

COMPILATION OF BIBLIOGRAPHY AS A TYPE OF INDEPENDENT WORK OF MASTER STUDENTS

Sanjyarova N.S. (Republic of Kazakhstan) Email: Sanjyarova346@scientifictext.ru

*Sanjyarova Nailya Smadyarovna – Candidate of Pedagogical Sciences, Associate Professor,
DEPARTMENT FOR LANGUAGE STUDIES,
ALMATY UNIVERSITY OF ENERGY AND COMMUNICATIONS, ALMATY, REPUBLIC OF KAZAKHSTAN*

Abstract: *the article deals with the self-study of master students and its types realized in various forms, methods, etc. The authors consider the ability to compile a bibliography as an extremely important quality of future teachers and scientific workers, and therefore they take it out for independent work as one of the types of self-study of master students. In addition, a great attention is drawn to the traditional division of references into main and additional academic materials, which according to the authors, is not entirely correct. In this connection, a number of arguments is given in favor of their non-distinction.*

Keywords: *self-study of master students and its types, compilation of bibliography, main and additional academic materials.*

СОСТАВЛЕНИЕ БИБЛИОГРАФИИ КАК ВИД САМОСТОЯТЕЛЬНОЙ РАБОТЫ МАГИСТРАНТОВ Саньярова Н.С. (Республика Казахстан)

*Саньярова Найля Смадыаровна - кандидат педагогических наук, доцент,
кафедра языковых знаний,
Алматинский университет энергетики и связи, г. Алматы, Республика Казахстан*

Аннотация: *в статье рассматривается самостоятельная работа магистрантов и ее виды, реализующиеся в различных формах, методах и т.д. Авторы считают умение составлять библиографию чрезвычайно важным качеством для будущего преподавателя, научного работника и потому выносят ее на самостоятельную проработку в качестве одного из видов самостоятельной работы. Кроме этого, обращается внимание на традиционное деление литературы на основную и дополнительную, что, по мнению авторов, представляется не вполне корректным, а также приводятся доводы в пользу их неразграничения.*

Ключевые слова: *самостоятельная работа магистрантов и ее виды, составление библиографии, основная и дополнительная литература.*

In recent years, the social order for higher education has been significantly transformed, which is reflected not only in the requirement to increase the level of professional training of engineers, their qualifications and competence, but also the structure and content of the educational process in technical universities. The rapid pace of scientific and technological progress and its further development has led to the study of psychology, knowledge of which significantly affects the structure and specificity of working activity. Accordingly, the requirements have increased to the intellectual and psychological sphere of man, as well as to his knowledge and skills.

The aim of the article is to consider the importance for undergraduates of bibliography compilation while implementing their research work and writing reports, scientific articles, essays or presentations, as well as master's theses.

The training of undergraduates at the profile magistracy course involves the study of psychology, which is recommended by the State Compulsory Education Standard of the Republic of Kazakhstan as a mandatory academic discipline. It is aimed at developing the professional self-reflection of technical specialists in the field of psychology of teaching, since the effectiveness of activity depends on the scientific approach, psychological competence and skillful use of psychological resources.

The independent work of undergraduates (IWU) assumes the initiative of students in the process of selection and assimilation of information, acquisition of new knowledge, learning skills, as well as the responsibility for planning, implementing and evaluating the results of their own learning activities.

Planning, organization and control of IWU are necessary components of the scientific organization of educational process, allowing the instructor to ensure full-fledged control and necessary effectiveness of educational work.

The scientific and methodological literature emphasizes that training at the magistracy course involves the implementation of a variety of IWU types, which are manifested in various forms and methods of organization [1; 5; 8], participation in organizational events developing the skills of independent work of undergraduates, bringing up their creative activity and initiative [2]. In addition, the role and place of IWU, its goals and

functions, the sequence of work in IWU implementation [6], etc., are described in detail in scientific and methodological literature.

To implement the independent work is a capability:

- to expound the material logically and consistently;
- to answer questions clearly and strictly;
- to deal with theoretical sources;
- to analyze information and highlight the main ideas;
- to build an integrated image of the object under study; express (transmit) its content in the form of essay, presentations, reports, diagrams, tables, etc.

Hence, it is true that "the variety of organizational forms and methods of independent work, modern methodological support and information technologies used in this process provide the instructor with ample opportunities to determine the individual trajectory of master's studies, taking into account his personal abilities, requests and desire to achieve learning goals, as well as to professional advancement and self-improvement" [2, p. 2716].

During the entire period of study, undergraduates should write abstracts, test papers, scientific articles, make scientific reports at conferences, prepare projects, announcements, etc., and eventually defend the master's thesis. The implementation of these types of work is associated with the ability to bibliographic compilation of a list of literature containing bibliographic information, presented according to certain rules. Master students should understand that «the list of sources used is an important component of scientific work. Its content makes it possible to comprehend the scale and depth of the theoretical analysis of the problem under study, and the design shows the general culture of dealing with a scientific document» [4, p. 35]. Hence, the necessity of mastering the correct compilation of bibliography is obvious. It is no coincidence that the contents of independent work of master students [7, p. 1004] and the program of individual independent work of undergraduates [3, p. 107] include the compilation of bibliography.

Let us remark that master students should possess the ability to make bibliography long before the master course, in other words, while studying in technical higher institution. So, when studying the academic discipline "Kazakh / Russian / foreign language" one of the topics of study is "Reference-bibliographic description. The structure of bibliographic description ", which is then complicated in the content aspect when studying the discipline "Professional Kazakh / Russian / foreign language" at the senior courses. However, the practice has shown that most of graduate students do not have the skills to compose bibliography correctly, that is, in accordance with the rules of bibliography compilation and international practice.

The current situation has shown that compiling bibliography is a serious problem for students, which should not only be noted, but it is also necessary to take concrete measures to eliminate it. To do this, the undergraduates should go through the compiled bibliography in detail for self-study. During the training, we repeatedly drew students' attention to the correct compilation of bibliography, provided them with samples of compiled lists at the end of articles, monographs, textbooks, etc. After independent study of educational literature on the rules for compiling bibliography, the undergraduates completed the control work in which they wrote in an improvised form independently invented bibliographic lists relating to various genres of scientific texts. The analysis of the works done allowed the instructor to determine the degree of mastering the compilation of bibliographic information by each master student, and then to carry out with them individual work on eliminating errors. Thus, the instructor of the master course had to complete the work on training the compilation of bibliography that the undergraduates did not acquire at the proper level in the higher institution.

It is interesting to note the following. In the process of training, we noticed that when drawing up a bibliography and dealing with literature, the students, as a rule, do not resort to the use of additional literature, with rare exceptions.

The traditional division of literature into primary and secondary is not entirely correct for several reasons [8]. First, we never met recommendations where it would be clearly and unequivocally indicated which literature should be considered main and which one should be considered additional. Secondly, the division of literature into main and additional literature causes the undergraduates to have a negative attitude toward literature as a whole. It seems that the main literature is primary, mandatory, and additional - secondary, optional, it just supplies the main one, and therefore - there is no sense to resort to it. Thirdly, we perceive the division of literature into the main and additional as an artificially subjective factor, since we believe that only the reader has the right to decide for himself, which textbook to read first and which one to postpone for a while. Fourthly, the literature we use mainly consists of textbooks, courses of lectures or training aids that were recommended primarily for undergraduates in order to be used in the teaching process. Therefore, it is practically impossible to draw a line between proposed textbooks. Fifth, the instructor should not act as an expert expressing his opinion on the value and quality of teaching guides to students: this is contrary to ethics and deprives the reader of the right to choose oneself. The expert group of Republic Educational and Methodological Council (REMC) and the Ministry of Education give such conclusions. Hence, to evaluate and recommend the articles of colleagues as primary or secondary and additional seems to us to be extremely incorrect. Sixthly, we believe that the master

student is a well-established personality who, having independently read the literature, is able to decide to which manual or textbook he will give preference in the first place. We, instructors, can only recommend the literature we used.

The division of educational literature into main and additional is unacceptable even because, depending on the aims of training and students themselves, the authors publish different literature: the theoretical aspect is strengthened in some books, the methodological one - in others. Each of the books is in demand by its reader. Obviously, it is possible to understand conditionally under the additional literature such references, in which the questions are examined deeply and ambiguously, that is, the literature suitable for a more prepared reader and specialist in a certain field of knowledge. Such literature includes monographs, dissertations, and scientific articles in academic publications. As for the educational literature, recommended by the Ministry of Education or academic council of universities, etc., is, without exception, mandatory and useful for students, and we do not need a "gradation". The variety of educational and methodological literature allows students to make a choice of their "own" manual, and instructors - to use interesting fragments from various teaching guides in the class.

We believe that it would be much more useful for the undergraduate to understand the information that there are the following bibliographic lists [9] that should be correctly compiled:

- registering bibliography that contains the names of all books and articles on the subject;
- recommendatory bibliography, which includes the names of books and articles that are necessary or useful to read on this or that issue;
- list of used literature, which includes publications, to which the author of this document refers.

Thus, the independent work of undergraduates includes a variety of types of work, the performance of which is successful only if they are aimed at obtaining new and useful personal knowledge. If there is such a motive, independent study ceases to be a heavy burden and brings a sense of moral satisfaction that a person experiences when he is involved in a creative work. Moreover, the future teacher or scientific worker must be able to compile bibliographic lists competently and professionally.

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