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FORMATION OF PROFESSIONALLY BASED COMPETENCE OF FUTURE TRANSLATORS ON THE BASIS OF INFORMATION AND COMMUNICATION RESOURCES

Information and communication resources are widely used in the pedagogically organized cognitive process in different academic disciplines. This article analyzes how information and communication resources can be integrated and effectively used in the educational process in the training of future translators under the conditions of distance education in a higher education institution of Kazakhstan. The use of modern information and communication resources increases the efficiency of training future translators. To this effect, the article considered the Moodle Database, which allows students to independently determine the goal and set learning objectives, design the necessary tasks, share their practices with colleagues in real-time, discuss and supplement them in a team, and even evaluate the quality of work performed.

Keywords: information and communication resources, distance learning, e-learning, Moodle Database.

Introduction

In the epoch of rapid development of information and communication technologies in various spheres of public life, as well as active modernization of the higher education system, the requirements to the professional competence of a specialist whose functions are changing significantly increase. There is a constant discussion in the scientific and expert community about how to improve the intellectual and competence level of future specialists – translators – as part of their training at universities. In this regard, the priority for the higher education system of the Republic of Kazakhstan is to solve the following important tasks:

– ensuring the integrative development of the national system of higher professional education in the country with the international system of education for gradual but confident entry into the unified educational space;

– training of multidisciplinary, competitive, in-demand specialists for different branches of the national economy and innovative approaches to the development of the country.

Modern higher education strives to prepare highly qualified specialists with highly developed professional and moral qualities, who will be able not only to reproduce the knowledge, skills and abilities received in universities, but also to apply them in familiar professional situations, creatively solve the set tasks. The professional activity of translators is one of the most creative, because in most cases, when translating thoughts from one language to another, these specialists become co-authors of those articles they work with, because they have to adapt hard-to-translate text by means of special strategies, methods and translation tools as much as possible to the target language, preserving the author's intention and style of the original text. In this connection, the development and application of a methodology for the formation of professionally based competence of a future translator on the basis of modern information and communication resources is a very relevant issue.

Literature review

In order to understand whether the professionally based competence is an integral component of the professionally based aspect of the training of a future translator, let us turn to the essence of the activity of a translator. M. P. Brandes defines translation as an activity that is not producing, but reproducing. That is, it is not a primary, but a secondary language and text activity, the essence of which is to identify and understand the semantic mechanisms of social interaction of people. The production of a text product precedes the perception, understanding and interpretation of the information received by the translator. It should be noted that these stages reflect not only the translation process itself, but are also the main stages of the translator's informational activity, which is necessary for him/her to accumulate «cognitive experience» and to create the so-called «background base of the translator», within which a professional translator acquires a new role of «organizer», «manager», «entrepreneur».

Thus, the complex functional and role repertoire is reflected in the competencies that a translator must possess. Both 2004; V. N. Komissarov: 2002; Ye. R. Porshnevava: 2004) and foreign researchers (J. Holz-Manttari: 1964; D. Scheller-Boltz 2010) acknowledge the multi-completeness of the translation competence, but they have different opinions about its content. Researchers L. K. Latyshev and V. I. Provotorov believe that the translation competence includes the following components: *basic*, which are reduced to a message to

students of «theoretical-applied» knowledge about translation and the formation of skills, common for any type of translation; *specific*, which include knowledge, skills and abilities necessary for any type of translation (written, consecutive, simultaneous, etc.); *special*, which include «its parts, necessary for the translation of texts of a certain genre and style: scientific and technical, business, art, etc.». [1, p. 8].

Many researchers of national and foreign pedagogy and linguistics (E. F. Zeer, S.S. Kunanbaeva, A. V. Krayevsky, etc.) etc.) study the issue of competencies in higher education. Thus, I. A. Zimnaya believes that «competences are some internal, potential, hidden psychological neoplasms: knowledge, representations, programs (algorithms) of actions, value systems and relations, which are then revealed in a person's competences» [2].

L. K. Latyshev, defining the translation competence as a set of knowledge, skills and abilities that allow a translator to successfully solve his/her professional tasks, divides this set of knowledge into two parts according to the principle of the degree of involvement in the translation process.

According to A. B. Shevnin's definition, translation competence is nothing more than «a common body of knowledge, actions-abilities and operations-skills necessary for a translator to successfully perform his/her professional activity» [3].

In V. N. Komissarov's opinion, the communicative competence of a translator represents a person's ability to inference – to form correct conclusions from speech statements about their full content or meaning based on background knowledge.

According to S. Ya. Batyshev, competence is an evaluation term that indicates the ability to carry out professional activities, which characterizes the measure of compliance of understanding, knowledge and skills to the level of complexity of tasks and problems solved in practice. This understanding of competence allows us to deploy the content of training in terms of future specialist competence at different levels of its formation. In our opinion, mastering the subjects of activity, which become products of historical development, can and should be realized by performing adequate activities in respect of them (reproducing the means of activity, which are significant and have been developed by society in the form of a system of professional skills).

We believe it is necessary to clarify the concept of professionally based competence by including an important characteristic of skills – their «adequacy». In this regard, we can conclude that professionally based competence is an integrative personal quality of a specialist, combining subcompetences and a system of adequate professional skills (knowledge, skills, common ways of solving professional tasks) and personal and professionally important qualities.

Table 1

Sub-competence	Indicators
Information and search	– Ability to find the right information from a variety of sources, including modern multimedia, – to determine the degree of their reliability/novelty/value, – Ability to process in accordance with the situation and the set tasks, – archive and save, – use it to solve a wide range of tasks»
Context and communication	– Ability to navigate in the conditions of translation activity. – Ability to compare the cognitive structures of the source language with the original language and communication situations.
Conceptual	– Ability to analyze and synthesize the information given in the source text and the target text. – Ability to combine and differentiate information about correlated concepts of the source language and the target language.
Analytical and prognostic	– Ability to plan speech behavior within the translation activities. – Ability to choose a strategy of speech behavior and interaction within the translation activities.

A professionally based aspect of translator training, as it is the main formation of all the most archival components of training future translators in the field of foreign language education.

Professionally based competence means a set of subcompetences of formation of the foreign language specialist – «translator» of intercultural communication.

Materials and research methods

The professional activity of the majority of specialists is connected with the daily solution of many mainly operational tasks, in other words, it has an operational character. At the same time, timeliness in professional activity, due to objective reasons, needs to increase a person's readiness to perform actions in conditions when the result is not predetermined. Due to the rapid development of high technologies, professional situations are increasingly characterized by many unknown, serious risks, lack or excess of information, lack of time and resources for making balanced decisions, a direct threat to the performance of the tasks facing organizations and danger to human life. Today, timeliness has turned out to be the most important characteristic and integral feature of the professional activity of the vast majority of types of professions: «human – technology», «human – a system of symbols», «human – nature» and «human – human».

Highly qualified specialists must have the knowledge, skills, abilities and qualities that will allow them to make the best decisions themselves in complex and non-standard situations. This shows that an exclusively convinced, psychologically and professionally trained as a person is able to go beyond the planned and regulatory to make a competent decision and then be responsible for it.

Modern information and communication resources in many respects imply remote independent work of students, which, in our opinion, is simply necessary under the modern conditions of globalization. This ensures that future translators are continuously and continuously trained and develop professionally based competence. Due to the fact that translators in their professional activity prepare a lot of texts and documents remotely, as well as listen to audio recordings of oral messages for the purpose of their subsequent translation, use electronic dictionaries and other useful computer programs and resources, we believe that the method of forming a professionally based competence of the future translator based on information and communication resources can include the educational platform Moodle. The educational process in the Moodle system (course management system (e-learning) or virtual learning environment (from the English Modular Object-Oriented Dynamic Learning Environment) is a work in a free web application that provides the ability to implement online learning with intensive controlled independent work of a student, systematic but mediated communication of all subjects of the learning process, activities in a special psychological space, constant feedback based on written communication, coordination of the student's cognitive activity at a distance, determine the importance of special training aimed at improving the success of educational and cognitive activities. The aforesaid determines the necessity of development and organization of special technology of such preparation of university students for the activity in the system of distance education.

From our point of view, in order to ensure comprehensive activities of university students in the system of distance learning, the following should be added to the modules:

- 1) structure of activity, its functions and requirements to a student;
- 2) specific features of information exchange between subjects of the educational process in the system of distance education;
- 3) tools and educational materials of distance learning. In our opinion, these modules will contribute to the efficiency of the technical training of university students. In addition, knowledge about the specifics of activities and interpersonal information exchange in the conditions of distance learning can ensure the growth of the personal readiness of students to implement successful activities in distance education. We believe that the remote joint formation of professional skills of future translators within the framework of using the Moodle Database elements will significantly enrich the traditional education in pedagogical universities, will expand its opportunities at the expense of modern info-communication resources that allow students to effectively perform tasks remotely, not only within universities [5, 187].

LMS Moodle information system allows creating a universal virtual educational environment, the information content of which is available to any

participant of the educational process, and has the most important properties for the modern learning process:

- 1) flexibility;
- 2) dynamism;
- 3) variability;
- 4) adaptability;
- 5) stability;
- 6) predictability;
- 7) continuity;
- 8) integrity.

The totality of the above opportunities provided by the Moodle information system allows, with the correct organization of the educational process, to achieve the maximum correspondence of a modern university graduate to his/her «ideal model» by forming the competencies required to perform his/her professional activities in the future.

Let's give examples of exercises and tasks.

1 Exercises aimed at developing the ability to concentrate and distribute attention, verbal response, ability to mobilize their potential:

The conceptual subcompetence is aimed at interactive training and control exercises in the Hot Potatoes toolkit, which allows the interactive exercises to be saved in a standard web page format (Quiz type and matching tasks).

In a Quiz task, we use two options for presenting answers: Multiple choice, which implies one correct answer out of several answer choices, and multiple choice of correct answers.

The advantage of this type of task created with the help of Hot Potatoes is the ability to: enter an unlimited number of questions, if necessary, enter comments on the answers in the field «feedback» to display a specified number of questions, change the order of questions each time the exercise is loaded. By completing the exercises, students receive information about the number of correct answers in percentage terms.

Information and search subcompetence is aimed at developing the skill of analysis and synthesis of information, the ability to work independently with the source of information.

Work on the text. In order to practice the skill and synthesis of information, students are offered text materials of different subjects that they will have to analyze in accordance with the following properties of information:

In addition, when working with text, they are offered to use the Insert method (Insert-interactive Noting system for effective reading and thinking) – a method of marking the text for effective reading and thinking, aimed at forming the ability

to independently and deeply understand the information, to work it out. Students are encouraged to use the following system of marks when reading:

- «Tick» mark (V) – marks the already known information in the text;
- «Plus» mark (+) – marks the new information;
- «Minus» mark (-) – marks something that goes against the existing views.
- «Question» mark (?) – marks something that remains unclear and requires further study and understanding;
- «Exclamation» mark (!) – marks something that aroused interest and desire to learn more about it.

Table 2 – Insert method

V	-	+	?	!
(already knew)	(new or conflicting with previous knowledge)	(interest)	(not clear, some questions)	(want to know more)

An additional task in this type of work is to highlight keywords in the text, on the basis of which students transmit the content of the text.

The next exercise is micro-referencing. Students receive the text of the journalistic style (newspaper articles, interviews) in which they should apply the Insert method, highlight keywords. The idea is to present their new text product orally, based on the key information they have identified.

The context and communicative subcompetence exercise is aimed at developing the ability to find and collect factual material.

Students are offered a specific topic for preparation for which they are given a limited time. Then, on the educational platform Moodle, using the «Forum» task, students begin to discuss the proposed topic at an agreed time appointed by the teacher. During the discussion, the forum participants should exchange statements on a given topic to comment on each other's messages to present a list of sources of information used in the preparation. An undoubted advantage of this type of exercise is: the ability to add files (text, pictures, etc.) during the discussion, a tree-like message display mode each containing a photo of the participant. Thus, on the one hand, students have a clear idea of the course of the discussion, can evaluate the record of one or another participant in the forum, on the other hand, the instructor can monitor, comment on the records of students in the group, if necessary, to manage the course of the discussion of the topic by using leading questions. This exercise is also aimed at developing the ability to work in a team.

Analytical and prognostic subcompetence is aimed at developing a quality information product.

Another exercise of the Moodle system that we use is a glossary, an electronic analogue of a reference book of terms, a convenient way to present definitions

related to all the content of the module. The learner creates a dictionary article, defines and describes a new concept, term. Other participants of the course can comment on the article, suggest their variants of definition.

So, for example, if in one of the forum posts there is a word whose definition is already included in the glossary, the automatic link with the definition of this term appears. It should be noted that using this type of task of the Moodle educational platform at the initial stage of training future translators, we want to show the importance of creating glossaries in their professional activities. The glossary, being a convenient centralized location for short, easy to learn blocks of information about a subject area can fill gaps in knowledge and be the lexical base of the translator to fulfill an order.

Stage of development of the professionally based competence of a future translator.

Table 3

Stage objectives	Professional-significant skills, abilities, personal qualities	Type of tasks
– creating conditions for mobilizing their resources and activating background knowledge	– ability to analyze, summarize information: – desire for self-education: – ability to concentrate and distribute attention: – broad outlook, curiosity, conscious critical position – determination	– interactive exercises «Quiz»
– creating conditions for maintaining interest, activity of students, for the active perception of new information	– cognitive activity: – willingness to take on new things: – readiness for individual and group activities: – ability to use strategies of the search for selection, processing of information presentation by means of self-organization: – ability to extract thematic and encyclopedic knowledge to create own information and reference base:	– text schematization: – highlighting keywords in the text: – creating a message on a given topic based on keywords or based on a diagram, drawing.
– creating conditions for reflexive analysis of own activity	– ability to regulate and control their educational process, to organize their workplace effectively distribute the time of force work adhere to the terms of the work	– forum: – press review on a given topic: – compilation of glossaries:

Upon completion of their studies, students must prepare and defend an information project.

The conceptual subcompetence determines the topic, subtopics, and goals of the project and formulates project objectives in the course of joint discussion with students using information and communication resources.

The information and search subcompetence is to discuss sources of information, ways to collect, analyze and systematize information.

Having collected and analyzed the obtained information, at the analytical and prognostic subcompetence students of each subgroup demonstrate new knowledge, ability to plan, carry out joint activities, and form the results in the form of notes.

In the context and communicative sub-competence, students and faculty jointly evaluate the acquired skills to carry out search and organizational activities, think critically, plan their activities, and work in a group to justify their position by using such diagnostic tools as tests, questionnaires, visualization methods, etc.

We used the following test method for diagnostics:

Author-modified self-diagnostic test («Do you manage your time?»). S. D. Reznik, V. V. Bondarenko, S. N. Sokolova), which involves evaluating their organization, ability to plan their activities and manage the time.

In the test, students should grade 10 statements on the following scale: 0-«almost never»; 2-«often»; 3-«almost always». According to the results of this test, 34 % of the surveyed students do not plan their time, but can achieve their goals if they make a list of priority cases and stick to it; 56 % try to manage their time, but they are not always consistent in their actions; 10 % manage their time well (Fig. 1).

Test «Do you manage your time?» (modified test of S. D. Reznik, V. V. Bondarenko, S. N. Sokolova)

Rate the following statements on a scale of 0-«almost never»; 2-«often»; 3-«almost always».

1 I reserve time on the eve of the next day or at the beginning of the working day for preparatory work, planning.

2 I put everything on hold.

3 I write down the tasks and goals with an indication of the time frame for their implementation.

4 I try to perform each task in a timely and complete manner.

5 I make a list of upcoming cases ordered by priorities every day.

6 I try to free my working day from unrelated matters and activities if possible.

7 I try to distribute my daily load according to my work schedule.

8 There is a «window» in my plan, that allows me to respond to unforeseen cases.

9 I try to direct my activity in such a way as to firstly concentrate on a few vital problems.

140 I know how to say «no» when others try to claim for my time, while I need to do important things.

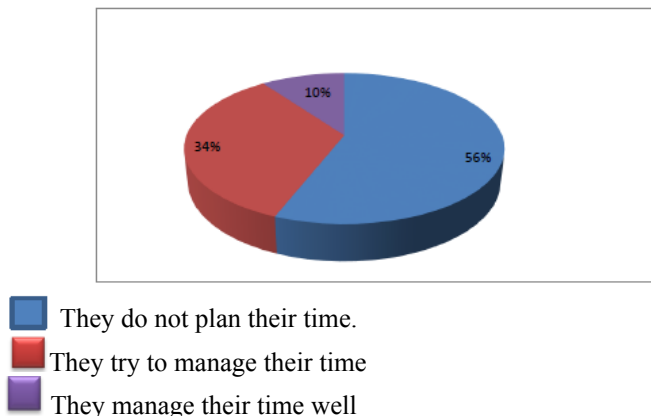


Figure 1

Summarizing the data obtained as a result, we became convinced of the need to develop the professionally based competence of the students of the Translation Faculty, ensuring the readiness and ability of the students to mobilize the system of knowledge, skills, personal qualities, for the organization of their activities, and for the development, we have developed a training interdisciplinary module «Management and Marketing Translation».

Title page of the interdisciplinary training module

Table 4

1	Type of elective module	Interdisciplinary training module
2	Module name	Management and marketing translation
3	Summary of module	The following aspects will be considered while studying the discipline: Features of marketing and management translation. Specifics of marketing and management texts. Difficulties in marketing and management translation. Basic concepts of management and marketing. Market as a public system. Concept and classification of market structures. Management, its essence and significance in a market environment. Role of marketing in economic development. General and basic management functions. Basic marketing and management vocabulary. Communications in management. The relevance of conducting marketing research. Methods of marketing research. Prerequisites for conducting marketing research. Advantages received by the enterprise as a result of conducting marketing research. Concept of communication. Types of communication. Communications management at the enterprise.

4	Developing competence	Professionally based competence
5	Purpose	Development of information and communication resources for 3rd-year students of Translation Faculty through the training module.
6	Didactic mobility	The module can also be used for students in all humanitarian areas.
7	Form of control	Project in writing as a result of individual or group work
8	Main didactic advantage of this module	Increased interest and motivation of students to organize their lifelong learning process.

Our task was to acquaint students with strategies of work with the information so that they could develop the algorithm in the professionally based competence which is an integral part of their future profession, and also to inform them about the possibility of use of the given strategies in the various disciplines studied by them both within educational process and outside of university walls.

Conclusion

We believe that under current conditions of the rapid development of information technologies, the method of forming a professionally based competence of a future translator should be based on information and communication resources. This could be greatly facilitated by modern technologies of distance joint learning of university students. In particular, we consider the remote Moodle Database platform, where future translators would be able to set their goal and solve the tasks of forming and developing a based competence, to be very effective for training future translators. For this purpose, they could select the necessary means to achieve the goal and develop mechanisms for problem solving, exchange materials in real-time, discuss them remotely and improve the creative tasks they perform. The remote Moodle Database platform also allows students to self-assess their work and the contribution of their peers to the common cause of building and developing professionally based competence.

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А. У. Байшымырова

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АҚПАРАТТЫҚ КОММУНИКАЦИЯЛЫҚ РЕСУРСТАР НЕГІЗІНДЕ БОЛАШАҚ АУДАРМАШЫЛАРДЫҢ КӘСІБИ НЕГІЗДЕЛГЕН КОМПЕТЕНЦИЯСЫН ҚАЛЫПТАСТЫРУ

Ақпараттық коммуникациялық ресурстар әртүрлі академиялық пәндерде педагогикалық ұйымдастырылған танымдық процессте кеңінен қолданылады. Бұл мақалада инфокоммуникациялық ресурстарды Қазақстанның жоғары оқу орнында қашықтықтан білім беру жағдайында болашақ аудармашыларды дайындауда оқу үдерісіне қалай интеграциялануға және тиімді пайдалануға болатындығы талданады. Заманауи инфокоммуникациялық

ресурстарды пайдалану болашақ аудармашыларды даярлаудың тиімділігін арттырады. Осы мақсатта мақалада студенттерге мақсатты өз бетініше анықтауға және оқу мақсаттарын қоюға, қажетті тапсырмаларды рәсімдеуге, озық тәжірибелерімен нақты уақыт режимінде әріптестерімен бөлісуге, оларды топта талқылап, толықтыруға, тіпті орындалған жұмыстың сапасын бағалауға мүмкіндік беретін Moodle «Мәліметтер қоры» қарастырылды.

Кілтті сөздер: ақпараттық коммуникациялық ресурстар, қашықтықтан оқыту, электронды курс, «Деректер базасы» Moodle.

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ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНО-БАЗИРУЕМОЙ КОМПЕТЕНЦИИ БУДУЩИХ ПЕРЕВОДЧИКОВ НА ОСНОВЕ ИНФОКОММУНИКАЦИОННЫХ РЕСУРСОВ

Инфокоммуникационные ресурсы широко используются в педагогически организованном познавательном процессе по разным учебным дисциплинам. В данной статье проанализированы, как инфокоммуникационные ресурсы могут интегрироваться и эффективно использоваться в учебном процессе в подготовке будущих переводчиков в условиях дистанционного образования в высшем учебном заведении Казахстана. Применение современных инфокоммуникационных ресурсов повышает эффективность подготовки будущих переводчиков. В этих целях в статье рассматривали «Базу данных» Moodle, позволяющую студентам самостоятельно определять цель и ставить задачи обучения, конструировать необходимые задания, в режиме реального времени обмениваться своими наработками с коллегами, обсуждать и дополнять их в коллективе и даже оценивать качество проведенной работы.

Ключевые слова: инфокоммуникационные ресурсы, дистанционное обучение, электронный курс, «База данных» Moodle.

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