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КЕСИПТИ ТАНДОДОГУ КООМДУК ИЛИМДЕР БОЮНЧА ЖАҢЫ САБАКТЫН ЖАРДАМЫ

Макалада ата-эненин коомдогу орду жана балдарды тарбиялап өстүрүүдө аткара турган иш аракеттери жөнүндө сөз болот.

Өзөктүү сөздөр: коом, иш чара, социалдык, билим, балдар, заманбап, маалымат, мугалим, ата-эне, (улуу, кичүү) муундар.

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НОВАЯ ДИСЦИПЛИНА В СОЦИАЛЬНЫХ НАУКАХ, ПОМОГАЮЩАЯ В ВЫБОРЕ ПРОФЕССИИ

В этой статье речь идет о месте и роли родителей в обществе и их деятельности в воспитании детей.

Ключевые слова: общество, деятельность, социальный, образование, дети, современный, информация, учитель, родитель, поколение.

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A NEW DISCIPLINE IN THE SOCIAL SCIENCES HELPING PROFESSIONS

This article considers the role of parent in society and their activities in bringing up children.

Key words: society, activity, social, education, children, modern, information, teacher, parent, generation.

In this article I'd like to describe the development of parent counseling, a new helping profession in the social sciences, and the qualification process for the profession as determined by the Adult Education Division of the Ministry of Education and Culture, in conjunction with various academic institutions. There is a discussion of the essential of being a parent. This will be followed by a description and definition of parental needs in contemporary society and a survey of the services and positions that were developed to answer there needs, the role of the parent counselor. Professions in modern society parent counselor ,roles and parent counselor training are based on the concepts of both roles and professionalism. Experience tells us in brief that most roles are associated with demands, assumptions and expectations that are, by and large, confusing, contradictory or controversial. Thus, all our social activities have a gap, or even a direct contrast, between their related theoretical/ideological demands and expectations and the manner in which they are played out in reality; between the way we see them; between what satisfies some people and what disappoints others. These contrasts exist simultaneously in the person playing the role.

This multiplicity, which is one of the fundamental characteristics of modern life poses a threat to the individual and to the structure of the society she or he lives. “Everybody knows a ‘good’ mother does it this way” or open to interpretation “ No one can tell me how to raise my children”. However, this situation also facilitates self-expression, manipulation of a range of options, and the chance for those options within the limits of the law. The wealth of information available today, coupled with the rapid development and constant change in information, have brought many beliefs and preconceptions into question. What was right and unchanging yesterday is not necessarily right or unchanging today. Besides, people today are much more aware of the fact that we do not view reality objectively. Functional dilemmas arise from both the organizational/social/cultural structure and the individual personality. Our experience with parents has shown that dilemmas develop from the interaction between the organizational/social and the individual, who have been raised and educated within one organizational/social structure and live within a different one. For example, immigrants often perform their parenting role in a different social setting than that in which they grew up and with a different set of rules. The definition that we, as individuals, apply to our roles, and the manner in which these roles are manifested reflect the sum total of our relationships, identifications, attitudes and beliefs. Given the complexity and sensitivity of this state of affairs, it is extremely important that we recognize the alternatives available to us in our roles. We should pin point the source of our behavior and the reasons for our vacillation. This is true for every role, especially for the primary role of almost every adult. The job of parent counselor was developed to answer this need, and the need has determined the substance of the job. Parental responsibility has undergone many changes over the years, along with our social and conceptual evolution. According to our concepts of the parental role, our image of and attitude towards the child, and our opinions on child rearing, child psychology and child education are not determined only by biological laws, but also by the culture and the contemporary Zeitgeist. The basic responsibilities of today’s parents are as follows:

1. Caring for and maintaining their children’s emotional well being;
2. Transferring social more is to their children;
3. Imparting knowledge to their children;
4. Developing their children’s skills;
5. Tending to their children’s financial future.

All in all, parents are required to ensure the individuation, socialization and acculturation of their children (Lamm 1973).

Parents must develop each child’s individual personality; teach him/her how to behave in the society and pass on the cultural legacy of past generations. Parents must see to it that each child develops three levels of communication:

1. To be in tune with himself, his abilities and his talents. In professional language, parents should nurture the child’s self-image.
2. To feel connected to the here and now and to the society around him-family, community, country.
3. To consider herself a member of human society linked to the past and the future, as a person in her own right, with his/her own identity and personality, suited to his/her environment and history.

The parental role does not apply to parents only. In the west, for example, the educational system is involved in imparting knowledge to children and developing their talents and skills. These auxiliary “parental” systems vary from culture to culture and from generation to generation. Unfortunately, this subject is beyond the scope of this present article; however the reader may refer to the numerous publications on the association between parents and educational system. Why is it hard to be a parent? We touched on this point in a general manner when we discussed the concept of role. Further we’ll discuss the sources of the difficulty in more detail. These include:

1. The nature of the role itself. Parenting is a total task; parents can’t quit, go on strike or take a vacation. From the moment a child is born, the parental role supersedes all other roles and all

circumstances, regardless of time or place. The role is also affected-and made more difficult-by the parent himself and within society in general.

2. The changes and expansion in cultural knowledge, and their effect on the family in the formal education, social skills and communication
3. Changing social and familial structures, manifested mainly in the blurring of the limits of responsibility and the authority of the family and the parent
4. Cultural- ethical differences that are a product of changing times; the generation gap
5. Cultural pluralism, which causes parents to wonder how to best practice their role
6. Psychological publications on child rearing, which are not relevant to everyone and do not meet everyone's needs.
7. The gap between our ideological conceptions of what a good parent is and the day today grind of caring for children.

Why do parents need counseling? Who among us in education has not met parents with mixed feelings about the way they have raised their children? Who hasn't encountered parents who find themselves at a loss when it comes to their children's education? And who among us has not recognized these very same thoughts and feelings in ourselves, with our own children?

Meanwhile there are three processes characteristic of modern life that cause great distress among parents and create a consequent need for guidance and support. Childhood and adolescence should not be seen only as a passage to maturity and adulthood (or times of preparation, qualification, postponements of rewards, etc), but as life stage in their own right. All in all parents are required to ensure that their children experience a happy childhood. Obviously, this concept is manifested in the daily life of the family. Parents who wish only to guarantee that their children are well-adjusted and healthy are amazed at the many rules and regulations and the elements involved in the task assigned them. The second process is based on changes that have occurred in the structure and status of the modern family. The typical family today is composed of only a set of parents and their children or a single parent and his/her children. Moreover, the family does not fulfill any other significant economic function. This situation affects the need for parental guidance in three ways. It leaves the modern family for existence and one basic task: child rearing and education. Although the family receives some external assistance from schools, youth movements and so on, these organizations can never replace the family. This job is in the family's hands alone. The smaller the family, the more intense the tension, because of the stronger mutual dependence of the parents and children. From the moment we learned that the early stages of life have a definitive effect on personality and that childhood experiences leave an imprint on a person's entire life, parents of all socioeconomic educational levels turned their attention to the psychological aspects of child rearing. Who helps children with their homework? How should you deal with adolescent behavior? The combination of these three factors made the need for parental counseling. For example, the influence of scientific thought has become stronger as our belief in the power of science and its ability to solve problems has grown. The latter, however, goes hand in hand with the denial of traditional beliefs and methods. This distances from their parents and engenders a reluctance to depend on the experience of elders, continuously narrowing the family circle-the one place in which we still belong. As we have already said, this is liable to increase intrafamilial tension, which in turn, may cause emotional problems or exacerbate existing developmental ones.

Parent counseling – theories and approaches

Parent counseling is based on psychological, sociological and educational theories focused on three main areas:

- Educative counseling, to assist the parent in his parenting role as based on the preventive education approach;
- Parental preparation and direction, as based on theories of development psychology;
- The development of parenting skills and talent as based on the concepts through practice.

What is the Role of the Parent Counselor?

The parent counselor acts in accordance with the preventive education model to decrease the percentage of adults and children who need counseling, as well as to decrease the percentage of adults and children who don't reach their intellectual, emotional and social potential. The counselor takes preliminary preventive steps to ensure an appropriate parental educational environment as it affects the psychological development of both the children and the parents. The recently developed programs for training parent counselors in other countries take all of the above into account. Each offers a minimum of 500 hours of classroom study and 112 hours supervised field work provided over three years. The field work is done in the second year it consists of 28 meetings of 4 hours each with parents in a group setting. Specialized guidance training takes place in parent groups of six to eight participants.

Students in the Training Program:

These courses are intended for school teachers, pre-school teachers, guidance counselors, psychologists, social workers, occupational therapists and nurses. All participants must have an academic (university) or professional degree, work experience, and the emotional maturity, necessary to guide, advise and otherwise assist adults.

Teachers in the Program

Teachers must hold at least master's degree. Candidates who don't have this degree must receive special permission from the department for Parents, Family and the Ministry of Education and Culture.

Parent Counseling as a Profession

If we return to the characteristics of a profession, we can see how we are headed in the right direction in this field, but we are still far from achieving our goal.

1. General and systematic knowledge. As we saw, parent counselors are exposed to knowledge from a multitude of sources. The manner in which this information is incorporated and the points of emphasis are determined according to the needs of the target parents, from the preventive education aspect. Both classroom and field study are offered, to provide the participants with a varied and solid body of knowledge on which to base their work.

2. Authorization by those who receive the service. "Family Relations", broadcast on Television will contribute a great deal to popularizing this field and to showing possible ways in which counselors can help parents. People on the program spoke of all types of problems that come up in the family life, which were then explained and analyzed by a parent counselor. The proper organization of counseling activities also helps parents get the most out of them. We found, for example, that "centers" or "schools" for parents are preferable to individually sponsored groups.

3. Emphasis on symbolic over financial rewards. The job of parent counselor has a social-educational orientation. Counselors usually operate through unions or workers' organizations, at standard salaries. Most counselors stress the tremendous satisfaction they derive from their work. Many see themselves on a public education mission.

4. Self-supervision via professional societies and the like. the qualification programs are supervised by the Ministry of Education and Culture. Local and national support networks are open to graduates, and there are also professional clubs, on-the-job instruction (mandatory), and variety of in-service training courses. Recently, a special section for parent counselors was opened at the National Association for the Education and care of the Family.

5. Public and legal recognition. The Minister of Education and Culture recently appointed a professional academic committee to supervise the counseling program, deal with problems that arise, and approve the distribution of certificates to participants who have successfully completed their studies.

It is clear that we need to progress further in the area of professionalism. There is still insufficient public awareness of the field, the type of help available and to which bodies to turn. We need a separate and coordinated system offering different types of guidance under the local or national authorities at flexible times and in convenient places. In the coming years we will be devoting a great deal of time to this area.

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**СТУДЕНТТЕРДИН АНГЛИС ТИЛИНДЕГИ КЕПТИН ЛЕКСИКАЛЫК
ИНТЕРФЕРЕНЦИЯСЫНЫН МАСЕЛЕСИ**

Макалада кош тилдүүлүктүн, көп тилдүүлүгүн кесепетинен студенттердин англис тилиндеги кептин лексикалык интерференциясынын келип чыгышы каралган

Өзөктүү сөздөр: *интерференция, интерференциялык каталар, кош тилдүүлүк жана көп тилдүүлүк, лексикалык интерференция.*

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**ПРОБЛЕМА ЛЕКСИЧЕСКОЙ ИНТЕРФЕРЕНЦИИ В АНГЛИЙСКОЙ
РЕЧИ СТУДЕНТОВ**

В статье рассматриваются интерферентные ошибки в лексическом аспекте в речи студентов из-за двуязычия и многоязычия.

Ключевые слова: *интерференция, интерферентные ошибки, двуязычия и многоязычия, лексическая интерференция.*

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**THE PROBLEM OF THE LEXICAL INTERFERENCE IN ENGLISH SPEECH
OF STUDENTS**

The article considers the interferential errors in lexical aspects in the speech of students, which is caused due to bilingualism and multilingualism.

Keywords: *interference, interferential error, bilingualism and multilingualism, lexical interference*

В Кыргызстане возросло потребность изучать английский язык для международного сотрудничества с зарубежными странами возможности для делового контакта. Иметь