

History of creating curricula, programs and textbooks on foreign language for universities of Kazakhstan.

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Abstract

Like any private didactics the methodology of teaching foreign languages, has its own history, knowledge of which is necessary for understanding the main stages of development of the theory and practice of teaching, the variety of approaches and methods of teaching foreign languages in the modern world. This study aims to research the history of creating curricula, programs and textbooks on foreign language for universities of Kazakhstan. The research conducted a Historical and pedagogical analysis which showed that foreign language teaching has its roots in the deep past, and played a huge role in the development of human society, since it determined the progress of the transferring the methodological experience and contributed to the social development of mankind.

Keywords: foreign language; ideological principles; historical; pedagogical analysis .

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1. Introduction

The process of improving curricula, programs and textbooks on foreign language for universities of Kazakhstan took place with the development of the economy, culture and public education in our country. This process corresponds with the fundamental social changes taking place in society and requirements of the government for higher education. The international relations established after the World War II, the increased exchange of delegations in the fields of science, culture, trade, sports, the increasing need for the exchange of oral and written information and other reasons highlighted the need for practical knowledge of a foreign language. The expansion of international cooperation, the conclusion of a number of trade, economic and other treaties, and the development of international tourism and agreements with many countries of the world as a result, has increased the number of various delegations and specialists sent to different countries.

All this required a rethinking of the goals of teaching and reassessment of the entire methodological framework for foreign language teaching. The search for a new methodological system in different countries has yielded certain results. Thus, new teaching methods were developed, which received the following names: a conscious-practical method; audiovisual and linguistic methods used in adult education, etc. The international ties established after the war, the increased exchange of delegations in the field of public education, science and culture, and the strengthening of US business ties with Europe revealed the urgent need for professional specialists who were fluent in foreign language. With the establishment of the Soviet power, the entire system of public education was radically changed, and gradually foreign languages were not only the property of the former aristocratic class and the old intelligentsia. The slogan "Foreign languages to the masses" is proclaimed. Foreign language education covers all segments of the population. The foreign language is taught to schoolchildren, students, engineers, doctors, employees in institutions, workers in factories and collective farmers. Mass teaching of foreign languages to adult audience, conducted on such a wide scale for the first time in the USSR makes it possible to accumulate the richest experience of Soviet methodologists, study old methodological guidelines and develop methodological principles of the Soviet methodology.

The formation of Soviet didactics in the 1920s is associated with the names of P.P. Blonsky, A.F. Belyakov, B.V. Ignatiev, A.P. Pinkevich, M.M. Pistrak, B.B. Raikov, M.M. Rubinstein and many others. In their works, scientists - teachers considered the problems of the goals of training and the principles of didactics, which, in turn, determined its forms and methods. However, there were no special works on the history of the development of Soviet didactics from the period of formation of the Soviet school and pedagogy to the present day. This gap is filled by Vendrovskaya's (1982) monograph "Essays on the history of Soviet didactics", covering the period from 1917 to the end of the 1970s. The work highlights the development of the theory of the content of education, analyzes such fundamental categories as the goals of education, the principles of didactics, methods, forms of education and taking into account the knowledge of students. The author of the monograph identifies the main stages of the formation of the theory of learning, reveals trends in the development of the most important pedagogical concepts and problems that contribute to further improvement of training process at the present stage (Merkibayev et al., 2018). Socio and political conditions affected the state of teaching a foreign language, which was removed from the curricula and plans, and then restored and merged with the pedagogical direction. Rakhmanova writes in his studies on the history of the methodology of a foreign language and noted that after the revolution of 1917, foreign

languages were excluded from the curriculum of secondary school as a compulsory discipline and were preserved only as an optional discipline in some schools (Smailova & Zhapakov, 2019).

The first educational programs for universities were developed in 1938 and existed without much change until 1947. These programs focused on teaching two forms of language activity (oral and writing speech). The development of two forms of language activity had to proceed in parallel, with the previously analyzed and translated text being the basis for mastering the oral speech. Oral speech training was limited to a question-and-answer conversation aimed at working out the given texts (Kondubaeva et al., 2015). Characteristic of the first educational programs was the requirement to know isolated words and phrases. Accordingly, much attention was paid to memorizing words outside the context, as Shklyeva (1963) notes in her research. Some contradiction to this statement is the opinion of Loginova, who quotes from the first document on the unified labor school, about the need for systematic study under the guidance of specialists of the native language, mathematics, geography, living foreign languages, confirming the equal rights of a foreign language in that period. In our opinion, the contradiction here is that some are guided by the document, while others proceed from the actual state of affairs. One thing is obvious, despite the desire to introduce a foreign language at school, in fact, its study left much to be desired (Shklyeva, 1963).

Thus, the similar situation was with the method of teaching a foreign language during the civil war of 1918 and during the years of socialism in 1922. During this period, the Soviet higher school used mainly old pre-revolutionary textbooks, where, in turn, the foreign language was not everywhere as a mandatory subject. In the mid of 1920s, the first textbooks and curricula were developed and published. Textbooks related to this period are characterized by Gruzinskaya (1947) follows: "Textbooks built on the material of technical and political terminology; the texts are politicized and filled with rare special words. The language of real life, the living spoken and literary language are not reflected in these textbooks in any way and their mastery is not provided in any program".

The beginning of the second period in the development of the methodology of teaching a foreign language falls on the period of formation of the Almaty pedagogical institute of foreign language in Kazakhstan. As you know all pedagogical institutions in this and subsequent periods of the Soviet era used common methodological guidelines, developed according to a common template that was uniform throughout the Union. However, the process of developing educational literature is far from simple, and requires special training, experience in creating such products, and also needs long term testing and monitoring. Therefore, in our opinion, the analysis of the history of the creation of curricula, plans and textbooks of the study period is to use positive experience in the future and avoid the mistakes of the first developers of curricula, manuals and textbooks (Belassarova et al., 2015).

As the analysis of foreign language programs shows, the main purpose of teaching during the study period was the practical mastery of a foreign language. The essay on the history of the methods of teaching new Western European languages notes that programs and explanatory notes to them, published in the 1925-1926's has the general value of a foreign language as the familiarizing a student with the culture and life of the country of studied language, with its social and political life. Teaching a foreign language was based mainly on the material of a related course, texts from textbooks on social studies (Belassarova et al., 2015). Reliance on related disciplines undoubtedly yields a positive result, but it is not advisable to limit content to only one related discipline, even as comprehensive and intensive as social science.

Summarizing the above, it can be noted that during the first period, the goal of teaching a foreign language was receptive proficiency in it, which set mainly narrowly practical tasks, which led to an artificial limitation of the possibilities of this course. At the same time, during the review period, a lot of work being done aimed at creating the foundations of a methodology for teaching a foreign language. A number of theoretical works are published on the problems of teaching a foreign language in higher education, which undoubtedly played a decisive role in changing the goal setting in subsequent periods.

In order to take into account the influence of the native language of the student, textbooks and teaching aids on foreign languages were based on the results of a comparative study of the grammatical system of these languages. During this period of great importance were the ideas of the following scientists as Smailova & Zhapakov (2019), Ryt (1930), Nurbayeva et al., (2019) and others on the using of international experience, consideration of didactic principles specific to foreign language teaching: the communicative orientation of the learning process; mother tongue; a differentiated approach to teaching a foreign language, and the negative language experience of students. The ideas of CIS scientists played a decisive role in changing the goal in teaching a foreign language in the following years.

As a result the implementation of the requirements of the program in the subsequent period, such methods were developed and based on studies of the characteristics of the pronunciation of a foreign language in comparison with the native language of students in teaching a foreign language in Kazakh schools. Such works are found in the scientific notes of universities of Kazakhstan and indicate that, despite the underdevelopment of the methodological base in the republic, the attempt to study this issue prompted to find new forms and gave its results. So, Mynbayeva & Pogolian, (2014) note that the strengthening of theoretical research in the field of determining the structure and the content of educational publications made it possible in the 1930s to develop approximate requirements for the development of textbooks. Among them, we can distinguish the following fundamental requirements:

- 1) reflection of the socio-political life of Soviet society in educational materials;
- 2) structuring materials in accordance with the principles of scientificity and systematicity;
- 3) structuring materials based on the native language (Ryt, 1930).

This was a very important step forward, which set the stage for the creation of teaching materials. So, from the materials of the periodical press of the study period it is known that the first Soviet textbooks appeared between 1923 and 1930.

2. Methods and Materials

The research conducted a historical and pedagogical analysis of pedagogical analysis of foreign language teaching in the Republic of Kazakhstan. To aid the research accomplish its aim, data was drawn from previous researchers who conducted research in the topic of interest. The data was first collected and thereafter analysed using content analysis.

3. Findings

Method od Reesearch in previous studies

Noting the great contribution of these textbooks to the development of methods of teaching a foreign language, it should be borne in mind that, as the first experiments in the development of original textbooks of this era, they are not without drawbacks. The significant disadvantages of most textbooks of this period include:

- insufficient emotionality of the material and its genre-style monotony;
- congestion of texts with social science material;
- non-compliance with the principle of consistency and gradual increase in difficulties of linguistic phenomena;
- intuitive-chaotic selection of lexical and grammatical material, due to the undeveloped scientific principles of selecting of educational material.

Before reading, each text was studied orally. Vocabulary was introduced in coherent sentences mainly by visual means. Grammar was studied only in the form of observations on the text and through exercises related only to the text (change in face, number, time, etc.). Phonetic exercises are also carried out only in connection with the text (Belassarova et al., 2015).

The problems of the content of educational material were discussed on the pages of foreign methodological literature. Foreign methodologists (G.V. Goldstein, R.K. Rosenberg) and others attached great importance to the content of language material, believing that the material should be accessible and interesting and has the educational value (Belassarova et al., 2015). Other experts in teaching methodology did not attach much importance to the educational value of the text. For them, the decisive task was the form.

One of the famous English linguists Sweet (2014) noted: "You cannot confuse an interest in literature with an interest in language. Too absorbing an interest in the content distracts interest in the language, in addition, any reading that should be effective from the linguistic side will necessarily be very slow, and will also be constantly interrupted by necessary repetitions, and under such conditions, no text can be interesting" (Decree of the Council of Ministers of the USSR, 1974).

Receptive language mastery was one of the main tasks in all programs of this period. According to the program, students after graduating from high schools were to be able to make a written summary of the text they read and orally retell its content on the basis of the summary made. The program provided the ability to "read and understand any text with a dictionary, except for texts with special terms, fossil and dialectal words".

Educational institutions of the study period still did not have a theoretical methodology of teaching a foreign language, based on a correct understanding of the subject, a method based on the leading didactic principles of pedagogy, as well as on the provisions of linguistics and psychology. This was because there was no scientific generalization of experience of the best language departments, and was not subjected to proper analysis and dissemination.

According to the historical and pedagogical analysis of materials, starting in 1933, the first private methods of teaching English were published. An important moment in the development of public education and pedagogical science was the issues in 1934 of the first issue of methodological journal "Foreign Language at School" edited by Gruzinskaya (1947). The purpose of the methodological journal was to popularize scientific material in order to disseminate knowledge of

foreign language among the general population, develop and publish textbooks for schools, scientific works, hold lectures, and organize excursions.

Increasing the number of hours for teaching a foreign language has had a great impact on the content and scope of programs. The programs emphasized the importance of getting acquainted with examples of classical and modern fiction, historical material about the development of language, historical conditionality of the modern language as well as developing a worldview (Merkibayev et al., 2018).

Much attention was paid to education in the programs. Ideological principles were also introduced in the teaching of a foreign language. It can be noted that the form of education reflected common historical features, like texts with slogans that expressed the principles of proletarian mindset. The foreign language, as well as other Humanities, carried an ideological load.

Subsequent programs, while maintaining the same fundamental basic attitudes, concretize the initially established amount of knowledge and skills. For example, the requirement for mastering the reading skill was the ability to read a text of medium complexity fluently within the developed topic. The same specificity is observed in terms of the volume of skills by year of training, as well as the volume of the dictionary and the necessary grammatical and phonetic information.

The program has also been changed structurally. The subjects of teaching materials were common for all studied languages, only phonetic and grammatical materials were developed separately. At the same time, the merits of stable textbooks of that time consisted in the fact that there was a "rejection" of old traditional intuitive methodology, which did not take into account the features of each individual language, and took as a basis only some general methodological principles. For example, textbook of German was used as the translation of the textbook of French or vice versa.

The worldview function is considered the leading one in the system of teaching a foreign language. The analysis of the studied period showed that a great deal of work was done on the implementation of educational tasks, the formation of a worldview in the process of learning a foreign language, often through the content of educational texts by methodologists Bim (1977), Kitaygorodskaya (1992), Maslyko et al., (1992), Shevchenko (1978).

At the same time, a deeper acquaintance of students with the country of the studied language, the life of young people in various aspects, culture, history, literature, etc. is carried out on the basis of educational texts. Well selected material allows students to discuss the most important political events taking place in the world, thereby helping to teach students approach the analysis of social life phenomena from the leading positions.

Based on the experience of the methodologists of the study period, we came to the conclusion that the process of teaching oral speech should take place on the basis of a written study, i.e., with support for visual and auditory memory with their full interaction. The analysis of educational curricula of 1938-1960 shows that the authors of the programs did not set the task of achieving thinking in a foreign language. The highest limit in the ability to speak a foreign language was the using of a native language. The principle of using a foreign language in all its aspects with the native language was considered mandatory in old programs in teaching a foreign language.

Decree of the Council of Ministers of the USSR from 9 May, 1961, Order of the Ministry of Higher education of the USSR, from 21 September 1961 "On the improvement of teaching foreign languages

in higher educational institutions" strongly impacted for further improvement of teaching foreign languages in universities (Decree of the Council of Ministers of the USSR, 1974).

The goal of foreign language teachers is to help students learn a foreign language, which is a necessary part of general training of highly qualified specialists. Teaching should help in mastering of reading skills and translating foreign literature on the specialty, and socio-political literature. The development of oral and writing speech in a foreign language was not the part of tasks of a non-linguistic university, but, nevertheless, the educational process includes a conversation in a foreign language and a variety of written and oral exercises that lead to vocabulary learning. Learning a foreign language also improves the general level of theoretical knowledge and culture of students. In non-linguistic universities, students study a foreign language for two and a half years. The difficulties of teaching consisted of the fact that the majority of students start learning foreign language without a basic knowledge.

In their work, foreign language teachers try to conduct practical classes, arousing an interest of students in a foreign language, and constantly explaining the importance and significance of learning foreign languages. However, despite the difficulties, by the end of the course, students were able to read and translate texts on everyday topics freely. Much attention is paid to students' independent work, especially on reading newspapers and magazines in a foreign language. Educational work was carried out by teachers of language departments of universities for developing oral speech and encouraging an interest in a foreign language.

For increasing the scientific and methodological level (passing candidate minimums, writing and defending candidate dissertation, preparing monographs, textbooks, manuals) rectors of higher educational institutions of the republic send teachers for two-year higher pedagogical courses to Almaty pedagogical institute of foreign languages.

Analysis of findings

From the study of archival materials in 1967, Almaty pedagogical institute of foreign languages has already developed methods for using sound recording and sound reproducing equipment. For the first time they were developed by Eremina K.I., Iskakova Zh.I., Petr, Nadezhda Nazarovy, and Khusainova G.M. One of the urgent tasks of universities in the mid-1960s was the task of introducing programmed learning in the classroom and the Almaty pedagogical institute of foreign languages was one of the first that studied the possibilities of programmed learning. For the first time at that time, this work was led by Kozlov and Kurmanbayev (Central state archive of the Republic of Kazakhstan, 1982).

Programmed learning contributed to the development of speech skills, made it possible to individualize the pace of students' learning, and provided significant time savings. As Kazakh methodologists noted in their works at the conference on programmed learning "Action is the core of program training. From this point of view, the programming process is nothing more than planning the actions of students and the teacher during the group training (Central state archive of the Republic of Kazakhstan, 1982; Bagila et al., 2019).

According to archive materials of Almaty pedagogical institute of foreign languages in the 1950s, the best graduates of the Institute were sent to postgraduate training program of Moscow state pedagogical Institute of foreign languages named after M. Torez.

According to archive materials many teachers were trained in postgraduate training program in the period from 1962 to 1967, and defended their candidate dissertations: (Agranovich et al., 2019).

In searching for effective methods of teaching foreign languages the "oral course" was developed and introduced into the educational process, and a laboratory of oral speech was equipped with new technical means in the early 1960s (Zhumabayeva et al., 2019). The main areas of activity of the laboratory are automatic recognition and synthesis of speech, formation of linguistic databases, and formalization of speech signal in order to create textbooks, perception and understanding of speech, study psycholinguistic aspects of understanding and perception of speech. As a result of the laboratory's activities, three state standards for checking radiotelephone communication channels were developed, databases and knowledge bases were created that allow correcting the pronunciation norm, determining the degree of deviation of the speaker's speech, conducting phonoscope examination to identify and verify the speaker's speech, etc.

For the developing the problems of teaching methods and theory of foreign languages, great work was done as well as to improve the scientific and theoretical level of teachers in philological faculties of pedagogical universities of the Republic.

Based on archival materials, the following decisions were made for further improving the educational and scientific work of language universities in the republic:

- to create a laboratory for programmed learning and a laboratory for experimental phonetics and speech psychology at Almaty pedagogical institute of foreign languages;
- to create short-term professional development courses for teachers of foreign languages of higher education institutions of the republic without age restrictions for admission;
- to send young teachers of foreign languages of special faculties to Almaty pedagogical institute of foreign languages for training, replacing them with experienced teachers;
- to present to rectors of universities of the republic wider possibilities of sending foreign language teachers to research institutes and universities of the USSR and other countries (Tashkenbayevna et al., 2018).

In accordance with the order of the Minister of higher and secondary special education October 27, 1964, No. 1020, Almaty pedagogical institute of foreign languages was proposed to lead the work on the development of training programs and methods of using technical means. Research on the possibilities of programmed learning in Almaty pedagogical institute of foreign languages began in 1965 (Zhumabayeva et al., 2019).

The first experiment on programmed training of practical English grammar using the Swallow training machine was conducted in 1965. This experiment gave positive results, but showed the limited capabilities of Swallow training machine due to small number of frames on each machine (10 frames in total). In further studies, the Swallow training machine was used only as a mean of controlling.

The results of research recorded in archival materials showed that machine-free programming of grammatical and dictionary material in the form of program dialogues is more promising. An increasing number of teachers were involved in the development of software manuals (Tashkenbayevna et al., 2018).

During the 1964/1965 academic year, 4 additional rooms were equipped with feedback and a remote control for teachers. The language department hold a mandatory student's work in the laboratory of oral speech, discussed the level of efficiency of carried out work at faculty meetings,

made corrections in the methodology for the use of technology, has changed the design of laboratory equipment, also conducted theoretical seminars for school and university teachers of foreign languages.

Analyzing the normative documents of Kazakh state women pedagogical institute the educational process of the mid-1980s with a volume of 2.5 years of study, we found a difference in the number of hours to a foreign language at different courses: for the 1st course - 4 hours per week, and for the 2nd and the 3rd courses - 2 hours. Educational work in Kazakh state women pedagogical institute in all disciplines was carried out at all faculties under programs approved by the Ministry of Higher Education. There were no special changes in this document, except including of a foreign language, which was previously included as a mandatory subject in the 1st and 2nd courses (Mynbayeva & Pogolian, 2014).

According to the archive materials, the work plan of the language department of Kazakh state women pedagogical institute provided a systematic discussion of issues that contribute to improving the quality of teaching a foreign language, developing oral speech skills, working with pictures, diagrams, films, epidiascope, as well as working in the international friendship club.

For an objective assessment of the history of creating textbooks and programs in a foreign language, it is necessary to remember that in Kazakhstan at that time there was a process of formation of Kazakh linguistics. It is important for us to assess the historical and pedagogical conditions for creating textbooks in a foreign language in Russian-speaking departments of universities where textbooks in Russian were used. No less important are the stages of creating textbooks in Kazakh language, which began with the formation of the basics of Kazakh language.

The first study of extra linguistic and intra-linguistic factors that affect the structural and functional development of related and multi-system languages is Khasanov's book "Languages of the peoples of Kazakhstan and their interaction" (Khasanov, 1977). Such works formed the basis for research on bilingualism, interaction of Russian and Kazakh languages, and later foreign and Kazakh languages.

The study of the problem of interaction and mutual influence of related and different structural languages is relevant in the conditions of Kazakhstan, which is explained by its multi-ethnic nature. The works of most Kazakhstan researchers are devoted to the comparison of the study of phonetic and lexical-grammatical structure of Russian, Kazakh and other Turkic languages. Attempts have been made to conduct typological research involving facts and data of languages not only of the Turkic area, but also of European languages (English, German, and French).

The study of Kazakh and Russian languages in a comparative plan resulted from the need to solve such issues of Kazakh linguistics as the development of a general theory of language, the disclosure of the laws of development and functioning of Kazakh language in new social conditions, the study problems of sociolinguistics, different types of bilingualism, the disclosure of the national specifics of the language and the identification of language universals. The tasks of methodology were determined by the development of scientific bases for teaching a foreign language in universities and schools of the republic, and the creation of a theoretical basis for the development of textbooks on a foreign language.

The formation of Kazakh linguistics in a historical context represented a large-scale canvas for the development of educational and methodological base for teaching a foreign language. Having a full arsenal of methodological tools in the knowledge of Kazakh language, its roots, dialects, linguistic and

phonetic features that convey the beauty of the native language, it became possible to develop scientific and educational manuals on foreign languages.

In the late 1950s in the pages of periodicals in the course of discussion a dissatisfaction of the method of teaching foreign languages was revealed. Unfortunately, specialists working in various fields, and the majority of graduates from the secondary school, specialized secondary and higher educational institutions have low level of knowledge of a foreign language. A small vocabulary and a formal knowledge of grammar did not allow translating a foreign text without a dictionary. Conversational skills are particularly weak. Most of the proposals were aimed at creating a method that would provide practical knowledge of a foreign language with "conversational skills".

5. Discussion

The study and analysis of a certain number of documents and literary sources, historical and theoretical issues of teaching a foreign language allow us to conclude that teaching a foreign language should have a general professional significance. The general meaning is that learners who study a foreign language observe the laws of its sound, morphological and syntactic systems, that is, what they know about their native language, learn about the life, customs, culture of the country of studied language, art, literature, great politicians and scientists.

Incorrect understanding of the essence of studied language and insufficiently developed university methodology led to the unresolved question about the purpose of language training.

The discussion served as an impetus for the development of an optimal method of teaching foreign languages, presenting practical, general and educational tasks in educational institutions of the republic.

In his studies, M.S. Ilyin notes the requirements for a teacher who is methodically proficient in a foreign language and able to:

- express thoughts freely, correctly and clearly in a foreign language and to understand foreign speech;
- expressively read and understand a complex, original text, stylistically correctly translate literary, socio-political and scientific texts into the native language, and give a linguistic literary commentary on them;
- express your thoughts in writing-presentation, essay, letter, translation into your native language;
- clearly explain all language phenomena to students with different general education training on the basis of comparison with their native language (Borg, 2006).

A huge number of proposals were made by scientists, methodologists, psychologists, teachers from different cities of the country. Most of the proposals were aimed at teaching practical mastery of a foreign language using oral skills. Most textbooks on foreign languages for universities in 1966 paid considerable attention to overcoming certain difficulties of foreign language speech, contained very few exercises, but there were also tendencies to start training directly from speech practice, but did not bring real success. Since students are not able to cope with many difficulties at the same time, only visual speech is obtained. Students reproduce the questions and answers they have learned, and are left helpless when any changes are made to the sentences they have learned. For example, there were whole paragraphs in textbooks that did not contain speech exercises and were devoted

exclusively to so-called "language" or "non-communication" types of work. After an excessively long period of training, students came to speech practice with a large number of difficulties not overcome, where in turn speech practice actually did not work.

According to the scientist Miroljubov (1999), in the late 1940s and early 1950s, experts in teaching methodology founded a receptively reproductive method that takes into account the features of speech communication, a consciously comparative method, as well as the method for understanding the read texts.

The method of teaching a foreign language is closely related to a number of other sciences, such as pedagogy, philosophy, physiology, psychology, linguistics, etc., and is based on the laws established by them. The basis of pedagogy is based on didactic principles that indicate the main directions of teaching methods for any subject, including teaching a foreign language. The theoretical basis of foreign language teaching methods is based on methodological principles that retain their significance for private methods.

In the 1960s and 1970s, there were great discussions about teaching a foreign language. The best practices of leading Russian cities have shown the failure of the combined method, which was captured by the grammatical method. In the material of the periodical press of those years, we find confirmation that the attempts of Kazakhstan methodologists to get out of this method occurred mainly within the framework of the same combined method (Miroljubov, 1999).

In 1960, oral speech was officially recognized as the most important goal of teaching a foreign language in the educational programs. But the system of training it in line with the conscious-comparative method was still not created. This served as one of the main reasons for the appeal of a number of methodologists to the direct method, which, however, was not widespread, since its foundations were scientifically refuted in the press and discussions.

The history of the methodology of teaching a foreign language has a difficult way of formation as a science and practice in higher educational institutions of Kazakhstan. This is due to sharp changes in the policy of the country's leadership at a time when the transition from one formation of political leadership affected even the language specialties. If in the early works of researchers of the 1920-1930s we see a more complete description of the works of Gruzinskaya (1947), Ryt (1930) and others, then in later periods of the formation of socialism we observe criticism of the directions of the works of these authors.

A theoretical analysis of the implementation of these methods is carried out and, as a result, the disadvantages in teaching a foreign language are identified. In particular, it points out the shortcomings with textbooks on the method of teaching a foreign language to students. Previously published manuals on the methods of teaching English, French and German need to be fundamentally restructured. Having played a certain positive role in raising the theoretical level of foreign language teaching methods, they became completely outdated in the future.

Fundamental works of scientists helped the formation and development of the intelligentsia, who studied languages at the theoretical level, without immersion in the linguistic environment. Already at that time, deep theoretical studies began on the use of the native language in learning a foreign language. This solution was effective, in particular, for Kazakhstani universities, which had a weak material and technical base in teaching Russian and foreign languages.

In his research Sergievsky (2020), first of all, dwells on the fact that, contrary to the statements of many supporters of classical education about the advantages of classical languages due to their greater logic, formal educational knowledge of any language is the same. The point is not in the logic of language, the author said, because any language is illogical, but in "the features of its structure that allow us to more accurately and carefully define and understand the phenomena of the native language, on the one hand, and contribute to the assimilation of correct views on language in general, on the other". Further, he emphasizes the great importance of learning a foreign language to familiarize students with the culture and psychology of the country of studied language.

6. Conclusion.

Historical and pedagogical analysis shows that the difficulties in the development of foreign language teaching on the territory of Kazakhstan were as follows:

- the consequences of the devastation were not completely eliminated;
- the need for restructuring and reform of the entire system of secondary education;
- attempts by scientists to continue using pre-revolutionary methods were met with protest from party bodies;
- required the development of curricula and textbooks for the full teaching of a foreign language.

The disadvantages of the study period of foreign language training programs were as follows:

- The overall target setting is not sufficiently disclosed, especially in terms of the educational tasks facing higher education;
- requirements are not sufficiently specified, both at the end of school and by years of study;
- language elements are not highlighted in the theoretical course, and they are only subject to prescriptive assimilation;
- lack of an accurate list of vocabulary;
- lack of a clear explanatory note to individual sections of the program.

In general, the textbook should have the following requirements:

- The topic of the textbook should be ideologically consistent, be of interest and educational value, if possible, and correspond to the age characteristics of students.
- Texts of the textbook should be stylistically correct based on a strictly selected lexical and grammatical minimum and be available by language.

In addition, texts should contain a sufficient study of grammatical phenomena and to ensure a frequency of occurrence of words. The volume of texts should not exceed the norm, which should be regulated by the requirements of the program; all educational material that is subject to receptive assimilation, as well as material for learning by heart should be developed correctly.

- Theoretical explanations of vocabulary, grammar and phonetics should be brief, clear and simple, but at the same time correspond to the current scientific state of language science.

– All explanations should be given in comparative terms, by comparing the facts of studied language with the facts of the native language.

– A thorough dosage of theoretical material should be avoided, in which the student is deprived of the opportunity to get a more or less complete idea of a particular studied phenomenon.

– The sequence of placement of theoretical material should be completely regulated by the current program.

Despite the identified shortcomings, however, the experience of teaching a foreign language was quite positive. An analysis of the development of the theory of teaching on the content and methods of teaching a foreign language from 1917 to 1991 allows us to draw a number of conclusions.

Didactics revealed not only the problem of teaching method, but also the learning activities, indicating the purpose, objectives of teaching a foreign language, principles and techniques.

Methodological approaches have changed in the training of foreign language specialists for the Kazakh audience. New programs, teaching aids and methodological developments in a foreign language have appeared, in particular for the Kazakh audience. This was especially important for ensuring bilingualism of native and foreign languages.

One of the important moments in the development of national education and pedagogical science was the first issue of the methodical journal "Foreign language in school" (1934).

Analysis of theoretical literature shows that already in the 1940s of the twentieth century, the need for a comprehensive approach to teaching a foreign language was realized. Research of materials published during this period shows that special attention was paid to the grammar, as well as to the development of listening skills (the ability to understand the spoken language) and speaking skills (the ability to express their thoughts in studied language).

In the second half of the 1950s, the socio-political situation in the country had changed. This led to a reconsideration of the purpose of teaching a foreign language, especially oral proficiency in language.

The 1950s are characterized by increased attention to the quality of educational programs and textbooks in a foreign language. It was necessary to give a practical orientation to teaching grammar based on the principles of consciousness and reliance on the native language. The efforts of methodologists in this direction, combined with the use of the results of psychological research, in particular, on the problem of forming mental actions, have made it possible to achieve a success in the theoretical solution of a number of important issues of teaching grammar of foreign language for practical purposes.

In fact, this meant that by 1961, according to a certain system of theoretical developments of the consciously-comparative method, it would be possible to base the teaching of foreign language grammar in practice. But at the same time, within the framework of the consciously comparative method, it was not possible to make the main that was required, that is, to create an effective system for teaching oral speech of foreign language, and the theory of teaching grammar did not become the property of school and university practices of teaching foreign language. In such a situation, it was not accidental that there was an increased interest to the systems of teaching oral speech and a foreign language in general.

Amendments were made to the curriculum of higher educational institutions of the country. Hours for a foreign language were allocated in the complex for vocabulary, grammar and phonetics. These changes served further development of teaching a foreign language in accordance with all-Union standards.

The objectives of the methodological base were determined by the development of scientific foundations of the methodology for teaching a foreign language in higher educational institutions of the republic. Kazakhstani pedagogy raised the issue of reliance on the native language in learning a foreign language. Having a lot of methodological developments in the teaching of Kazakh language, its roots, dialects, linguistic and phonetic features that convey the beauty of the native language, it became possible to develop scientific and educational manuals on a foreign language.

In the early 1960s, one of the leading institutes of the republic, Almaty pedagogical institute of foreign languages started working so-called "special departments" where chemistry, history, mathematics, physics were taught in a foreign language. New programs have been developed and advanced training courses have been opened, where new directions in methodological developments are presented.

The introduction of new curricula and programs in all areas of training teachers of foreign language in institutes and colleges was completed at the end of the 1960s and the first half of the 1970s. Plans and programs are presented in accordance with the modern level of development of society, science and culture. Scientific and pedagogical requirements for teachers, including subject teachers, are being developed. The most characteristic invariant properties in the structure of the teacher's personality and activity are identified, and the common ways of their formation among students of pedagogical institutes are outlined in a series of scientific works of this direction. These works reflect important personal qualities, aspects of the teacher's professional activity. Thus, active research work in the 1970s led to the development of scientific and pedagogical requirements for the subject teacher.

1970s, the late 1980s entered the history of the development of methods of teaching foreign language as a radical restructuring of the content of education and create programs and textbooks, taking into account modern achievements of linguistic science, Soviet didactics and psychology, the specifics and peculiarities of the Kazakh language, the needs of the time in practical mastery of a foreign language.

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