development of the student's creative abilities. In pursuit of this goal, various manuals related to the formation of writing literacy were obtained from internet sources and experiments were carried out. One of them https://ktlpbl.wordpress.com there was a material below called “ways to achieve writing literacy” from the site. Four different tasks were set in the work with this material:

- understanding the content of the text correctly and to use it in practice.
- edition and correction of text;
- expression of his views on the correctness and incorrectness of the advice in the text given by the author;
- making suggestion on the formation of writing literacy.

On the first task, the student had to take a direction related to self-development. The second task is to find and correct spelling, stylistic and punctuation errors in the text of the direct translation. By completing the third task, the analytical skills of students should be developed.

The students enthusiastically completed the tasks assigned to this text. Following the requirements of the critical thinking method, they received useful advice on writing literacy on the one hand, and learned to edit the finished text, analyze it from different angles on the other hand. Reading this text to develop modeling skills, the students performed work in pairs. Since the main points in the text were presented in the form of advice, it was instructed to formalize it in the form of a model. It mandated the accumulation of conditions, ways, opportunities and results to improve writing literacy. The choice of the structure of the model was left to their share.

The students carried out the instructions in this text. They were critical thinking methods. In compliance with the requirements, on the one hand, he received useful advice on the literacy of writing; on the other hand, he learned to edit the finished text and analyse it in every aspect. Students performed double work by reading this text to develop their modelling skills [8]. Since the main points in the text are presented in the form of advice, it was instructed to formalize it in the form of a model. It is obliged the accumulation of conditions, ways, opportunities, and results to improve writing literacy. The choice of the structure of the model was left to their share.

The *requirements* for the task are:

- to edit the text;

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- to collect and identify ways to improve writing literacy by text content.
- to create a model structure that corresponds to the content of the information.
- to specify the specificity of the object in different aspects.
- to formulate his conclusion in the form of a model.
- to consistently express his conclusions on the model.

The *criteria* for evaluating the task:

- the ability to edit text styling spelling.
- the ability to collect and identify ways to improve the literacy of writing.
- the ability to structure information in accordance with the requirements of the model.
- the ability to design an object in the form of a model that describes different aspects.
- the ability to express his conclusions on the model.

The *methodical effectiveness* of this task is that the student*:*

- able to select the main information in the text.
- learned to structure the continuity between information.
- learned to differentiate information based on its content.
- acquired the skills of collecting and modelling the text content.

At present, there are various methods and models to help students identify and classify their thinking skills. Among them, the widespread theory of classification and systematization of complex and organizational directions of sustainable activity is “Bloom’s Taxonomy” Taxonomy (taxis means “location”, “order” and “law” when translated from Greek) is the theory of classification and systematization of complex-organizational areas of activity, the hierarchical structure of which is stable. The main categories of educational goals are knowledge, understanding, application, analysis, synthesis (systematization, accumulation) and evaluation, and they are formed on a systematic basis. For example, the development of the ability to repeat and remember at a simple level of knowledge at the elementary level of cognition and thinking.

In the following stage of understanding, this goal was much more complicated. That is, in this stage, the tasks as “translation”, which is the transition of the reading material from one “language" to another (for example, verbalize the created table in relation to spelling; display the information presented in words with a table, scheme, etc.); “interpretation”, which means "self-interpretation" and narration of reading material; “prediction”, the task of presenting a part of the educational text and predicting what it will be about next, its consequences and results were completed.

According to Bloom's taxonomy, it was determined that the stage of “Use” has a high practical significance. Because at this stage, the student was interested in using the educational material in New, unexpected situations. In the middle of the twentieth century, the scientist I.A. Baudouin de Courtenay wrote, “Learning should, first of all, be viewed as a means of developing the mind and accustoming it to an independent attitude to reality” [9]. Therefore, the student was instructed to apply the rules, methods, concepts, laws, principles and theories of spelling in a practical way, to demonstrate their level of knowledge and the ability to implement it in unity. Here, the results of knowledge were somewhat more complicated than the level of understanding, and a deeper assimilation of the material was required.

The method of analysis according to the taxonomy system is a complex and productive level. Here, the structure of the educational material is distinguished into several components: a description of the parts of the whole; disclosure of internal content-structural links between them, the formation of a hierarchy of the whole is considered an indicator of the student's correct understanding of the acquired knowledge, the information studied. This requires the student to have language skills.

Synthesis (accumulation, systematization) determines the degree of scientific and cognitive competence as the result of learning. The task at this stage, which is considered to be the highest level of consciousness and thinking, is to get a new result from the elements of the reading material.

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During this period, when creativity and search were given priority, the students created models for reporting on the topics they wanted and defended the work of the project [10]. The instructions in this direction were carried out systematically in the work on the spelling of the Kazakh language in accordance with the above-mentioned pedagogical conditions. In this system, where the study results produce new content and new structures, and therefore require the use of creative actions, the modelling method was of great benefit to future teachers of the Kazakh language and literature. This stage was of great assistance in the transition to the next level of evaluation. In order to express their views and opinions on any issue, the students were required to come to every issue in detail. The priority was to determine the significance of the reading material, to give an opinion about it, to express it in the form of a compilation text (diagram, model, diagram, table).

In world and domestic pedagogy, the role of project-based learning technology, one of the most effective methods that gives a special impetus to the independent search and personal development of students, forms their interest in the subject, is highlighted. The project-based learning technology, which first came into use in France already in the eighteenth century, has a special role in the formation of intellectual, social, professional abilities of a student. This technology contributes to the interweaving of the student's worldview with moral qualities, the formation of him as an individual, as a future professional, the improvement of social skills that allow him to find his place in a changing society. Methodologist-scientist A. Satbekova, who studied the technology of design training, said, “the reasons for the introduction of project-based learning technology in the educational process are as follows:

- first, this technology helps to develop student's level of knowledge, because it is self-contained and searchable;
- second, this technology allows the student to choose the subject for himself;
- third, within the framework of the project, the idea of cooperation and unity will be implemented;
- fourth, the project-based learning technology creates creative activity;
- fifth, when project-based learning technology is used in the classroom, it entrusts the teacher and the student with responsibility and increases their confidence;
- sixth, the project-based work contributes to the development of mutual competitions, debates, and, most importantly, activity;
- seventh, the project-based learning technology instills in the teacher and the student a sense of satisfaction with their work, scientific evidence, that is, “egotistical” “trust”, - gives a comprehensive description of this technology, noting that it is very useful to achieve the ultimate goal” [11].

The project-based learning technology in the development of the student's personality has many philosophical and humanistic opportunities. Because, on the basis of the project-based learning technology, the students have the opportunity to write compilation texts (tables, diagrams, models) and develop life skills based on functional literacy. The implementation of project work on topics related to the spelling of the Kazakh language, in which the social essence and anthropological nature of the language are reflected in parallel, determined the personality-developing nature of the discipline [12]. In the present work, the project-based learning technology was considered in connection with the genesis of the educational content of the Kazakh language. As a result of a coordinated study of new directions in the philosophy of education, which led to the recognition of the meaning of language as a spiritual value and to an understanding of its vital significance, the students, who used the project-based learning technology, were able to achieve a high level in modeling educational materials related to the spelling of the Kazakh language.

According to the scientists, the following requirements were fulfilled in the study of the Kazakh language in the form of a model training through the project-based learning technology:

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1) the project topic must correspond to the curriculum and it must arouse the interest of the student;

2) the role of the teacher changes; he should be an organizer and advisor only;

3) The search, research activity, analysis and accumulation of project-based learning should be organized in a mutually beneficial way. At the same time, the applicant must submit a draft of his own work and use models, plans, drawings, paintings and diagrams to prove it as a result;

4) the topic proposed for discussion should be broad and open;

5) the project protection must be performed in a double (dyad), triage (triad), and group framework.

The creation of such a working group allowed to create creative activity of the language person and to work in cooperation with the members of the group.

The possibilities and effectiveness of group work using the project-based learning technology, which teach essay, discussion, scientific proof of their own ideas, creating such educational cooperation, were very effective. In particular, it made it possible:

1. To create a dyad and allow to work simultaneously in a unit.

2. To create a triad, at the same time and to work in unity and in a separate way.

3. To create a small group and have the opportunity to enter into a relationship that creates a mutual debate.

According to the project-based learning technology in the direction of mastering the spelling of the Kazakh language, students were offered work on the nature of presenting the heritage of scientists who have studied this area, drawing up their own opinions and conclusions based on the conclusions of individual scientists. In particular, the students performed the tasks of the independent works on the topics “Role of Heritage of I. Kenesbayev in the development of the spelling of the Kazakh language”, “Stages of the development of the Kazakh language” and others [13].

From this point of view, special attention is paid to interactive learning at all levels of the modern education system. However, it is necessary to think carefully about the possibilities of each method to serve the development of the personality and professional abilities of the student without succumbing to the heredity of his form. In the process of interactive learning, various types of work, tasks and actions performed by the student were changed. Among them were pair, group, collective works, situational and role-playing games, research, creative works. As a result of performing such transformed tasks, students should acquire:

- deep and systematic thinking on the field of education he is studying;
- the ability to make complex work with a text;
- informational competences;
- the ability to actively participate in various types of discussions and convey their thoughts in an evidence-based, consistent way;
- self-decision-making ability;
- knowledge and skills of responsible attitude to the future profession.

The quality of teaching the Kazakh language is not limited to recognition of the expected outcomes. It was taken into account that the quality of education can be improved by identifying and recognizing the nature of special factors that will achieve this result. The experience of education proved that the most effective way of quality education, which is the main focus of the educational paradigm, is new technologies of education. Therefore, it was important to consciously accept them, determine their nature and define their effectiveness in the process of higher professional education. Higher professional education is very important in the life of the society. This is because professional knowledge is described by scientists as “the process of formation and development of a person's personality”.

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Conclusion

In conclusion, the main purpose of professional education is to create conditions and provide an opportunity for students to master professional activities, become the owner of a particular profession, depending on their abilities and interests. Professional education should be a means of self-knowledge, formation as a specialist, self-expression, that is, the disclosure of internal capabilities and abilities of each person. Therefore, in the differentiation and systematization of the stages of the work of the research formative experiment, pedagogical prerequisites were considered that allow the student to apply the knowledge he has mastered in his future professional field. After all, the modern education system sets itself the goal of developing students "skills of self-reflection, comparing different points of view, correctly systematizing their thoughts, finding relevant information from different sources, building models based on the data obtained, patterns and scientific conclusions, arguing personal opinions, based on their own experience, where necessary. It has been proven that these factors allow various socio-pedagogical initiatives to take place, seeking to resolve internal contradictions in the field of education, to find ways to meet new needs in society. As a result, they were implemented at the level of rational and effective teaching technologies. The model system of teaching spelling serves as a powerful tool for forming the subject competencies of future philologists. Its innovative approaches and active teaching methods not only help students master spelling rules, but also develop a wide range of related skills and competencies, preparing them for successful careers in the field of philology.

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