



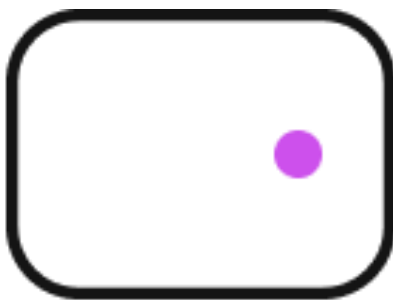
**«Жас зерттеуші - 2025»
«Молодой исследователь - 2025»
«Young Researcher – 2025»**

*Халықаралық ғылыми-практикалық конференцияның материалдары
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THE CONCEPTIONS OF AN EFFECTIVE FOREIGN LANGUAGE TEACHER

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Түйін: Бұл мақалада шетел тілін оқытудың тиімділігін арттырудың негізгі әдістері қарастырылады. Студенттердің коммуникативтік дағдыларын дамыту мен бақылауға ерекше назар аударылады: дәстүрлер мен перспективалар.

Аннотация: В статье рассматриваются основные методы повышения эффективности преподавания иностранного языка. Особое внимание уделяется развитию и контролю коммуникативных умений учащихся: традициям и перспективам.

"Effective learning is the clarity and precision of concepts; concrete and specific thinking; the ability to perceive ambiguity and determine its causes; understanding the connections between objects and phenomena, as well as active trends in the development of processes; the ability to predict the development of events based on the analysis of scientific trends."

Learning a foreign language is a great achievement in intellectual and psychological development. The main contradiction of the modern education system is the discrepancy between the high rate of growth of knowledge in the modern world and the limited ability of individuals to assimilate it.

Pedagogical theory is currently moving away from the absolute educational ideal of the all-round development of the individual and towards a new ideal: the maximum development of a person's ability to self-educate and self-regulate.

The educational process is student-centered and based on the principles of educational teaching.

Basic principles:

- striving for student motivation;
- dialogic learning;
- taking into account psychological characteristics;
- development of student reflection and self-assessment;
- formation of a positive attitude to the educational process;
- ensuring a positive psychological climate.

The program improves communicative competence, provides practice of receptive (reading, listening) and productive (speaking, writing) speech, and also updates and systematizes linguistic, speech and socio-cultural knowledge, skills and abilities that provide functional literacy.

General educational, developmental and educational goals are achieved through a practical goal. The practical goal dominates and is the guiding one.

These goals can be achieved only through students' mastery of a foreign language as a means of communication.

The textbook "In the spotlight" selected by the school allows students to master the English language at a level that meets the requirements of the state standard for general education schools. The educational and methodological package "English in the spotlight" provides an excellent opportunity to introduce digital technologies into everyday practice. One type of assignment that helps students develop their interactive communication skills, as well as their written communication skills, is email writing. It is a relatively informal way to start a conversation with peers, classmates, and teachers. Communicating via email frees students from the strict rules of traditional letter writing and helps them structure, analyze, and summarize information and communicate ideas more easily and effectively.

The English in Focus educational and learning package offers a number of exercises on email writing.

The key to completing these assignments is to ask students to write and send emails to their teacher (or classmate). Handwritten text in notebooks is not acceptable.

By using email, students gain modern communication skills using one of the most popular forms of communication today. After all, email has long successfully replaced voice or paper correspondence in the worlds of business, education, politics, and technology. By learning to communicate via email, our students can quickly collaborate with teachers on projects and creative work at a time convenient for both of them.

Electronic documents can be edited directly as they are written, including improving vocabulary and grammar [1].

The use of digital technologies develops high-level cognitive skills and creates an atmosphere of cooperation between students, the classroom and the teacher. However, it is important to remember that technology is not the answer to every question or the solution to every problem. The main thing is why and for what purpose we use multimedia.

The topics of texts and tasks in educational and training materials are adapted to the needs and interests of students. Great attention is paid to the development of integrated skills such as leading discussions, participating in debates and discussions, working in small groups and resolving conflicts. The communicative-educational approach is implemented using a combination of modern and traditional methods.

The topics of training materials address important issues:

- Problems of adolescence; (Strong relationships)
- Environmental issues; (Awareness of the Earth)
- Science and progress; (Technology)
- How to learn foreign languages? (Let's have fun)
- Why is learning English so important? - Healthy lifestyle (Nutrition and health) [2].

A series of exercises are performed to check grammar and vocabulary on the topics, and at the end of the section, discussion materials are given, as well as an essay in which students express their thoughts on the importance of a particular issue.

The main goal of these lessons is to develop students' understanding of the need to emphasize key points and justify their point of view.

The final stage is projects.

As practice shows, working on projects allows even weak and often inactive students to express themselves, enhances the development of their creative and artistic talents, allows them to express themselves and get moral and emotional satisfaction.

Students create projects. These projects are implemented using computers and involve their imagination and creativity. The best works of students are exhibited. Integrated skills such as leading a discussion, expressing their opinion, and obtaining professional orientation in their studies are developed. The "Schools and Work" section is especially interesting for high school students who are choosing their future profession. It includes:

- Job placement;
- Cover letter and resume;
- Job interview;
- Request for a salary increase;

At this stage, students relate topics to future professions, learn to write applications and resumes, fill out questionnaires and talk about their profession. Work continues on mastering vocabulary and grammar.

The textbook "Attention" contains many lexical units and grammatical structures that overload students, lead to difficulties in mastering the material, and as a result, lead to a loss of interest in the subject, loss of self-confidence and unwillingness to work.

Differentiation of knowledge and skills helps to solve this problem to some extent, its purpose is to ensure the initial level of preparation of each student. Creating favorable conditions for everyone interested in studying [3].

During the lessons, I spend 10-15 minutes working with flashcards. Each student receives a task based on his level of preparation, skills and knowledge and completes the tasks independently.

Integrated lessons play a huge role in increasing the effectiveness of teaching a foreign language. Integrated lessons bring together teachers from different fields, which significantly improves the learning process and creates clear interdisciplinary connections. For example, we are closely connected with computer science. The following tasks are given:

- typing text;
- translating;
- building sentences;
- asking questions, etc.

Students memorize spelling, master new vocabulary, learn communication skills, self-expression and dialogue skills. They organize their work independently and help each other. They receive grades in English and computer science. The conversational games used in the lessons have a high level of accuracy and allow the

material being studied to be activated in speech situations that model and imitate the real communication process [4].

From a methodological point of view, a communicative game is an educational task that includes linguistic, communicative and active tasks.

Solving a linguistic task involves the development or improvement of speech skills through the purposeful use of the given speech material. A communicative task involves the exchange of information between the participants of the game through joint speech activity, while an active task models the method of joint action between speech partners.

Adolescence is characterized by instability of self-esteem; the child's self-awareness depends mainly on external assessments. Here it is important to list non-professional abilities:

- functional thinking;
- the ability to receive and process information;
- communication skills;
- the ability to work in a team. It is necessary to take into account age, health, ability to receive information, method of processing information, memory, attention, emotions, etc.

To increase the effectiveness of education, it is necessary to determine the goals and conditions of learning within a specific implementation of the communicative approach and how they differ from traditional and standard methods [5].

In an intensive learning environment, where the goal and effectiveness of the comprehensive development of all types of speaking skills and abilities are important, it is important to monitor the effectiveness of learning, that is, to effectively assess the level of mastery of a particular skill. Monitoring in learning has the following main tasks: to determine the level of mastery of a skill, to identify possible shortcomings and the interrelationship of mastery of various skills. This monitoring includes the knowledge acquired in the learning process, as well as language skills, grammatical skills, listening, reading skills, etc. The following monitoring methods can be used: an entrance test to control the level of mastery of the previous year's material (at the beginning of the academic year), a mid-term test to assess the level of mastery of new material (at the end of the first semester), and a final test to assess all learning material.

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THE IMPACT OF FRENCH INSCRIPTIONS ON FASHION AND TEEN IDENTITY FORMATION

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Түйін: Бұл мақалада сән индустриясындағы французша жазулардың жасөспірімдердің тұлғалық сәйкестігін қалыптастыруға әсері зерттеледі. Киім мен аксессуарларда француз сөздері мен тіркестерін қолдану тек эстетикалық талғамды ғана емес, сонымен қатар жастардың өзін-өзі білдіруіне, қоғамға тиістілік сезімінің дамуына және мәдени сауаттылығының артуына ықпал етеді.

Аннотация: Данная статья посвящена исследованию влияния французских надписей в моде на формирование идентичности подростков. Использование французских слов и выражений на одежде и аксессуарах отражает не только эстетические предпочтения, но и способствует развитию самовыражения, чувства принадлежности к сообществу и культурной осведомлённости среди молодежи.

Fashion is one of the most accessible forms of self-expression among young people. Through the clothes they choose, teenagers communicate their worldview, interests, and social belonging. In the globalized world, elements of different cultures blend in everyday style, and one of the most remarkable trends is the popularity of French inscriptions on clothing and accessories. Phrases such as “*Mon amour*,” “*La vie est belle*,” and “*Bonjour Paris*” are widely used in youth fashion collections. These inscriptions are not random decorations — they act as cultural symbols shaping personal and group identity.

The French language has long been associated with elegance, romance, and intellectual refinement. French fashion houses — *Chanel*, *Dior*, *Yves Saint Laurent*, *Louis Vuitton* — have established a strong connection between the French language and high fashion. As a result, even simple French phrases on casual clothing evoke associations with sophistication and good taste.

For teenagers, wearing clothes with French inscriptions often means more than following a trend. It reflects their aspiration to connect with international culture and to express individuality through global aesthetic symbols.

Adolescence is a period when identity is actively formed, and fashion becomes a key means of self-presentation. Teenagers use clothing to express their emotions, values, and sense of belonging. French inscriptions play a specific role in this process — they allow young people to communicate subtle emotional states or attitudes in a concise and stylish way [1].

For example, a T-shirt with “*C’est la vie*” might express resilience or acceptance, while “*Amour*” reflects sensitivity and warmth. Through these simple phrases, teenagers learn to convey meaning and emotion, forming their own symbolic language.

The popularity of French expressions in youth fashion is also linked to social media influence. Images of influencers and celebrities wearing clothes with French text create trends that teenagers tend to follow. This not only enhances a sense of

belonging to a global community but also helps young people develop self-confidence and a sense of individuality [2].

Psychologically, such inscriptions help adolescents construct a positive self-image. They perceive the French language as elegant and emotionally expressive, which encourages them to choose clothing that represents these traits in their own identity.

French inscriptions in fashion contribute to the cultural awareness of young people. Even if teenagers do not speak French, exposure to words and expressions sparks interest in the language and culture. In this way, fashion becomes an informal educational space, expanding horizons and promoting openness to intercultural communication.

At the same time, the phenomenon reflects the broader impact of globalization, where languages and cultural codes mix freely, forming new hybrid identities that go beyond national boundaries.

The growing presence of French in fashion can be effectively integrated into language and cultural education. Teachers may use examples from popular clothing to demonstrate real-life language usage and to discuss cultural meaning. This approach not only motivates students to learn the language but also helps them understand its emotional and symbolic power in modern society [3].

French inscriptions in fashion have a strong impact on the identity formation of teenagers. They function as visual and linguistic symbols that support self-expression, enhance social confidence, and promote cultural curiosity. For today's youth, clothing becomes not only a part of appearance but also a means of communication and connection with the world.

Thus, the use of French words in fashion is more than a design choice — it is a reflection of the cultural and emotional aspirations of a global generation, helping young people define who they are and how they wish to be seen by others.

In order to maintain students' interest in a foreign language, educational materials must reflect current social realities. For example, textbooks and other educational resources may include texts on modern social movements, environmental issues, volunteerism, and activism. This will help students understand that a foreign language is not limited to academic tasks, but is a tool that can be used to have a real impact on society. Teachers can also use multimedia resources — videos, podcasts, news articles — in the language being studied, which relate to social issues of interest to students. Such resources make the learning process livelier and more dynamic, and also help students stay up to date with world events, while developing language skills.

The popularity of French words in clothing indirectly increases young people's interest in the French language and culture. Encountering these inscriptions daily may inspire teenagers to learn the language, explore French cinema or music, and understand the country's cultural values. [4].

Fashion therefore becomes a bridge between youth and culture, promoting **intercultural competence** — a vital skill in today's globalized society. Through

simple visual messages, teenagers learn to appreciate diversity, develop tolerance, and form a global outlook.

French inscriptions in fashion are more than decorative elements — they are cultural and psychological tools that help shape the identity of modern teenagers. Through them, adolescents express their emotions, values, and social belonging while connecting to global cultural symbols.

The trend also reflects broader social transformations: the globalization of culture, the blending of languages, and the rise of visual communication in youth identity. By turning everyday clothing into a canvas of meaning, young people learn to navigate the modern world — open, diverse, and interconnected.

Thus, the French language, even when used symbolically, continues to play an essential role in fashion and youth culture, fostering creativity, cultural awareness, and emotional maturity.

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APPLYING COGNITIVE STRATEGIES TO MEMORIZE AND ACTIVELY USE NEW VOCABULARY

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Түйін: Мақалада ағылшын тілін үйрену кезінде жаңа лексиканы есте сақтау және белсенді қолдану процесінде когнитивті стратегияларды қолдану қарастырылады.

Аннотация: В статье рассматривается применение когнитивных стратегий в процессе запоминания и активного использования новой лексики при изучении английского языка.

One of the most difficult aspects of learning a foreign language is mastering vocabulary. Without a sufficient vocabulary, it is impossible to fully understand the text, develop communication skills and form language competence in general. However, simple memorization of words is rarely effective if it is not accompanied by conscious work on understanding, association, and contextual application of new vocabulary. Modern methods of teaching foreign languages turn to cognitive psychology, in which cognitive strategies occupy a central place — techniques and methods of information processing aimed at meaningful memorization and active use

of the material. These strategies help students not only to increase the volume of vocabulary they learn, but also to learn how to independently manage the process of memorizing it. The purpose of this article is to consider the features of the application of cognitive strategies in teaching English vocabulary and to determine their role in the formation of students' active vocabulary [1].

1. Theoretical foundations of cognitive strategies. Cognitive strategies are conscious actions aimed at processing, storing, and reproducing information. They are based on the patterns of human memory and thinking. According to R. Oxford (1990), cognitive strategies include analysis, synthesis, comparison, generalization, establishment of logical connections and application of knowledge in practice.

In the context of vocabulary learning, cognitive strategies help students:

- intelligently perceive new vocabulary (understand the meaning and use of words);
- organize information (group, classify, structure);
- create connections between words (semantic networks, associations);
- transfer knowledge to an active vocabulary through practice in speaking and writing.

The most common cognitive strategies include:

- Associations are the establishment of links between a new word and known information (for example, the word “cloud” is an association with white shapes in the sky).
- Visualization is the representation of an image of a word in the mind or through drawings, diagrams, mind maps [2].
- Grouping (categorization) — combining words by topic, grammatical or semantic features (food, transport, emotions).
- Contextualization is the memorization of words through their use in real sentences and situations.
- Word analysis is the definition of its root, prefixes, and suffixes to understand the meaning (for example, unhappy = un + happy).

These strategies make the process of memorization meaningful and ensure the transition of words from short-term memory to long-term memory. From the point of view of cognitive psychology, memorizing vocabulary requires the involvement of three types of memory — sensory, short-term and long-term. In order for a word to pass into long-term memory, its deep processing is necessary.

In this case, attention, repetition, and context play a key role. If a word is used in several communicative situations, the probability of remembering it increases significantly. In recent decades, the cognitive approach has been firmly established in linguodidactics as one of the most effective strategies for the formation of linguistic competence. He proceeds from the idea of language not only as a means of communication, but also as a form of thinking. Therefore, vocabulary acquisition is not a rote memorization of words, but a process of comprehension, categorization and structuring of information in the student's mind [3].

Cognitive strategies are closely related to the psychological mechanisms of memory: encoding, storing, and reproducing information. Research in the field of

psycholinguistics shows that meaningful processing of material provides stronger memorization than simple repeated repetition. Therefore, the main task of the teacher is to teach students meaningful memorization strategies.

According to the classification of Rebecca Oxford (Oxford, 1990), cognitive strategies belong to the group of direct learning strategies, since they are directly related to the processing of linguistic material. The main types of cognitive strategies include:

- Repetition and Note-taking is the repeated use of a new word in speech and the recording of examples of its use in context.
- Analyzing and Synthesizing is the identification of morphemes, root determination, suffixes and prefixes, and the comparison of words with each other.
- Comparison is the search for similarities and differences between words of a native and a foreign language.
- Contextualization is understanding the meaning of a word based on context.
- Visualization is the creation of visual images and associative schemes for a new word.
- The use of keywords (Keyword Method) is the linking of a new word with a phonetically similar word in the native language to facilitate memorization.

These strategies can also be classified according to the level of cognitive activity [4]:

- low level — simple repetition, writing out words, creating flashcards;
- intermediate level — grouping and classification by topic;

A high level is the conscious use of words in speech, the creation of associative connections, and their use in creative tasks. Practice shows that the greatest effect is achieved when combining several strategies at the same time. For example, a student can first visualize a word, then include it in a sentence, and then use it in an oral speech or essay. Thus, the new vocabulary goes through several stages of processing: perception → comprehension → use → consolidation. In addition, it is important to consider individual learning styles. Mind maps, color schemes, and tables are effective for visual artists; for audios, repetition and listening to words in context; for kinesthetics, flashcards, games, and interactive tasks. Combining approaches allows each student to choose the most convenient way to memorize.

In modern pedagogical practice, cognitive strategies are also reflected in digital resources.: interactive platforms (Quizlet, Memrise, Wordwall), where students can independently create associative flashcards, visual maps, and repetition tests. Such tools enhance cognitive activity and make the process of memorizing new vocabulary more exciting. Thus, cognitive strategies can be considered not just as a methodological technique, but as a system for developing students' thinking through language. They allow you not only to memorize words, but also to learn how to use them flexibly, consciously and creatively — which is an essential part of the formation of communicative competence [5].

L. Vigotsky emphasized that meaningful learning is possible only with active intellectual activity of the student. Therefore, cognitive strategies aimed at analysis, comparison and application fully comply with the principles of an activity-based

approach to learning. In the course of practical work with first-year students of the language faculty, an experiment was conducted to determine the effectiveness of cognitive strategies for memorizing new vocabulary.

Stage 1. At the first stage, students were offered a group of words on the topic "Environment" (about 30 lexical units). Group No. 1 (control group) worked traditionally using flashcards and repetitions. Group No. 2 (experimental) used cognitive strategies: the creation of associations, visual schemes, thematic clusters and contextual sentences.

Stage 2. A week later, both groups passed a test for memorizing words and their use in sentences.

Results: The students in the experimental group had a vocabulary memorization rate of 87%, while in the control group it was 62%. When performing tasks on the use of words in context, students who used cognitive strategies demonstrated more flexible vocabulary skills and less dependence on translation from their native language.

Conclusion: the use of cognitive strategies improves the quality of memorization, promotes the active use of words and forms students' independent mechanisms of assimilation of new information.

Cognitive strategies are an important tool in teaching a foreign language, especially when working with vocabulary. They make the memorization process more meaningful and effective, develop students' independence, attention and critical thinking.

The results of the study confirm that the inclusion of cognitive strategies in the learning process significantly improves not only the quality of memorization of words, but also their active use in oral and written speech.

Thus, it is important for a teacher not only to give words to memorize, but to teach students thinking techniques and vocabulary strategies, turning them into active participants in the learning process.

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СРАВНИТЕЛЬНЫЙ АНАЛИЗ ФРАЗЕОЛОГИЗМОВ, СВЯЗАННЫХ С СЕМЕЙНЫМИ ЦЕННОСТЯМИ, В РУССКОМ, КАЗАХСКОМ И АНГЛИЙСКОМ ЯЗЫКАХ

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Түйін: Бұл мақала қазақ, орыс және ағылшын тілдеріндегі отбасылық құндылықтарға қатысты фразеологизмдердің этномәдени ерекшеліктерін талдауға арналған. Көркемдік компоненті айқын тіл бірліктері әр ұлттың дүниетанымын, моральдық нормаларын, дәстүрлерін және тарихи тәжірибесін бейнелейді. Үш тілдегі фразеологиялық құрылымдардың салыстырмалы талдауы жүргізіліп, жалпы элементтер мен ерекшеліктері айқындалады. Мұндай бірліктерді зерттеу мәдениетаралық құзыреттілікті дамытуға ықпал етеді және тілдік ортадағы мәдени контексті жақсырақ түсінуге көмектеседі.

Resume: This article is devoted to the analysis of the ethnocultural features of phraseological units related to family values in Russian, Kazakh, and English. Linguistic units with a vivid figurative component reflect the worldview, moral norms, traditions, and historical experience of each nation. A comparative analysis of phraseological constructions in the three languages is conducted, identifying common elements as well as specific ethnocultural characteristics. Studying such units contributes to the development of intercultural competence and helps to better understand the cultural context of language speakers.

Язык является не только средством общения, но и сложным культурным феноменом, отражающим ценности, нормы и мировоззрение общества. Фразеологизмы как часть языка выполняют роль культурных кодов, передающих информацию о социальной структуре, моральных принципах и семейных отношениях. Изучение фразеологизмов, связанных с семейными ценностями, особенно актуально для казахского, русского и английского языков, поскольку каждая культура имеет свои исторические, социальные и религиозные основы, которые находят отражение в языке [1].

В казахском языке семейные ценности глубоко укоренены в традициях кочевого общества. Расширенная семья была основой социальной структуры, а уважение к старшим, гостеприимство и верность родственникам ценились особо. Фразеологизмы часто отражают эти принципы через образы семейных отношений, взаимопомощи и солидарности. Например, выражения «отбасын сыйлау» (уважать семью), «әке-шешені тыңдау» (слушаться родителей), «қарындасын құрметтеу» (уважать сестру) передают уважение, долг и заботу внутри семьи. Эти выражения отражают культурный приоритет поддержания семейного единства и гармонии между поколениями. Пословицы, такие как «Ердің жақсысы – отбасын аман ұстайды» (Хороший человек оберегает семью), подчёркивают защитную и заботливую роль членов семьи, особенно отца, в казахской культуре.

Кроме моральных обязательств, казахские фразеологизмы часто используют образы животных и природы для описания семейных ролей и отношений. Например, «қой соймай, құт болмайды» (без семейных усилий не будет благополучия) метафорически связывает благополучие семьи с сельским хозяйством и пастушеством, отражая близость жизни к природе. Другой пример, «бауырына балдай» (лелеять кого-то, как брата/сестру), демонстрирует эмоциональную близость и защитные инстинкты внутри семьи. Такие языковые единицы не только передают практическое и этическое руководство, но и сохраняют культурную память и социальные нормы [2].

В русском языке фразеологизмы, связанные с семейными ценностями, часто подчёркивают эмоциональную глубину, преданность и ответственность за дом. Русская культура исторически придавала большое значение ведению домашнего хозяйства, солидарности между поколениями и моральным обязанностям перед родственниками. Распространённые выражения: «родная душа», «держат семью в порядке», «заботиться о близких» подчёркивают эмоциональные и этические аспекты семейной жизни, представляя дом как микрообъект моральной и социальной ответственности. Фразеологизмы с метафорическими сравнениями, такие как «как родной» (как родной человек) и «подставить плечо» (поддержать кого-то), передают практическую помощь и эмоциональную поддержку.

Русские фразеологизмы также подчёркивают уважение к старшим и взаимосвязь членов семьи. Например, «старший брат ведёт за собой» и «сын отца не ослушается» отражают иерархические семейные структуры, характерные для славянской культуры. Эти языковые единицы показывают как нормативные ожидания, так и эмоциональные связи, демонстрируя, как язык кодирует отношение к ответственности и авторитету в семье.

Фразеологическая система английского языка по семейным ценностям имеет свои особенности, связанные с историческим, социальным и культурным контекстом англоязычных обществ. Основной акцент делается на личную ответственность, моральный долг и эмоциональные качества отношений в рамках нуклеарной семьи. Например, идиомы “blood is thicker than water” (кровь гуще воды) подчёркивают приоритет семейных связей, а “honour thy father and mother” отражает этические и религиозные ожидания. Выражения “chip off the old block” (сын как отец) и “like father, like son” акцентируют внимание на наследовании черт характера и непрерывности семейной линии. Такие фразеологизмы чаще носят прагматический характер, подчёркивая личную ответственность и взаимную поддержку, а не расширенные семейные обязательства [3].

Метафорический язык английского также передаёт семейную динамику через яркие образы. Например, “nest egg” обозначает семейные сбережения и защитную роль родителей, а “bring home the bacon” символизирует ответственность за обеспечение семьи. Выражение “spare the rod, spoil the child” отражает исторические взгляды на дисциплину, подчёркивая ценность воспитания. Фразеологизм “skeleton in the closet” указывает на семейные тайны,

показывая противоречие между общественным образом и личной жизнью. Эти языковые конструкции являются культурным зеркалом, отражающим социальные нормы, этику и приоритеты семейной жизни в англоязычных обществах.

Сравнительный анализ фразеологизмов казахского, русского и английского языков показывает как универсальные, так и специфические культурные черты. Все три языка подчёркивают важность семейных связей, уважение к родственникам и моральные обязательства членов семьи. Понятия преданности, заботы и защиты встречаются в каждом языке, хотя выражены они через различные культурные метафоры и образы. Так, казахский язык часто использует образы природы и животных, русский — эмоциональную глубину и бытовую ответственность, английский — личную ответственность, прагматизм и этические нормы.

Рассмотрим концепт почитания родителей. В казахском языке выражение «әке-шешені тыңдау» (слушаться родителей) акцентирует внимание на моральном долге и послушании. В русском — «сын отца не ослушается» подчёркивает семейную иерархию и наставничество. В английском — “honour thy father and mother” указывает на этическую обязанность и моральный долг. Хотя все три культуры демонстрируют важность уважения к родителям, культурная перспектива различается: казахская культура ценит послушание и гармонию, русская — наставничество и семейную иерархию, английская — этический долг и личную ответственность.

Семейная солидарность и эмоциональная привязанность также проявляются по-разному. В казахском — «бауырына балдай» выражает нежность и защитные инстинкты. В русском — «как родной» передаёт эмоциональную близость и социальное родство, а в английском — “blood is thicker than water” подчёркивает принцип верности как основу семейной сплочённости. Эти различия демонстрируют, как язык кодирует культурные нормы, формируя представления о семейных ролях и обязанностях [4].

Анализ фразеологизмов показывает взаимосвязь социальной структуры и языкового выражения. В казахской культуре расширенные семьи и совместное проживание отражаются в выражениях, акцентирующих коллективную ответственность и взаимопомощь. В русской культуре фразы подчёркивают управление домашним хозяйством и солидарность поколений, отражая аграрные традиции и коммунальный образ жизни. В английской культуре внимание сосредоточено на нуклеарной семье и личной ответственности, что проявляется в прагматичных и этически ориентированных выражениях, связанных с обеспечением, воспитанием и моральным долгом.

Этнокультурное изучение фразеологизмов имеет особое значение в обучении иностранным языкам. Ученики, сталкиваясь с выражениями “chip off the old block” или «қонақ келсе – құт», должны понимать культурный контекст для полного восприятия смысла. Буквальные переводы часто не передают этические, социальные и эмоциональные нюансы. Включение культурных

объяснений в обучение повышает понимание, способствует развитию межкультурной компетенции и эффективной коммуникации [5].

Сравнительная таблица: этнокультурные особенности фразеологизмов, связанных с семейными ценностями

Язык	Основной культурный концепт	Распространённые фразеологизмы	Этнокультурная характеристика
Казахский	Семья, уважение, верность, забота	«отбасын сыйлау», «әке-шешені тыңдау», «бауырына балдай»	Подчёркивает расширенную семью, коллективную ответственность, эмоциональные связи, уважение к старшим
Русский	Семья, эмоциональная глубина, дом, наставничество	«родная душа», «держат семью в порядке», «сын отца не ослушается»	Отражает межпоколенческое наставничество, бытовую ответственность, эмоциональную привязанность, славянские семейные традиции
Английский	Семья, личная ответственность, этика, нуклеарная семья	“blood is thicker than water”, “chip off the old block”, “nest egg”, “honour thy father and mother”	Подчёркивает личную ответственность, этические обязательства, нормы нуклеарной семьи, прагматизм

В заключение, фразеологизмы, связанные с семейными ценностями, являются важным слоем языка, сохраняющим культурную память, моральные нормы, социальную структуру и мировоззрение. Сравнительный этнокультурный анализ выявляет как универсальные понятия, такие как верность, забота и уважение, так и культурно специфические выражения, отражающие исторические, социальные и этические контексты. Понимание этих единиц способствует развитию межкультурной компетенции, облегчает коммуникацию и углубляет обучение иностранным языкам.

Анализ также показывает, что язык служит хранилищем культурных знаний. Казахские выражения демонстрируют кочевой образ жизни, коллективную ответственность и уважение к старшим. Русские фразеологизмы подчёркивают эмоциональную глубину, семейное руководство и бытовую ответственность. Английские идиомы отражают личную ответственность, этические обязанности и прагматизм в рамках нуклеарной семьи. Осознание различий и сходств помогает учащимся ценить культурное разнообразие, ориентироваться в межкультурной коммуникации и развивать понимание семейных ценностей в разных культурах.

Включение этнокультурной перспективы в обучение языку позволяет преподавателю предложить ученикам более глубокое понимание идиом и фразеологизмов. Объяснение культурного контекста выражений, таких как “spare the rod, spoil the child”, «қой аузынан шөп алмас» или «сын отца не ослушается», даёт возможность увидеть за буквальным переводом скрытый

смысл и культурные нормы. Это развивает межкультурную осведомлённость, языковую чуткость и способствует комплексному пониманию того, как семейные ценности концептуализируются и выражаются в разных культурах.

Таким образом, фразеологизмы, связанные с семейными ценностями, — это не просто языковые конструкции, а культурные артефакты, отражающие моральные, этические и социальные аспекты жизни общества. Сравнительный анализ казахских, русских и английских идиоматических выражений демонстрирует как общечеловеческие ценности, так и культурно-специфические подходы к семейной жизни. Эти исследования углубляют понимание культурного разнообразия, обогащают изучение языка и предоставляют практические инструменты для развития межкультурной компетенции в многоязычной и мультикультурной среде.

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TEACHING FOREIGN LANGUAGES TO GIFTED STUDENTS: METHODS, CHALLENGES, AND OPPORTUNITIES

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Түйін: Бұл мақала дарынды балаларда шет тіліндегі қарым-қатынас дағдыларын дамытуға жағдай жасауға арналған. Мұнда талқыланған мәселе әсіресе өзекті, өйткені университеттік қалалардан алыс орналасқан балалардың жоғары оқу орындары ұсынатын білім беру мүмкіндіктеріне қол жетімділігі шектеулі. Skype виртуалды оқыту платформасы ретінде тереңдетілген оқытуды қамтамасыз ететін сабақтарды ұйымдастыруға мүмкіндік береді. Алайда, Skype жаттығулары әдеттегі оқу процедурасында белгілі бір түзетулерді қажет етеді, өйткені балалар мен олардың мұғалімдері арасындағы қашықтық, мұғалімнің алға қойған міндеттері онша қажет емес болып көрінеді, сондықтан аз ынталандырады.

Аннотация: Данная статья посвящена созданию условий для развития иноязычных коммуникативных навыков у одаренных детей. Обсуждаемый здесь вопрос особенно актуален, поскольку дети из мест, удаленных от университетских городов, имеют ограниченный доступ к образовательным возможностям, предлагаемым высшими учебными заведениями. Skype как платформа для виртуального обучения позволяет организовывать занятия, которые обеспечивают углубленное обучение. Однако обучение по

скайпу требует определенных корректив в обычной учебной процедуре из-за расстояния, разделяющего детей и их учителя, задачи, поставленные учителем, кажутся менее обязательными и, следовательно, менее мотивирующими.

An effective way to help these children realize and develop their abilities to the fullest is to arrange groups for in-depth classes in one of the areas of knowledge. Our task is to create a developing educational environment in which the intellectual and creative potential of gifted children is revealed in accordance with the level and type of their giftedness. These classes should arrange learning activities, which enable them to pursue their interests. Moreover, such activities should be an incentive to raise the bar on their expectations. To achieve this initiative of children, digital tools and approaches should be introduced in the classrooms as they are getting deeply integrated into our everyday lives from day to day; therefore, digitalisation is one of the key driving forces of competitiveness, growth and welfare. At the same time, it is important that education should provide ready-to-use knowledge: a real link to today's everyday life. The web should be available and affordable to everyone, should provide assistance to education and youths.

Background. Skype is a commercial product. It is being used for free with increasing frequency among teachers and students who are interested in global education projects. Teachers use Skype in unique ways in order to fulfill educational goals. Moreover, Skype facilitates language exchange. The video-conference of the software provides a way of cooperation with students who would like to improve foreign languages, hold virtual field trips, and to gain new knowledge from experts in different fields of study. These experiences give students a chance to apply what they are learning in the classroom to real-life experiences. It also achieves further successful learning opportunities [1].

Methods. This article focuses on the factors, affecting the success of this type of activity based on the experience of teaching a foreign language to gifted children from high school in the settlement of B. Saby in Tatarstan. The issue discussed here is especially relevant as children from places far away from university cities have limited access to the educational facilities offered by higher education institutions. The Department of Language and Intercultural Communication (Kazan Federal University) developed and conducted a Skype English course for gifted children from B. Saby school. Students from the sixth, seventh and eighth forms were included in the group. The reason for choosing this age range was: this is the time of intensive improvement of communicative skills when children, having acquired basic foreign language skills, make attempts to generate their own meaningful utterances, so they need more extensive vocabulary to verbalize their communicative intentions; in senior grades children are more motivated towards learning a foreign language if their future career (as they see it) requires its fluent knowledge; in this respect seven eight formers are less motivated, so the use of Skype, and new educational environment in general, raises their interest in class activities giving additional impetus to their efforts to master the target language [2].

Results and discussion. The main focus was the development of foreign language speaking skills, since the framework of school lessons does not usually

allow the regular teacher to devote enough time to gifted children, as less successful children require the bulk of their time and effort. In a group, consisting of children from different forms and years, an important factor affecting students' utterances is communication with peers who are not only non-inferior, but also superior to them in terms of their language and speech competence. The progress of the six formers was more appreciable due to verbal interactions with seven and eight formers with better linguistic and speech experience. These interactions of gifted individuals with different cognitive styles and learning strategies allowed them to enrich their individual experiences with new elements necessary for their development [3].

Conclusion. To conclude, the development of gifted children is possible when pedagogical conditions enable them to realize their abilities and aspirations important to them. That is, it is necessary to promote their self-realization via Skype classes in order to make up for the lack of progress in the traditional classroom. By gaining individual experience of foreign language communication in the joint activity of gifted peers, children get the opportunity to analyze the real results of their learning activities, comparing their verbal product with the product of a student of equal ability and adequately assess their own success by means of a single criterion for all participants. In other words, the educational needs of gifted students must be met at each stage of their study.

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN SHAPING THE FUTURE OF EDUCATION

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Түйін: Мақалада жасанды интеллекттің білім берудің болашағына әсері қарастырылады. Оқытуды жекелендіруде, оқытушылық міндеттерді автоматтандыруда, білімге қол жетімділікті кеңейтуде және білім беру жүйелерінің тиімділігін арттыруда АИ мүмкіндіктері талданады. Сондай-ақ Этикалық проблемалар және білім беру процесінде технологиялар мен адами фактордың үйлесімді өзара әрекеттесу қажеттілігі атап өтіледі.

Резюме: Статья рассматривает влияние искусственного интеллекта на будущее образования. Анализируются возможности ИИ в персонализации обучения, автоматизации преподавательских задач, расширении доступа к знаниям и повышении эффективности

образовательных систем. Отмечаются также этические проблемы и необходимость гармоничного взаимодействия технологий и человеческого фактора в образовательном процессе.

Education has always been the foundation upon which the progress of humanity rests. From the earliest oral traditions to the invention of writing, from the first libraries to the digital age, every great transformation in human history has been closely connected to the way knowledge is shared and learned. Today, we are living through another revolution—one driven by Artificial Intelligence (AI). This new force is rapidly transforming not only industries and economies but also the very essence of learning itself. The role of Artificial Intelligence in shaping the future of education is profound, multifaceted, and filled with both promise and challenges.

In the past, education was often confined by limitations of time, geography, and access to resources. A student had to be physically present in a classroom, a teacher had to manage dozens of learners at once, and textbooks were static, offering the same content to every individual regardless of ability or interest. However, with the rise of AI, the boundaries that once defined traditional education are being redrawn. Intelligent systems are beginning to provide learners with personalized experiences, adapting content, pace, and methods according to each student's unique needs and learning style. What once required the personal attention of a skilled tutor can now be partially replicated through AI-driven algorithms capable of understanding human behavior, predicting learning difficulties, and suggesting the most effective strategies for improvement [1].

One of the most remarkable contributions of AI in education is personalized learning. Traditional classrooms often struggle to meet the needs of every student, as each individual learns at a different pace and possesses varying levels of prior knowledge. Artificial Intelligence solves this problem by continuously analyzing student performance and adjusting the learning material in real time. Systems like intelligent tutoring platforms and adaptive learning software track how a student interacts with content, where they make mistakes, and how quickly they grasp new concepts. Based on this data, AI can recommend exercises, provide hints, or even change the difficulty of questions to match the learner's progress. This creates a flexible, student-centered approach that encourages autonomy and motivation. In this way, AI acts not as a replacement for the teacher, but as an assistant that enhances the educational experience for both student and educator [2].

Another significant area where AI is reshaping education is automation and efficiency. Teachers often spend countless hours grading assignments, organizing lessons, and performing administrative tasks. These routine responsibilities can lead to burnout and limit the time teachers spend actually engaging with students. AI-powered systems now have the capacity to automate grading, generate lesson plans, and even compose feedback tailored to each student's performance. For example, automated essay scoring tools can analyze grammar, coherence, and argumentation structure, offering students immediate feedback and freeing teachers to focus on creative, interactive, and critical aspects of instruction. Moreover, chatbots and virtual assistants can answer common student questions, provide reminders, and

guide them through complex learning management systems. As a result, teachers can reclaim valuable time to inspire, mentor, and nurture the human side of education—something that machines cannot replicate.

AI also plays a transformative role in expanding access to education. For millions of learners across the globe, especially those in remote or underdeveloped regions, quality education remains a privilege rather than a right. Artificial Intelligence has the potential to bridge this gap by offering affordable, scalable, and flexible learning opportunities through digital platforms. Intelligent systems embedded in online courses can simulate real-time tutoring experiences, offering explanations and support even when human instructors are unavailable. Furthermore, AI-driven translation and speech recognition tools are breaking down language barriers, allowing students from different countries to access educational materials in their native tongues. This democratization of learning is one of the most promising aspects of AI, as it brings the dream of inclusive, lifelong education closer to reality.

Beyond individual learning, AI is also transforming educational management and institutional decision-making. Schools and universities are beginning to use data analytics powered by AI to identify patterns in student performance, predict dropout risks, and design targeted interventions. By analyzing attendance records, test results, and engagement levels, AI can alert educators to potential problems before they escalate, ensuring that timely support is provided. This predictive capability enables institutions to operate more efficiently and responsibly, prioritizing the well-being and success of their students. Similarly, administrators can use AI to optimize resource allocation, plan curricula, and evaluate program effectiveness, leading to data-driven improvements across the educational system [3].

In addition to enhancing teaching and administration, Artificial Intelligence is revolutionizing the way students interact with knowledge. Through immersive technologies such as virtual and augmented reality, powered by AI algorithms, learners can now explore complex subjects in deeply engaging ways. Imagine studying history by walking through an AI-generated simulation of ancient Rome, or learning biology by interacting with a 3D model of the human body that responds to voice commands. These experiences go beyond passive reading and listening; they invite learners to participate actively, experiment, and discover through experience. Such innovations not only make learning more enjoyable but also foster critical thinking, creativity, and problem-solving—skills that are essential for the 21st century.

However, as with any technological breakthrough, the integration of AI in education comes with ethical and practical challenges. One of the most pressing concerns is data privacy. In order to function effectively, AI systems collect vast amounts of personal information about students—their habits, weaknesses, and progress. This raises questions about how such data is stored, who has access to it, and how it might be used in the future. Ensuring transparency and protecting student privacy must therefore become a priority for educational institutions and policymakers. Another issue is the risk of inequality [4]. While AI can increase access to education, it may also widen the gap between those who have access to

advanced technologies and those who do not. If implemented without careful planning, AI-driven education might benefit privileged groups while leaving behind students from disadvantaged backgrounds.

Moreover, there is an ongoing debate about the role of teachers in the age of AI. Some fear that intelligent machines could eventually replace human educators. Yet, the reality is more nuanced. AI may excel at delivering knowledge, assessing progress, and offering personalized feedback, but it cannot replicate the empathy, emotional intelligence, and moral guidance that human teachers provide. Education is not merely about transferring information; it is about shaping individuals, fostering curiosity, and nurturing values. The best future, therefore, is one where humans and machines work together—AI handling repetitive or analytical tasks, while teachers focus on creativity, mentorship, and human connection.

Looking ahead, it is clear that Artificial Intelligence will continue to redefine education in ways we are only beginning to imagine. Lifelong learning will become the norm as people use intelligent systems to reskill and upskill throughout their careers. AI may soon be able to identify global learning trends, customize curricula for entire populations, and support collaboration across continents. The classroom of the future will likely be a hybrid environment where physical and digital spaces merge seamlessly, allowing learners to access knowledge anytime and anywhere. In this world, education will no longer be a fixed stage of life but a continuous, adaptive process supported by technology and guided by human insight.

In conclusion, the role of Artificial Intelligence in shaping the future of education is both transformative and inspiring. It holds the potential to personalize learning, enhance teaching, expand accessibility, and create new opportunities for intellectual and personal growth. Yet, this transformation must be guided by ethical responsibility and a deep respect for the human spirit of learning. AI should not be viewed as a threat, but as a partner—an intelligent companion that empowers educators and learners alike to reach their fullest potential. The ultimate goal is not to replace human wisdom with machine intelligence, but to combine them harmoniously, creating an educational system that is more inclusive, more efficient, and more attuned to the needs of a changing world. The future of education, shaped by Artificial Intelligence, promises to be a world where learning never stops, and where every mind, human or artificial, contributes to the advancement of knowledge and understanding.

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ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ В ИНТЕРПРЕТАЦИИ ХУДОЖЕСТВЕННОГО ТЕКСТА: НОВЫЕ ВОЗМОЖНОСТИ ЛИТЕРАТУРОВЕДЕНИЯ

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Түйін. Мақалада көркем мәтінді талдау мен түсіндіру саласына жасанды интеллектті енгізудің нәтижесінде әдебиеттану ғылымында пайда болған жаңа мүмкіндіктер қарастырылады. Автор нейрожелілік технологияларды қолданудың қазіргі тәсілдерін талдап, олардың артықшылықтары мен шектеулерін көрсетеді.

Summary. The article explores the new opportunities of literary studies emerging through the integration of artificial intelligence into the interpretation of literary texts. The author analyzes the use of neural network technologies in philology and discusses the benefits, limitations, and future prospects of automated literary analysis.

Современное литературоведение переживает этап глубоких трансформаций, связанных с цифровизацией науки и активным внедрением искусственного интеллекта (ИИ) в гуманитарные исследования. Если ранее анализ художественного текста целиком зависел от интуиции и профессионального опыта исследователя, то сегодня на помощь филологу приходят интеллектуальные алгоритмы, способные распознавать смыслы, стиль, структуру и контекст произведения [1].

Появление больших языковых моделей, таких как ChatGPT, Claude, Gemini и других, позволило перейти от количественного анализа текста (например, подсчета частот слов) к качественной интерпретации смысловых связей. Искусственный интеллект способен выявлять мотивы, интертекстуальные переклички, оценивать эмоциональный тон и даже реконструировать возможные авторские интенции [2].

В отличие от традиционных методов филологического анализа, ИИ работает с огромными объемами текстовых данных, что открывает возможность межтекстового и сравнительного анализа на уровне корпусов произведений разных эпох и культур.

Одним из наиболее перспективных направлений современной науки стала цифровая герменевтика — совокупность методов, объединяющих литературоведение, лингвистику и технологии машинного обучения.

Благодаря ИИ исследователь получает возможность проследить динамику смыслов, анализировать развитие сюжетных структур и эволюцию образов. Например, алгоритмы могут моделировать частотность появления определённых тем, мотивов, эпитетов или оценочной лексики в творчестве одного автора.

Таблица 1 – Сравнение традиционного и цифрового анализа текста

Критерий	Традиционный метод	Метод с использованием ИИ
Объем данных	Ограничен исследователем	Практически неограничен
Объективность анализа	Субъективная	Статистически проверяемая
Скорость обработки	Низкая	Высокая
Глубина интерпретации	Контекстная	Семантическая и прагматическая
Возможность визуализации	Ограничена	Расширенная (графики, схемы)

Таким образом, ИИ не заменяет исследователя, а становится его интеллектуальным помощником, расширяющим возможности традиционной интерпретации.

Современные цифровые проекты, такие как Google Books Ngram Viewer, Voyant Tools или отечественные разработки в области корпусной лингвистики, позволяют строить графики тематической динамики, анализировать синтаксические особенности и оценивать влияние культурных факторов на стиль автора [3].

Кроме того, ИИ способен выявлять гендерные, социокультурные и идеологические доминанты текста, что ранее требовало длительного hermeneutic чтения. Благодаря этому открываются новые возможности для сравнительного литературоведения, изучения поэтики жанров и эволюции художественного мышления.

Несмотря на очевидные преимущества, внедрение ИИ в гуманитарную науку вызывает и ряд вопросов. Прежде всего, речь идёт о проблеме авторства и интерпретационной достоверности. Искусственный интеллект не обладает эстетическим вкусом и не способен к субъективному переживанию, что ограничивает его как интерпретатора [4].

Однако в сочетании с традиционным анализом машинные методы могут значительно повысить точность выводов и обеспечить более глубокое понимание текста. Таким образом, цифровое литературоведение выступает синтезом гуманитарного и технического знания.

Использование искусственного интеллекта в интерпретации художественного текста знаменует собой переход литературоведения на новый уровень. Нейросетевые технологии не отменяют классических методов анализа, а дополняют их, создавая новую методологию филологического исследования — интегративную, междисциплинарную и ориентированную на будущее.

ИИ становится не заменой учёному-филологу, а его партнёром, способным помочь в выявлении закономерностей, глубинных смыслов и межтекстовых связей.

Таким образом, цифровое литературоведение — это не угроза гуманитарной науке, а новая эпоха её развития.

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МЕТОДИКА ПОВЫШЕНИЯ КАЧЕСТВА ПОДГОТОВКИ БУДУЩИХ ПЕДАГОГОВ В ИНТЕРАКТИВНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ.

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Тўйин. Бўл мақалада интерактивті білім беру жағдайында болашақ мұғалімдерді даярлау сапасын арттырудың ерекшеліктері қарастырылады. Негізгі сөздер: білім сапасы, мұғалімнің дайындығы, интерактивті әдістер, коммуникативтік құзыреттілік, білім беру технологиялары

Summary. This article examines the specifics of improving the quality of training for future teachers in an interactive educational environment. Keywords: education quality, teacher training, interactive methods, communicative competence, educational technologies

Современная система образования Узбекистана переживает этап динамической модернизации, направленной на повышение качества подготовки педагогических кадров. От уровня профессионализма будущих учителей зависит эффективность школьного образования, развитие личности обучающихся и дальнейшее поступательное развитие общества. В условиях глобальных изменений на рынке труда, цифровизации и новых требований к выпускникам педагогических вузов необходимы современные подходы к организации обучения, интегрирующие как теоретическую подготовку, так и активную практическую деятельность [1,26].

В последние годы особое внимание уделяется интерактивной образовательной среде, которая позволяет студентам не только получать знания, но и активно применять их в процессе обучения. Такой подход способствует развитию коммуникативных умений, критического мышления, творческих способностей и профессиональной самостоятельности.

Цель данной статьи: изучить методические подходы к повышению качества подготовки будущих педагогов и определить эффективные формы интеграции интерактивных технологий в образовательный процесс.

Методология исследования. Для проведения исследования была использована комбинация количественных и качественных методов. Основным методом явился анализ педагогической литературы и нормативных документов, регулирующих образовательные процессы. В ходе исследования были использованы следующие методы: анализ научных публикаций — изучение

современных исследований, посвящённых повышению качества подготовки педагогических кадров; анкетирование и интервьюирование — сбор данных у студентов и преподавателей педагогических вузов для выявления проблемных аспектов в системе подготовки; эксперимент - внедрение инновационных педагогических технологий в процесс обучения студентов педагогических специальностей и оценка их эффективности через систему обратной связи [2,12].

Манская технология. Суть ее в том, что студент, который уже знает материал, не излагает его от начала до конца своему партнеру, а предлагает изучить по учебнику. Партнер изучает новую тему под его контролем: читает текст, выполняет задания, решает задачи, отвечает на вопросы, пересказывает. При такой технологии не подавляется самостоятельность студентов и при этом он получает своевременную помощь, не тратит время по-пустому. Главным источником знаний является учебник [3, 54]. См. табл. 1.

Таблица 1. Компоненты качества подготовки педагогов

Компонент	Описание
Теоретические знания	Базовые педагогические и методические основы
Практические навыки	Опыт проведения уроков и практической деятельности
Коммуникативная компетентность	Умение взаимодействовать и вести диалог

Результаты исследования показывают, что повышение качества подготовки будущих педагогов возможно за счёт внедрения инновационных методов обучения, таких как активные и интерактивные методы преподавания, использование цифровых технологий и создание индивидуальных образовательных траекторий. Важную роль играет система непрерывной оценки знаний студентов, которая позволяет оперативно корректировать образовательный процесс и повышать мотивацию к обучению.

Таким образом, предложенные в данной статье рекомендации могут способствовать значительному повышению качества подготовки будущих педагогов и сделать их готовыми к профессиональной деятельности в условиях современного образовательного процесса [4,10].

В мировом масштабе проводятся научные исследования по развитию коммуникативной речи студентов в интерактивной образовательной среде. Наряду с этим в образовательных учреждениях уделяется внимание требованию проведения исследований по развитию коммуникативной речи студентов в образовательном процессе [5,23]. Современная студенческая молодежь, обладающая высокими коммуникативными умениями в сфере мирового образовательного пространства имеет свои позитивные влияния. В нашей республике предъявляют особые требования к педагогической подготовке специалистов. с учетом необходимости формирования речевой компетенции, т.е. развития таких видов деятельности, как слушание, чтение, говорение, должны овладеть такими умениями, как-то: умение понять тему сообщения, логику развития мысли, извлечь из речевого потока нужную

информацию (слушание); умение вести диалог, строить монолог в любой ситуации (говорение); умение создавать собственные письменные тексты на разные темы с использованием необходимых языковых средств. Всего принято выделять девять коммуникативных качеств, в соответствии с которыми речь оценивается как «хорошая» или «плохая». Правильность, чистота и богатство (разнообразие) речи относятся к структурным коммуникативным качествам [3,47].

Учебный процесс организован таким образом, что практически все обучающиеся оказываются вовлеченными в процесс познания, они имеют возможность понимать и рефлексировать по поводу того, что они знают и о чем думают. Особенность интерактивных методов – это высокий уровень взаимно направленной активности субъектов взаимодействия, эмоциональное, духовное единение участников [6,41]. См. схему 1.

Схема 1. Интерактивная образовательная среда

Студент ↔ Преподаватель ↔ Цифровая среда ↔ Практика

Повышение качества подготовки будущих учителей на сегодняшний день является насущной проблемой, обусловленной необходимостью приведения результатов профессионального образования в соответствии с требованиями современного общества. Повышение качества подготовки будущих педагогов является важным шагом в развитии современной системы образования. Результаты исследования подтверждают, что повышение качества подготовки будущих педагогов невозможно без внедрения интерактивных методов обучения, развития коммуникативной компетенции и расширения практико-ориентированной образовательной среды.

Интерактивная образовательная среда обеспечивает всестороннее развитие личности будущего педагога, повышает мотивацию, способствует формированию критического мышления и профессиональной самостоятельности. Инновационные методы, такие как манская технология, активные формы обучения и цифровые инструменты, демонстрируют высокую эффективность в образовательной системе Узбекистана.

Следовательно, весь образовательный процесс должен быть ориентирован на конечный результат — подготовку профессионально компетентного, творческого и социально ответственного учителя, способного работать в условиях современной школы. Выводы, сделанные на основе проведенных анализов данных, могут быть полезны для совершенствования педагогической подготовки в высших учебных заведениях

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ЛЕКСИКОЛОГИЯ КАК СРЕДСТВО ФОРМИРОВАНИЯ ЯЗЫКОВОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ КОЛЛЕДЖА

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Түйін. Мақалада колледж студенттерінің лексикологиялық білімдерін игеру және оларды сөздік қорын дамытуда қолдану мәселелері қарастырылады. Орыс тілін ана тілі ретінде оқытудың ерекшеліктері ескеріліп, оқытудың лексикологиялық компонентінің мазмұны мен әдістемелік қамтамасыз етілуі ашылады.

Summary. The article discusses the issues of mastering lexicological knowledge by college students and their application in vocabulary development. Taking into account the peculiarities of teaching Russian as a native language, the content and methodological support of the lexicological component of teaching are revealed.

Изучение раздела «Лексикология» в системе среднего профессионального образования имеет важное общеобразовательное и практическое значение. Работа над словом способствует овладению языковыми нормами, формированию навыков осмысленного использования языковых средств в зависимости от целей и ситуации общения, а также развивает интерес к языку как к объекту познания. Материал по лексикологии строится в соответствии с принципами последовательности, преемственности и перспективности и направлен на развитие самостоятельной познавательной деятельности студентов.

Сведения лексического характера, представленные в типовой программе по русскому языку для колледжей, можно условно разделить на три группы [1]:

1. Семантические характеристики слов — однозначные и многозначные слова, прямое и переносное значение, омонимы, синонимы, антонимы.

2. Пути развития словарного состава языка — исконно русская и заимствованная лексика, устаревшие (архаизмы, историзмы) и новые (неологизмы) слова.

3. Сфера употребления слов — общеупотребительная и периферийная (профессионализмы, диалектизмы) лексика.

Лексикология рассматривает слово как многогранную единицу языка, отражающую культуру, мировидение и социальную природу человека. Особое место занимает лексикография — раздел, посвящённый исследованию и созданию словарей.

Примеры национально окрашенных слов в русской культуре — *каша, квас, кочерга, изба, терем* («Не красна изба углами, а красна пирогами»; «В клетках птицы, а в теремах девицы»). Эти лексемы отражают бытовую и духовную специфику русской культуры, что подчёркивает лингвокультурологический аспект лексикологии.

Методология исследования. Эффективное усвоение лексических понятий обеспечивается наблюдениями над языковым материалом, коллективной работой по созданию опорных схем и таблиц, выполнением упражнений. В зависимости от характера материала используется индуктивный или дедуктивный подход. Индуктивный метод способствует активной познавательной деятельности обучающихся и развитию аналитического мышления.

Качество освоения лексических тем определяется функциональной направленностью заданий, их творческим характером, перспективностью получаемых знаний и обращением к эмоционально-ценностной сфере восприятия [1].

Понятие антонимии связано с выражением противоположности, которая проявляется через антитезу, противопоставление, оппозицию. Антонимы служат важным средством создания контраста, образности и эмоционального воздействия на речь.

На занятиях целесообразно анализировать примеры, отражающие противоположность явлений:

– пословицы и поговорки: *Ученье — свет, а неученье — тьма; Мягко стелет, да жёстко спать; Верёвка хороша длинная, а язык короткий; Кто хочет много знать, тот должен мало спать;*

– афоризмы и высказывания: *Сам толст, его артисты тощи* (А. С. Грибоедов); *Да здравствует солнце! Да скроется тьма!* (А. С. Пушкин); *Мне грустно потому, что весело тебе* (М. Ю. Лермонтов); *Рожденный ползать летать не может* (М. Горький);

– названия произведений: «*Война и мир*» Л. Н. Толстого, «*Толстый и тонкий*» А. П. Чехова, «*Живые и мёртвые*» К. Симонова, «*Богатый нищий*» Л. Мартынова.

Такие примеры способствуют развитию у студентов чувства смысловых контрастов и осознанию выразительных возможностей языка.

В практике преподавания русского языка как неродного выделяются два направления межпредметных связей:

1. Расширение предметно-содержательного плана чтения на русском языке за счёт включения экстралингвистической информации.

2. Развитие общеучебных умений работы с текстом и формирование на их основе межпредметных компетенций.

Р. Е. Вульфсон отмечает: «Во-первых, различные смысловые и стилистические оттенки слов отчётливо воспринимаются только в контексте. Во-вторых, слово есть первоэлемент литературы, как говорил А. М. Горький. Следовательно, чем глубже усваивается учащимися словарный состав произведения, тем лучше они воспринимают содержание произведения, его идейную направленность и систему образных средств» [2, с. 47].

Такой подход позволяет интегрировать изучение лексики с анализом художественных произведений и тем самым формировать у студентов языковой вкус и речевую культуру.

Стилистические функции антонимов проявляются на разных уровнях:

1. универсальные — описательная и эмоциональная;
2. функции, свойственные антонимам как классу слов (контрастное изображение, создание юмористического эффекта);
3. функции, зависящие от типологической разновидности антонимии (резкое противопоставление, выявление внутренней противоречивости);
4. частные функции, реализуемые в конкретных контекстах и стилевых фигурах [3].

Неразграничение понятий *антитеза* и *антонимия* нередко приводит к смешению понятий противопоставления и структурных приёмов речи. Подобные явления подробно рассматриваются при анализе лирики и поэмы М. Ю. Лермонтова, где антонимические пары («грусть — веселье», «свет — тьма», «жизнь — смерть») становятся структурообразующими элементами текста [4].

Таким образом, Лексикология является одним из ключевых разделов курса русского языка, обеспечивающим формирование языковой, коммуникативной и культурной компетенций студентов колледжа. Реализация принципа интеграции, системность упражнений, обращение к лексикографическим источникам и анализ художественных примеров способствуют развитию языкового вкуса, обогащению словарного запаса и повышению качества речевой деятельности обучающихся.

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THE USE OF NONLINEAR TEXTS FOR THE FORMATION OF COMMUNICATIVE AND METACOGNITIVE SKILLS IN TEACHING A FOREIGN LANGUAGE

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Түйін: мақалада шетел тілін оқытуда бейсызық мәтіндердің әдістемелік маңызы қарастырылады. Кестелер, диаграммалар, инфографика мен гипермәтіндерді пайдалану оқушылардың тілдік, когнитивтік және коммуникативтік дағдыларын дамытуға ықпал ететіні көрсетілген.

Аннотация: в статье рассматривается методическая роль нелинейных текстов в обучении иностранному языку. Показано, что использование таблиц, диаграмм, инфографики и гипертекстов способствует развитию языковых, когнитивных и коммуникативных навыков учащихся.

Over the past decades, the format of reading in everyday life has undergone significant changes. The digital environment has not only expanded access to information, but also changed the way it is perceived: the pace of thoughtful reading has decreased, and interest in long linear texts has waned. The flow of notifications, the multiplicity of tabs, and the dominance of short formats form a fragmented perception style that reduces concentration and hinders a holistic understanding of the text. As a result, a strategy of surface "scanning" is consolidated, rather than deep analysis and critical reflection. Reducing the practice of reading printed sources slows down automatic word recognition, and social factors — lack of time and focus on quick results — increase the tendency to avoid long texts.

The experience of teaching foreign languages shows that the rejection of voluminous reading tasks is observed in the majority of students. However, mastering the strategies of deep understanding of the text is a prerequisite for the successful completion of educational tasks. In these conditions, work with nonlinear texts is of particular importance, which contributes to the development of semantic information processing skills, metacognitive skills and critical thinking.

Features of non-linear texts

Non-linear (or discontinuous) texts are characterized by a variable structure that allows for several reading paths. They allow you to quickly perceive and systematize large amounts of information due to clarity and visual accents [1]. Unlike linear texts, non-linear forms attract attention faster, do not require a strict sequence of perception, and provide freedom of navigation. Presenting information outside of chronological order helps to identify key topics and connections, but may cause the reader difficulty in orientation.

Working with such texts requires special skills: to find key ideas, establish connections between elements, summarize and interpret information. The systematic use of non-linear texts contributes to the development of universal learning activities,

the formation of reading skills with different purposes (learning, familiarization, search), as well as the skills of working with authentic materials.

Thus, the use of nonlinear texts is becoming an important component of the modern educational process aimed at the formation of students' meta-subject competencies.

The main types of nonlinear texts and their functions

1. Graphs, diagrams, diagrams — develop the ability to analyze quantitative and qualitative information.

2. Tables — form the skills of searching, comparing and systematizing data.

3. Maps — develop spatial thinking and the ability to work with geographical signs.

4. Indoor or terrain plans — train orientation in space.

5. Lists — contribute to the development of skills in identifying key elements.

6. Tickets and schedules form the ability to navigate through time and plan actions.

7. Menus, posters, announcements — introduce the cultural realities of the country of the language being studied.

8. Infographics — develops the ability to perceive and interpret complex visual information.

The variety of such forms opens up wide methodological possibilities: nonlinear texts serve not only as a source of information, but also as a tool for the development of all types of speech activity.

In the practice of teaching, it is important that students comprehend not only the content, but also the form of presentation of the material. Effective work with non-linear text involves a step-by-step organization of activities. First, students get acquainted with the material, paying attention to the visual elements, structure and overall composition of the text. Then there is a search for specific data, which requires the ability to quickly navigate through a diagram, table or diagram. At the next stage, the interrelationships between the various elements are analyzed and conclusions are formulated. The process ends with the interpretation and practical application of the information received — in oral speech, written assignments or other forms of activity [2]. This approach contributes to a deeper understanding of the content and the development of meaningful reading skills.

This approach is not linear, but based on the principle of a spiral: from general perception to purposeful analysis, then to meaningful use of information. This contributes to the formation of critical reading skills and conscious perception of text in a digital environment.

Working with non-linear texts in teaching foreign languages requires a variety of techniques, depending on the purpose of reading. When searching, it is important to clearly define what information needs to be found — the fact, date, definition or instructions. Students learn to use the structural elements of the text — the table of contents, highlighted words, tables, lists — to quickly navigate to the desired fragment, compare the found data with the query and record the result for future reference.

Reading with an understanding of the main content involves a preliminary overview of the structure: headings, illustrations, footnotes, and summaries. Students identify key topics and main ideas, establish connections between semantic blocks and briefly capture the general meaning — verbally, in writing or in the form of a mental map. A complete understanding of the text requires a more detailed analysis: students get acquainted with the structure and outline of the material, read step by step, establishing logical connections between the elements, and actively process the information — make notes, make notes, formulate conclusions in their own words.

Non-linear texts also perform a learning function, developing language tools and speech skills. Lexically, they enrich the vocabulary through terms, keywords, and short definitions; syntactically, they train the ability to reconstruct a coherent text based on headings and fragments [3]. Reading such materials also develops the skills of recognizing logical connectives, punctuation and typographic signals that help to understand the structure of the text.

Working with non—linear texts helps to improve speech skills: reading aloud and discussing help to develop oral speech and argumentation; retelling helps to form the skill of summary; dialogic exercises — the ability to express and defend opinions; written tasks — the ability to present information in a structured manner.

Practical work with non-linear texts should correspond to the level of students' education.

At the lower stage, exercises are used to create a logical sequence of events or to search for specific elements (words, numbers, colors).

At the middle stage, students analyze the structure of an information page, highlight keywords, make up a synopsis, or compare different points of view.

At the senior level, special attention is paid to the critical analysis of hypertext, the reconstruction of argumentation and the synthesis of information from various sources.

Thus, non-linear texts act not only as an element of the content of the educational material, but also as an effective tool for the formation of language competence, critical thinking and independent cognitive activity of students.

Working with non-linear texts in teaching a foreign language opens up wide methodological possibilities, allowing you to combine visual perception and language practice [4].

At the junior level, such tasks are aimed at developing basic language and communication skills. For example, students complete word search quests in a non-linear text, compose sentences modeled after “I can see a...”, select suitable lines for branching dialogues, or sign pictures with brief explanations and translations.

At the average level, attention is shifted to the development of speech cliches and reading strategies. Students participate in role-playing games with elements of choice, create mini-wiki projects from interconnected short texts (for example, about sports), and also train in skimming and scanning strategies, developing their own reading routes — from a quick overview to finding specific facts.

At the senior level, the work acquires a research and analytical character. Students conduct debates using hypertext sources, create their own non—linear

learning texts (for example, interactive guidebooks with navigation elements and tasks for the reader), and reflect on their own reading strategies, analyzing the impact of link selection on the depth of understanding of the material.

The advantages of working with non-linear texts are shown in several aspects. First, they contribute to the development of language and cognitive skills: students learn techniques for quickly searching for information, expand their vocabulary, learn to analyze and synthesize data, and critically evaluate sources. Secondly, this approach increases motivation and allows for individualized learning — visually appealing formats make the language learning process more exciting and accessible for students with different levels of education.

In addition, the use of non-linear texts gives learning a practical and interdisciplinary focus: it prepares students for exams where graphs and tables meet, and also forms links between English and other disciplines. It is also important that this format develops digital literacy by helping students work with infographics, hypertexts and multimedia sources, which is especially important in the era of digitalization of education.

In conclusion, it should be noted that non-linear texts are not just an additional element of the educational process, but a full-fledged tool for the formation of language competence. They contribute to the development of analytical thinking, independence, and information management skills, making foreign language teaching modern, practice-oriented, and interdisciplinary.

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UNDERSTANDING THE SPECIFIC NEEDS OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN ENGLISH LANGUAGE LEARNING

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Түйіндеме: Арнайы білім беру қажеттіліктері бар (АБҚ) оқушылар шет тілі ретінде ағылшын тілін үйрену барысында ерекше қиындықтарға тап болады. Мұндай оқушыларды тиімді қолдау үшін олардың жеке оқу ерекшеліктерін терең түсініп, инклюзивті оқыту стратегияларын қолдану қажет. Мақалада АБҚ бар оқушылар кездесетін негізгі кедергілер

қарастырылып, тиімді оқыту әдістері талданады және ағылшын тілін оқытуды олардың әртүрлі қажеттіліктеріне бейімдеу бойынша практикалық мысалдар келтіріледі.

Аннотация: Обучающиеся с особыми образовательными потребностями (ООП) часто сталкиваются с уникальными трудностями при изучении английского языка как иностранного. Эффективная поддержка таких учащихся требует глубокого понимания их индивидуальных особенностей обучения и внедрения инклюзивных педагогических стратегий. В данной статье рассматриваются основные барьеры, с которыми сталкиваются учащиеся с ООП, анализируются эффективные методы преподавания и приводятся практические примеры адаптации обучения английскому языку под их разнообразные потребности.

Inclusive education has become a significant priority in modern schooling systems worldwide. As a result, teachers today must be prepared to meet the needs of diverse learners, including those with Special Educational Needs (SEN). In the context of foreign language learning, such as English, these needs can create substantial obstacles. Understanding and responding to these challenges not only facilitates better learning outcomes but also supports the broader goals of educational equity and inclusion.

Understanding Special Educational Needs (SEN) [1].

Special Educational Needs (SEN) refer to difficulties or disabilities that hinder a child's ability to learn compared to their peers. These may include:

1. Dyslexia: Affects reading and spelling abilities.
2. Autism Spectrum Disorder (ASD): Impacts communication and social interaction.
3. Attention Deficit Hyperactivity Disorder (ADHD): Leads to attention and behavior regulation difficulties.
4. Speech and Language Impairments: Complicate verbal expression and comprehension.
5. Hearing or Visual Impairments: Limit access to oral and written language cues.

Each of these conditions affects English language learning in distinct ways. For instance, a student with dyslexia may struggle to decode unfamiliar words, while a student with ASD might have difficulty understanding idiomatic expressions or engaging in group discussions.

Challenges Faced by SEN Students in English Language Learning [2].

Students with SEN face various obstacles when learning English:

1. Language Processing Difficulties: Complex grammar and abstract vocabulary present significant challenges.
2. Reduced Communication Skills: Oral presentations and written tasks can become sources of anxiety.
3. Low Self-Confidence: Repeated failures may reduce students' willingness to participate.
4. Social Isolation: Group work and peer interaction activities may be overwhelming for students with social difficulties.

Example:

A dyslexic student might avoid reading aloud in class to hide their struggles with decoding, leading to less practice and slower language acquisition.

Effective Strategies for Teaching English to SEN Students

To support SEN students effectively, educators should consider a combination of differentiated instruction and assistive technologies.

Differentiated Instruction

Teachers must adapt their methods to fit the unique needs of their students. This can include:

- A. Breaking tasks into smaller, manageable steps.
- B. Using simple and clear language.
- C. Allowing additional time for assignments and assessments [3].

Multisensory Approaches

Combining visual, auditory, and kinesthetic inputs helps reinforce learning. For instance, vocabulary can be taught using:

- 1. Flashcards (visual),
- 2. Songs (auditory),
- 3. Charades (kinesthetic).

Example:

In a classroom in Spain, teachers used colored overlays and audio-books for students with dyslexia, improving their reading fluency significantly within three months.

Technology in the Classroom

Assistive technologies such as speech-to-text programs, language apps, and interactive whiteboards help SEN students overcome barriers.

Practical Tip:

Use language learning apps with pictorial dictionaries to help non-verbal autistic students associate images with words.

Case Studies and Practical Examples

Case Study 1: Supporting Students with ADHD

In a primary school in Canada, English teachers introduced short, engaging activities followed by physical breaks. As a result, students with ADHD showed a 40% improvement in vocabulary retention and task completion rates.

Case Study 2: Visual Supports for Students with Autism

An English teacher in Finland designed lesson plans around pictograms and social stories for autistic learners. Over one academic year, these students demonstrated a significant increase in participation during speaking activities.

Example of a Classroom Adaptation

For a group writing assignment, students with SEN were allowed to use speech-to-text tools to dictate their ideas before editing them with teacher support.

Understanding the specific needs of SEN students is essential for effective English language teaching. Through differentiated instruction, multisensory activities, and assistive technologies, teachers can create inclusive classrooms that enable every learner to succeed. A proactive, empathetic approach empowers SEN

students to develop not only their English skills but also their confidence and independence.

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ҚАЗАҚ ТІЛІ ЕЛІМІЗДІҢ ЕРТЕҢГІ БОЛАШАҒЫ

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Резюме: Казахский язык, являясь государственным и национальным, представляет собой ключевой элемент идентичности, культурного суверенитета и устойчивого развития Республики Казахстан. В статье рассматриваются исторические предпосылки формирования языка, его современное состояние и перспективы развития в условиях глобализации, цифровизации и многоязычия. На основе лингвистических, социологических и политологических исследований подчеркивается важная роль казахского языка в консолидации нации, сохранении культурного наследия и интеграции страны в мировое сообщество. Также анализируются государственные программы и образовательные инициативы, направленные на укрепление статуса языка, а также вызовы, связанные с урбанизацией, миграцией и влиянием доминирующих иностранных языков. В заключение даются рекомендации по дальнейшему укреплению роли казахского языка как важного фактора обеспечения будущего процветания страны. Исследование основано на официальных документах, научных публикациях и статистических данных.

Summary: The Kazakh language, as both a state and national language, is a fundamental element of Kazakhstan's identity, cultural sovereignty, and sustainable development. This article examines the historical foundations of its formation, its current status, and prospects for development in the context of globalization, digitalization, and multilingualism. Based on linguistic, sociological, and political research, the article highlights the key role of the Kazakh language in national consolidation, the preservation of cultural heritage, and the integration of the country into the global community. State programs and educational initiatives aimed at strengthening the position of the language are also analyzed, along with challenges related to urbanization, migration, and the influence of dominant foreign languages. Finally, the article provides recommendations for further strengthening the status of the Kazakh language as a crucial factor in ensuring the country's future prosperity. The study relies on official documents, academic publications, and statistical data.

Тіл тек коммуникация құралы ғана емес, сонымен қатар коллективтік есте сақтау, мәдени құндылықтар және ұлттық өзіндік сананың сақтаушысы болып

табылады. Қазақстан Республикасында 1995 жылғы Конституцияның 7-бабына сәйкес мемлекеттік деп жарияланған қазақ тілі біртұтас азаматтық бірегейліктің қалыптасуында маңызды рөл атқарады. «Қазақ тілі — еліміздің ертеңгі болашағы» тақырыбы жаһандық трансформация жағдайында өзектілігін арттырады, себебі тілдік әртүрлілік ағылшын және орыс тілдерінің үстемдігімен бетпе-бет келеді.

Ғылыми зерттеулер көрсеткендей, ұлттық тілдің дамуы әлеуметтік-экономикалық прогреске, инновацияларға және әлеуметтік тұтастыққа ықпал етеді. Қазақстанда «Рухани жаңғыру» бағдарламасы аясында енгізілген трилингвизм (қазақ, орыс, ағылшын тілдері) қазақ тілінің мәдени суверенитет негізі ретіндегі стратегиялық маңыздылығын айқындайды. Мақаланың мақсаты — қазақ тілінің тарихи, социолингвистикалық және перспективалық аспектілерін талдау арқылы оның ұлт болашағын қалыптастырудағы рөлін көрсету.

Қазақ тілі қыпшақ тобына жататын түркі тілдеріне жатады және VIII ғасырдағы Орхон-Енисей жазбаларына дейінгі бай тарихқа ие. Классикалық қазақ әдеби тілінің қалыптасуы XIX ғасырдың соңында — XX ғасырдың басында Абай Құнанбаев, Ахмет Байтұрсынов, Міржақып Дулатов сияқты ағартушылардың еңбегімен байланысты. Кеңестік кезеңде тілге русификация әсер етті: араб әліпбиі кириллицаға ауыстырылып, кейін латын әліпбиіне көшу басталды, бұл урбанизацияланған аймақтарда қазақ тілінің қолданылу аясын азайтты[1].

Тәуелсіздік кезеңінде тілдің қайта тірілуі байқалды: «Қазақстан Республикасындағы тілдер туралы» заң қазақ тілінің мемлекеттік мәртебесін бекітті. 2017 жылы жарияланған және 2031 жылға дейін кезең-кезеңімен жүзеге асырылатын латын әліпбиіне көшу модернизация мен ғаламдық ақпарат кеңістігіне интеграцияны білдіреді. Тарихи талдау көрсеткендей, тіл саясаты әрдайым геосаяси шындықтарды бейнелеп, көшпелі ауызша дәстүрден цифрлық дәуірге дейінгі кезеңдерге сәйкес өзгерген.

Стратегиялық жоспарлау және реформалар агенттігінің деректері бойынша, халықтың 84,5%-ы қазақ тілін біледі, оның 62%-ы еркін меңгерген. Ауылдық жерлерде тіл білетіндердің үлесі 95%-ке жетсе, мегаполистерде бұл көрсеткіш шамамен 50–60%-ды құрайды, онда орыс тілі үстемдік етеді. Мұндай дихотомия байқалады: қазақ тілі дәстүр мен отбасымен байланыстырылса, орыс тілі бизнес пен білім салаларында қолданыстағы негізгі тіл болып табылады.

2020–2025 жылдарға арналған мемлекеттік тілдерді дамыту бағдарламасы қазақ тіліндегі БАҚ контентінің үлесін 70%-ке жеткізуді, сондай-ақ IT саласы мен білім беру жүйесіне қазақ тілін енгізуді көздейді. «QazLatyn» сияқты онлайн-платформалар және тіл үйрету қосымшалары тілдің танымалдығын арттыруға үлес қосуда. Дегенмен, жастардың ағылшын тіліне көшуі және кәсіби ортада қазақ тілінің беделінің төмендеуі сияқты қиындықтар сақталып отыр[2].

Қоғамдық саясат институтының әлеуметтік сауалнамалары көрсеткендей, респонденттердің 78%-ы қазақ тілін ұлттық бірегейліктің кілті деп санайды,

алайда тек 45%-ы қалаларда оны күнделікті қарым-қатынаста қолданады. Fishman моделі бойынша көптілділік теңгерімді қамтамасыз етеді, бірақ мемлекеттік тілге белсенді қолдау қажет.

Білім беру — тілдің нығаюындағы басты сала болып табылады. «Білім туралы» заңға сәйкес, мектептердің 65%-інде оқыту қазақ тілінде жүргізіледі. «Назарбаев Зияткерлік мектептері» бағдарламасы трилингвизмді енгізіп, гуманитарлық пәндерде қазақ тілінің басымдылығын қамтамасыз етеді. Жоғары оқу орындарында қазақ тіліндегі бағдарламалардың үлесі 2010 жылы 40%-тен 2025 жылы 72%-ке өсті.

Ғылым саласында қазақ тілін халықаралық басылымдарды аудару және терминология жасау арқылы насихаттау жүзеге асады. ҚР Ғылым академиясы STEM пәндерінде 50 000-нан астам жаңа термин жасады. Цифрландыру да қарқынды дамып келеді: KazCorpus тіл корпусы 1 миллиардтан астам сөзформаны қамтып, машиналық оқыту және жасанды интеллект үшін қолдау көрсетеді. Зерттеулер көрсеткендей, ана тілін меңгеру когнитивтік қабілеттерді және академиялық көрсеткіштерді арттырады.

Дегенмен, білікті мұғалімдер мен оқу материалдарының жетіспеушілігі — басты кедергі болып отыр. «Білімді ел — білікті ұрпақ» сияқты бастамалар осы проблемаларды шешуге бағытталған.

Экономикалық тұрғыдан тіл адам капиталына әсер етеді: тілдік саясаты мықты елдерде ЖІӨ тұрғын басына 15–20% жоғары болады. Қазақстанда қазақ тілінде сөйлейтін мамандар мемлекеттік секторда, туризмде және креативті индустрияларда жоғары сұранысқа ие. Мәдени тұрғыдан тіл эпостарды, фольклорды және заманауи әдебиетті сақтауға қызмет етеді.

Жаһандық контексте қазақ тілі ЮНЕСКО бағдарламаларына және Түркі кеңесіне интеграцияланады. Диаспора онлайн-курстар мен БАҚ арқылы тілді қолдайды, ал цифрлық платформалар оның қолжетімділігін арттыруда маңызды рөл атқарады[3].

Ғаламданудың басты сын-кәтері — тілдік ассимиляция. Кіші тілдерді сақтау үшін Исландия мен Финляндия моделдеріне ұқсас стратегиялық тәсілдер қажет.

Қазақстандағы тіл саясатының соңғы дамуы 2023-2029 жылдарға арналған тұжырымдамада қазақ тілінің күнделікті қарым-қатынастағы рөлін күшейтуге бағытталған. Бұл құжатқа сәйкес, мемлекеттік тілдің қолданылуын кеңейту үшін БАҚ-та қазақша контенттің үлесін 2025 жылдан бастап 55 пайызға дейін арттыру жоспарланған, сонымен қатар жаппай ойындар мен мультфильмдерді қазақ тіліне дубляждау арқылы жастар арасында тілдің танымалдығын көтеру көзделген. Бұл шаралар қазақ тілінің қоғамдық бірлік пен ұлттық бірегейлікті нығайтудағы маңызын арттырады.

Латын әліпбиіне көшу процесі 2023 жылдан басталып, 2031 жылға дейін аяқталуы тиіс, бұл қазақ тілінің жаһандық ақпарат кеңістігіне интеграциялануына жол ашады. Халықтың көпшілігі бұл өзгерісті қолдайтыны зерттеулерде көрсетілген, өйткені ол жастардың этникалық өзін-өзі сәйкестендіруін күшейтіп, тілдің болашақтағы өміршеңдігін қамтамасыз етеді.

Бұл реформа геосаяси тұрғыдан да маңызды, өйткені ол тілдің модернизациясы арқылы елдің тәуелсіздігін бекітеді.

Қазақ тілінің цифрлық трансформациясы жаңа деңгейге шықты: 2024 жылы Назарбаев университетінің ISSAI институты KazLLM атты алғашқы үлкен тіл моделін әзірледі, ол қазақ, орыс, ағылшын және түрік тілдерін түсініп, аударма мен мәтін талдау сияқты тапсырмаларды орындайды. Бұл модельдің 8 және 70 миллиард параметрлік нұсқалары бар, ол тілдің AI және машиналық оқыту салаларында қолданылуын кеңейтеді, ұлттық мәдениеттің болашақтағы дамуына үлес қосады.

Қазақ тілінің болашағы цифрландырумен тығыз байланысты: қазақ тіліндегі жасанды интеллект жүйелерін дамыту, метаверс пен блокчейнге интеграциялау маңызды. Демографиялық болжамдарға сәйкес, урбанизация мен миграция нәтижесінде қазақ тілін меңгерушілердің үлесі 90%-ке жетуі мүмкін.

Ұсыныстар:

- Тілдік технологияларды қаржыландыруды күшейту;
- Мемлекеттік қызметкерлерге міндетті қазақ тілінде тестілеуді енгізу;
- Жастар үшін қазақ тілінде контент жасау мен креаторлықты дамыту;
- Терминологияны біріздендіру бойынша түркі мемлекеттерімен халықаралық ынтымақтастықты нығайту.

Қазақ тілі тек коммуникация құралы ғана емес, Қазақстанның стратегиялық ресурсы болып табылады. Оның дамуы мәдени үздіксіздікті сақтауға, әлеуметтік инклюзияны қамтамасыз етуге және жаһандық аренадағы бәсекеге қабілеттілікті арттыруға ықпал етеді[4]. Мемлекеттік қолдау, білім беру реформалары және технологиялық инновациялар ұлттың гүлденуінің негізін құрайды. Саналы тілдік инвестиция арқылы Қазақстан «Мәңгілік Ел» идеясын жүзеге асыра алады, дәстүр мен прогрестің үйлесім табатын мәңгілік ұлтын қалыптастыруға мүмкіндік алады.

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INTERACTIVE LEARNING METHODS FOR THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE

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Түйін: Бұл мақалада оқытудың интерактивті әдістері шет тілін үйрену процесінде оқушылардың коммуникативті құзыреттілігін дамытудың тиімді құралы ретінде қарастырылады. Автор "интерактивті оқыту" ұғымының мәнін, оның дидактикалық принциптерін және тұлғааралық өзара әрекеттесу мен ынтымақтастық дағдыларын қалыптастырудағы рөлін талдайды.

Аннотация: В данной статье рассматриваются интерактивные методы обучения как эффективное средство развития коммуникативной компетентности учащихся в процессе изучения иностранного языка. Автор анализирует сущность понятия «интерактивное обучение», его дидактические принципы и роль в формировании умений межличностного взаимодействия и сотрудничества.

The modern education system is focused on the development of the student's personality, capable of active interaction, independent thinking and effective communication in various situations. In this regard, special attention is paid to the formation of communicative competence, which is one of the key components of successful professional and social activities [1].

Traditional forms of learning are gradually giving way to interactive methods based on dialogue, collaboration and joint search for solutions. The use of interactive technologies makes it possible to increase interest in the subject, activate cognitive activity and create conditions for real communication in the language being studied.

The concept of interactive learning is defined as a form of educational process organization in which students are actively involved in the learning process, exchange opinions, participate in discussions, projects, and role-playing games. The main purpose of interactive methods is not just the transfer of knowledge, but the formation of skills to use them in communication and solving practical problems.

The modern educational space is characterized by high dynamism and a focus on a personality-oriented approach. In such conditions, the use of interactive methods becomes not just an element of novelty, but a necessary condition for effective learning. Interactive learning involves the active participation of each student in the educational process, when the teacher acts as a moderator, organizer of interaction and consultant [2].

One of the central aspects of using interactive methods is to create a language environment as close as possible to real communication. This is achieved through the use of situational tasks, simulations and game technologies, where students not only apply lexical and grammatical knowledge, but also develop the ability to respond adequately to communicative situations. For example, when working on dialogues, interviews, or debates, students learn to express their opinions, argue a position, and

ask clarifying questions, which directly contributes to the development of interpersonal communication skills.

A special place among interactive methods is occupied by collaborative learning, in which students jointly solve learning problems, share experiences and information. This approach promotes responsibility, teamwork skills, and respect for the opinions of other participants. In addition, collaborative learning builds tolerance and the ability to engage in constructive dialogue, which is especially important in a multicultural and multilingual environment [3].

Interactive methods also allow the teacher to individualize learning by selecting tasks in accordance with the level of training, interests and style of cognitive activity of students. The use of digital educational platforms (Google Classroom, Zoom, Padlet, Kahoot, etc.) provides a variety of forms of work and makes the learning process flexible and accessible.

Thus, interactive learning not only increases the efficiency of learning educational material, but also performs an important socio-pedagogical function — it develops students' communicative, personal and professional qualities necessary for successful adaptation in modern society.

Interactive methods include [4]:

- discussions and debates contribute to the development of argumentation and critical thinking;
- role—playing and business games form speech initiative and confidence in communication;
- project methods — combine cognitive, communicative and research activities;
- working in pairs and groups develops skills of interaction and mutual assistance;

Online tools and platforms are expanding the communication space through digital technologies.

According to the research of modern teachers (E. S. Polat, A.V. Khutorskoy, I. A. Zimnaya, etc.), interactive learning provides not only the assimilation of the material, but also the development of the student's personality, his communicative, cognitive and socio-psychological qualities.

In the practice of teaching a foreign language, interactive methods are used at various stages of the lesson. For example, when studying the topic of "Travel", you can organize a role-playing game "Travel Agency", where students act as clients and managers, develop routes, book hotels, and discuss cultural differences. This form promotes the development of dialogical speech, activates vocabulary and grammatical constructions.

Another effective method is project work. Students can be offered the collective creation of a multimedia project, for example, "My country through the eyes of a foreigner," which develops the skills of information retrieval, public speaking and joint planning [5].

The use of digital tools (Padlet, Kahoot, Quizlet, Edmodo, etc.) makes the learning process more dynamic, and feedback becomes instant. This increases the motivation and engagement of students.

The results of pedagogical experience show that the use of interactive methods improves the quality of learning, promotes confidence in oral responses, improves the atmosphere of cooperation and supports sustained learning motivation.

Interactive teaching methods occupy an important place in modern pedagogical practice. They not only make the process of learning a foreign language more interesting and creative, but also form the key competence of the 21st century — communicative competence. The systematic use of interactive forms promotes the development of independence, critical thinking, mutual understanding and tolerance.

Thus, interactive learning becomes an effective tool for forming a personality capable of successfully interacting in a multicultural environment.

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«ВОЛШЕБНЫЕ СЛОВА» В ШКОЛЬНОЙ КОММУНИКАЦИИ: ОПЫТ ИССЛЕДОВАНИЯ И ПРАКТИЧЕСКИЕ РЕШЕНИЯ

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Түйін. Мақалада мектеп қарым-қатынасында сыпайы ("сиқырлы") сөздерді қолданудың рөлі мен жиілігі қарастырылады. 7-сынып оқушылары арасында шағын зерттеу нәтижелері (сауалнама, байқау, "сыпайылық күні") ұсынылды, сондай-ақ практикалық материалдар кешені (сауалнама, жадынама, сынып сағатының сценарийі, бақылау чек-парағы) әзірленді. Нәтижелер сөйлеу этикетінің формулаларын білген кезде де студенттер оларды сәйкес келмейтінін көрсетеді; мақсатты микроинтервенциялар (оқыту + тренинг) сөйлеу климатын жақсартады және күнделікті қарым-қатынаста этикет формулаларының жиілігін арттырады. Түйінді сөздер: сөйлеу этикеті, сыпайы сөздер, мектептегі қарым-қатынас, сөйлеу мәдениеті, сөйлеу тәрбиесі, әлеуметтік лингвистикалық эксперимент.

Summary. Annotation The article examines the role and frequency of using polite ("magic") words in school communication. The results of a mini-study among 7th grade students (questionnaire, observation, "Day of Politeness") are presented, and a set of practical materials (questionnaire, memo, classroom scenario, observation checklist) has been developed. The data

obtained show that even with knowledge of the formulas of speech etiquette, students use them inconsistently; targeted microinterventions (learning + training) improve the speech climate and increase the frequency of etiquette formulas in everyday communication. Keywords: speech etiquette, polite words, school communication, culture of speech, speech education, sociolinguistic experiment.

Слово - базовый инструмент человеческого взаимодействия. Вежливые формы общения («здравствуйте», «пожалуйста», «спасибо», «простите») поддерживают позитивный эмоциональный фон, снижают конфликтность и формируют уважительные отношения в коллективе. В школьной среде этикетная лексика одновременно выступает и средством, и целью воспитания: она влияет на учебную мотивацию, атмосферу класса и успешность совместной деятельности.

Актуальность темы обусловлена снижением культуры общения среди школьников, что проявляется в редком употреблении слов вежливости, невнимательности к собеседнику, недостатке доброжелательности. Проблема: при том, что учащиеся с раннего возраста знакомы с «волшебными словами», их ежедневное употребление нестабильно.

Гипотеза: регулярные адресные практики (обсуждение правил, игровые задания, рефлексия) повышают частоту вежливых формул и улучшают климат в классе [1, 52]. Задачами являются: уточнить понятие «вежливость» в аспекте речевого поведения; измерить исходную частоту употребления этикетных формул; провести микроинтервенцию («День вежливости», памятка, тренинг); оценить изменения и сформулировать рекомендации для педагогов.

Вежливость трактуется как устойчивая норма уважительного взаимодействия между людьми, выражаемая вербальными (словесными) и невербальными (интонационными, мимическими, жестовыми) средствами. Это один из важнейших элементов культуры общения, отражающий уровень нравственного воспитания человека и его умение учитывать эмоциональное состояние собеседника [1, 52].

Речевой этикет представляет собой систему устойчивых формул и ситуационно обусловленных реплик, которые регулируют процесс общения, способствуют его гармоничности и предотвращают конфликты. К основным типам речевых актов, относящихся к этикету, относятся:

приветствие («Здравствуйте», «Доброе утро»); прощание («До свидания», «Всего доброго»); просьба («Будьте добры», «Разрешите»); благодарность («Спасибо», «Благодарю»); извинение («Простите», «Извините»); пожелание и поздравление («Успехов!», «С днём рождения!»).

Формулы речевого этикета выполняют несколько ключевых функций:

Контактоустанавливающую - создают доброжелательный фон общения.

Смягчающую - минимизируют возможные конфликты и недопонимания.

Гармонизирующую - способствуют поддержанию позитивного взаимодействия.

Регулятивную - помогают соблюдать социальные нормы и дистанцию.

Методика исследования. Выборка:

В исследовании приняли участие 7 учащихся 9 класса (малый коллектив, где легко фиксировать индивидуальные проявления речевого поведения).

Методы: Анкетирование. Использована шкала Лайкерта (от 1 до 5) для самооценки поведения учащихся. Вопросы включали утверждения типа:

«Я здороваюсь с учителями при встрече»; «Я благодарю за помощь»; «Я прошу, а не требую».

Наблюдение. В течение недели велся учёт речевых проявлений с помощью чек-листа, фиксировались случаи использования или пропуска вежливых слов на уроках и переменах.

Эксперимент “Две просьбы”. Двое учеников обращались к одноклассникам с одинаковыми просьбами, но в разной форме: грубой и вежливой. Анализировалась реакция адресатов.

Обсуждение. Проводилась групповая беседа о значении пословиц, связанных с вежливостью, а также коллективное составление «Правил доброжелательного общения».

Микроинтервенция “День вежливости”. В течение недели учащиеся осознанно практиковали употребление этикетных формул, фиксируя свои успехи [2, 66].

Инструменты:

Анкета самооценки (10 пунктов);

Чек-лист наблюдения: приветствие/прощание, просьба, благодарность, извинение, невербальные проявления (тон, мимика, улыбка).

Критерии успешности:

рост частоты употребления этикетных формул в повседневной речи;

уменьшение количества резких и грубых реплик;

положительные самоотчёты учащихся («стало приятнее общаться», «меньше ссор»).

Результаты и обсуждение

Исходные наблюдения. В начале эксперимента зафиксированы следующие данные:

- с учителями не поздоровались 3 учащихся ($\approx 42\%$);

- с одноклассниками - 4 учащихся ($\approx 57\%$);

- по данным анкет, 85% опрошенных считают вежливые слова важными, но 70% признались, что «иногда забывают их использовать».

Эксперимент “Две просьбы” подтвердил значимость формы обращения: на грубую формулировку последовал отказ; на вежливую — согласие и готовность помочь. Это демонстрирует, что вежливость не только этическая, но и прагматическая категория, напрямую влияющая на результат взаимодействия. После микроинтервенции [3, 12]. По наблюдениям через неделю после акции «День вежливости»:

частота приветствий, благодарностей и извинений увеличилась;

отмечено снижение числа конфликтных ситуаций;

учащиеся описали атмосферу в классе как «дружелюбную», «спокойную».

Гендерные различия.

Девочки демонстрировали более стабильную речевую вежливость; у мальчиков наблюдалась заметная положительная динамика после ролевых игр и анализа пословиц.

Ограничения исследования.

малая выборка ($n = 7$);

короткий срок наблюдения (1 неделя);

субъективность самоотчётов учащихся.

Тем не менее, даже при этих ограничениях результаты свидетельствуют о существенном улучшении речевой культуры после простейших воспитательных мероприятий.

Проведённое исследование подтверждает гипотезу, что «от учтивых слов язык не отсохнет». Вежливые слова не только украшают речь, но и способствуют созданию позитивной эмоциональной среды в коллективе. Даже краткосрочные упражнения по развитию речевого этикета дают заметный воспитательный эффект.

Практическая часть (комплект для учителя)

1) Памятка «10 волшебных слов на каждый день»

Здравствуй / Доброе утро; Пожалуйста; Спасибо; Простите/Извините; Будьте добры; Разрешите; Рад(а) помочь; Приятного дня; Всего доброго; Благодарю.

2) Сценарий классного часа «Слова, которые творят чудеса» (35–40 мин)

Разминка: ассоциативное облако «вежливость — это...» (5 мин).

Мини-лекция + примеры речевых формул по ситуациям (10 мин).

Ролевые кейсы «Как попросить/извиниться/поблагодарить» (15 мин).

Рефлексия и персональный план «Мои 3 вежливые привычки недели» (5 мин).

3) Чек-лист наблюдения (на неделю)

Отметки (+/–) за приветствие, просьбу, благодарность, извинение; тон/интонация. Итог - личный «профиль вежливости» с мягкой обратной связью.

4) Игровая механика «День вежливости».

Класс собирает «бонусы вежливости» за замеченные этикетные реплики. Итог - «тёплый круг» благодарностей и выпуск мини-плаката класса.

5) Мини-задание по словарю.

Выяснить происхождение слов «спасибо» («спаси Бог»), «пожалуйста», составить 5 ситуативных диалогов с разными формулами этикета (просьба, отказ, благодарность, извинение, поздравление) [4, 127].

Учащиеся знают «волшебные слова», но применяют их непоследовательно; целевые и игровые практики повышают частоту этикетных формул. Даже краткосрочная интервенция улучшает эмоциональный климат, снижает резкость реплик и укрепляет сотрудничество. Эффективна связка: обсуждение правил → тренировка в ролевых кейсах → наблюдение по чек-листу → рефлексия. Для устойчивого эффекта необходима системность: ежемесячные мини-акции, визуальная поддержка (плакаты), регулярная обратная связь.

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FORMATION OF INTERCULTURAL COMPETENCE OF STUDENTS IN THE PROCESS OF TEACHING ENGLISH

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Түйін: Бұл мақалада шетел тілін оқыту барысында студенттердің интермәдени құзыреттілігін қалыптастыру мәселесі қарастырылды. Интермәдени құзыреттілік тілдік дағдылармен қатар мәдени түсінік, икемділік, эмпатия және өзара сыйластық сияқты қабілеттерді дамытуды қамтиды. Шетел тілін үйрену тек грамматика мен сөздік қорды меңгерумен шектелмей, студенттерге әртүрлі мәдениеттердегі адамдармен тиімді қарым-қатынас жасауға мүмкіндік береді. Мақалада интермәдени құзыреттілікті дамытуда мұғалімнің рөлі, аутентикалық материалдарды пайдалану, жобалық жұмыстар, пікірталастар мен интерактивті әдістердің маңызы атап өтілді. Интермәдени құзыреттіліктің қалыптасуы студенттердің сын тұрғысынан ойлау қабілетін, мәдени сезімталдықты және жаһандық тұрғыдан ойлауын дамытады.

Аннотация: В статье рассматривается формирование интеркультурной компетенции студентов в процессе обучения английскому языку. Интеркультурная компетенция включает развитие языковых навыков, культурного понимания, гибкости, эмпатии и взаимного уважения. Изучение иностранного языка выходит за рамки овладения грамматикой и словарным запасом, позволяя студентам эффективно взаимодействовать с представителями различных культур. В статье подчеркнута роль преподавателя, использование аутентичных материалов, проектной и интерактивной деятельности, дискуссий и ролевых игр в процессе формирования интеркультурной компетенции. Развитие этих навыков способствует критическому мышлению, культурной чувствительности и формированию глобального мировоззрения студентов.

In the context of globalization and expanding international communication, the formation of intercultural competence has become one of the key objectives in teaching foreign languages, particularly English. As English functions as a global means of communication, learning it involves not only mastering linguistic skills but also developing the ability to interact effectively with representatives of different

cultures. Intercultural competence allows students to understand cultural diversity, overcome communication barriers, and build respectful and tolerant relationships in multilingual and multicultural environments.

The process of forming intercultural competence in English language teaching is closely related to the integration of linguistic, sociocultural, and communicative knowledge. Language is inseparable from culture, and its study should include learning about national traditions, values, norms of behavior, and ways of thinking of native speakers. Students who study English should not only acquire vocabulary and grammar but also learn how to interpret cultural meanings, adapt their speech to various contexts, and express themselves appropriately in intercultural communication. Thus, language learning becomes a process of understanding another culture and reflecting on one's own cultural identity [1].

Teachers play a central role in the development of students' intercultural competence. They should create an educational environment that promotes openness, curiosity, and respect for cultural differences. Authentic materials such as literary texts, films, songs, and online resources provide valuable insights into the culture of English-speaking countries. Project work, discussions, role plays, and international exchange programs are effective methods that help students apply their linguistic skills in culturally meaningful contexts. Through these activities, learners develop empathy, tolerance, and the ability to interpret and mediate between different cultural perspectives.

The formation of intercultural competence also requires the development of critical cultural awareness. Students must be able to analyze and evaluate cultural phenomena, recognize stereotypes, and avoid ethnocentric judgments. The ultimate goal is to prepare learners for real-life communication where mutual understanding and respect play a more important role than perfect language accuracy. Intercultural competence therefore contributes not only to successful language learning but also to personal growth, as it fosters openness, adaptability, and global citizenship [2].

Teaching English today should be viewed as a process of cultural interaction rather than simply linguistic instruction. The formation of intercultural competence enables students to use English effectively in a variety of international contexts, bridging cultural differences and fostering mutual understanding. Integrating cultural content into language education helps prepare students for participation in the global community and equips them with the skills necessary for effective and respectful communication in the modern world.

In the modern educational paradigm, the teaching of English is no longer limited to the acquisition of linguistic knowledge and communicative skills. It has evolved into a complex process that involves the development of intercultural competence, which enables students to engage effectively in communication with people of different cultural backgrounds. The growing role of English as an international language makes the ability to understand and respect other cultures an essential component of language education. Intercultural competence helps students become not only proficient users of the English language but also open-minded,

tolerant, and empathetic individuals capable of interacting in a multicultural world [3].

Intercultural competence is understood as a combination of knowledge, skills, attitudes, and values that allow individuals to communicate and cooperate across cultures successfully. Its formation in the process of teaching English requires the integration of linguistic and cultural learning. Language and culture are deeply interconnected; therefore, mastering a language inevitably involves learning about the ways of thinking, behavioral norms, traditions, and values of the target culture. The process of acquiring intercultural competence includes the ability to interpret cultural meanings correctly, compare and contrast one's own culture with that of others, and demonstrate flexibility and respect in communication.

Teachers play a decisive role in fostering intercultural competence among students. Their task is to create a learning environment that promotes curiosity, openness, and critical reflection on cultural diversity. The selection of appropriate materials is particularly important: authentic texts, films, newspapers, and digital resources expose learners to real-life examples of language use in different cultural contexts. Interactive methods such as discussions, debates, case studies, and project-based learning encourage students to express opinions, negotiate meaning, and reflect on intercultural experiences. By participating in such activities, learners acquire not only linguistic fluency but also a deeper understanding of cultural nuances and communication strategies [4].

An essential aspect of intercultural competence development is raising cultural awareness and critical thinking. Students should learn to recognize stereotypes, challenge prejudice, and interpret cultural phenomena objectively. The goal is not to assimilate another culture but to develop the ability to interact effectively and appropriately within it. Through this process, students gain intercultural sensitivity — the capacity to understand cultural differences without judgment and to adapt behavior and communication styles accordingly. Such skills are invaluable in the modern world, where cross-cultural cooperation is essential in education, business, science, and technology.

Furthermore, teaching English as a means of intercultural communication helps students to reflect on their own cultural identity. By comparing their native culture with the cultures of English-speaking countries, learners develop self-awareness and the ability to represent their own traditions and values in international communication. This reflective process contributes to the formation of personal and national identity within the framework of global citizenship [5].

In conclusion, the formation of intercultural competence in the process of teaching English is a vital element of modern education. It transforms language learning into a multifaceted process that combines linguistic proficiency, cultural awareness, and social responsibility. Through the integration of culture-oriented teaching methods, educators prepare students to use English as a tool for meaningful communication, mutual understanding, and cooperation in a globalized world. The ultimate goal of English language education, therefore, is not only to teach the

language itself but also to form individuals who are capable of building bridges between cultures and contributing to a more tolerant and interconnected society.

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ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ КАК «ПОМОЩНИК УЧИТЕЛЯ»: ВОЗМОЖНОСТИ И РИСКИ

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Түйін. Мақалада жасанды интеллекттің (ЖИ) педагогикалық қызметті қолдау құралы ретіндегі рөлі қарастырылады. Автор білім беру үдерісіндегі ЖИ-дің мүмкіндіктері мен тәуекелдерін, сондай-ақ мұғалімнің жетекші рөлін сақтаудың маңыздылығын талдайды.

Summary. The article discusses the role of artificial intelligence (AI) as a teacher's assistant in modern education. The author analyzes the benefits of AI in automating learning processes, personalizing education, and developing teaching materials, as well as potential risks related to overreliance on technology and ethical issues.

Современное образование переживает глубокие изменения, связанные с внедрением цифровых технологий и развитием искусственного интеллекта (ИИ). Педагогическая практика постепенно трансформируется: учитель получает новые инструменты для анализа, планирования и сопровождения учебного процесса [1].

ИИ сегодня рассматривается не как замена педагога, а как «помощник учителя», способный облегчить рутинные задачи, повысить качество обучения и создать условия для более индивидуализированного подхода к ученику. Однако использование ИИ требует осознанного и ответственного подхода, так как наряду с возможностями возникают определённые риски и вызовы.

ИИ активно внедряется в сферу образования в нескольких направлениях:

- автоматизация учебных процессов (оценка тестов, проверка письменных работ, ведение электронных журналов);
- создание учебных материалов (генерация текстов, заданий, тестов, интерактивных упражнений);
- персонализация обучения - подбор заданий с учётом уровня и интересов учащегося;
- аналитика успеваемости и выявление затруднений учащихся.

Благодаря нейросетевым платформам (ChatGPT, Copilot, Perplexity и др.) учитель может быстро создавать дидактические материалы, сценарии уроков, тесты, тексты для аудирования, а также визуальные ресурсы — схемы, таблицы, карточки.

Например, при подготовке к уроку литературы ИИ может предложить структурированный конспект по произведению, разработать вопросы для анализа текста и даже сгенерировать иллюстрации к эпизодам. Это значительно экономит время педагога и повышает качество методического сопровождения урока [2].

Одним из ключевых преимуществ ИИ является персонализация образовательного процесса. Алгоритмы могут анализировать успехи и трудности конкретного ученика и предлагать индивидуальные задания.

Для преподавателей русского языка и литературы это особенно важно: нейросеть способна адаптировать грамматические упражнения или задания по чтению под уровень владения языком, корректировать сложность и объём материала.

Кроме того, ИИ помогает педагогам разрабатывать дифференцированные формы контроля, что способствует повышению мотивации и самостоятельности обучающихся.

Несмотря на очевидные преимущества, внедрение искусственного интеллекта сопровождается рядом рисков.

К ним относятся:

- утрата критического мышления учащихся при чрезмерном использовании готовых ответов;
- снижение роли педагога в случае механического применения технологий без педагогического осмысления;
- вопросы достоверности и авторства генерируемого контента;
- этические аспекты, связанные с использованием личных данных и алгоритмической предвзятостью.

Неконтролируемое использование ИИ может привести к зависимости от цифровых решений и формированию «пассивного» типа мышления у обучающихся. Поэтому учителю важно сохранять ведущую роль — направлять, корректировать и объяснять, а не просто использовать нейросеть как источник готовых ответов [3].

Внедрение ИИ требует новой педагогической культуры, основанной на сочетании цифровой и гуманитарной компетенций. Учитель должен владеть навыками критического анализа ИИ-результатов, уметь проверять

достоверность данных и адаптировать их к возрастным и образовательным особенностям учащихся.

Таким образом, в условиях цифровой школы учитель выступает не только как носитель знаний, но и как медиатор между человеком и технологией, направляющий процесс познания в гуманистическом русле.

Как отмечает В. П. Беспалько, педагогическая технология должна оставаться человекоцентричной, даже при максимальном уровне автоматизации [4].

Искусственный интеллект сегодня стал неотъемлемой частью образовательного пространства, предлагая огромный потенциал для совершенствования методики преподавания. Он действительно может стать надежным помощником учителя, способным повысить качество и эффективность обучения.

Однако важно помнить, что технологии не могут заменить профессиональное мышление, эмоциональный интеллект и педагогическую интуицию. Только при грамотном и этически выверенном использовании ИИ может служить развитию образования и личности обучающегося.

Таким образом, главная задача современного педагога — научиться использовать возможности искусственного интеллекта, минимизируя риски и сохраняя при этом гуманистические ценности образования.

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PERSONALIZATION OF ENGLISH LANGUAGE TEACHING USING AI-BASED SYSTEMS

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Түйін: Мақала тілдік бағыттағы студенттер арасында жасанды интеллекттің цифрлық құралдарының сұранысын зерттеуге арналған.

Аннотация. Статья посвящена исследованию востребованности цифровых инструментов искусственного интеллекта среди студентов языковых направлений.

The concepts of "individualization" and "personalization" of learning are often used interchangeably, however, in pedagogical theory and practice they have different semantic accents and conceptual approaches. Despite the frequent confusion

of these terms, it is important to emphasize that their content reflects different strategies for organizing the educational process.

Thus, according to A.A. Khruleva, individualization is a technological approach to learning aimed at adapting the educational process to the characteristics and educational needs of a particular student [1]. Individualization involves taking into account the level of knowledge, the pace of learning, motivation and preferences of the student when selecting the content and teaching methods. In turn, N.L. Baidikova and E.S. Davidenko interprets personalization as the process of giving students the opportunity to choose not only the content, but also the forms, pace and tools of learning activities, which makes them an active participant in the educational process. Thus, individualization acts as a pedagogical technology implemented by the teacher, and personalization acts as a strategy involving the subjective activity of the student himself. Despite their interrelation, these approaches differ in goals: if individualization is focused on taking into account individual differences, then personalization is aimed at developing independence and responsibility for the learning process.

One of the key factors for the successful implementation of personalized learning is the formation of the student's subjectivity, that is, his ability to act as an active participant in the educational process. According to L.V. Abdalina's definition, subjectivity is the ability of a student to consciously and purposefully participate in learning, make decisions independently and not be limited to passive perception of information. A similar position is held by G.A. Zuckerman and O.L. Obukhov, who emphasize that the formation of subjectivity allows a student to master a meta-language - the "ability to learn", which is especially important in the context of continuing education [2].

In this regard, the introduction of artificial intelligence (AI) technologies opens up new prospects for strengthening the subjective position of students. AI contributes not only to the adaptation of the content and teaching methods to individual needs, but also to the development of self-regulation, critical thinking and metacognitive skills. The use of intelligent systems allows students to take a more conscious approach to choosing learning strategies, independently evaluate the results and adjust their own learning trajectory.

To effectively use the potential of AI in the processes of individualization and personalization of education, it is necessary to systematically develop several areas.

First, the most important task is to train a new generation of teachers capable of integrating artificial intelligence technologies into educational practice. The programs of pedagogical universities should include practice-oriented courses on working with AI, which form not only technical, but also methodological competencies in the field of digital education.

Secondly, attention should be paid to developing effective communication skills with AI, including the ability to formulate queries (prompta) and use generative artificial intelligence tools for educational purposes. This will allow students and teachers to more accurately define the goals of interaction with digital assistants and obtain relevant educational results.

As noted by M.V. Bulygina and D.V. Borovskikh, the results of research on the introduction of AI into the educational process demonstrate high efficiency, since modern chatbots and learning platforms are multifunctional and adaptable. They allow not only to generate a variety of tasks and texts for learning foreign languages, but also to provide constant feedback, analyze the progress of students and adjust learning routes [3].

In order to identify the degree of demand for digital AI tools among students of the Miras University language courses, a sociological survey was conducted.

The purpose of the study is to determine the frequency, directions and motivation of the use of artificial intelligence technologies by students, as well as to identify difficulties encountered in the use of AI in teaching foreign languages.

The survey was implemented through the Yandex Forms platform, and a link to the survey was posted in student chats in the foreign languages sector. 69 students participated in the study. The questionnaire included the following questions:

1. Do you use artificial intelligence tools?
2. How often do you use AI?
3. In what areas do you use AI technologies?
4. If you use AI in training or professional activities, for what purposes?
5. What kind of AI services and tools do you use?
6. Do you use AI when learning foreign languages?
7. Would you like to learn how to use AI tools more effectively to learn foreign languages?
8. What difficulties do you face when using AI in the process of learning a foreign language?

The analysis of the responses showed that all the survey participants (100%) one way or another, they use artificial intelligence technologies in their daily activities. At the same time, 38% of respondents use AI daily, 40% use it several times a week, and 22% use it sporadically.

The most common area of AI use was educational activities, which were noted by 85.3% of students. As part of the educational process, artificial intelligence is most often used to search and analyze information (82.4%), create texts, translate, check grammar, and prepare presentations.

Special attention should be paid to the fact that a quarter of the respondents (25.7%) are already actively using AI when learning foreign languages. At the same time, 71.4% of students expressed a desire to actively use digital AI tools in the process of learning a foreign language, noting their potential to train spoken language, replenish vocabulary and increase motivation to learn.

The main difficulties faced by users are related to:

- inability to formulate queries correctly (promptness) — 41,2 %;
- insufficient understanding of methods and strategies for applying AI in educational activities — 32.4 %;
- lack of systematic training on the use of AI in language training — about 18%.

Thus, the results of the study confirm that interest in the use of artificial intelligence technologies among linguistic students is growing rapidly, however, to increase the effectiveness of their use, the development of digital and industrial literacy, as well as methodological support from teachers, is required [4].

The most popular artificial intelligence tools among students are ChatGPT and DeepSeek, which are used to search for information, translate texts, generate assignments, and check written papers. At the same time, there is a wide range of specialized resources that help personalize the process of learning a foreign language. Thus, the Gliglish neural network is focused primarily on developing oral skills through imitation of dialogues with native speakers, and the TWEE platform allows teachers and students to create a variety of learning exercises adapted to their language proficiency. However, the results of the survey revealed that the level of digital literacy of students remains insufficiently high, which negatively affects the quality of work with AI tools and reduces their educational potential.

The modern education system is on the verge of large-scale changes due to the integration of artificial intelligence technologies into the educational process. Research and practice show that AI opens up new opportunities for individualization and personalization of learning, especially in the field of foreign language education. The use of intelligent systems helps to increase motivation, create an adaptive educational environment and develop students' independent learning skills. Nevertheless, despite the expressed interest of students in digital technologies, the effectiveness of their application is hampered by a number of factors:

- insufficient digital and information literacy;
- difficulties in formulating accurate and meaningful queries (prompts);
- lack of a systematic approach to the implementation of AI in teaching practice.

In recent years, many domestic and foreign universities have been actively implementing the practice of using artificial intelligence in teaching foreign languages. For example, the first domestic AI platform was developed that allows testing the level of proficiency in a foreign language using adaptive algorithms. In addition, the National Research University Higher School of Economics (HSE) is actively integrating artificial intelligence into the educational environment: it implements industrial engineering courses, implements automatic essay review systems and digital assistants for teachers. These initiatives demonstrate the growing readiness of educational institutions for digital transformation and the gradual transition to a new stage of digital didactics.

Similar trends are observed in Kazakhstani universities, which are beginning to introduce intelligent technologies into the language training of students. In the future, such approaches will improve the quality of teaching, ensure the flexibility of curricula and bring the training of specialists with knowledge of a foreign language to a fundamentally new level. To achieve this goal, it is necessary:

- Develop digital competencies for both teachers and students;
- develop methodological recommendations on the use of AI in language education;

- Conduct scientific research aimed at exploring the potential of personalized learning and creating practical strategies for its implementation.

Summing up, it can be noted that modern education is going through a period of active development of digital didactics and growing interest in the individualization and personalization of the educational process. At the same time, the concept of individualization of education is more widespread in the scientific discourse of Russian-language pedagogy, while the concept of personalization of education prevails in English-language studies [5].

Currently, the use of artificial intelligence tools in educational practice, including foreign language teaching, is unsystematic and fragmented. Despite this, the survey results confirm that students of language fields actively use AI in various fields of activity, but only a quarter of respondents use it directly to learn a foreign language.

The main reasons for the low involvement of students in the use of AI technologies for language learning are:

- inability to identify the purpose of the appeal to AI and correctly formulate the prompt;
- Lack of knowledge about existing AI platforms and learning opportunities.

Therefore, there is a need to integrate elements of digital didactics into the educational programs of students of language fields. This will not only improve the digital competence of students, but also create conditions for more flexible, informed and effective learning of foreign languages.

The obtained research results can serve as a basis for further scientific and practical developments aimed at creating a personalized educational environment that ensures a high level of engagement, motivation and academic achievements of students.

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CODE-MIXING IN KAZAKH YOUTH SLANG: ENGLISH AS A MARKER OF COOLNESS

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Түйін: Мақалада қазақстандық жастардың сөйлеу тіліндегі код-миксинг құбылысы қарастырылады. Автор ағылшын тіліндегі сөздердің қолданылу себептерін, цифрлық медианың әсерін және ағылшын тілінің “заманауилық” пен “стильділік” белгісі ретіндегі рөлін талдайды. Ағылшын тілінен енген элементтер жастардың жаһандық мәдениетке қатыстылығын білдіріп, жаңа ұғымдар мен стиль қалыптастыруға ықпал ететіні атап өтіледі.

Аннотация: В статье рассматривается феномен код-миксинга в речи казахстанской молодежи, связанный с активным использованием английских слов и выражений. Анализируются причины смешения языков, влияние цифровых медиа и социокультурные мотивы, делающие английский язык маркером “модности” и глобальной идентичности. Показано, что английские заимствования выполняют не только коммуникативную, но и символическую функцию, отражая стремление молодежи к современности и принадлежности к мировому культурному пространству.

Language constantly changes and evolves, reflecting new realities of society. Among the most dynamic agents of linguistic innovation are young people, whose speech often serves as a mirror of social trends, values, and global influences. In Kazakhstan, the growing exposure to the English language through media, the internet, and education has given rise to a new linguistic phenomenon — code-mixing between Kazakh, Russian, and English, especially noticeable in youth slang. The presence of English elements in everyday speech of young Kazakhs functions not only as a communicative tool but also as a social marker of modernity, prestige, and “coolness.” This article examines how and why English words are incorporated into Kazakh youth slang, what meanings they carry, and how this trend reflects broader cultural transformations.

For Kazakhstani youth, English is more than just a foreign language — it is a symbol of global identity. Through exposure to Western pop culture, social media, music, gaming, and fashion, English has become associated with modernity, innovation, and progress. Using English words allows young people to signal their connection to global youth culture. Expressions like *chill*, *cringe*, *like*, *swag*, *fake*, *offline*, or *upgrade* have entered informal speech, often mixed with Kazakh or Russian grammatical endings (*cringe-овый*, *лайкпан қой*, *ангпейд жасады*).

This phenomenon demonstrates that code-mixing is not random but socially meaningful. English functions as a linguistic marker of “coolness” — a way to show digital literacy, modern lifestyle, and openness to global culture. According to sociolinguists, such use of English helps young speakers construct a cosmopolitan identity and distinguish themselves from older or more traditional generations [1].

The widespread presence of English in digital spaces plays a crucial role in the spread of code-mixing. Online platforms such as Instagram, TikTok, YouTube, and Telegram are full of English-based expressions and memes that quickly enter youth

slang. Internet communication encourages short, expressive, and globally recognizable vocabulary.

For example, young people in Kazakhstan frequently use English-based phrases in chats: “*Осы video-ны repost емui*”, “*Story-ға салдым*”, “*Like бас*”, “*Update шықты*”. Such mixing reflects not only linguistic borrowing but also participation in a shared global online culture. The integration of English into digital communication shows how language adapts to new technological and cultural realities [2].

The use of English in youth slang is also motivated by sociopsychological factors. English words often index prestige, intelligence, and social mobility. They create an impression of modern education and international awareness. Among youth communities, English is perceived as a “high-status” language, associated with innovation and global connectedness.

At the same time, code-mixing serves an in-group function — it marks belonging to a specific social circle or digital community. By using English expressions, young people express solidarity and shared cultural references. A phrase like “*Ол тым cringe қой*” instantly signals that the speaker belongs to a generation familiar with global internet culture. This linguistic behavior is performative: it helps speakers shape their social identity and position themselves as modern, fashionable, and globally aware individuals [3].

Despite its popularity, English code-mixing is sometimes criticized by educators and linguists who fear that excessive borrowing may erode the purity of the Kazakh language. Critics argue that frequent use of English words might lead to dependency on foreign vocabulary and weaken the position of the national language among young speakers. However, from a modern sociolinguistic perspective, language contact is a natural and creative process. Code-mixing enriches the lexicon, allowing speakers to express new concepts and adapt to global realities. The key challenge is maintaining balance — encouraging multilingual competence without letting one language dominate others.

Code-mixing among Kazakh youth reflects broader processes of globalization, cultural hybridization, and digital transformation. English has become an essential element of youth slang, functioning as a marker of coolness, modernity, and global belonging. Rather than viewing this phenomenon as linguistic degradation, it can be interpreted as evidence of linguistic creativity and adaptation to new cultural conditions. The Kazakh language, being flexible and dynamic, successfully integrates English elements while maintaining its core identity. The future of youth communication in Kazakhstan will likely remain multilingual — combining local authenticity with global connectedness [4].

Code-mixing among Kazakh youth reflects broader processes of globalization, cultural hybridization, and digital transformation. English has become an essential element of youth slang, functioning as a marker of coolness, modernity, and global belonging. Rather than viewing this phenomenon as linguistic degradation, it can be interpreted as evidence of linguistic creativity and adaptation to new cultural conditions. The Kazakh language, being flexible and dynamic, successfully integrates

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METHODS FOR CORRECTING AND PREVENTING ERRORS IN THE WRITTEN SPEECH OF SENIOR SCHOOLCHILDREN

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Түйін: Бұл мақалада жоғарғы сынып оқушыларының жазбаша сөйлеу дағдыларындағы қателерді түзету және алдын алу әдістері қарастырылды. Қателер тіл үйрену процесінің табиғи кезеңі болып табылады, алайда оларды жүйелі түрде түзету және алдын алу оқушылардың жазбаша сөйлеу шеберлігін, сенімін және тілдік құзыреттілігін арттыруға мүмкіндік береді. Диагностикалық талдау арқылы қателердің түрлері мен себептері анықталып, мұғалімнің нақты және қолдаушы кері байланысы, өзара тексеру және өзін-өзі бағалау әдістері оқушыларды өз қателерін түсініп, түзетуге үйретеді. Алдын алу әдістері грамматика мен сөздік қорды меңгерту, құрылымдық жаттығулар, модельдік мәтіндер және заманауи технологияларды қолдану арқылы жүзеге асады. Осы тәсілдер оқушылардың жазу процесін белсенді, нәтижелі және сапалы етеді.

Аннотация: В статье рассматриваются методы корректировки и предотвращения ошибок в письменной речи старшеклассников. Ошибки являются естественным этапом процесса изучения языка, однако их систематическое исправление и профилактика способствуют повышению письменной грамотности, уверенности и языковой компетенции учащихся. Диагностический анализ позволяет выявить виды и причины ошибок, а конструктивная поддерживающая обратная связь учителя, взаимная проверка и самопроверка помогают ученикам осознать и исправить ошибки. Профилактические методы включают обучение грамматике и лексике, структурированные упражнения, модельные тексты и использование современных технологий. Эти подходы делают процесс письма активным, результативным и качественным.

The development of written speech skills in senior schoolchildren is a crucial aspect of language education, as it reflects both linguistic competence and cognitive development. Errors in writing are a natural part of the learning process, yet

systematic correction and prevention are essential for improving students' proficiency and confidence. Effective methods for addressing written errors combine diagnostic, corrective, and preventive approaches, ensuring that students not only recognize and rectify mistakes but also acquire strategies to avoid repeating them in the future.

Error correction begins with accurate identification and analysis of the types and causes of errors. These may include grammatical, lexical, syntactic, punctuation, or stylistic mistakes, each of which requires a targeted approach. Teachers play a central role in providing constructive feedback that is clear, specific, and supportive, helping students understand the nature of their errors without discouraging them. Peer review and self-assessment techniques also promote critical reflection, enabling learners to recognize errors independently and develop self-correction skills.

Preventive methods focus on equipping students with tools and strategies to minimize errors before they occur [1]. These include explicit instruction in grammar and vocabulary, structured writing exercises, model texts, and the use of checklists or guidelines for drafting and editing. Integrating modern educational technologies, such as word processors with spelling and grammar checks, online writing platforms, and interactive exercises, allows students to receive immediate feedback and reinforces correct usage in real time. Encouraging reading, both for pleasure and academic purposes, enhances exposure to correct language forms and improves intuitive understanding of writing conventions.

Combining corrective and preventive strategies is particularly effective in fostering long-term improvement. Revision and editing exercises, guided writing workshops, and targeted exercises based on common error patterns help students internalize rules and apply them consistently. Furthermore, creating a supportive and motivating learning environment encourages risk-taking in writing, experimentation with language, and gradual mastery of complex structures. By balancing error correction with proactive skill development, educators can enhance both the accuracy and fluency of written communication in senior schoolchildren [2].

Methods for correcting and preventing errors in the written speech of senior schoolchildren should integrate diagnostic analysis, constructive feedback, self- and peer-assessment, explicit instruction, and modern technological tools. This multifaceted approach not only addresses existing mistakes but also builds learners' awareness, autonomy, and competence in written communication. Effective error correction and prevention contribute to improved academic performance, enhanced linguistic confidence, and the overall development of writing skills that are essential for future educational and professional success.

The formation of accurate and coherent written speech in senior schoolchildren is a critical aspect of language education, reflecting not only their linguistic knowledge but also cognitive, analytical, and communicative skills. Errors in writing are a natural and inevitable stage of language acquisition, arising from incomplete knowledge, interference from the mother tongue, lack of attention, or insufficient practice. Despite their inevitability, systematic correction and prevention of errors are essential for fostering students' confidence, accuracy, and fluency in written communication. Effective pedagogical strategies combine diagnostic, corrective,

preventive, and developmental approaches, ensuring that learners are not only aware of their mistakes but also equipped with strategies to avoid repeating them in future writing tasks [3].

Diagnostic analysis is the first step in error correction and prevention. Teachers must identify the types of errors—grammatical, lexical, syntactic, punctuation, orthographic, or stylistic—and determine their underlying causes. Understanding why an error occurs enables educators to select appropriate interventions. For instance, recurrent subject-verb agreement mistakes may require targeted grammar exercises, while frequent lexical inaccuracies may necessitate vocabulary reinforcement or contextual practice. Diagnostic assessment can be conducted through error analysis of students' written work, quizzes, dictation exercises, or writing portfolios, allowing teachers to track progress and tailor corrective strategies to individual needs.

Corrective methods focus on guiding students to recognize and amend their errors. Teacher feedback is central to this process and should be constructive, specific, and supportive, highlighting both correct forms and mistakes. Techniques such as margin comments, error coding, and oral explanations encourage learners to reflect on their writing critically. Peer review and collaborative editing further reinforce these skills, allowing students to learn from each other's mistakes and to develop a reflective attitude toward their own writing. Self-assessment exercises, such as error diaries or checklists, empower students to monitor and evaluate their performance, promoting autonomy and long-term retention of correct forms.

Preventive strategies aim to reduce the occurrence of errors before they arise by equipping students with systematic tools and effective habits. These include structured writing exercises, model texts, grammar and vocabulary drills, and explicit instruction on text organization and coherence. The integration of modern educational technologies, such as word processors with spell-check and grammar correction, interactive language learning platforms, online writing tutorials, and applications for collaborative writing, allows learners to receive immediate feedback, practice editing skills, and reinforce correct usage in a controlled environment. Extensive reading of both literary and academic texts also contributes to internalizing correct language structures, exposing students to authentic language models and enhancing their intuitive understanding of stylistic norms [4].

Combining corrective and preventive methods yields the most effective results in developing students' written proficiency. Revision exercises, guided writing workshops, and targeted drills based on commonly observed error patterns help learners internalize rules and apply them consistently. Encouraging iterative writing processes—drafting, revising, editing, and finalizing—promotes attention to detail, critical thinking, and mastery of complex sentence structures. A supportive classroom environment that balances correction with motivation encourages risk-taking in writing, experimentation with new vocabulary and structures, and gradual improvement of communicative competence. Moreover, integrating interdisciplinary approaches, such as combining language tasks with subjects like history, science, or social studies, provides contextualized practice that mirrors real-life writing demands.

Additionally, fostering metacognitive awareness in students enhances their ability to prevent errors independently. Teaching strategies such as planning, monitoring, and evaluating writing tasks helps learners anticipate potential difficulties, recognize patterns of recurring mistakes, and develop personalized correction strategies. By cultivating both awareness and practical skills, educators empower students to take ownership of their learning, increasing their confidence and competence in written communication. Such comprehensive methods not only improve immediate writing accuracy but also contribute to lifelong language proficiency, preparing students for higher education, professional communication, and active participation in academic and social life [5].

In conclusion, methods for correcting and preventing errors in the written speech of senior schoolchildren should integrate diagnostic assessment, constructive feedback, self- and peer-assessment, explicit instruction, structured practice, and modern technological tools. A balanced combination of corrective and preventive strategies fosters accuracy, autonomy, motivation, and metacognitive skills, transforming writing from a task prone to mistakes into an effective tool for learning, communication, and personal development. Implementing these methods systematically ensures that students develop coherent, precise, and stylistically appropriate written speech, which is essential for academic success, professional readiness, and lifelong language competence.

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THE ROLE OF THE INTERCULTURAL COMPONENT IN MODERN FOREIGN LANGUAGE EDUCATION

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Түйін: мақалада мәдениетаралық тәсіл негізінде шет тілін оқыту мәселелері қарастырылады. Халықтар арасындағы өзара түсіністікке қол жеткізу үшін мәдениетаралық құзыреттілік, оқыту стратегиялары және мәдениетаралық қарым-қатынасты Оқыту құралдары қарастырылады.

Аннотация: в статье рассматриваются вопросы обучения иностранному языку на основе межкультурного подхода. Рассмотрены межкультурная компетентность, стратегии обучения и инструменты обучения межкультурному общению для достижения взаимопонимания между народами.

One of the key priorities of the modern educational system is the realization of its educative potential through the formation of a high level of intercultural competence among the younger generation. The ability to communicate effectively and constructively with people from diverse cultural, ethnic, and religious backgrounds is considered a core element of global citizenship. Communication competence, in turn, is closely linked to the ability to understand cultural differences and to interact respectfully with representatives of other communities. The importance of this objective for Kazakhstan stems from the nation's growing integration into the global community, the increasing demand for creative, open-minded, and socially active individuals, and at the same time — the challenge of overcoming nationalist or ethnocentric attitudes that occasionally emerge in society.

Learning a foreign language today goes far beyond mastering grammar rules, vocabulary lists, and phonetic structures. It is also an entry into another linguistic and cultural reality. Every linguistic unit reflects a specific worldview, shaped by national mentality and historical experience. Thus, learning a foreign language implies developing an understanding of another culture's logic, values, and communicative norms. By comparing the similarities and differences between two cultures, students gradually develop intercultural awareness and sensitivity, learning to interpret meanings not only linguistically but also culturally. This sensitivity becomes especially vital in today's world, characterized by diversity, uncertainty, and rapid social change. Language, therefore, acts not only as a means of communication but also as the main vehicle of cultural identity and a bridge for intercultural understanding [1].

In Kazakhstan's educational policy, the competence-based approach defines the direction of modern foreign language education. Within this framework, the formation of intercultural competence becomes one of the most important indicators of an individual's ability to participate effectively in intercultural communication. The specific goals and content of foreign language instruction are determined by the intercultural paradigm, according to which the learner is both the subject of the educational process and an active participant in intercultural dialogue. Hence, intercultural competence development requires not only language proficiency but also empathy, tolerance, and reflection on one's own cultural background.

The intercultural approach, from the standpoint of the dialogue of cultures, is grounded in the ideas of M. Bakhtin and V. Bibler, who viewed communication as a constant dialogue between different cultural systems. In this sense, any act of communication can be considered "intercultural," whether it occurs between a person and nature, between an individual and society, or among different social, cultural, or age groups. Even gender and generational differences contribute to the diversity of communicative styles, making the human dialogue inherently intercultural.

According to Biram, individuals who possess a high level of intercultural competence build relationships with representatives of other cultures on the basis of openness, curiosity, and the rejection of prejudice toward both foreign and native traditions. An important aspect of this competence is the ability to interpret and correlate cultural phenomena — to explain an event or behavior within its cultural context and to relate it meaningfully to analogous elements of one's own culture. This skill enables individuals to avoid misinterpretations and cultural misunderstandings.

Another significant component of intercultural competence is the ability to apply knowledge, attitudes, and communicative skills in real-time interactions. Most researchers agree that the process of developing intercultural competence involves several essential objectives:

1. Study of the main problems of intercultural communication, including linguistic, sociocultural, and psychological aspects that influence mutual understanding.

2. Development of cultural sensitivity and the ability to accurately interpret and evaluate communicative behaviors characteristic of different cultures.

3. Formation of practical skills and strategies for effective communication and collaboration with representatives of other cultural backgrounds.

There is no doubt that the motivational sphere of an individual plays a decisive role in this process. It reflects both the inner world and the external behavior of the person, shaping their social position and cultural orientation. Motivation is influenced by such factors as willpower, mood, expectations, and value orientations, which together define the internal motivational environment [2]. In the educational context, motivation manifests itself as a genuine interest in learning and a willingness to engage in the development of intercultural competence. Therefore, teachers must create an emotionally supportive and intellectually stimulating atmosphere that encourages students' curiosity and cognitive activity.

To stimulate learners' creative and cognitive engagement, teachers are encouraged to design interactive, meaningful, and emotionally rich lessons. Before beginning instruction, it is essential to identify each student's individual abilities, learning style, and level of motivation. The teacher's reputation plays a crucial role in this process, as it is built upon professional behavior, empathy, and consistency. As stated by scholars, "*Behavior is a set of qualities that reflect the fundamental tendencies of human life and the advantages of one's own actions*" [3]. A teacher who demonstrates respect, fairness, and enthusiasm can inspire students to appreciate the value of language learning as a means of intercultural connection. Teaching methodology, in turn, must correspond to the content of knowledge, didactic principles, and the learners' age-related and cognitive characteristics.

To foster intercultural communication, educators may apply a wide range of interactive teaching strategies and tools, such as:

- viewing and analyzing films and media from different cultures;
- collaborative learning projects and problem-solving tasks;
- improvisation and role-playing activities;

- inquiry-based and task-based learning approaches;
- discussion, negotiation, and mediation exercises.

During these activities, students not only acquire linguistic skills but also learn to interpret cultural meanings, to empathize, and to negotiate shared understanding. The teacher's role is to guide this process — analyzing, organizing, and synthesizing ideas that arise both from scientific knowledge and everyday experience, while taking into account students' individual and developmental characteristics. As a result, a more harmonious teacher–student relationship is formed, and the overall effectiveness of the educational process increases [4].

In conclusion, the problem of intercultural understanding remains one of the most pressing challenges of the modern era. Overcoming cultural barriers caused by historical, political, or social differences requires tolerance, open-mindedness, and education that fosters global awareness. In these circumstances, the role of foreign language learning expands significantly — it becomes not only a source of knowledge about the culture of the studied language but also a means of understanding and reflecting on one's own culture through the eyes of others.

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FORMATION OF SOCIO-CULTURAL COMPETENCE OF MIDDLE AND SENIOR SCHOOL STUDENTS WITH IN-DEPTH STUDY OF A FOREIGN LANGUAGE

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Түйін: Бұл мақалада орта және жоғары сынып оқушыларының шет тілін тереңдетіп оқыту арқылы әлеуметтік-мәдени құзыреттілігін дамыту қарастырылады. Әлеуметтік-мәдени құзыреттілік шет тілі дағдыларын қолдана отырып, әртүрлі мәдени контексттерде тиімді түсіну, түсіндіру және өзара әрекеттесу қабілетінің интеграцияланған қабілеті ретінде анықталады.

Аннотация: В статье рассматривается формирование социокультурной компетенции учащихся средней и старшей школы на основе углубленного изучения иностранного языка. Социокультурная компетенция определяется как интегрированная способность понимать, интерпретировать и эффективно взаимодействовать в разнообразных культурных контекстах, используя навыки владения иностранным языком.

The formation of socio-cultural competence in middle and senior school students is an essential component of modern educational practice, aimed at

preparing young individuals for effective interaction in a multicultural and interconnected world. Socio-cultural competence refers to the ability to understand, respect, and appropriately respond to social and cultural norms, values, and practices of one's own society as well as other cultures. It encompasses knowledge, skills, and attitudes that enable students to navigate diverse social contexts, communicate effectively, and engage in socially responsible behavior.

The contemporary educational landscape emphasizes not only the acquisition of subject-specific knowledge but also the development of students' interpersonal and intercultural abilities. Middle and senior school periods are particularly significant for the development of socio-cultural competence because students at this stage are capable of abstract thinking, self-reflection, and critical analysis. They begin to formulate their personal values, develop ethical reasoning, and gain awareness of societal issues, making them more receptive to learning about cultural diversity and social norms. The integration of socio-cultural education within the curriculum allows students to form a coherent worldview and fosters their ability to participate actively in both local and global communities [1].

Key components of socio-cultural competence include cognitive, communicative, and behavioral dimensions. The cognitive component involves knowledge of cultural norms, traditions, history, and social practices, as well as understanding the dynamics of intercultural interactions. The communicative component refers to the ability to use language and other means of communication effectively in diverse social contexts, including the capacity to interpret and convey messages with sensitivity to cultural nuances. The behavioral component entails the development of ethical and socially responsible actions, the ability to cooperate with peers from different backgrounds, and the capacity to resolve conflicts constructively. Educational activities that promote these components include project-based learning, discussion of social issues, role-playing, participation in cultural events, and collaborative group work.

The role of teachers in the formation of socio-cultural competence is crucial. Educators must create a learning environment that encourages tolerance, empathy, and mutual respect. They need to employ teaching methods that stimulate critical thinking and cultural awareness, such as problem-based learning, case studies, and debates on social topics. Incorporating multimedia resources, literature, and authentic cultural materials helps students gain a deeper understanding of societal diversity and global perspectives. Moreover, extracurricular activities, including volunteer work, cultural exchanges, and community projects, reinforce socio-cultural skills by providing practical contexts for applying learned concepts.

Modern research indicates that socio-cultural competence is closely linked to the development of emotional intelligence, social responsibility, and ethical reasoning. Students who demonstrate high levels of socio-cultural competence are better equipped to handle social challenges, interact respectfully with peers from various backgrounds, and contribute positively to the community. Furthermore, fostering these competencies in adolescence has long-term benefits, as it lays the foundation for lifelong learning, civic engagement, and global citizenship [2].

The formation of socio-cultural competence in middle and senior school students is a multidimensional and continuous process that integrates cognitive, communicative, and behavioral skills. It requires a systematic approach in educational practice, combining classroom instruction, interactive learning methods, and extracurricular activities. By promoting awareness of cultural diversity, encouraging effective communication, and instilling socially responsible behavior, schools contribute significantly to preparing students for active and constructive participation in contemporary society. Socio-cultural competence thus becomes not only an educational goal but also a crucial life skill, enabling young individuals to navigate a complex, multicultural world with confidence, empathy, and ethical responsibility.

The formation of socio-cultural competence in middle and senior school students with an in-depth study of a foreign language is a vital aspect of contemporary education. In an era of globalization, students must not only acquire linguistic skills but also develop the ability to understand, interpret, and interact effectively within different cultural contexts. Socio-cultural competence in the context of foreign language learning involves the integration of linguistic proficiency with knowledge of cultural norms, values, behaviors, and communication strategies of both the native and target cultures. This dual focus allows students to communicate appropriately, avoid misunderstandings, and appreciate cultural diversity [3].

Middle and senior school students, due to their cognitive development and social maturity, are particularly receptive to socio-cultural education through foreign language learning. At this stage, they are capable of critical thinking, reflection on social and cultural phenomena, and the formation of personal attitudes toward other cultures. In-depth foreign language study provides a unique opportunity to combine language acquisition with cultural immersion, enabling students to engage in authentic intercultural communication. Exposure to real-life materials—literature, media, historical texts, and audiovisual resources—enhances students' understanding of cultural contexts and social norms, fostering empathy, tolerance, and intercultural awareness.

Socio-cultural competence in foreign language learning comprises several interconnected components. The cognitive component includes knowledge of the history, traditions, customs, and social structures of both the native and target cultures. The linguistic and communicative component involves the ability to use language appropriately in various social and cultural situations, understanding cultural nuances, idiomatic expressions, and pragmatic aspects of communication. The behavioral component reflects students' ability to act in accordance with cultural norms, demonstrate respect and adaptability, and resolve conflicts constructively in multicultural contexts. Effective development of these components requires an integrated approach that combines classroom instruction, interactive methods, and extracurricular activities [4].

Practical strategies for forming socio-cultural competence include project-based learning, role-plays, debates, discussions of intercultural situations, analysis of authentic materials, and participation in cultural events. Language teachers play a key

role in guiding students to understand cultural subtleties and navigate intercultural interactions effectively. The use of multimedia resources, virtual exchanges, and collaboration with peers from other countries can enhance students' practical intercultural skills and motivate them to engage actively with the language and culture being studied. Additionally, fostering reflective practices, such as journaling or discussing personal experiences in intercultural contexts, helps students internalize their learning and develop critical thinking about cultural differences.

Research demonstrates that students who acquire socio-cultural competence through in-depth foreign language study exhibit higher levels of intercultural sensitivity, ethical reasoning, and social responsibility. They are better prepared for participation in global communities, capable of interacting respectfully with people from diverse backgrounds, and more adept at addressing cultural challenges constructively. Moreover, the integration of socio-cultural education within language learning contributes to the holistic development of students, combining intellectual, emotional, and ethical growth [5].

In conclusion, the formation of socio-cultural competence of middle and senior school students through in-depth foreign language study is a multidimensional process that integrates cognitive, communicative, and behavioral skills. It requires the use of varied pedagogical methods, authentic cultural materials, and opportunities for real-world intercultural interaction. By fostering awareness of cultural diversity, developing practical language skills, and promoting ethical and socially responsible behavior, schools prepare students for active participation in an interconnected and multicultural world. Socio-cultural competence thus becomes a key educational objective, equipping students with the skills necessary to navigate complex cultural landscapes, communicate effectively, and contribute positively to society.

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THE ROLE OF EMOTIONAL INTELLIGENCE IN THE PROCESS OF TEACHING ENGLISH

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Түйүн: мақала ағылшын тілін оқыту процесінде эмоционалды интеллекттің рөліне арналған. Мұнда оқытушының эмоционалды интеллектінің негізгі компоненттері қарастырылады: өзін-өзі тану, өзін-өзі реттеу, мотивация, эмпатия және әлеуметтік дағдылар.

Аннотация: статья посвящена роли эмоционального интеллекта в процессе преподавания английского языка. Рассматриваются основные компоненты эмоционального интеллекта преподавателя, включая самоосознание, саморегуляцию, мотивацию, эмпатию и социальные навыки.

Modern education places high demands on teachers, especially teachers of foreign languages. Effective English language teaching depends not only on the professional knowledge and methodological skills of the teacher, but also on his ability to manage his own emotions, understand the emotional state of students and create a favorable learning environment. In this context, emotional intelligence is a key factor in successful teaching, the formation of professional competence and personal development of the teacher. Emotional intelligence, as a concept proposed by Daniel Goleman, includes the ability to recognize, understand, and regulate one's own emotions, as well as consider and understand the emotions of others. For an English teacher, a high level of emotional intelligence allows them to form trusting relationships with students, increase their motivation, reduce anxiety, promote active involvement in the learning process and improve the effectiveness of learning materials.

Emotional intelligence includes several key components, each of which has a special significance for pedagogical activity. Self-awareness involves a teacher's ability to recognize their own emotional reactions and understand their impact on the teaching process [1]. A teacher with developed self-awareness is able to adjust his emotional state, prevent the occurrence of stressful situations and conflicts in the classroom, as well as model behavior that stimulates a positive attitude of students to learning. Self-regulation allows you to control emotions and behavior, adapt to changes and cope with pedagogical difficulties. This ability ensures consistency, calmness and stability of the educational environment, which is extremely important when working with a group of students with different levels of language proficiency and motivation to learn.

Motivation as a component of emotional intelligence reflects the teacher's inner determination, his desire for professional growth and improvement of teaching methods. The teacher's high motivation has a positive effect on students, increasing their interest, engagement and willingness to actively participate in learning activities. Empathy, the ability to understand the emotional state of students, take into

account their needs and difficulties, allows the teacher to build an individualized approach to learning, create a psychologically comfortable atmosphere and stimulate the active participation of students in the educational process. Social skills consist in the ability to effectively interact with an audience, resolve conflicts, motivate students and create a favorable learning environment. Teachers with advanced social skills are able to maintain discipline and at the same time stimulate students' creative thinking and initiative.

The importance of emotional intelligence in teaching English is manifested in several aspects. First of all, teachers with a high level of EI are able to adapt teaching methods to the emotional state of students, create a supportive and motivating atmosphere, which contributes to the effective assimilation of educational material and reduces the level of anxiety associated with learning a foreign language.

Secondly, emotional intelligence contributes to the formation of trusting relationships between teachers and students, which allows students to freely express their thoughts, ask questions, participate in discussions and develop communicative competence and confidence in language communication [2].

Thirdly, teachers with high EI are better able to cope with the professional stresses and emotional stress typical of educational activities, which reduces the risk of professional burnout and promotes long-term sustainability in the teaching profession. In addition, emotional intelligence helps students develop social interaction and emotional literacy skills, as the teacher serves as an example of emotionally competent behavior, influencing the formation of students' ability to manage their emotions and understand the emotions of others.

To develop emotional intelligence among English language teachers, a variety of methods and techniques are used aimed at forming key components of EI. One of the most effective approaches is specialized trainings and seminars, including exercises on self-awareness and emotional regulation. For example, the practice of "Emotional Diary" allows a teacher to record their emotional reactions to various pedagogical situations, analyze them and identify the causes of stress or conflict. Reflective practices, such as reviewing specific teaching cases with colleagues or a mentor, contribute to the development of empathy and self-control skills.

Another effective technique is the modeling of pedagogical situations, where the teacher discusses the possible emotional reactions of students and their own behaviors, assessing their effectiveness. Active teaching methods also play an important role: group discussions, role-playing, project activities, and interactive assignments contribute to the development of social skills and empathy among both teachers and students. For example, role-playing games in which a teacher and students switch roles allow them to better understand each other's emotional experiences, develop emotional communication skills, and learn how to constructively resolve conflicts.

In addition, the teacher can apply techniques of breathing and relaxation exercises to reduce stress and maintain emotional stability. An important component is working with motivation: the teacher, developing his own internal incentive for professional growth and learning, creates a motivating environment for students [3].

Mentoring is an effective tool, where more experienced colleagues help junior teachers master the emotional and social aspects of teaching, share classroom management experiences, and explain how to adapt emotional strategies to a specific group of students.

Thus, emotional intelligence is an integral part of the professional competence of an English teacher. Its development contributes to improving the quality of the educational process, strengthening trusting relationships with students, reducing professional workload and emotional stress, as well as developing students' skills in emotionally competent communication and interpersonal interaction. The integration of the principles of emotional intelligence into the practice of teaching English makes it possible to create a more effective, motivating and psychologically comfortable educational space that promotes the comprehensive development of students' personality and the formation of their professional and communicative potential [4]. The introduction of emotional intelligence development techniques into the work of a teacher contributes not only to improving the quality of teaching, but also to the personal growth of a teacher, strengthening his resistance to stress and the formation of long-term professional success.

Thus, emotional intelligence not only facilitates the process of teaching English, but also serves as the basis for building a modern educational process focused on the personal development of students and the harmonious interaction of participants in the educational process. The development of a teacher's emotional intelligence should become a systematic part of professional training, including trainings, reflection, mentoring, and the active introduction of innovative pedagogical technologies. In the context of modern education, the integration of EI into the practice of teaching English is becoming a necessary condition for improving professional competence, the effectiveness of the educational process and the formation of students' key skills of the 21st century, including emotional literacy, social adaptability and communicative competence.

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THE USE OF VIDEO MATERIALS TO DEVELOP STUDENTS' INDEPENDENT SPEAKING SKILLS

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Түйіндеме: Бұл мақалада ағылшын тілін оқытуда бейнематериалдарды қолданудың студенттердің дербес сөйлеу дағдыларын дамытудағы рөлі мен маңызы қарастырылады. Автор бейнересурстардың оқу үдерісін жандандырып, оқушылардың тілдік сенімділігін, айтылым дағдыларын және коммуникативтік құзыреттілігін арттыруға ықпал ететінін атап өтеді. Зерттеу барысында бейнематериалдар арқылы студенттердің өздігінен білім алуына, шығармашылық белсенділігі мен мәдени түсінігінің кеңеюіне жол ашылатыны көрсетіледі.

Резюме: В статье рассматривается роль видеоматериалов в развитии самостоятельных навыков устной речи студентов при обучении английскому языку. Автор отмечает, что использование видеоресурсов делает учебный процесс более динамичным и способствует формированию уверенности, правильного произношения и коммуникативной компетенции обучающихся. Отмечается, что работа с видео повышает мотивацию студентов, развивает их творческие способности и самостоятельность в изучении иностранного языка.

The development of effective speaking skills remains one of the central objectives in English as a Foreign Language (EFL) education. The integration of video materials into classroom practice has become one of the most productive ways to foster students' communicative competence and independent learning. Video resources, combining visual, auditory, and contextual features, offer learners authentic language input that helps them to understand and reproduce natural speech. They create an engaging learning environment in which students can not only observe language in use but also analyze the cultural and emotional dimensions of communication [1]. This paper explores the pedagogical potential of video materials for developing students' independent speaking abilities, emphasizing the link between communicative practice and learner autonomy.

The theoretical foundation for employing video materials in language teaching lies within the framework of Communicative Language Teaching (CLT) and Multimedia Learning Theory [2]. According to Krashen's Input Hypothesis, learners acquire language when they are exposed to meaningful and understandable input slightly above their current level. Videos naturally provide this input through authentic speech and visual context. Paivio's Dual Coding Theory supports this by stating that information presented through both auditory and visual channels is more effectively retained in long-term memory. Vygotsky's Constructivist Learning Theory also emphasizes that learning occurs through active engagement and interaction. Thus, the use of video in language learning not only strengthens comprehension and retention but also promotes autonomous behavior, as students take responsibility for interpreting, analyzing, and reproducing linguistic material on their own [3].

Video materials play an essential role in bridging the gap between passive reception and active language production. Through exposure to natural speech, gestures, facial expressions, and intonation, students begin to internalize the rhythm and structure of spoken English. Short clips, interviews, or film scenes can serve as effective models for developing pronunciation, fluency, and accuracy. After viewing, students can summarize the content, reenact dialogues, or participate in discussions that encourage spontaneous speaking. According to Harmer and Brown, such activities enhance confidence, fluency, and motivation. Moreover, authentic videos expose learners to real social interactions, enriching their vocabulary and cultural understanding. In this way, the use of video strengthens not only linguistic competence but also intercultural awareness — an important aspect of modern communicative education [4].

The methodological organization of video-based lessons should include three stages: pre-viewing, while-viewing, and post-viewing. During the pre-viewing stage, students are introduced to the topic and new vocabulary, which prepares them for comprehension. The while-viewing stage involves focused observation and comprehension tasks, allowing learners to notice linguistic features and communicative strategies. Finally, during the post-viewing stage, students transform their observations into active production through discussions, role plays, or oral summaries. This three-stage approach ensures that students remain active participants throughout the process and gradually develop independent speaking skills. The teacher's role in this framework is to facilitate and guide learners, helping them to build confidence and autonomy.

Despite their advantages, video-based lessons can also present challenges. Teachers may encounter limited class time, technical difficulties, or variation in learners' comprehension levels. Some students may find authentic speech too fast or difficult to understand. To address these issues, teachers should provide scaffolding through subtitles, vocabulary previews, and graded exposure to authentic materials. Using short clips of 2–3 minutes can prevent cognitive overload and maintain focus. Step-by-step guidance helps learners gradually move from dependence to independence. Over time, students become capable of managing their own learning strategies and using videos as personal learning tools outside the classroom [5].

Integrating video resources into the curriculum also supports differentiated learning. Students with different proficiency levels can work at their own pace, replaying or pausing materials when necessary. This flexibility encourages self-assessment and reflection, both of which are central to autonomous learning. Teachers may also assign independent video projects, where students create short recordings or analyze selected clips, reinforcing both language practice and creative thinking [6].

In conclusion, the use of video materials in English language teaching significantly enhances students' independent speaking abilities. Video creates authentic communicative situations, improves pronunciation, vocabulary, and fluency, and motivates learners to take initiative in their own learning. When applied methodically, video transforms the classroom from a teacher-centered environment

into a collaborative and interactive space where students act as active communicators [7]. Moreover, it develops their self-confidence, autonomy, and intercultural competence — essential skills for 21st-century communication. Thus, video-assisted learning should be regarded not as an additional tool but as an integral component of modern communicative methodology.

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THE IMPACT OF INTERACTIVE GAME DESIGN ON TEACHER ENGAGEMENT AND CLASSROOM INNOVATION

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Түйіндеме: Бұл жұмыста интерактивті ойын дизайнының мұғалімдердің кәсіби белсенділігі мен сыныптағы инновациялық іс-әрекеттерге әсері қарастырылады. Қазіргі заманғы білім беру процесінде ойын элементтерін қолдану оқытушылардың шығармашылық қабілеттерін арттырып, олардың оқушылармен өзара әрекеттесу деңгейін жогарылатады. Интерактивті ойындар арқылы мұғалімдер оқыту процесін жандандырып, жаңа педагогикалық тәсілдерді тиімді қолдануға мүмкіндік алады. Зерттеу нәтижелері ойын дизайнының кәсіби дамуға және білім беру сапасын арттыруға ықпал ететінін көрсетеді.

Резюме: В данной работе рассматривается влияние интерактивного игрового дизайна на профессиональную активность учителей и внедрение инновационных методов в учебный процесс. Использование игровых элементов в современном образовании способствует развитию творческих способностей педагогов и повышает уровень их взаимодействия с учащимися. Через интерактивные игры преподаватели получают возможность оживить процесс обучения и эффективно применять новые педагогические подходы. Результаты исследования показывают, что игровой дизайн способствует профессиональному росту и улучшению качества образования.

1. Interactive Game Design as a Pedagogical Tool. The integration of interactive game design into educational settings has become a significant trend in

modern pedagogy, providing teachers with new opportunities to enhance engagement, creativity, and innovation in the classroom. Unlike traditional teaching methods that rely on passive instruction, interactive game design encourages active participation, experimentation, and problem-solving among teachers and students alike. Through the use of digital and non-digital games, educators can transform the learning process into a dynamic experience that promotes motivation and continuous improvement [1]. Interactive game design is not merely about incorporating entertainment into lessons; it is about applying design thinking, narrative structures, and feedback systems to educational contexts. Teachers who engage with the principles of game design—such as challenge, reward, collaboration, and exploration—can develop deeper insights into student motivation and cognition. By adopting the mindset of a game designer, educators learn to view teaching as an iterative process of experimentation, reflection, and adaptation. One of the fundamental advantages of game-based design is its ability to foster intrinsic motivation among teachers. When educators design or implement games in their teaching, they often experience renewed enthusiasm for their profession. This motivation extends beyond classroom activities, influencing their professional identity and self-efficacy. Research shows that teachers who use interactive games tend to perceive themselves as innovators and facilitators rather than traditional instructors, which strengthens their engagement with the educational process. Furthermore, interactive game design nurtures creativity and collaboration within teacher communities. When educators work together to develop educational games, they exchange pedagogical strategies, technological skills, and creative ideas. This process promotes professional dialogue, reflection, and mutual support. Consequently, game design acts as a catalyst for continuous professional development, contributing to the formation of adaptive, reflective, and technology-literate teachers.

2. Enhancing Teacher Engagement through Game-Based Methodologies [2]. Teacher engagement is a multidimensional construct that encompasses emotional, cognitive, and behavioral investment in one's professional activities. Interactive game design has proven to be an effective mechanism for enhancing all three dimensions. From an emotional perspective, designing and implementing games allows teachers to rediscover the joy of learning and teaching. It provides them with a sense of autonomy and accomplishment as they witness the positive reactions of students and the overall improvement in classroom dynamics. Cognitively, the process of game design requires teachers to engage in analytical thinking, problem-solving, and creativity. When creating an educational game, teachers must identify learning objectives, anticipate potential challenges, design rules and mechanics, and evaluate learning outcomes. This cognitive engagement enhances their understanding of instructional design and helps them align educational content with interactive strategies that suit diverse learning styles. Such intellectual engagement deepens teachers' pedagogical content knowledge and strengthens their confidence in integrating technology and innovation into the curriculum. Behavioral engagement is equally important. Teachers who participate in game design often exhibit increased

initiative in classroom experimentation [3]. They are more willing to test new approaches, take pedagogical risks, and adapt to unexpected classroom dynamics. This proactive behavior is crucial for educational innovation, as it reflects a growth-oriented mindset. Teachers become co-creators of knowledge rather than transmitters of information, shifting from teacher-centered to learner-centered paradigms. Moreover, interactive game design promotes sustained engagement by offering teachers immediate feedback and tangible results. The process of designing a game includes continuous iteration—testing, modifying, and improving. This iterative cycle mirrors reflective teaching practices, encouraging educators to analyze what works and what needs adjustment. As a result, teachers become more mindful of their teaching methods and more capable of designing effective learning experiences. Finally, teacher engagement through game-based methods has a ripple effect on student outcomes. When teachers are enthusiastic and creatively involved in their teaching, students tend to mirror that enthusiasm. Interactive games can transform the classroom atmosphere, making it more participatory and inclusive. Thus, game design serves as both a professional development tool for teachers and a pedagogical strategy for enhancing student engagement and achievement [4].

3. Fostering Classroom Innovation through Interactive Design Practices. Innovation in the classroom is often associated with technology, yet true innovation lies in the transformation of pedagogical thinking and practice. Interactive game design serves as a powerful medium for fostering this transformation. It challenges conventional instructional patterns and encourages experimentation with new forms of assessment, collaboration, and knowledge construction. Through interactive game design, teachers are empowered to rethink how learning objectives are achieved. Games naturally incorporate elements of goal-setting, progress tracking, and feedback—components that align closely with effective teaching strategies [5]. By embedding these mechanisms into classroom practices, educators create environments that are adaptive, responsive, and learner-centered. For instance, teachers can design simulations that allow students to experience complex social, scientific, or linguistic phenomena, thus deepening understanding through experiential learning. In addition, the principles of game design—such as narrative coherence, challenge, and reward—can be applied to curriculum development. Teachers who apply these principles tend to design lessons that are more engaging and meaningful. They learn to balance structure and flexibility, ensuring that learning remains goal-oriented yet open to exploration. Such practices foster a culture of innovation not only in the classroom but also within the broader educational community. Interactive design also supports inclusivity and differentiation. Games can be tailored to diverse learning needs, allowing teachers to address individual strengths and weaknesses. For example, adaptive digital games can provide personalized feedback and adjust difficulty levels according to learner performance. This adaptability ensures that all students remain challenged and motivated, while teachers gain valuable insights into learning progress. Consequently, teachers become more innovative in applying data-driven and student-centered approaches. Another dimension of innovation lies in collaboration. Game design often requires teamwork,

communication, and creative negotiation—skills that are transferable to collaborative classroom environments [6].

Teachers who engage in interactive game projects frequently encourage similar collaboration among their students, fostering peer learning and collective problem-solving. This participatory approach transforms the classroom into a dynamic ecosystem of shared discovery. Moreover, integrating interactive games contributes to the digital transformation of education. Teachers develop technological literacy as they explore various game design tools and platforms. This competence extends beyond gaming itself, equipping educators with skills relevant to multimedia production, coding, and digital storytelling. As a result, teachers become agents of change who can bridge traditional pedagogy with 21st-century learning demands. Ultimately, interactive game design reshapes the professional identity of teachers. It redefines their role from content deliverers to experience designers, from evaluators to facilitators of creative learning. By embracing this paradigm shift, teachers contribute to a culture of innovation where experimentation, collaboration, and reflection are the norms. The classroom becomes not merely a space for instruction but a laboratory for exploration and growth—for both teachers and students.

4. The Transformative Potential of Interactive Game Design in Teacher Development. The transformative potential of interactive game design lies in its ability to merge pedagogy, technology, and creativity into a unified framework for teacher development. In the current educational landscape, where teachers face rapidly changing digital demands and evolving learner expectations, interactive design functions as both a learning process and a professional growth mechanism. It cultivates a mindset that embraces experimentation, reflection, and adaptability—qualities essential for sustainable innovation. When teachers engage in the process of designing or adapting games, they move beyond the role of consumers of educational tools to that of creators and innovators [7]. This shift enhances professional autonomy and empowers teachers to tailor instructional materials to specific learner needs. The act of creation also generates a deeper understanding of learning dynamics, as teachers must anticipate how students will interact with rules, challenges, and feedback loops. This reflective process strengthens pedagogical awareness and allows educators to design more meaningful learning experiences. Interactive game design additionally promotes a culture of lifelong learning among teachers. The iterative nature of game development—designing, testing, evaluating, and refining—mirrors the continuous cycle of professional improvement. Teachers who adopt this approach become more open to feedback, more resilient in facing challenges, and more proactive in updating their teaching practices. Such attitudes are critical in an era when education systems demand flexibility, digital competence, and creative problem-solving. Moreover, the application of game design principles fosters interdisciplinary thinking [8].

Teachers who explore game-based strategies often integrate knowledge from psychology, communication studies, technology, and the arts. This multidimensional perspective enriches both the content and methodology of teaching, making learning experiences more holistic and engaging. It also encourages teachers to collaborate

across disciplines, thereby strengthening institutional innovation and collective expertise. Another notable aspect of interactive game design is its potential to enhance teacher–student relationships. By participating in playful, co-creative activities, teachers establish a more empathetic and cooperative learning atmosphere. Games reduce hierarchical barriers and allow teachers to engage with students on a more personal level, promoting trust and mutual respect. This shift in classroom dynamics contributes to a more positive emotional climate and supports students’ socio-emotional growth alongside academic achievement. In addition, the process of interactive game design aligns closely with contemporary educational goals such as personalization, inclusivity, and critical thinking [9].

Through game-based activities, teachers can design differentiated learning paths, accommodate diverse learning styles, and encourage reflective thinking among students. These practices ensure that education remains relevant, equitable, and forward-looking. Teachers who embrace interactive design become facilitators of personalized learning journeys rather than providers of uniform instruction. Ultimately, interactive game design serves as a bridge between traditional pedagogy and the demands of the digital age. It enables teachers to transform abstract educational theories into tangible, experiential practices that resonate with 21st-century learners. The creativity, engagement, and innovation fostered by this approach contribute not only to teachers’ professional competence but also to the evolution of the entire educational ecosystem. By reimagining teaching through the lens of interactivity and design, educators reaffirm their role as innovators and lifelong learners capable of shaping the future of education.

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USING ARTIFICIAL INTELLIGENCE AS A DIGITAL TOOL IN FOREIGN LANGUAGE TEACHING

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Түйін: Мақалада ағылшын тілін оқытуда жасанды интеллектіні (ЖИ) қолдану мүмкіндіктері қарастырылады. ЖИ жеке бағытталған оқытуға жағдай жасап, жедел кері байланыс беріп, интерактивті және иммерсивті тілдік тәжірибе ұсынады.

Аннотация: В статье рассматриваются возможности использования искусственного интеллекта (ИИ) в обучении английскому языку. Отмечается, что ИИ способствует персонализации обучения, предоставляет мгновенную обратную связь, создает условия для интерактивной и иммерсивной языковой практики.

AI technologies can be effectively applied to design interactive and engaging environments for language learning. With the help of AI-based language learning platforms, students can engage in authentic conversations with virtual tutors, receive instant feedback on grammar and pronunciation, and access individualized study materials tailored to their unique learning needs [1]. Moreover, AI systems can analyze learners' performance data to detect areas requiring improvement and adapt learning activities to meet specific linguistic goals.

Additionally, through the integration of natural language processing (NLP), AI supports the incorporation of authentic language materials into classroom instruction. Learners are exposed to real-life language resources—such as news articles, social media posts, and online discussions—which contribute to improving both linguistic competence and cultural awareness.

The interconnection between AI and English language teaching can be described as follows:

1. In the context of English language education, AI significantly transforms the classroom environment. One of the most evident changes brought by AI is the creation of a personalized learning experience. AI-driven platforms can adjust to each learner's pace and needs, offering individualized feedback and targeted recommendations for improvement. Such personalization fosters a more supportive and motivating atmosphere, as students become more engaged when they receive assistance suited to their abilities.

Furthermore, AI enhances the learning atmosphere through real-time translation and pronunciation support. This feature is especially beneficial for non-native speakers, as it promotes confident communication and helps overcome language barriers, encouraging inclusion and mutual understanding among students.

AI also contributes to creating a more interactive classroom environment by introducing engaging, game-based learning elements. Many AI-powered platforms integrate quizzes, games, and interactive exercises, which make learning more enjoyable and dynamic. Consequently, the classroom atmosphere becomes livelier and more collaborative, with students showing greater participation and enthusiasm [3].

2. A notable innovation in this area is the emergence of AI-powered platforms that simulate authentic dialogic situations for language learners.

Firstly, these platforms offer learners realistic and immersive conversational experiences. Using natural language processing and machine learning, they simulate authentic English dialogues, allowing students to practice speaking and listening in a controlled, supportive environment. This kind of simulated interaction creates a more engaging and dynamic learning process by providing instant feedback on learners' communicative performance.

Moreover, AI can generate personalized and adaptive dialog simulations according to each learner's proficiency level, learning speed, and individual goals. By analyzing these factors, AI systems tailor conversations to address specific linguistic difficulties and offer targeted guidance. Such personalization improves learning outcomes, helping students concentrate on weaker areas and achieve steady progress in developing their language skills.

In addition, AI-powered platforms can provide learners with a wide array of dialogue scenarios and thematic contexts that reflect real-life communication situations they might face in English-speaking environments. Covering both everyday conversations and professional exchanges, such platforms expose learners to diverse linguistic settings, enabling them to develop communication skills suited to various contexts. This feature is particularly beneficial for those preparing for real-world communication, as it offers the opportunity to practice and refine language proficiency through realistic simulations.

Moreover, AI tools can generate valuable analytical insights regarding learners' performance in dialogue simulations, helping educators monitor student progress and identify areas requiring further development. By examining learners' interactions with AI-generated interlocutors, teachers can better understand their language proficiency, fluency, and communication strategies. This data-driven approach assists in making informed pedagogical decisions and allows teachers to deliver targeted support to enhance students' English language competence [3].

AI has transformed the process of creating high-quality educational materials that cover all aspects of language learning—listening, speaking, reading, and writing. AI-powered systems can produce customized resources aligned with each learner's objectives and proficiency level. By generating tailored materials that address individual linguistic difficulties, AI enables a more focused and efficient learning experience. Personalized content helps learners concentrate on areas needing improvement, facilitating steady progress in their language development. Furthermore, AI can design a variety of engaging materials encompassing a broad spectrum of linguistic situations—from everyday dialogue to professional communication—thus exposing learners to authentic language use and practical contexts.

AI-based learning platforms also provide real-time feedback and assistance as students interact with educational content. By analyzing their engagement with AI-generated materials, these platforms can instantly assess proficiency, fluency, and communicative effectiveness, enabling learners to identify weaknesses and make

immediate adjustments. Such instant feedback not only enriches the learning process but also fosters continuous development of linguistic competence.

There is a vast range of AI applications capable of analyzing pronunciation and speech patterns, such as AWord, Skyeng, Anki, LinguaLeo, and Memrise. These vocabulary learning tools detect students' pronunciation and lexical errors and reintroduce problematic words in subsequent lessons for reinforcement. Moreover, video conferencing software like Zoom and Google Meet can automatically focus the camera on the active speaker during discussions, facilitating smoother communication.

Programs designed for instant grammar, spelling, and punctuation checking—such as Grammarly—serve as efficient assistants for both teachers and students. They reduce teachers' workload in grading written assignments and help learners independently prepare for exams. IBM Tone Analyzer interprets the emotional and communicative tone of written text, offering insight into a student's mindset while writing. The Tutor Mike chatbot acts as an English-speaking assistant capable of answering questions, explaining grammar rules, giving learning advice, checking spelling, and even addressing intercultural communication topics [5].

AI also plays a vital role in helping educators design creative, interactive lesson plans incorporating gamification and quizzes. Tools like Eduaide.ai employ advanced natural language processing models to automatically generate personalized learning materials across subjects such as mathematics, science, and history.

A prominent example is ChatGPT, an AI-driven language model developed by OpenAI, which demonstrates how artificial intelligence reshapes educational practices. Owing to its ability to generate human-like text, ChatGPT serves as a powerful tool for teachers pressed for time—it can instantly create grammar exercises, example sentences, or vocabulary activities based on specific word lists.

Similarly, Twee offers functionality for integrating videos, texts, and a wide range of tasks—covering vocabulary, grammar, speaking, and homework activities. Teachers can easily generate questions, dialogues, stories, letters, articles, multiple-choice questions, and true/false exercises in seconds, enriching the classroom experience.

Research results indicate that the use of AI-based tools and applications significantly enhances students' English learning outcomes compared to traditional classroom activities. Learners reported that AI-supported resources provided them with improved learning opportunities and greater instructional support.

The main focus of the study was to assess students' awareness of available AI technologies, their attitudes toward AI-generated materials and activities, motivations for choosing AI applications in ESP (English for Specific Purposes) learning, and their overall evaluation of AI integration in language education. Participants were asked to respond to the following questions:

- Do you know what artificial intelligence is?
- How would you define artificial intelligence (AI)?
- Have you ever used AI study tools or applications?
- In what ways do you think AI can be helpful for students in their studies?

- How often do you use AI technology for studying and completing assignments?
- What are some examples of AI technology that you use in your daily life?
- What concerns do you have about the use of AI in education?
- What role do you think AI technology will play in the future of education?
- How do you think artificial intelligence could be used to improve the learning process of students?

When discussing students' evaluation of artificial intelligence, it is worth noting that most respondents appreciated the extensive range of educational resources and materials provided by AI technologies. They highlighted its usefulness in conducting research and independent study, as well as its ability to deliver instant feedback on assignments and assessments, which contributes to greater learning efficiency and improved performance.

However, several challenges associated with AI implementation in education were also identified. Among the most frequently mentioned concerns were the potential decline in students' critical thinking and problem-solving abilities, certain limitations of AI-based language learning, excessive dependence on technology, and the possible reduction of personal interaction and emotional support essential for effective learning.

AI-based applications—such as language learning platforms, chatbots, virtual tutors, and language proficiency assessment tools—have become increasingly common in English language education. One of their main advantages lies in the capacity to provide **personalized and adaptive instruction**. AI algorithms can assess each student's language proficiency, learning style, and areas of difficulty, then adjust lessons and exercises to meet individual learning needs. This customized approach allows learners to progress at their own pace and focus on the skills that require the most improvement.

AI systems can also offer **immediate feedback** on tasks related to grammar, pronunciation, and language use, helping students identify and correct mistakes in real time. This feature is particularly valuable for self-directed learning and serves as an effective complement to traditional classroom instruction.

Furthermore, AI technologies enable immersive and interactive learning experiences through tools such as virtual reality simulations, conversational bots, and language exchange platforms. These applications help learners enhance their speaking and listening abilities in realistic and engaging contexts.

Overall, artificial intelligence demonstrates strong potential to improve the teaching and learning of English by offering personalized instruction, instant feedback, and opportunities for authentic communication practice. Nevertheless, the practical implications of AI integration in education must be approached thoughtfully to balance technological support with essential human interaction [6].

According to research findings, AI technologies are capable of generating ESP (English for Specific Purposes) learning materials and have a positive influence on students' satisfaction with the educational process.

In conclusion, the integration of AI as a digital tool in foreign language instruction holds significant promise for creating more engaging, individualized, and effective learning experiences. By utilizing AI's adaptive capabilities, instant feedback mechanisms, and personalized learning pathways, educators can substantially enhance the overall quality of language education.

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INTERACTIVE TEACHING METHODS IN ENGLISH LESSONS AS A MEANS OF DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE

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Түйін: Мақалада интерактивті оқыту әдістері ағылшын тілі сабақтарында оқушылардың коммуникативті құзыреттілігін дамытудың тиімді құралы ретінде қарастырылады. "Интерактивті оқыту" ұғымының мәні ашылады, оның дидактикалық мүмкіндіктері, сөйлеу дағдылары мен тұлғааралық қарым-қатынас дағдыларын қалыптастырудағы рөлі талданады.

Аннотация: В статье рассматриваются интерактивные методы обучения как эффективное средство развития коммуникативной компетентности учащихся на уроках английского языка. Раскрывается сущность понятия «интерактивное обучение», анализируются его дидактические возможности, роль в формировании речевых умений и навыков межличностного взаимодействия.

Current trends in education are aimed at moving from traditional forms of learning to active and interactive methods based on the principles of cooperation and dialogue. In the context of globalization, English language proficiency is becoming

not just an educational goal, but a necessary means of professional and intercultural communication.

The main task of a foreign language teacher is not only to teach vocabulary and grammar, but also to develop communicative competence — the ability to effectively use language in various communication situations. One of the most effective ways to achieve this goal is the use of interactive teaching methods focused on the active participation of students, their personal involvement and the exchange of opinions [1].

The relevance of this topic is determined by the need to improve the effectiveness of language education and the search for modern pedagogical technologies that contribute to the formation of a personality ready for intercultural interaction and self-development.

The concept of "interactive learning" (from English interact) refers to a form of organization of the educational process in which students and teachers engage in active communication, jointly solve cognitive tasks and form new knowledge through interaction [2].

According to E. S. Polat, interactive methods "ensure a high level of cognitive activity of students and create conditions for the development of independence and communicative abilities."

Interactive learning differs from traditional learning in that the focus shifts from the transfer of ready-made knowledge to the joint search for solutions, the exchange of ideas and discussion. The teacher acts as a moderator who organizes the activities of the students.

Among the key principles of interactive learning are:

- the active participation of each student in the learning process;
- cooperation and mutual assistance;
- dialogic communication;
- the development of critical and creative thinking [3].

The most common interactive methods in English language teaching include:

- role-playing and business games;
- discussions and debates;
- project and research activities;
- brainstorming;
- work in pairs and small groups;
- digital and online interactive tasks (Kahoot, Quizlet, Padlet, etc.).

These forms of education provide not only the development of language skills, but also the formation of personal qualities such as confidence, responsibility, tolerance and the ability to listen to a communication partner.

Interactive technologies make it possible to simulate real communication situations, which is especially important for the development of conversational skills.

For example, when studying the topic of "Travel", you can conduct a role-playing game "At the airport", where students assign the roles of passengers, airport staff and stewards, use appropriate vocabulary and expressions in the natural context

of communication. Such activities contribute to the automation of speech structures and the development of dialogic speech [4].

Another effective method is debates on topical topics ("Social networks: benefit or harm?", "Online learning vs traditional lessons"). During the discussion, students learn to argue, express opinions, and use various speech clichés.

An important role is played by project activities aimed at creating collective products, for example:

- preparation of the presentation "My City Through the Eyes of a Tourist";
- creating the video "School Life in English";
- development of the mini-podcast "English Tips for Beginners".

The projects contribute to the development of research, language and digital skills, increase students' self-esteem and make the learning process more meaningful and motivating.

Practice shows that the use of interactive methods increases the level of participation in the lesson: students become active participants in the process, rather than passive listeners. As a result, there is an improvement in pronunciation skills, an expansion of vocabulary and an increase in confidence in oral speech.

Thus, interactive teaching methods in English lessons are an important tool for the formation of students' communicative competence. They create conditions for real communication, develop independence, critical thinking and the ability to work in a team [5].

The use of interactive technologies improves the quality of the educational process, makes lessons more dynamic and effective, and also contributes to the formation of students' positive motivation to learn English.

To achieve the best results, the teacher should systematically introduce interactive forms of work, combining them with traditional methods and taking into account the individual characteristics of students. Only in this case is it possible to harmoniously develop the linguistic and communicative abilities of a person who is ready for effective interaction in the modern world.

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EFFECTIVE METHODS FOR MEMORIZING ENGLISH WORDS

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Түйін: Бұл мақалада ағылшын тілін үйренудің бірнеше тиімді және ақылға қонымды тәсілдері қарастырылады. Сондай-ақ, ұсынылған және бекітілген барлық тәсілдер нақты мысалдармен көрсетілген.

Аннотация: В этой статье рассматриваются несколько эффективных и разумных способов изучения английского языка. Все предлагаемые и проверенные способы проиллюстрированы реальными примерами.

Nowadays, great importance is given to learning foreign languages in our country. This is because knowing several languages helps people think more broadly, improve their memory, and, most importantly, find their place in society.

When learning a foreign language, such as English, one of the most challenging tasks is remembering new words and using them correctly in practice. Research shows that to hold everyday conversations in a language, a person needs to know more than a thousand words. Therefore, language learners should make every effort to study regularly and apply effective techniques in order to become fluent in a foreign language.

Vocabulary is the main tool to make a standard sentence in Language. So if you want to make sentences then you must memorize vocabulary first but it is not easy to memories properly.

This is the main problem that is faced by all the students across the world, especially non-native speakers. As we know that English is an international language and out of the world's approximately 7.8 billion inhabitants, 1.35 billion speak English. The majority aren't native English speakers, however. About 360 million people speak English as their first language. In the job markets both nationally and internationally, those who are good at English, get the most priority and opportunities and get a handsome salary.

And if someone is good at English they can get vast opportunities to learn new things across the world as most of the books are written in English. There are lots of advantages of learning the English language. So these are the reasons you should learn English. In this case, to learn English you must memorize vocabulary because this is the main tool [1].

Vocabulary is the foundation of any language. When learning English, students often face difficulties remembering new words and using them correctly in speech and writing. Therefore, the problem of developing effective methods for memorizing vocabulary is one of the most important in modern language education. Successful word retention depends on the learner's motivation, chosen techniques, and the frequency of practice. Almost every English learner encounters difficulties when trying to memorize vocabulary. The challenge lies not only in learning new words but also in recalling those that have already been studied. This becomes particularly

noticeable during speaking or writing activities, when it suddenly seems that all the words have been forgotten and the right expression cannot be found. To retain vocabulary for an extended period, it is essential to store it in long-term memory. Unlike short-term memory, which is used for immediate tasks, long-term memory can hold vast amounts of information for an indefinite period. Therefore, it is important to apply proven strategies and techniques for memorizing foreign words that effectively activate long-term memory [2].

There are many effective methods for memorizing English words. One of the most widely used is the method of association. Learners connect new English words with familiar images, sounds, or native language equivalents. For example, the word “*apple*” can be associated with the image of a red fruit, which helps fix the meaning in memory.

Another popular method is the use of context. Instead of memorizing isolated words, learners study them in phrases or sentences. For instance, learning the word “*achieve*” in the phrase “*achieve a goal*” helps understand its usage and makes it easier to recall.

Spaced repetition is a scientifically proven strategy for long-term memorization. Using applications such as Quizlet, learners review words at increasing time intervals. This strengthens memory traces and prevents forgetting.

Visualization and mind maps are also powerful tools. Drawing a “word map” helps students connect related terms. For example, the central word “*travel*” can link to “*airport, luggage, destination, sightseeing*”.

Finally, active usage plays a key role. Writing short texts, speaking, or playing word games with new vocabulary activates knowledge and transfers it from passive to active memory [3].

1. Writing on Small Cards

When a new word is written down, both its meaning and spelling become easier to remember. Instead of simply repeating words several times, learners should write them on small cards — with the word on one side and its translation on the other. The cards should be compact so they are convenient to carry and use anywhere. Learners can take them along while traveling, studying, or meeting friends. This technique allows them to review and memorize words more quickly. The process should be repeated daily with new vocabulary from various topics. Regular use of this method helps activate and retain all the words recorded on the cards.

2. Creating Mnemonics

Learning becomes more effective and engaging when it captures students’ interest. The mnemonic method uses rhymes, acronyms, or humorous phrases and stories to link a new word with its meaning. This strategy is particularly useful for learners who struggle with memorization or find certain spellings difficult. For example:

- I. “Tree” – three trees
- II. “Hen” – ten hens
- III. “Career” – car and beer

Such creative connections make learning enjoyable and improve long-term memory.

3. Visualizing Words with Their Meanings

Visualization involves associating a new word with a mental image that reflects its meaning. Through imagination, learners can better remember and recall vocabulary. For example, when studying words related to “family,” a student can connect each term with real family members:

I. *Honest* – someone who always tells the truth; this can be linked to a trustworthy family member.

II. *Get on well* – to have a good relationship; for instance, “I can’t get on well with my sister because we often argue.”

III. *Drift apart* – to become less close; “I drifted apart from my friend many years ago.”

By linking meanings to real-life experiences, learners can remember vocabulary more effectively.

The sentence-making technique is widely used among learners, as it helps memorize new vocabulary through practical usage. When a new word is used in several sentences, it becomes easier to recall during conversations. For example, take the word “*cake*” (a soft, sweet food):

I. I love cake.

II. My mother dislikes cake.

III. Cake is delicious.

Creating different sentences with a new word reinforces understanding and promotes active use in daily speech [4].

In conclusion, effective memorization of English words requires a combination of techniques: association, contextual learning, spaced repetition, visualization, and active practice. Regular exposure and meaningful usage are essential for long-term retention. The integration of digital tools and creative exercises makes vocabulary learning more engaging and successful. By applying these strategies, learners can significantly expand their English vocabulary and improve their overall language competence.

In conclusion, although remembering and using new words in speech is difficult for some language learners, recommended six ways and tips can solve this issue and lead them to memorize all new words effectively. Given methods are based on hard practice and daily use, as there is one influential cliché in English, “use it or lose it.” This saying is very important in the process of learning new vocabularies.

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THE INFLUENCE OF THE ENGLISH LANGUAGE IN YOUTH SLANG

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Түйін: Бұл мақалада осы лингвистикалық үрдістің себептері, қарыз алу механизмдері және оның қазіргі жастар коммуникациясының дамуына әсері қарастырылады. Қазіргі әлем жаһандану және мәдениетаралық коммуникациямен сипатталады, мұнда ағылшын тілі басым рөл атқарады. Бұл әсердің ең байқалатын құбылыстарының бірі - ағылшын сөздігінің жастар сленгіне белсенді енуі.

Аннотация: В данной статье рассматриваются причины возникновения этой лингвистической тенденции, механизмы заимствования и её влияние на развитие современной молодёжной коммуникации. Современный мир характеризуется глобализацией и межкультурной коммуникацией, где английский язык играет доминирующую роль. Одним из наиболее заметных проявлений этого влияния является активное проникновение английской лексики в молодёжный сленг.

In the 21st century, English has become a global language, influencing many spheres of life, including communication, media, technology, and culture. The younger generation, being the most open to innovations and global trends, often incorporates English words and expressions into their everyday speech. Youth slang has thus become a reflection of linguistic globalization. The aim of this article is to explore the influence of the English language on youth slang, identify the causes and patterns of borrowing, and analyze the sociolinguistic consequences of this process.

Currently, there is increased attention and interest among young people in slang words and expressions, which are an integral part of the English language and play a significant role in their everyday speech. The aim of the study is to identify and describe the characteristics and varieties of youth slang in modern English. The primary research methods served as a means of selection necessary for the study of factual material and served as a prerequisite for achieving the stated goal: study of scientific and educational literature on the research topic; descriptive method; contextual and interpretive analysis; analytical research. The study material included slang and slang expressions presented in the films "Love, Simon," "The Big Sick," "The Duff," "The Babysitter," the TV series "Euphoria," and others. The features of English youth slang are examined based on an analysis of English-language youth films and TV series [1].

The article provides a classification of youth slang types with examples according to the social groups where they are used: music slang (musical instruments, music genres or song lyrics); sports slang (various sports, team positions or physical exercises); technical slang (computer hardware, software or network technologies); fashion slang (various clothing styles and accessories); social slang (social networking features and comments); student slang (disciplines, educational institutions or cultural events).

Youth slang is an independent linguistic phenomenon in modern speech. It is a historically developed, non-standard (secondary) subsystem of language, used primarily in the oral speech of urban youth and differing from jargon and professional linguistic elements both genetically and functionally. Youth slang functions primarily at the lexical level and is part of the oral speech of both British and American English.

Youth films and series are among the most popular film and television genres today. They reflect many cultural characteristics of the youth environment, including fashion, music, lifestyle, views, and values. These films and series influence the youth environment and help shape youth identity. "English slang has a very individual, unusual, and unique character. It is laconic and expressive. In particular, it is often used by representatives of the younger generation, because it allows you to encode your thoughts in a way that only a certain circle of people privy to this code can understand [2].

"Slang" is an abbreviation of "sub" and "language." Initially, it was called "cant" and was used to describe criminal vocabulary. In the late 18th century, Francis Grose attempted to replace the term "cant" with "slang" in a scientific dictionary. Subsequently, the two words became synonymous until the former fell out of use. Nowadays, slang is not limited to criminal vocabulary; it can also be applied to all deviations from standard language.

Here are some examples of sources of English-language slang, according to philologists from the University of Toronto: immigrants; vagrants, hippies; the criminal underworld; the army, navy; business; teenagers; modern music; sports (football, baseball, etc.); films and TV series. According to the results of a number of their studies, the greatest contribution to the formation and development of the modern English language belongs to American teenage girls [3].

Teenage speech is characterized by a "telegraphic style," which developed thanks to the advent of cell phones with SMS services, email, and online chats. As a result, modern teenagers' speech increasingly uses simplified structures to convey their thoughts as quickly as possible.

Below are common SMS abbreviations and acronyms that we identified during our research:

ASAP — as soon as possible;

FYI — for your information;

IRL — in real life;

LMK — let me know;

NVM — never mind;

ROFL — rolling on the floor laughing;

TBH — to be honest;

WBU — what about you? The same principle can be used to combine words into sentences, for example:

WERV UBIN? (Where have you been?),

SMS abbreviations (SMS abbreviations are great).

As each member of the younger generation wants to differentiate themselves from both their "parents" and older young people, their own labels for widely known concepts are being introduced into the lexicon.

Currently, virtually every country in the world is experiencing an active transformation of spoken language, a crucial element of which is the emergence of new youth slang. The use of metaphors and symbolism plays a significant role in the formation of English-language youth slang. Word formation is particularly active in areas such as finance and nutrition [4].

The influence of English on youth slang is an inevitable result of globalization and digital communication. While this process may raise concerns about language purity, it also demonstrates the flexibility and adaptability of modern language. Borrowings from English enrich youth slang, giving it new expressive means and helping young people integrate into global communication. The balance between preserving linguistic identity and adopting global linguistic trends is essential for maintaining cultural diversity in the modern world.

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СПЕЦИФИКА ИСПОЛЬЗОВАНИЯ РАЗЛИЧНЫХ ФОРМ УЧЕБНОЙ РАБОТЫ НА УРОКАХ РУССКОГО ЯЗЫКА

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Аннотация: Мақалада орыс тілі пәнінің іс-тәжірибелік сабақтарын ұйымдастыру жолдарын тиімді пайдалана білу тәсілдері қарастырылған.

Ключевые слова: обучение, образование, коммуникативный метод, индивидуальная форма, групповая форма, ролевая игра.

Современные народы объединяются цивилизацией, но отличаются культурой, и в этом, с одной стороны, заключается красота разнообразия, а с другой - возможность и необходимость взаимопонимания. Одним из наиболее ярких компонентов культуры является язык. В процессе межъязыковых контактов выражается наиболее остро столкновение образов жизни, материальных и духовных ценностей культурного разнообразия, которое происходит как в повседневной жизни, так и на уровне сознания, понимания

мира. С древних времен билингвизм является продуктом взаимосвязи, общения представителей разных наций, разных лингвокультурных сообществ. По разным историческим причинам билингвизм (и многоязычие) широко распространены во многих странах мира.

Современная лингводидактика владение языком относит к способности учащихся воспринимать связанные речевые сегменты и создавать на их основе самостоятельные высказывания (в контексте конкретной ситуации общения). Но многие аспекты формирования и развития связной русской речи учащихся национальной школы на сегодняшний день остаются малоизученными. Правда, в программах и учебниках для казахских школ заметное внимание уделяется прививанию детям речевых навыков на изучаемом языке.

Расширение объема социальных функций русского языка связано с тем, что он успешно отвечает как внутренним, так и внешним коммуникативным потребностям нашей страны. Качественное развитие русско-казахского и казахско-русского двуязычия возможно лишь при условии создания реальных условий для изучения языков.

Проблема обучения языкам тесно связана с изучением языковой ситуации. Социологическое анкетирование, проведенное в ряде коллективов, показало, насколько животрепещущи вопросы национально-языковых отношений. Люди разных национальностей (казахи, русские, узбеки, украинцы, немцы, корейцы, татары, греки, азербайджанцы, белорусы), принимавшие участие в опросе, единодушны в том, что всем языкам должны быть гарантированы реальные предпосылки для их свободного развития. Уважительное отношение к языковым и культурным традициям других народов должно воспитываться в человеке на протяжении всей его жизни.

В настоящее время в Казахстане созданы благоприятные условия для успешного развития казахско-русского двуязычия: русский язык как предмет изучается во всех школах, колледжах, институтах и университетах..

Методика преподавания русского языка как иностранного представляет собой самостоятельную педагогическую дисциплину о законах и правилах обучения языку и способах овладения языком, а также об особенностях обучения и воспитания с помощью языка. Как А.А. Леонтьев писал: «Предметом методологии преподавания русского языка как иностранного является оптимальная система управления учебным процессом, то есть система, направленная на наиболее эффективное овладение русским языком студентами»» [1,12] .

При изучении языка осуществляется развитие и совершенствование навыков и умений во всех видах речевой деятельности: чтение, аудирование, разговорная речь, письмо. Однако практическая работа преподавателя русского языка в национальных группах позволяет обратить внимание на некоторые недостатки. Сразу отметим, что в преподавании один из важнейших принципов методики преподавания русского языка как не родного языка слабо отражен - принцип учета родного языка учащихся.

Общепринято, что правильное произношение и способность воспринимать речь на слух является основой практического владения языком. Фонетические и орфоэпические навыки в максимальной степени связаны с выполнением практических упражнений, а теоретическая информация по фонетике русского языка мало поможет. «Самое главное, что без автоматизации навыков правильного произношения фонологическая система изучаемого языка не может быть изучена и понята, и наоборот, орфоэпические нормы языка вытекают из самой структуры фонологического уровня языка. Осведомленность о фонологической системе и автоматизация навыков правильного произношения являются двумя сторонами одного и того же явления и не существуют друг без друга» [2, 41].

Сегодня первое место среди методов преподавания русского языка как иностранного принадлежит коммуникативному методу (название было предложено Е.И. Пассовым). Его цель - развить у студентов навыки решения коммуникативных задач на иностранном языке и свободно общаться с носителями языка. Таким образом, язык приобретается при естественном общении, организатором и участником которого является преподаватель. В этом случае студент выполняет роль субъекта этого общения и должен постоянно действовать [3, 143].

Одна из наиболее актуальных и сложных проблем современных методов - обучение устному общению. Общение в психологической литературе является совокупностью социальных связей, средством динамического взаимодействия общества и личности, непосредственно переживаемой реальностью. Большинство авторов определяют общение через концепцию «взаимодействия» двух или более людей, характеризующуюся как обмен между ними информацией познавательного или аффективно-оценочного характера, т.е. рассматривает, прежде всего, интеракционную форму. Естественная речь стимулируется не необходимостью, а потребностью реального общения.

В настоящее время на занятиях русского языка преобладают индивидуальные или парные формы работы, представленные монологом или диалогической речью студентов. Общение осуществляется в основном в следующих рамках: преподаватель - студент, преподаватель - аудитория, студент - студент. Однако в естественных условиях общения человек гораздо чаще сталкивается с полилогом, чем с диалогом: мы общаемся в кругу семьи, в группе, университете, на тренировках, соревнованиях, клубах по интересам и т.д. Поэтому обучение групповому общению на занятиях должно стать не только приемом обучения устной речи, но и естественной составляющей образовательного процесса.

Групповая форма организации учебной работы имеет несколько преимуществ: она помогает повысить мотивацию к обучению, учит объективно оценивать себя и других, повышает деловой статус студента в команде и разнообразит занятие. Работая в группе, обучающиеся проявляют речевую самостоятельность. Они могут помогать друг другу, успешно исправлять высказывания собеседников, даже если преподаватель не дает такой задачи.

Чтобы групповое речевое сотрудничество было эффективным, необходимо целенаправленно обучать студентов коммуникационным технологиям.

Организация группового общения начинается с формирования речевых групп. Многочисленные исследования психологов доказали, что оптимальный состав группы составляет от четырех до пяти человек, которые временно объединились для выполнения учебного задания и имеющих общую цель и функциональную структуру. Состав речевой группы может варьироваться в зависимости от характера задания. Чтобы более рационально выбрать состав группы для решения речевых задач, преподаватель должен иметь представление об образовательных и личных интересах учащихся, их уровне общительности, эмоциональности.

Уровень знания языка не всегда является ведущим критерием для организации речевой группы. Практика показывает, что наиболее успешными являются группы, в которых их члены дополняют друг друга: одна эффективна, но не эмоциональна; другой имеет личный опыт, но слабо успевает; третий мало что знает, но интересуется этим вопросом. В группе каждый обучающийся может проявить себя, внести свой вклад в общее дело, которое посилено ему, в процессе работы возникает чувство коллективизма и поддержки. Участие в речевом общении предполагает владение мотивацией деятельности, определяемой коммуникативным заданием, и совершение речевого акта в соответствии с этим мотивом.

На начальном этапе изучения языка наиболее эффективными и доступными формами группового общения являются инсценировка и ролевые игры. Драматизация - представления в виде инсценировки рассказов, сказок, забавных историй, а также сюжетных картин. Задача обучающихся - перевести заданную тему и сюжет в акт речи.

Ролевой игрой изображаются элементарный коммуникативный акт (покупка, поздравление, знакомство и т.п.) и сложный коммуникативный акт, состоящий из серии элементарных (выбор маршрута путешествия - в туристическом агентстве - в железнодорожной кассе). Могут быть ролевые игры, участники которых играют обобщенные стандартизированные социальные роли (библиотекарь, продавец, пассажир и др.), которые не имеют личных характеристик и работают в стандартных ситуациях повседневной жизни. И, наконец, это может быть ролевая игра, в которой участники играют роль вымышленных персонажей со всеми личностными характеристиками конкретного человека (пол, возраст, семейное положение, личные качества). Эта разновидность предполагает наличие определенного количества персонажей и проблемную ситуацию, в которой действуют участники. Их задача - решить проблему. Например: «На улице холодно, идет снег, и четвероклассница Анна хочет отправиться на прогулку без теплого шарфа и варежек. Родственники (дедушка, старший брат и родители) пытаются убедить ее одеться теплее».

Интересной формой группового общения при обучении иностранным языкам на продвинутом этапе являются такие игры, как «Брейн-ринг» или

«Риск». Группы вместе готовят ответы на поставленные вопросы, принимают решения и отчитываются по ним. Используются вопросы, которые проверяют знание культуры, литературы, традиций русского народа и его страны, общей эрудиции, сообразительности. Другой формой группового общения, близкой к подлинному общению, является дискуссионная игра, в ходе которой обсуждаются вопросы, представляющие интерес для учеников. Каждый учащийся выбирает удобную для себя роль и выступает от имени выбранного персонажа. Таким образом, устраняется психологический барьер страха перед языковой ошибкой и предоставляется возможность выразить свое мнение.

Педагог берет на себя роль организатора общения, он поддерживает дискуссию наводящими вопросами, уточняет замечания, привлекает внимание к спорным вопросам и снимает возникающую напряженность. Этот тип группового общения как дискуссионная игра высоко мотивирован. Эта форма работы считается сложной и требует проявления множества качеств участников. С помощью специальных заданий необходимо научить студентов запрашивать информацию, уточнять ее, вступать в беседу, вовлекать в нее других, адекватно эмоционально реагировать на реплики партнеров по общению, соглашаться или не соглашаться с мнением других.

Задания такого типа стимулируют условно-коммуникативную, неподготовленную и частично инициативную речь учеников на неродном языке. Конечно, одни только эти задания не смогут сформировать у обучающихся способность вести дискуссию. Необходимо научить студентов сочетать эти реплики в естественной речи, одновременно развивая общение. Для этого можно использовать разговор на разных этапах изучения не родного языка. Хотелось подчеркнуть необходимость использования всех типов группового общения в группе, так как они обеспечивают воссоздание в учебных условиях тех ситуаций, которые актуальны для будущего иноязычного общения обучающихся.

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THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN DEVELOPING COMMUNICATIVE COMPETENCE

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Түйін: Бұл мақалада ақпараттық-коммуникациялық технологиялардың (АКТ) шетел тілін оқытуда коммуникативтік құзыреттілікті дамытудағы рөлі қарастырылады.

Цифрлық құралдар мен платформаларды тиімді пайдалану тіл үйренушілердің тілдік дағдыларын жетілдіріп қана қоймай, олардың мәдениетаралық қарым-қатынас жасау қабілеттерін де арттырады. Мақалада АКТ негізіндегі әдістердің тілдік мотивацияны арттыру, өзара әрекеттестікті дамыту және оқу үдерісін дараландырудағы мүмкіндіктері талданады..

Аннотация Данная статья посвящена роли информационно-коммуникационных технологий (ИКТ) в развитии коммуникативной компетенции при обучении иностранным языкам. Использование цифровых инструментов и онлайн-платформ способствует не только совершенствованию языковых навыков обучающихся, но и развитию их способности к межкультурной коммуникации. В статье рассматриваются методы и преимущества применения ИКТ для повышения мотивации, взаимодействия и индивидуализации процесса обучения.

In the 21st century, the ability to communicate effectively in a foreign language has become one of the most essential skills for global citizenship. The integration of Information and Communication Technologies (ICT) into language education has transformed the traditional approach to teaching and learning, making the process more dynamic, interactive, and learner-centered. ICT provides new opportunities for developing communicative competence — the ability to use a foreign language appropriately and effectively in real-life contexts. Through the use of digital tools, students gain access to authentic materials, real communication situations, and interactive environments that simulate real-world communication.

Communicative competence, as defined by Hymes and later expanded by Canale and Swain, includes not only grammatical knowledge but also sociolinguistic, discourse, and strategic competence. The modern educational environment, supported by ICT, enables the simultaneous development of all these components. Technology allows learners to practice listening, speaking, reading, and writing in integrated, context-rich situations. Moreover, ICT fosters active communication, autonomy, and creativity — key elements of communicative competence [1].

Digital technologies have significantly changed the way students engage in language learning. Multimedia resources such as videos, podcasts, interactive textbooks, and online articles expose learners to authentic speech and real communication patterns. Platforms like YouTube, BBC Learning English, and TED Talks help learners improve pronunciation, listening comprehension, and cultural awareness. Listening to native speakers in natural contexts allows students to develop sociolinguistic and discourse competence, while subtitles and transcripts help them analyze language use. Teachers can integrate these resources into lessons, combining digital content with communicative activities such as discussions, debates, and presentations.

Online communication tools such as Zoom, Microsoft Teams, Skype, and Google Meet enable synchronous and asynchronous interaction among students and teachers. Virtual classrooms create opportunities for real-time communication, encouraging learners to express opinions, ask questions, and collaborate with peers. Through these tools, students participate in dialogues, group projects, and online discussions that simulate authentic communication. These platforms promote fluency, spontaneity, and confidence in using the target language. Additionally, instant

messaging apps and online forums provide informal spaces where learners can communicate freely, developing their interactional skills beyond the classroom.

ICT also supports collaborative learning — an essential factor in communicative competence development. Platforms such as Padlet, Edmodo, and Google Docs allow learners to work together on shared projects, exchange feedback, and co-create materials in the target language. Group tasks such as writing articles, creating videos, or designing digital presentations encourage the use of language as a means of cooperation. Such interaction not only improves linguistic proficiency but also enhances teamwork, problem-solving, and negotiation skills — all of which are vital for effective communication.

One of the key benefits of ICT in language education is the promotion of authentic communication. Online exchanges, international projects, and eTwinning programs connect students from different countries, providing real opportunities to use the target language for meaningful communication. Virtual cultural exchanges enable learners to discuss traditions, customs, and social issues with peers abroad, which broadens their worldview and develops intercultural competence. This experience helps learners understand not only linguistic nuances but also cultural values, politeness strategies, and communication norms that shape successful intercultural interaction [2].

The use of ICT also supports personalized learning. Adaptive programs and mobile applications such as Duolingo, Rosetta Stone, and Babbel analyze learners' progress and provide individualized feedback. These tools adjust the level of difficulty according to learners' needs, ensuring a balance between challenge and support. Through interactive exercises, pronunciation checks, and gamified elements, learners can improve their skills at their own pace. This flexibility fosters self-regulated learning and encourages responsibility, both of which are critical for communicative success.

Gamification and interactive technologies have become particularly effective in enhancing motivation. Games and simulations create a stress-free environment where learners practice communication in realistic contexts. Tools such as Kahoot, Wordwall, and Classcraft transform traditional tasks into engaging activities, helping students develop speaking and listening skills through competition and collaboration. Gamified learning encourages participation and builds confidence, especially among shy students who might hesitate to speak in traditional classroom settings.

Artificial Intelligence (AI) has introduced new dimensions to language education. AI-based platforms such as ChatGPT, Elsa Speak, and Grammarly provide instant feedback on grammar, pronunciation, and fluency. Virtual assistants and chatbots simulate real-life conversations, helping learners practice interactional skills and develop accuracy in spontaneous speech. These tools not only enhance communicative performance but also allow learners to monitor their progress and identify areas for improvement. AI technologies also support teachers by automating routine assessments and providing data-driven insights into students' performance.

ICT contributes to the development of communicative competence by creating immersive environments where students can apply language skills in meaningful situations. Virtual reality (VR) and augmented reality (AR) technologies bring this experience to a new level. For instance, VR language simulations allow learners to “visit” virtual cafes, airports, or museums and practice communication with virtual interlocutors. AR applications make traditional lessons more interactive by overlaying digital information on real-world objects, encouraging learners to describe, explain, and interact verbally with their surroundings. Such immersive learning experiences help bridge the gap between the classroom and real-world communication [3].

The teacher’s role in ICT-based communicative learning remains vital. Teachers act as facilitators who design meaningful communicative tasks, integrate digital tools effectively, and guide learners in using technology responsibly. They help students move from passive consumption of information to active communication and creation. Effective ICT integration requires teachers to possess not only linguistic and pedagogical knowledge but also digital literacy. Continuous professional development and methodological support are essential to ensure that technology enhances, rather than replaces, human interaction.

Despite its many advantages, the use of ICT in developing communicative competence also presents challenges. Technical issues, unequal access to digital devices, and the risk of superficial engagement can hinder progress. Some students may become overly dependent on technology or focus on form rather than meaning. Therefore, it is important to balance digital tools with face-to-face communication, ensuring that technology serves pedagogical goals. Teachers should create blended learning environments that combine online and offline activities, integrating digital communication with real-life interaction.

In conclusion, Information and Communication Technologies play a crucial role in developing communicative competence in foreign language education. ICT enables students to engage in authentic, interactive, and meaningful communication, enhances motivation, and supports collaboration and intercultural understanding. Through the thoughtful integration of digital tools, teachers can create learner-centered environments that foster linguistic proficiency, creativity, and confidence. The use of ICT transforms language learning into an active, engaging, and socially relevant process, preparing learners to communicate effectively in the globalized digital world.

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МЕТОД МОДЕЛИРОВАНИЯ В ЛИНГВИСТИКЕ

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Түйін: Модельдеу әдісі объектіні және оның қасиеттерін оның ішкі құрылымын, атап айтқанда, объектінің жеке элементтерін және олардың арасындағы байланыстарды зерттеу арқылы зерттеу міндетін жеңілдетеді. Модельдеу әдісі арқылы оқушылардың абстрактілі және логикалық ойлауы дамып, дүниенің тұтас бейнесі қалыптасады, әмбебап оқу әрекеті дамиды. Оқушылар алған білімдерін іс жүзінде қолдануды үйренеді және бұл білімді қайда, қалай және қандай мақсатта қолдануға болатынын анық түсінеді.

Summary: The modeling method allows us to simplify the task of studying an object and its properties through the study of its internal structure, namely through the study of individual elements of the object and the relationships between them. Through the modeling method, students develop abstract and logical thinking, develop a holistic picture of the world, and develop universal learning activities. Students will learn to apply their acquired knowledge in practice and clearly understand where, how, and for what purposes this knowledge can be applied.

Аннотация: Метод моделирования позволяет упростить задачу изучения объекта и его свойств через исследование внутренней структуры, а именно через изучение отдельных элементов объекта и связей между ними. Благодаря методу моделирования у учащихся развивается абстрактное и логическое мышление, формируется целостная картина мира, вырабатываются универсальные учебные действия. Обучающиеся научатся применять на практике полученные знания и чётко осознавать, где, каким образом и для каких целей эти знания могут быть применены.

Современный этап эволюции научного знания характеризуется интенсивным развитием идей моделирования различных процессов и явлений. Моделирование представляет собой метод изучения свойств и структуры реального объекта на основании изучения свойств и структуры сконструированной модели этого объекта. В методологии моделирования заложен большой исследовательский потенциал, хотя, естественно, он является не единственным источником знаний об объекте. В современном обучении моделирование используется для целей активной познавательной деятельности учащихся: приобретение новых знаний, закрепление их, усвоения его как метода познания окружающей действительности, а также оперирования приёмами мышления.

Моделирование относится к группе практических методов обучения. Обучение моделированию желательно начинать с уже готовыми моделями, предназначенными для демонстрации или фронтальной работы. На следующем этапе обучения моделирующей деятельности с целью актуализации приёмов логического мышления вводятся упражнения с элементами сравнения, обобщения классификации. Так путём сравнения нескольких объектов одного класса обучающиеся учатся распознавать признаки сходства и различия, выделять главные признаки, по которым несколько объектов природы можно

объединить в одну группу. Учитель постепенно подводит обучающихся к осознанию возможности изображения их символом (рисунком или схемой). Символические рисунки играют роль переходного мостика от конкретно-образного к абстрактному мышлению, а также позволяют сделать процесс моделирования конкретным и наглядным. Эффективно при этом использование опорных карточек. На каждой отдельной карточке изображается рисунок (символ) представляющий один из элементов моделируемого объекта.

В качестве основы для моделирующей деятельности можно использовать схемы, представленные в учебной литературе. Продумывая ход работы, учитель раскладывает схему на отдельные смысловые блоки. Полученные элементы модели при изучении объекта выстраиваются постепенно и поэтапно в процессе размышлений и логических рассуждений учащихся. Такая работа носит исследовательский характер. В работе же с готовой целостной схемой или иллюстрацией гораздо меньше возможностей для организации поисковой деятельности учащихся. Чаще всего она репродуктивна: рассматривая целостное изображение объекта ученики слушают рассказ или объяснение учителя, отвечают на вопросы по увиденному.

Учебная модель – это особая форма наглядности. Не следует путать модель и схему. Модель – система, обобщённое представление о процессе, явлении в природе, обществе, производстве. Модель можно преобразовать. Схема – наглядное пособие к объяснению, иллюстрация отдельных знаний. Учебное моделирование – компонент содержательного анализа объекта. Несомненным достоинством его является то, что данная технология позволяет преодолеть элементы механического усвоения знаний в обучении, активизировать мыслительную деятельность учащихся. Содержание и форма моделирования зависят от того, что именно моделируется, что является предметом моделирования на конкретном рассматриваемом этапе обучения [1, с.5]. Эвристическая сила этого метода определяется тем, что с его помощью удаётся свести изучение сложного к простому, невидимого и неосязаемого к видимому и осязаемому, незнакомого к знакомому, то есть сделать любой, какой угодно, сложный объект доступным для тщательного и всестороннего изучения. В ходе исследования выявлены основные черты технологии: создание и поддержание высокого уровня познавательного интереса и самостоятельной умственной активности учащихся; экономное и целесообразное расходование времени урока; применение разнообразного арсенала методов и средств обучения; формирование и тренинг способов умственных действий учащихся; формирование и развитие личностных качеств школьника, в частности самоуправляющих механизмов личности; высокий положительный уровень межличностных отношений учителя и учащихся. Для того чтобы учащиеся овладели моделированием как методом научного познания, недостаточно лишь познакомить их с научной трактовкой понятий модели и моделирования, недостаточно лишь демонстрировать им разные научные модели, включённые в содержание обучения, и показывать процесс моделирования отдельных явлений и процессов. Надо, чтобы учащиеся

сами строили модели, сами изучали какие-либо объекты, явления с помощью моделирования. Возможности для такого действенного овладения моделированием имеются в школьных курсах русского языка и в других учебных предметах.

Построение модели ориентировочной основы умственного действия (ООУД). Модель ООУД может быть построена в различных видах, например, в виде учебной карты, где схематически перечислены все операции, которые надо выполнить для осуществления данного умственного действия. Учебная карта может представлять собой оперативную схему, где операции изображаются условными знаками, а их последовательность – стрелками. В ряде случаев удобнее моделировать ООУД в виде схемы тех указаний и ориентиров, которых надо придерживаться при выполнении данного умственного действия [2, с.9].

Модели изучаемых объектов вроде модели сообщения или модели числа, могут выполнять в процессе обучения несколько функций:

а) они могут служить средством обобщения наблюдаемых и изучаемых фактов и явлений в соответствующей области учебного материала;

б) с их помощью можно решать познавательные задачи на исследование изучаемого понятия;

в) они дают возможность учащимся спланировать свою работу по изучению соответствующего понятия в его конкретных проявлениях и проконтролировать эту работу.

Своеобразным учебным средством является моделирование учебного материала для лучшего его запоминания. При этом возможны два способа моделирования:

а) логическое упорядочение учебного материала и представление его в легко обозримой, наглядной форме;

б) представление учебного материала с помощью мимических средств, в расчёте на образные ассоциации.

Модели первого типа могут служить не только для запоминания учебного материала, но и для его обобщения и систематизации. Работа учащихся по построению подобных моделей в конце изучения темы представляет собой эффективный способ закрепления пройденного.

Ученик действует с моделями сначала под руководством и с помощью учителя, а затем строит модели самостоятельно. Обнаружено, что существенные признаки и связи, зафиксированные в модели, становятся наглядными для учащихся тогда, когда эти признаки, связи были выделены самими учениками в их собственном действии, т.е. когда они сами участвовали в создании модели. Подлинное назначение модели – быть объектом действия, посредством которого получают новую информацию об оригинале. Если наглядность позволяет представить только внешние стороны объекта, то моделирование служит средством целостного отражения отдельного и общего, чувственного и логического, внешнего и внутреннего. Обучение

моделированию учащихся приводит к повышению эффективности обучения и общеразвивающему эффекту.

Таким образом, моделирование как метод обучения – это подход, который активно используется в различных областях образования и лингвистики. Он помогает учащимся развивать критическое и творческое мышление, углублённое понимание предмета, а также способности к решению практических задач через создание моделей, отражающих изучаемые процессы.

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STEREOTYPES AND THEIR REFLECTION IN ENGLISH

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Түйін: мақалада ағылшын тіліндегі этникалық стереотиптердің тілдік көріністері талданады. Ұлт атаулары бар идиомалардың (Dutch, French, Irish, Mexican, Indian және т.б.) шығу тегі мен мағынасы қарастырылады. Мұндай тұрақты тіркестер халықтар арасындағы мәдени байланыстар мен өзара қарым-қатынастардың нәтижесінде қалыптасқаны атап өтіледі.

Аннотация: в статье рассматриваются языковые средства выражения этнических стереотипов в английском языке. Анализируется происхождение и значение идиом с этнонимами (Dutch, French, Irish, Mexican, Indian и др.), отражающих особенности восприятия различных народов. Подчеркивается, что такие выражения возникли в результате культурных контактов, путешествий и межнационального общения. Раскрывается связь стереотипов с менталитетом, историческими изменениями и коллективной идентичностью.

Belonging to a particular ethnic group significantly influences an individual's socialization and personal development within the framework of a national cultural community. This phenomenon has long been emphasized through cultural comparisons such as “German punctuality,” “French courtesy,” “Russian perhaps,” “Chinese ceremonies,” or “Southern temperament.” These expressions reflect common ethnocultural stereotypes formed through interaction with representatives of other nations.

In recent years, ethnic stereotypes have become the focus of linguistic and cultural studies, as they shape cultural identity and serve as ethnic markers. A stereotype can be defined as a stable combination of judgments, attitudes, and behavioral patterns that operate as a unified model, regardless of the specific context. When such models no longer correspond to present-day realities or social norms, they are still often retained as stereotypes. As a form of cognitive economy, stereotypes simplify perception, helping to save time and mental effort, though they may also

generate emotional bias or misunderstanding. They are deeply rooted in national culture and identity and often concern descriptions of people rather than objects.

According to W. Lippmann, a stereotype is “the picture of the world in our minds,” a simplified and culture-shaped image of reality that organizes our perception of events. When occurrences align with these mental frameworks, individuals feel attuned with the world. Lippmann was also the first to apply the term “stereotype” to social phenomena, emphasizing their rigidity, selectivity, and oversimplification [1].

Social stereotypes are closely linked to the ideological construction of the image of the “Other,” which justifies the dominance of the “Self.” Hence, researchers examine stereotypes across gender, age, national, and racial lines. From a linguistic point of view, a stereotype represents a product of logical categorization—a shared construct developed and maintained within intergroup relations. By nature, it is imaginary and often unsubstantiated knowledge mediating the relationship between the “Self” and the “Imaginary” [2].

Speech stereotypes, when translated or interpreted in cross-cultural contexts, possess specific characteristics: they are often redundant, dependent on shared cultural knowledge, and must be adequately perceived by the audience to convey the intended meaning. Otherwise, they may distort communication and lead to misunderstanding.

The persistence of stereotypes is rooted in human cognitive habits: people tend to interpret new phenomena through pre-existing categories rather than react anew each time. This reliance on habitual patterns simplifies cognition but also limits understanding. Complete rejection of stereotypes would require constant critical reflection, making everyday communication overly complex. Stereotypes, therefore, serve as a mechanism of social stability, often internalized from early childhood.

Knowledge of national behavioral stereotypes allows prediction of individual reactions within a given ethnic context. However, reliance on stereotypes can hinder communication in ambiguous situations, leading to misinterpretations. In everyday life, national behavioral stereotypes correlate with etiquette norms; in critical circumstances, they can simplify decision-making and conserve psychological resources.

The study of the linguistic means expressing ethnic stereotypes in the English language shows that the names of certain nations, besides their primary literal meanings, have acquired figurative connotations characterizing representatives of particular ethnic groups. For instance, *Chinese* in American slang means “poorly done”; *to Jew* means “to bargain or haggle”; *Scotch* means “stingy or reserved”; *Turk* implies “rude or tyrannical.” The English lexicon also contains a large number of idioms with the word *Dutch*, which can be explained by geographical proximity and long-standing cultural contacts between England and the Netherlands. However, most expressions with *Dutch* carry a negative connotation, often symbolizing something false or unreliable. Examples include: *Dutch comfort* — poor consolation; *Dutch defense* — unreliable or dishonest defense; *Dutch gold* — imitation gold; *Dutch treat* — an outing where each participant pays their own share; *Dutch bargain* — a deal

made under the influence of alcohol; *Dutch act* — suicide (likely reflecting the high suicide rate in Scandinavian countries); *Dutch feast* — a feast at which the host becomes drunk before the guests; *Dutch courage* — false bravery from drinking alcohol, dating back to the late 17th-century Anglo-Dutch war when captains gave their sailors liquor before battle; *Dutch uncle* — a man who gives strict advice; *Dutch auction* — a sale in which the price decreases until someone agrees to buy; *go Dutch* — each person pays for their own meal; *in Dutch* — American slang for “in trouble”; and *Dutch barn* — a roofed but walled-less structure for storing hay.

Similarly, other ethnonyms appear in idiomatic expressions: *Irish coffee* — a hot beverage with coffee, whiskey, and cream; *Irish Setter* — a large dog with long reddish hair; *Irish stew* — a thick soup made of meat and vegetables. *Mexican breakfast* refers to “a cigarette and coffee or water”; *Mexican brown* — low-quality heroin; *Mexican bush* — cheap marijuana; *Mexican standoff* — a deadlock with no winner; *Mexican wave* — the sequential rising and sitting of sports spectators; *Mexican rank* — temporary rank. Idioms with *French* also abound: *French bean*, *French bread*, *French chalk*, *French doors*, *French dressing*, *French fries*, *French horn*, *French polish*, *French seam*. The expression *to assist in the French sense* means “to participate without active involvement”; *French leave* denotes “to depart without saying goodbye,” which corresponds to the Russian idiom “уйти по-английски.” Expressions with *English* also exist, such as *English breakfast* — a hearty meal with bacon and eggs; *English muffin* — a flat bread roll. *Indian gift* means a gift given with the expectation of reciprocity; *Indian club* — a gymnastic tool; *Indian ink* — black ink used in calligraphy; *Indian file* — a line of people walking one behind another; *Indian hay* — American slang for marijuana.

These idioms arose as a result of intercultural contact, travel, and mutual observation among peoples. Accurate understanding and translation of such expressions reveal the historical origins of these idioms and reflect stages of human interaction and cultural exchange. The study of idiomatic stereotypes thus opens valuable historical and cultural perspectives.

Mental stereotypes presuppose a model of evaluative thinking that cannot be reduced to a list of personal characteristics or equated with collective mentality. Mentality represents a system of conceptual images that structure an individual’s perception of the world and their place within it, determining behavior and communication. Representatives of different cultures perceive and describe human traits differently: Westerners (Europeans, North Americans) tend to describe themselves through abstract personality traits (“I am shy”), while East Asians (Chinese, Japanese, Koreans) often use relational or situational descriptions (“I am his friend,” “In unfamiliar settings I am quiet”).

Stereotypes are not static; they evolve historically. Expressions typical for one era or social context—such as *efficient manager*, *politically literate citizen*, or *stable worker*—reflect the values of a specific historical moment. When a society shifts to a new ideological or social state, these verbal stereotypes change as well, signaling transformations in collective mentality.

Stereotypes also function as operational models that regulate social behavior

and contribute to collective identity formation. They are collective (shared by group members), normative (perceived as behavioral norms), and reproducible (repeated in discourse with little variation).

Linguistic stereotypes manifest at different textual levels—from word combinations to full sentences and discourse patterns. Particularly interesting are fixed, non-metaphoric collocations or discourse stereotypes, such as *пушкинский гений* (“Pushkin’s genius”), *братские чувства* (“brotherly feelings”), *материнская ласка* (“motherly affection”). These expressions are culturally specific and represent recurrent patterns of cultural discourse. Cultural specificity, however, does not necessarily mean national exclusivity; similar connotations may arise in different cultures due to shared historical experiences. The durability of such discourse stereotypes depends on cultural continuity, as they function like quotations devoid of authorship—standardized and normalized linguistic “habits.”

Over time, the aging of discourse stereotypes indicates cultural and historical shifts. When such expressions refer to specific epochs or personalities (*наполеоновские планы* — “Napoleonic plans”), they acquire explicit historicity and become part of the cultural code. They reflect collectively accepted interpretations of history and national identity. Some stereotypes emerge from real historical facts and later become mythologized—e.g., *Napoleon* as “the Great Conqueror” or “Winner” (*Napoleonic ambitions*, *Napoleonic syndrome*), while expressions like *Napoleonic failure* do not exist, as cultural perception fixed Napoleon’s image as a victorious figure.

In Russian culture, the stereotype of “Genius” is inseparably associated with Pushkin (*гений Пушкина*, *пушкинский гений*), while ideals of “Beauty” and “Femininity” are linked with Turgenev’s heroines (*тургеневские девушки*), symbolizing emotional depth and spiritual refinement. The stereotype of selfless idealism is embodied by Don Quixote (*рыцарь печального образа, воевать с ветряными мельницами*), while Hamlet represents the “suffering philosopher” questioning the meaning of life (*гамлетовский вопрос*, “to be or not to be”) [3].

Conclusion. The analysis of stereotypes through idioms, phrasal verbs, and set expressions enables a deeper understanding of historical and cultural relations between nations. Studying world literature and linguistic idioms uncovers the roots of these expressions, clarifies their meanings, and facilitates effective intercultural communication. Ethnic stereotypes, as reflections of national perceptions, enrich languages and contribute to the diversity and expressiveness of human communication.

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PROVERBS AND SAYINGS AS A MEANS OF DEVELOPING INTEREST IN ENGLISH LANGUAGE AND CULTURE IN SCHOOL EDUCATION

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Түйін: Бұл мақалада ағылшын мақал-мәтелдерінің студенттердің шетел тілін үйренуге деген қызығушылығын арттырудың және мәдениетаралық құзыреттілікті дамытудың тиімді құралы ретіндегі рөлі қарастырылады.

Резюме: В статье рассматривается роль английских пословиц и поговорок как эффективного средства развития интереса учащихся к изучению иностранного языка и формирования межкультурной компетентности.

In the context of globalization and active intercultural interaction, fostering students' interest not only in learning a foreign language but also in the culture of the countries where that language is native is particularly important. One of the most effective tools for this are proverbs and sayings—short, figurative, and emotionally charged expressions that reflect the mentality, values, and worldview of a people.

Proverbs and sayings represent unique linguistic and cultural resources that can make the process of learning English more meaningful, emotional, and culturally rich. They promote interest in the language being studied, broaden horizons, foster respect for other cultures, and an awareness of universal human values. Thus, studying the specific uses of English proverbs and sayings in school education is a pressing issue in modern foreign language teaching methods. The relevance of this topic stems from the need to integrate teaching tools into the educational process that simultaneously foster student interest, motivation, and intercultural competence.

First, modern schoolchildren require meaningful and emotionally engaging material that connects language and culture. Proverbs and sayings possess high educational value because they convey life experience and national wisdom through concise expressions. They allow students to gain a deeper understanding of the way native speakers think and to compare the cultural values of different nations [1].

Secondly, using proverbs in English lessons helps increase intrinsic motivation. Working with proverbs evokes an emotional response, develops creative and associative thinking, and fosters a sense of belonging to the culture of the language being studied.

Thirdly, proverbs have high didactic potential. They help reinforce grammatical structures and vocabulary, practice pronunciation, and develop speaking, reading, and writing skills. By analyzing proverbs, students learn to work with context and seek semantic connections, developing linguistic insight and analytical skills.

Thus, the use of English proverbs and sayings in the classroom is an effective tool not only for linguistic but also cultural education, contributing to the development of a holistic worldview and interest in the subject being studied.

Proverbs and sayings are a special type of folklore, characterized by brevity, precision, and profound meaning. They serve important functions: communicative, educational, cultural, and cognitive. In linguistics and cultural studies, proverbs and sayings are studied within the framework of paremiology—the study of folk sayings.

According to L. Permyakov and V. Telia, proverbs are a kind of "cultural code" that captures the stereotypes of thought, moral principles, and traditional beliefs of a people. English proverbs, like Russian ones, embody universal values, but also reflect the particularities of a national character, way of life, and history. For example, the English proverb "The early bird catches the worm" demonstrates the value of hard work and initiative, while "A penny saved is a penny earned" reflects the thrift and rationality characteristic of Anglo-Saxon culture [2].

Comparing English and Russian proverbs helps students not only memorize vocabulary but also recognize cultural differences and similarities. This comparison develops intercultural competence, fosters respect for other cultures, and fosters the ability to recognize universal human values.

From a pedagogical perspective, proverbs and sayings are a convenient tool for implementing the principles of communicative and cultural approaches. They can be used at different stages of the lesson:

- At the motivation stage – to introduce the topic and create an emotional mood.
- At the explanation stage of new material – to illustrate grammatical structures or vocabulary.
- At the reinforcement stage – to develop oral communication, discussion, and translation.

Example tasks:

- Find a Russian proverb similar in meaning to the English one.
- Explain the meaning of the proverb in English.
- Compose a dialogue using the proverb.
- Discuss whether you agree with the statement.

Furthermore, working with proverbs promotes the development of critical thinking—students learn to interpret meaning, express their opinions, and discuss cultural contexts. Thus, English proverbs and sayings serve as an important means of integrating language and cultural education. They allow students to combine the teaching of grammar and vocabulary with the development of respect for the traditions and values of another culture [3].

The practical part of the study, "Proverbs and Sayings as a Means of Developing Interest in English Language and Culture in School Education," aimed to determine the effectiveness of using English proverbs and sayings in the teaching process. The study was conducted in grades 8 and 9 of a comprehensive school over the course of eight weeks. Two groups of students participated in the experiment: a control group, which studied using traditional methods, and an experimental group, in which proverbs were actively incorporated into the learning process.

During the first, diagnostic and motivational stage, a survey was administered to determine the students' attitudes toward learning English and their familiarity with

English proverbs. The results showed that most students had not previously encountered them and considered English lessons monotonous. To generate interest and motivation, students were offered familiar proverbs—"Better late than never," "No pain, no gain," and "Actions speak louder than words." Discussing their meaning and searching for equivalents in Russian evoked an emotional response from the students and encouraged their active participation in the work.

During the main phase of the experiment, English proverbs were used as motivational, lexical, grammatical, and cultural material. The teacher included them at the beginning of the lesson to create context, in the middle to illustrate grammatical structures, and during the reinforcement phase, when students discussed the meaning of proverbs, created dialogues, and created real-life examples. For example, in the "Find the Match" exercise, students compared English proverbs with their Russian equivalents and then explained the meaning of each in English. In the "Proverb in Context" exercise, students matched proverbs to given real-life situations, thereby developing logical and critical thinking. The "Create a Dialogue" task fostered communication skills: students created short dialogues in which proverbs acted as a natural part of speech. In the "Proverbs Detective" game, students explored the origins of proverbs and the cultural context of their use. For example, when studying the expression "An apple a day keeps the doctor away," British healthy eating traditions and lifestyle features were discussed [4].

The final stage was a creative and reflective period, during which students completed a mini-project, "Proverbs around Us." Each group presented three to five English proverbs, explaining their meaning, origin, cultural significance, and Russian equivalents. Their work was accompanied by illustrations, usage examples, and a discussion in English. This format allowed students to develop skills in independent information research, critical analysis, and public speaking.

The results of the final survey showed a significant increase in interest in the subject. In the experimental group, 85% of students noted that the proverbs helped them better understand English culture, 78% became interested in the origins of English expressions, and 72% reported increased motivation to learn the language. The control group did not demonstrate similar changes. Testing also confirmed an improvement in language performance: students in the experimental group performed 18% better on vocabulary and grammar comprehension tasks than those in the control group.

The findings demonstrate that the systematic use of English proverbs and sayings has a comprehensive impact on the learning process. It promotes linguistic acumen, enriches vocabulary, develops communicative and intercultural competence, and stimulates students' cognitive activity. During the study, students learned not only to reproduce proverbs but also to apply them in context, analyze their meaning, and compare cultural characteristics, all of which demonstrate critical thinking and a conscious approach to language [5].

Thus, the use of proverbs and sayings in English lessons is an effective means of fostering students' cognitive interest, emotional engagement, and intercultural development. Proverbs make the learning process more vibrant and meaningful,

integrating linguistic and cultural components of learning. Their use fosters not only linguistic knowledge but also respect for the values of other cultures, broadens their worldview, and increases their overall motivation to learn English.

Proverbs and sayings are an integral part of national culture and a powerful tool for teaching foreign languages. Their use in school English language teaching contributes to:

- fostering a lasting interest in language and culture;
- developing intercultural competence and tolerance;
- increasing students' motivation and emotional engagement;
- improving language skills and cognitive abilities [6].

The effective inclusion of proverbs and sayings in the teaching process makes lessons more vibrant, informative, and culturally relevant, ensuring a holistic understanding of language as a means of communication and as a reflection of a nation's culture.

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USING FILMS AND TV SERIES IN LEARNING ENGLISH

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Түйін: Бұл мақалада ағылшын тілін үйренуде фильмдер мен телехикаяларды пайдаланудың педагогикалық әлеуеті қарастырылады. Зерттеуде аудиовизуалды материалдардың оқушылардың тілдік құзыреттілігін, мәдени хабардарлығын және мотивациясын қалай арттыратыны көрсетілген. Аутентикалық медианы сынып тәжірибесіне енгізу арқылы мұғалімдер нақты өмірдегі қарым-қатынасты көрсететін және табиғи тілді меңгеруге ықпал ететін тартымды орта жасай алады.

Аннотация: В данной статье рассматривается педагогический потенциал использования фильмов и сериалов в обучении английскому языку. В исследовании показано, как аудиовизуальные материалы способствуют развитию языковой компетенции учащихся, повышению их культурного самосознания и мотивации. Интегрируя аутентичные

медиа материалы в учебную практику, учителя могут создать увлекательную среду, отражающую реальное общение и способствующую естественному усвоению языка.

In the modern educational context, traditional methods of language teaching are being complemented by innovative approaches that emphasize authentic and communicative learning. Films and TV series are among the most effective tools for developing students' listening, speaking, and sociocultural skills. They provide access to real-life language use, accents, idioms, and cultural nuances that are often absent from textbooks.

In the contemporary educational landscape, the use of technology and multimedia resources has become an essential part of the learning process. Traditional textbook-based methods are often insufficient to meet the communicative demands of today's learners. Therefore, language teachers are seeking new and effective approaches that foster natural and enjoyable learning experiences.

Films and TV series, as authentic audiovisual materials, have proven to be valuable tools for enhancing English language teaching (ELT). They reflect real-life situations, offer exposure to different accents, and provide opportunities to learn idiomatic expressions, cultural references, and conversational patterns.

The integration of such media in English classes creates a more immersive learning environment, enabling students to acquire language subconsciously and intuitively — similar to how they learned their native tongue [1].

Multimedia resources, including films, TV shows, and online videos, have become common in today's educational landscape. These tools provide a rich, immersive experience that combines visual and auditory stimuli, catering to diverse learning styles and making complex concepts more accessible. As students become more accustomed to consuming digital content in their daily lives, integrating multimedia into the classroom aligns with their learning habits and keeps them engaged.

The rise of multimedia in education also reflects broader changes in how information is processed and retained. Research shows that visual and auditory learning can significantly enhance memory retention and understanding. By incorporating multimedia into lessons, educators can leverage these benefits to create more dynamic and effective learning environments.

The pedagogical value of films and TV series is supported by several linguistic and psychological theories:

According to Krashen, learners acquire a language most effectively when exposed to "comprehensible input" slightly above their current level of proficiency ($i+1$). Films provide rich and meaningful input within visual contexts, making it easier for learners to understand and internalize new vocabulary and structures.

Bandura emphasized that people learn through observation, imitation, and modeling. Watching authentic conversations in films allows students to observe native speakers' body language, intonation, and pragmatic usage, and then reproduce these patterns in their own speech.

Films engage multiple senses — sight, hearing, and sometimes emotion — which enhances memory retention. This aligns with cognitive psychology findings that multisensory learning leads to stronger and longer-lasting knowledge.

Films and TV series promote communicative competence by presenting language in meaningful contexts and encouraging discussion, debate, and interpretation among students [2].

Incorporating films and media into language instruction provides a wide range of advantages for both learners and teachers. For students, these materials offer exposure to authentic language use across diverse situations. Movies and television programs familiarize learners with different accents, informal expressions, and cultural subtleties that are typically missing from conventional textbooks. Such exposure enhances their listening comprehension, pronunciation, and overall communicative fluency.

Furthermore, multimedia content makes the learning process more stimulating and enjoyable. Watching films or TV shows can turn an ordinary lesson into an engaging and memorable experience, increasing learners' enthusiasm and participation. By linking language study with meaningful and entertaining material, educators can promote a more positive and motivated attitude toward learning a new language.

For teachers, films and other media serve as flexible tools to demonstrate linguistic concepts and encourage classroom interaction. They can be effectively used to introduce new vocabulary, illustrate grammatical structures, and provide contextualized examples of language in use. In addition, media materials can be adapted to match varying proficiency levels and specific learning goals, making them highly suitable for diverse educational contexts.

Integrating film and media into EFL/ESL instruction represents a highly effective approach to enhancing language learning. These resources not only offer genuine linguistic and cultural input but also capture students' interest and motivation. As multimedia continues to gain significance in modern education, utilizing such tools enables teachers to design more dynamic, interactive, and effective language-learning environments. This article will further discuss strategies for selecting appropriate content, creative teaching methods, and the use of digital technology to maximize the potential of multimedia in the language classroom [3].

Incorporating films and other media into EFL/ESL instruction requires thoughtful selection to ensure that the materials correspond with specific learning objectives and suit students' proficiency levels. Careful consideration of several key criteria helps maximize the educational value of these audiovisual resources.

Criteria for Selecting Films and Television Programs

The linguistic difficulty of the film or program should be appropriate for the learners' language proficiency. Beginners benefit most from productions that feature slow-paced speech and straightforward dialogue, while more advanced students can engage with faster delivery and complex linguistic structures. Films aimed at younger audiences or those characterized by clear articulation are particularly effective for lower-level learners.

Selected content should reflect culturally meaningful contexts associated with the target language. This exposure enables learners to grasp how expressions and idioms function in real social situations. As noted by Herron, Cole, Corrie, and Dubreil (1999), incorporating cultural elements into language instruction enhances both cultural awareness and linguistic comprehension.

Films and shows should serve a clear pedagogical function, such as introducing new vocabulary, illustrating grammar patterns, or showcasing particular cultural phenomena. It is important that the chosen material aligns with the curriculum and reinforces the intended learning outcomes.

Selecting content that captures students' curiosity and enthusiasm significantly contributes to motivation and active participation. Films or programs that align with learners' personal interests or reflect popular trends among their age group make lessons more dynamic and enjoyable.

The duration of the chosen film or segment should fit comfortably within available class time. Short films, single episodes, or selected clips are generally more practical for classroom application. Furthermore, providing subtitles or access to transcripts can support comprehension and reinforce learning [4].

The future of media integration in language education presents immense opportunities for innovation and the creation of more effective learning experiences. With the continuous advancement of technology, new digital tools and platforms are expected to emerge, providing increasingly interactive and immersive environments for language learners. Innovations such as virtual reality, augmented reality, and AI-based personalized learning systems have the potential to revolutionize the use of media in EFL/ESL instruction, offering more authentic contexts for communication and deeper cultural engagement.

Encouraging educators to experiment with and adopt emerging teaching methods is essential to fully realize these possibilities. Teachers should remain up to date with technological progress and explore ways to incorporate modern tools into their instructional practices. Through experimentation with a variety of media-based resources and classroom activities, educators can identify the most effective approaches to enhance student engagement and language acquisition. Ongoing professional development and collaboration with colleagues also play a vital role, enabling teachers to exchange innovative strategies and benefit from shared experiences.

By embracing the evolving potential of film and media in language learning, educators can create more dynamic, motivating, and impactful classroom environments. Openness to innovation and adaptability in teaching methods will not only enrich students' learning experiences but also equip them with the communicative competence needed to thrive in an increasingly interconnected global society.

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USING RHYMES IN ENGLISH CLASSES IN PRESCHOOL EDUCATIONAL INSTITUTIONS TO DEVELOP LEXICAL SKILLS OF CHILDREN AGED 5-6 YEARS

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Түйін: Бұл мақалада ағылшын тілін оқыту кезінде 5 және 6 жасар балалардың сөздік қорын дамыту үшін өлеңдерді қолданудың педагогикалық әлеуеті қарастырылады. Онда өлең мәтіндерінің лингвистикалық, психологиялық және эмоционалдық құндылығы атап өтіледі, бұл жаңа сөздік қорын жаттауға және белсенді пайдалануға ықпал етеді, дұрыс айтылуды дамытады және шет тілін үйренуге деген ынтаны арттырады.

Аннотация: В статье рассматриваются педагогические возможности использования рифмовок для развития лексических навыков детей 5–6 лет при обучении английскому языку. Подчеркивается лингвистическая, психологическая и эмоциональная ценность рифмованных текстов, которые способствуют запоминанию и активному использованию новой лексики, формируют правильное произношение и повышают мотивацию к изучению иностранного языка.

The development of lexical skills in children aged 5–6 years is a crucial component of their overall speech and cognitive development. At this age, children's vocabulary expands rapidly, reflecting their growing understanding of the surrounding world and the increasing complexity of their social interactions. The preschool period is characterized by a particularly intensive formation of linguistic competence, during which lexical skills serve as a foundation for the later development of grammatical, phonetic, and communicative abilities. Therefore, targeted pedagogical work aimed at enriching and systematizing children's vocabulary is of exceptional importance.

Lexical skills encompass a child's ability to understand, use, and differentiate words according to their meanings, as well as to employ them appropriately in various communicative situations. In the process of lexical development, children learn to connect words with corresponding concepts, to use synonyms and antonyms, to form word combinations, and to construct coherent utterances. Mastery of lexical means ensures the successful expression of thoughts and emotions, promotes comprehension of others' speech, and facilitates the development of narrative and dialogic forms of communication [1].

The development of vocabulary at the age of 5–6 years is influenced by several interrelated factors, including the child's linguistic environment, the quality of adult speech, the level of cognitive development, and the availability of diverse

communicative experiences. The role of educators and parents is decisive, as they create favorable conditions for lexical enrichment through meaningful speech interaction, reading, storytelling, and the introduction of new concepts during play and daily routines. The child's curiosity and emotional involvement also play a significant role, since new words are more easily assimilated when associated with vivid impressions or personally relevant experiences.

In addition, the systematic use of literary texts, poems, and folk tales expands children's passive and active vocabulary, introduces them to expressive means of language, and develops a sense of style and rhythm. Teachers should not only introduce new words but also ensure their active assimilation through repetition in different communicative contexts. Visual and auditory support, such as illustrations, songs, and multimedia materials, enhances comprehension and memory retention.

The teacher's speech serves as the main linguistic model for preschoolers. It should be rich, expressive, grammatically correct, and emotionally engaging. Adults must consciously use precise and varied vocabulary, avoiding simplified or distorted forms, as the child's speech largely mirrors the linguistic patterns he or she perceives. Furthermore, collaboration between educators and parents is essential, since the continuity of lexical work at home reinforces the progress achieved in the educational setting. From a psychological and pedagogical standpoint, the process of lexical development should be individualized, taking into account each child's interests, cognitive abilities, and speech level. Diagnostic observation enables teachers to identify children with limited vocabulary or difficulties in word usage, and to design differentiated tasks aimed at overcoming these gaps. For instance, for children with passive vocabulary predominance, educators can encourage active speech through questioning, description tasks, and dialogue creation [2].

The use of rhymes in teaching English to preschoolers represents one of the most effective and engaging methods for developing lexical skills among children aged 5–6 years. At this stage of development, children are especially sensitive to rhythm, melody, and repetition — linguistic features that form the foundation of rhymes and nursery verses. Through rhymes, children not only expand their vocabulary but also develop phonemic awareness, improve memory, and form a positive emotional attitude toward language learning.

Lexical development in preschool education involves the gradual accumulation, understanding, and active use of words and expressions in speech. The effectiveness of this process depends largely on the methods used by teachers. Rhymes, being rhythmic and emotionally charged linguistic units, stimulate interest and facilitate the natural assimilation of new lexical items. They provide a model for the correct pronunciation, stress, and intonation patterns of English, while their repetitive structure reinforces lexical memory.

Psychological and linguistic studies have shown that rhyme-based learning activates both hemispheres of the brain, combining cognitive and emotional engagement. The rhythm and melody of rhymes serve as mnemonic tools, helping children remember new words effortlessly. Moreover, rhymes introduce children to cultural elements of the English-speaking world, such as traditional nursery rhymes

(“Twinkle, Twinkle, Little Star,” “Humpty Dumpty,” “Jack and Jill”), thereby contributing to intercultural awareness [3].

In the process of learning, rhymes can be used for multiple pedagogical purposes. Firstly, they help introduce and reinforce new vocabulary in meaningful contexts. For example, rhymes about animals, colors, or actions provide repeated exposure to relevant lexical groups. Secondly, they enhance comprehension, as children associate words with actions or images presented during the recitation. Thirdly, rhymes serve as a springboard for speech production, encouraging children to imitate, repeat, and eventually create their own lines or variations, thus fostering lexical creativity.

The teacher’s role in organizing rhyme-based activities is crucial. It is important to select rhymes that match the children’s developmental level, contain accessible vocabulary, and allow for active involvement. The use of gestures, visual aids, and dramatization enhances understanding and retention. For instance, when teaching the rhyme “Head, Shoulders, Knees and Toes,” children perform the actions simultaneously, linking words to movements and forming strong lexical associations. Incorporating rhymes into daily routines, transitions, and thematic lessons further reinforces vocabulary learning. Short rhythmic chants can be used to attract attention, manage group behavior, or introduce a new topic. The repetitive use of such language patterns gradually builds lexical automatism — the ability to recall and use words spontaneously in communication.

A significant methodological advantage of rhymes is their emotional and aesthetic appeal. They create a joyful and stress-free learning environment, reducing anxiety often associated with foreign language acquisition. Rhymes also promote social interaction: children recite together, perform in groups, and thus develop not only linguistic but also communicative and cooperative skills. From a linguistic standpoint, rhymes contribute to the development of lexical-semantic connections. Children learn to recognize sound similarities, understand word meaning through context, and differentiate homophones and antonyms. This lays the foundation for the later formation of semantic networks, which are essential for fluent and meaningful speech production [4].

Assessment of lexical development through rhymes can be carried out using observation and simple diagnostic activities, such as word-recall tasks, rhyme completion, or picture-matching exercises. Teachers can evaluate how well children understand and use newly acquired vocabulary in various speech situations. The use of rhymes in English classes in preschool educational institutions serves as an effective pedagogical tool for developing the lexical skills of children aged 5–6 years. Rhymes integrate sound, rhythm, meaning, and emotion, ensuring a holistic and enjoyable approach to vocabulary learning. They promote the natural acquisition of lexical items, strengthen memory, and enhance children’s motivation to learn a foreign language. By systematically incorporating rhymes into the curriculum, educators create a linguistically rich and emotionally supportive environment that fosters both linguistic and personal growth of preschool learners.

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FEATURES OF USING THE PROJECT METHOD IN TEACHING A FOREIGN LANGUAGE

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Түйін: Бұл мақалада шетел тілін оқытуда жобалық әдісті қолданудың ерекшеліктері қарастырылады. Жобалық әдіс оқушылардың белсенділігін арттырып, олардың тілдік, коммуникативтік және мәдени құзыреттерін дамытуға мүмкіндік береді. Бұл әдіс арқылы студенттер шетел тілін тек грамматикалық ережелер жиынтығы ретінде емес, нақты қарым-қатынас құралы ретінде меңгереді. Жобалық жұмыс барысында білім алушылар өздігінен шешім қабылдауға, ақпарат іздеуге, оны талдауға және шығармашылық тұрғыда ұсынуға үйренеді. Мұғалімнің рөлі бағыттаушы мен кеңесші ретінде өзгереді. Нәтижесінде, жобалық әдіс студенттердің танымдық белсенділігін, сыни ойлау қабілетін және ынтымақтастық мәдениетін дамыта отырып, шетел тілін оқытудың тиімділігін арттырады.

Аннотация: В статье рассматриваются особенности применения проектного метода в обучении иностранному языку. Проектный метод способствует активизации учебного процесса, развитию языковой, коммуникативной и культурной компетенций учащихся. В рамках данного подхода студенты используют иностранный язык как средство реального общения, а не как совокупность грамматических правил. Участие в проектной деятельности формирует у обучающихся умения самостоятельно принимать решения, искать и анализировать информацию, а также творчески её представлять. Роль преподавателя меняется: он становится консультантом и координатором учебного процесса. Таким образом, применение проектного метода способствует развитию познавательной активности, критического мышления и сотрудничества, что делает процесс обучения иностранному языку более эффективным и современным.

The project method is one of the most effective approaches in modern foreign language teaching, as it combines communicative, cognitive, and creative aspects of learning. This method focuses on the active participation of students in solving practical or research-oriented tasks, which promotes the development of not only linguistic but also social and intercultural competences. In foreign language education, the project method allows students to use the language as a real means of communication rather than as an abstract system of grammar and vocabulary.

One of the main features of the project method is its orientation toward student-centered learning. Learners become active participants who plan, organize, and present their projects, while the teacher acts as a facilitator or consultant. This shifts the focus from traditional teacher-led instruction to independent, collaborative, and problem-solving activities. As a result, students develop critical thinking, creativity, and the ability to apply language skills in authentic communicative contexts [1].

Another important characteristic of the project method is its integration of language learning with real-life topics and interdisciplinary connections. Projects often involve themes related to culture, science, technology, or social issues, encouraging students to explore global and local perspectives while improving their foreign language proficiency. Such integration enhances learners' motivation, as they see the practical relevance of language use in everyday life and professional communication.

The use of the project method also fosters teamwork and intercultural interaction. Group projects require cooperation, negotiation, and responsibility-sharing among participants, which mirrors real-world communication. Through these interactions, students not only acquire linguistic competence but also learn to respect diverse opinions and cultural values [2]. Moreover, project-based learning promotes the development of soft skills such as leadership, adaptability, and digital literacy, which are essential in the 21st-century educational environment.

Despite its numerous advantages, the successful implementation of the project method requires careful planning, clear objectives, and appropriate assessment criteria. Teachers need to guide students in setting realistic goals, managing time effectively, and presenting results in both written and oral forms. Evaluation should include not only the final product but also the learning process, creativity, and collaboration [3].

In conclusion, the project method in foreign language teaching provides an innovative and learner-centered framework that enhances communicative competence, motivation, and cultural awareness. By engaging students in meaningful, context-based activities, it transforms language learning into an interactive and purposeful experience. When applied effectively, this approach helps bridge the gap between classroom instruction and real-life communication, making foreign language education more dynamic and relevant to the needs of modern learners.

In modern pedagogy, the project method is recognized as one of the most effective and innovative approaches to foreign language teaching. It is based on the principle of active learning, where students acquire knowledge and develop skills through the process of working on a project that has a practical or creative outcome. This method promotes an integrative approach to learning, combining linguistic, cognitive, communicative, and cultural competencies within a single educational framework.

The project method emphasizes the importance of independent and cooperative learning. Students are encouraged to take initiative, make decisions, and take responsibility for the results of their work. In this process, the teacher's role changes

from being the main source of information to becoming a mentor, consultant, or facilitator who supports and directs students' activities. Such a transformation of the traditional teaching model helps to increase motivation and student engagement, as learners begin to perceive language not as a set of rules, but as a living tool for communication and creative expression [4].

A distinctive feature of the project method in foreign language teaching is its communicative orientation. Projects often require learners to collect, analyze, and present information in the target language, which naturally develops their speaking, writing, listening, and reading skills. This method also provides opportunities for authentic communication, since many project activities simulate real-life situations such as interviews, presentations, debates, or collaborative problem-solving. As a result, students learn to express their ideas clearly, argue their opinions, and adapt their language use to different communicative contexts.

The project method also encourages the integration of language learning with other academic subjects. By connecting linguistic study with topics from history, culture, science, or technology, students broaden their worldview and develop interdisciplinary competence. Moreover, project-based tasks often include the use of digital tools and online resources, which contribute to the development of digital literacy and media competence — essential skills in contemporary education.

An equally important aspect of the project method is its role in forming intercultural competence. Through working on projects related to traditions, customs, and lifestyles of other countries, students gain a deeper understanding of cultural diversity and tolerance. This contributes to the development of empathy, respect, and open-mindedness, which are necessary qualities for effective communication in a multicultural world.

Nevertheless, the effective use of the project method requires careful preparation and methodological guidance. The teacher must design the project in accordance with students' language level, interests, and learning goals. Assessment should include both the final product and the process itself — participation, creativity, teamwork, and the ability to apply language knowledge in practice. Proper organization ensures that the project method remains not only engaging but also pedagogically valuable [5].

In conclusion, the project method represents a powerful tool for enhancing the quality of foreign language education. It creates favorable conditions for developing communicative, cognitive, and cultural competences, while fostering autonomy, collaboration, and creativity among students. By combining practical tasks with linguistic learning, this method bridges the gap between theory and practice, making foreign language study more dynamic, meaningful, and relevant to real-life communication.

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THEORETICAL FOUNDATIONS AND PEDAGOGICAL POTENTIAL OF COMPUTER TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE

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Түйін: Бұл мақала шет тілін оқытудағы мультимедияға арналған. Мақалада "мультимедиялық құралдар" ұғымының мазмұны ашылады. Қазіргі уақытта жасанды шет тілін құру мәселесі өте өзекті, өйткені кез-келген жастағы оқушылардың көпшілігі шет тілін үйренуде қиындықтарға тап болады. Бұл жобаның мақсаты білім беру процесінде мультимедияны қолданудың артықшылықтары мен кемшіліктерін анықтау болып табылады. Зерттеу нәтижелері шет тілін оқытудағы мультимедиялық құралдардың тиімділігін көрсетеді.

Аннотация: Данная статья посвящена мультимедиа в обучении иностранному языку. В статье раскрывается содержание понятия "мультимедийные средства". В настоящее время проблема создания искусственной иноязычной среды является достаточно актуальной, поскольку большинство учащихся любого возраста испытывают трудности в изучении иностранного языка. Целью данного проекта является выявление преимуществ и недостатков использования мультимедиа в образовательном процессе. Результаты исследования демонстрируют эффективность мультимедийных средств в обучении иностранному языку.

Introduction. In the modern world, information technologies are actively developing. Computerization has had a major impact on all spheres of society's life, and the field of education is not an exception. The regular use of modern information and communication technologies (ICT) in teaching helps teachers to present the studying material more effectively. Innovative multimedia learning tools affect the quality of teaching methods. They allow students to perceive theoretical materials better and apply it in practice. The expression "information technology" here refers to a variety of multimedia tools. "Multimedia" can be defined as interactive systems that provide simultaneous work with sound, animated computer graphics, video frames, static images and texts. This term means simultaneous impact on the user through several information channels. In this case, the user is usually assigned an active role [1].

In other words, multimedia is the sum of technologies that allow a computer to enter, process, store, transmit and display such types of data as text, graphics, animation, digitized still images, video, sound, speech. It is multimedia tools that

have the strongest impact on students. They enrich the learning process, make it possible to make learning more effective by involving most of the sensory components of the learner in the process of perception of educational information". Widely known to us multimedia training programs contain various options for presenting material. With the help of multimedia, the certain type of reality is reproduced in the screen [2].

The research questions of the study are:

- to analyze the types of multimedia tools;
- to identify the pros and cons of using multimedia technologies in the educational process;
- to outline the solutions for some problems that may be connected with the use of multimedia during foreign language lessons. The purpose of the project is to prove the necessity of using multimedia teaching tools when creating a foreign language environment in the classroom [3].

Types of multimedia that can be employed in the educational process. The main types of electronic information resources for educational purposes which can be based on multimedia technologies are:

- multimedia information retrieval and reference systems,
- applied multimedia encyclopedias,
- multimedia tools for monitoring and measuring the knowledge, skills and abilities of schoolchildren,
- electronic training aids,
- automated teaching systems,
- electronic multimedia tutorials,
- expert tutoring and learning systems,
- intelligent learning systems.

The academic process of teaching a foreign language today unfolds not only in an artificial language and speech environment, but also, owing to ICT, in a language environment close to the real one - as never before in the process of school foreign language teaching is included quite an extensive virtual language/speech environment. Today, organizing its use in the classroom is within the reach of almost all teachers in schools and institutions of higher education.

Moreover, if previously there was no such environment outside the classroom, today it is "carried with you" in a school bag or pocket. The opportunity that students have received thanks to developing technology cannot be neglected when designing curricula in the future, either. The opportunity given to pupils by developing technologies cannot be neglected in the design of future curricula, such as courses in which connections are to be made between the speech environment in and out of the classroom, including independent work [4].

Conclusion. In this paper we have analyzed various scientific sources. Based on the data we can conclude that multimedia technology in the process of teaching foreign languages is useful not only hypothetically, but actually increases the effectiveness of teaching, brings an innovative element to traditional lessons. This

study has substantiated the need of ICT in modern pedagogy, and the result will be applied in the future.

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METHODS OF TEACHING BRITISH-AMERICAN LEXICAL DIFFERENCES IN LANGUAGE LEARNING

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Түйін: Мақалада ағылшын тілін үйренудің маңызды аспектісі ретінде британдық-американдық лексикалық айырмашылықтарды оқытудың ерекшеліктері қарастырылады. Автор Британдық және американдық нұсқалардың арасындағы айырмашылықтар оқытуда жүйелі тәсілді қажет ететін лексикаға, емлеге, грамматикаға және айтылымға әсер ететінін атап өтеді.

Аннотация: В статье рассматриваются особенности преподавания британско-американских лексических различий как важного аспекта изучения английского языка. Автор отмечает, что различия между британским и американским вариантами затрагивают лексику, орфографию, грамматику и произношение, что требует системного подхода в обучении.

Modern linguodidactics pays special attention to the cultural and linguistic features of the English language. The number of educational materials based on American English is increasing every year, while traditionally the British version was taught in schools and universities. As a result, students are faced with the need to distinguish and correctly use the lexical units of both variants.

British and American English are not just two territorial dialects, but two independent standards, each reflecting the peculiarities of the history, culture and mentality of the people. The inability to distinguish between these options often leads to communication errors and misunderstandings in speech.

Therefore, the formation of students' ability to distinguish and correctly use British and American words is becoming one of the important tasks of teaching a

foreign language. This requires the development and implementation of effective methods that combine cognitive, communicative and cultural approaches [1, 10].

The purpose of the study is to analyze effective methods of teaching lexical differences and identify ways to introduce them into the educational process. The paper describes comparative-analytical, contextual-situational, project and game methods, as well as the use of digital technologies. Practical tasks and examples are presented that contribute to the development of students' intercultural competence and linguistic flexibility.

The results of the study show that the use of active and interactive forms of learning, as well as the integration of authentic sources (videos, films, online platforms) significantly increase students' motivation and learning efficiency.

The formation of the British and American versions of English is associated with the historical development of society and cultural influences. After the colonization of North America (17th century), the English language underwent changes under the influence of new living conditions, contacts with other peoples, as well as the peculiarities of the geographical environment.

In the UK, the language continued to develop under the influence of traditions, class structure, and literary norms, while in America it became more democratic and dynamic, as reflected in vocabulary and pronunciation [2, 102].

American English actively borrowed words from indigenous languages (moose, raccoon, squash), French (parade, prairie) and Spanish (ranch, canyon, mosquito). The British version, in turn, kept in touch with the norms enshrined in literature and official documents.

In the 18th and 19th centuries, there was a tendency in the United States to simplify spelling and standardize language, which is reflected in the works of lexicographer Noah Webster, author of the famous Webster's Dictionary, where American spelling standards were fixed: color instead of colour, center instead of centre, etc.

Thus, the differences between British and American English are due not only to geographical distance, but also to differences in cultures, historical paths, and social conditions of language development.

In the methodology of teaching a foreign language, lexical differences are considered as part of the socio-cultural competence of students. According to modern approaches (S. Ter-Minasova, I. Bim, N. Galskova, D. Kristal), teaching English should take into account the variety of its variants, since they are equal and actively used in global communication.

The communicative approach assumes that students should be able to understand and use words depending on the context of communication. For example, when talking to a British person, it's natural to say holiday, and with an American, vacation. The cultural approach focuses on the relationship between language and culture: knowing that a public school in the UK is an elite private school, while in the USA it is an ordinary public school, helps to avoid misunderstandings [3, 45].

The cognitive approach promotes meaningful assimilation of differences through comparison, analysis and systematization. It activates thought processes and

helps students memorize vocabulary through logical connections rather than mechanical memorization. The interactive approach is implemented through group discussions, debates, role-playing games and the use of multimedia resources. This creates a natural language environment and forms the ability to spontaneously choose the right word variant.

Psycholinguistic research shows that the perception and memorization of new words is more effective if they are studied in context and based on visual and auditory images. When comparing British and American words, associative connections are activated, which makes memorization easier.

For example, students can memorize the word lorry (truck) through an image of a British road sign or a movie fragment, and truck through an American advertisement. The use of multimodal channels of perception (vision, hearing, speech) enhances long-term memorization and forms stable associations.

In addition, knowledge of the variability of language develops metalanguage consciousness — the ability to realize that language is heterogeneous and mobile. This is especially important in the modern world, where English is the language of global communication.

For future teachers, linguists, translators, and international relations specialists, knowledge of regional varieties of English is an integral part of professional competence.

It allows you to [4, 33]:

- correctly interpret texts from various sources (literature, mass media, films);
- avoid communication mistakes in cross-cultural communication;
- adapt your own speech to your audience;
- expand vocabulary and language flexibility.

Thus, the study of British-American lexical differences is not limited to rote memorization of words, but is an important element of linguistic and cultural education and the formation of a student's linguistic personality.

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КВИЗ МЕТОДЫ В ПРЕПОДАВАНИИ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО

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Түйүн. Бұл мақалада орыс тілін шет тілі ретінде оқытуда викториналық әдістерді қолдану қарастырылады. Ол викториналардың түрлерін, олардың дидактикалық мүмкіндіктерін және оқушылардың мотивациясына әсерін зерттейді. Ойын арқылы бағалау сөйлеу белсенділігін дамытып, коммуникативті дағдыларды дамытып, тіл үйренуге деген қызығушылықты арттыратыны баса айтылады. Прогресті жылдам бақылауға және тапсырмаларды оқушылардың деңгейлеріне бейімдеуге мүмкіндік беретін цифрлық платформаларға ерекше назар аударылады. Қазіргі РТЖ тәжірибесінде викториналық әдістердің жоғары тиімділігі туралы қорытынды жасалды.

Summary. This article explores the use of quiz methods in teaching Russian as a foreign language. It examines the types of quizzes, their didactic potential, and their impact on student motivation. It is emphasized that game-based assessments promote speech activity, develop communication skills, and increase interest in language learning. Particular attention is paid to digital platforms that allow for prompt progress tracking and adapting assignments to students' levels. A conclusion is made about the high efficiency of quiz methods in modern RCT practice.

Поддерживать высокий уровень мотивации и включённости студентов в учебную деятельность помогает игровая форма работы, поскольку она основана на поощрении и осознании учащимися достигнутых результатов. Существует множество классификаций игр, однако в преподавании РКИ особо значимы языковые и речевые игры: первые способствуют автоматизации владения языковыми единицами и уменьшают механическое заучивание, вторые — формируют навыки построения высказываний в определённой теме и ситуации, помогают осваивать клишированные конструкции и создавать собственные высказывания.

Эффект усвоения материала через игру объясняется инфантилизацией, косвенным целеполаганием, многократным повторением и возникновением естественной речевой потребности, необходимой для выполнения игровых действий. Стремясь к победе, учащийся непреднамеренно осваивает необходимый языковой материал, который становится средством достижения цели, а не её содержанием. Игровые технологии широко используются при обучении иностранным языкам. В педагогике термин «игра» обычно трактуется как форма развлечения или соревнования; как моделирование профессиональных ситуаций (деловые игры, применяемые в старших классах и вузах); или как исполнение роли, что соответствует ролевым играм.

Различные определения игры сходятся в её ключевых признаках: наличие общих правил, обязательных для всех участников; необходимость не только соблюдать эти правила, но и находить наиболее эффективные ходы; непредсказуемость результата, связанная с элементом случайности. Дидактическая ценность игры была отмечена ещё К.Д. Ушинским, а в методике преподавания иностранного языка её значимость подтверждали И.Н.

Верещагина, Е.И. Пассов, Г.В. Рогова, М.Н. Скаткин и др. Особенно подробно игровые методы на начальном этапе обучения изучали Г.В. Рогова, И.Н. Верещагина, Е.И. Пассов, Д.Б. Эльконин [2, 3, 4, 5].

Для повышения эффективности обучения преподаватель должен выбирать такие игры, которые требуют от студентов мыслительного напряжения. Как отмечал М.Н. Скаткин [5], важно понимать, какие дидактические задачи решает конкретная игра и какие психические процессы она активизирует. Важно помнить, что игра — лишь форма, а содержанием остаётся обучение и развитие всех видов речевой деятельности. В контексте иностранного языка игра является средством освоения материала и способом интенсификации учебного процесса.

Эмоциональность — естественная характеристика игры. Хотя распространено мнение, что игра вызывает только положительные эмоции, следует учитывать и возможность отрицательных переживаний: недовольства проигрышем, неуверенности, страха ошибиться. Однако при правильно организованной работе должна преобладать положительная эмоциональная атмосфера.

Ниже приведены примеры игр, применимых на занятиях. Мы не разделяем их строго на языковые и речевые, предполагая, что многие речевые игры представляют собой разновидности языковых.

«Подбери пару» — игра на подбор соответствующих языковых элементов, например, видовых пар глаголов. Студентам предварительно даётся список слов для домашнего изучения. На занятии преподаватель бросает мяч учащемуся и называет глагол несовершенного вида; студент должен назвать глагол совершенного вида, вернуть мяч и получить балл. Возможны варианты: подбор форм прилагательных, деепричастий, обязательных распространителей, синонимов, союзов и др. Игра может проводиться в командах или с взаимными заданиями студентов.

«Заданные слова» — модифицированное задание типа «Диктант на дружбу» В.М. Букатова [1]. Команды получают список слов, которые необходимо включить в предложения. Преподаватель выкладывает текст, разрезанный на части; представители групп по очереди читают предложения, затем команда формулирует их заново, используя «заданные» слова. Побеждает группа с минимальным числом ошибок. Материалом могут быть глаголы движения, идиомы, причастия и др.

«Азбука городов» предполагает название участниками городов (можно ограничить выбор тематически). Преподаватель записывает их на доске вместе с перечнем вопросительных слов. Участники задают друг другу вопросы, используя названия городов, развивая навыки построения предложений и повторяя падежные формы. При затруднениях группа помогает, а ошибившийся отдаёт фант. Задание можно адаптировать, заменив города личными именами, что помогает тренировать склонение.

«Волшебная палочка» — игра на активацию пассивных знаний и развитие аудирования. «Палочка» передаётся от одного студента к другому, и каждый должен произнести одну фразу по заданной теме. Игра создаёт ситуацию

диалога и тренирует умение быстро реагировать и строить высказывание. Она обеспечивает включённость всех участников. Варианты организации игры: учащийся, передающий предмет, задаёт вопрос товарищу, а тот, принимая его, отвечает и затем сам спрашивает об одном из аспектов обсуждаемой темы. Отмечается, что «упражнение фиксирует момент диалога: услышал – ответил. Причём никто не знает, что он услышит, хотя проверить правильность ответа может каждый» [1]. Для преподавания РКИ это особенно ценное задание, оно тренирует грамматический навык быстрого составления высказываний, что особенно важно для некоторых категорий студентов, чья скорость реакции на высказывание на русском языке требует корректировки с целью адаптации учащихся к условиям обычного русскоязычного коммуникативного поведения. Такое упражнение позволяет активизировать работу всех студентов на уроке, так как каждый получает возможность быть услышанным.

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ҚАЗАҚ АҚЫНДАРЫНЫҢ ШЫҒАРМАШЫЛЫҒЫНДАҒЫ ҚЫСҚА ЖАНРЛАРДЫҢ ЕРЕКШЕЛІГІ

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Қазақ поэзиясының көркемдік әлемінде қысқа жанрлардың орны айрықша. Түйінді ойды ықшам да әсерлі жеткізе алатын төрттаған, бестаған, ақ өлеңнің шағын формалары ғасырлар бойы халықтың дүниетанымын, өмірлік тәжірибесін, ұлттық болмысын дәл әрі шынайы бейнелеп келеді. Бұл жанрлар көлем жағынан шағын болғанымен, мазмұн тереңдігімен, ой ұтқырлығымен және поэтикалық қуатымен ерекшеленеді. Қысқа өлең түрлерін зерттеу – қазақ поэзиясының ішкі табиғатын, оның көркемдік-стильдік мүмкіндіктерін кеңірек тануға жол ашады. Ғылыми еңбекте бірқатар танымал қазақ ақындарының төрттік жазудағы ерекшелігіне тоқталамыз.

XX ғасырдың көрнекті ақынның бірі, халық жазушысы Мұзафар Әлімбаев шығармашылығында төрттағандар топтамасы аз кездеспейді.

Ақынның еліне сіңірген еңбегін екшеп айту артықтық етер, оның есімінің өзі көп деректерден мағлұмат берері сөзсіз. М. Әлімбаевтың төл туындылары 40 шақты тілге аударылып, 300-дей өлеңіне ән шырқалған. «Ол А.С. Пушкин, М.Ю. Лермонтов, М.В. Исаковский, Н.С. Тихонов, В. Маяковский, Ш. Петефи, Ю. Фучик, Т. Сатылғанов, Н. Хикмет, Фирдоуси, Сағди, т.б. шығармаларын қазақ тіліне аударды. Қырғыздың атақты «Манас» жырын қазақ тіліне аударушылардың бірі» [1, 122 б.]. Ақынның айтылмай, ашылмай келген қыры – шығармашылық жолында төрттағандар жазып келгендігі. Шымыр да шағын шумақтарының маңызы да ерекше. Оның: «Әрбір шынайы шығарма – қомақты поэмадан бастап шап-шағын өлең-жырға дейін немесе төрт жолдық рубайға дейін – асыл тастан қашалған аса қымбат сыр сандығы. Ондай сандық жер үстінде жоқ» [2, 5 б.], - деген сөзінен ақынның өнерге деген құрметі мен құштарлығын байқаймыз. Жүрек қазынасын жұртына төрттаған арқылы жолдаған ақын поэзия патшалығының биік шыңына көтеріліп, оның нұрлануына, дамуына өз үлесін қосты.

«Жеке шумақтар» деп берілген төрттаған топтамаларында алуан түрлі тақырыптар сөз болған. Төрттағандарында заман ағымында болып жатқан түрлі құбылыстар, өзгерістер көрініс табады. Ақын төрттағандарын тақырыптық жағынан бірнеше топқа бөліп қарастыруға болады.

Бірінші: Тілге байланысты шыққан шумақтар,

Екінші: Уақыт пен өмір (философиялық) туралы төрттағандар,

Үшінші: Туған жер, Отан туралы төрттағандар,

Төртіншісі: Түрлі тақырыптардағы төрттағандар топтамасы.

Тілім деп тебіренген ақын жүрегі тіл тұрғысындағы бірнеше төрттағандарды жарыққа алып келді. Көкірегін кернеген күрмеулі мәселелерін бір ғана шумаққа сыйғызып жырлаған ақынның төрттағандарында қаншама құнды ой, терең мазмұн жатыр. Мәселен,

Тере білсек бір-бір ауыз қара өлең,

Неше миллион інжу-маржан шамаменен?!

Қанша гүлдеп, «қазақ тілі» бақшасы,

Қандай дана өлшер қандай бағамен?! [3, 8 б.],-деп жырланатын жыр шумағы терең ой, мәнді мағынаға бай. Ақын шеберлігі осы тұста аңғарылады. Оның тілге деген көзқарасы, шексіз сүйіспеншілігі осы бір жыр арқылы-ақ паш етіледі. Ақын төрттағандарында туған жерді қадір тұту, адамгершілік пен тәрбиелік, өнер мен өнеге туралы өткір де өрнекті сөздер тұнып тұр.

Қаламгердің шырайлы да шұрайлы төрттағандарында Тараз бен Ежелгі Отырар туралы ойлы сөздер орын тепкен. Олар халық тарихы шежіресінің келісті кестеге түскен құнды, сыршыл жырларының бір бөлігі болып табылады.

Әдебиетіміздің көкейкесті мәселелерінің түйінін шешуге белсене атсалысқан, халқының маңдайына біткен біртуар перзенті – Мұзафар Әлімбаев төрттаған атты тың жанрға жаңаша үлес қосқан азаматтың бірі болып әдебиет тарихында қалары даусыз.

Ғафу Қайырбековтің шебер прозаиктігімен қатар ақындығында да сөз жоқ. Жазушылық пен журналистік қызметтің тұтқасын бірге ұстаған

қаламгердің өнегелі өлеңдері де өз оқырмандарын тапқаны белгілі. Әсіресе, ақынның «Ой жүгіртіп әр саққа» [4] деген айдармен топтастырылған шумақтары еріксіз назар аудартады. Философиялық оймен өрілген жыр шумақтарында сан-салалы тақырыптар қамтылған. Тіл мен дін, ел мен жер, экологиялық проблемалар бірінен-соң бірі толқындай толқып жырланып отырады. Ақынның жүрегінің түкпірінен шыққан толқынды жырлары кім-кімді болмасын толқытары даусыз.

Ғ. Қайырбеков асқан суреткер әрі философ ақын. Әрбір шумақ өлеңінде сурет те, астарлы пәлсапада орын алады. «Су мүжіген бір томар – ескі терек, Дүние – балық оралып, аудан қашқан» және «Су орнына келді ме құм кезегі, Қайран Арал үзіліп тыңды өзегі» [4]- деп келетін жолдардан біз табиғат пен өмір ағынының параллелизмін аңғарамыз. Мұнда мағынасыз жалғанның өтпелі кезеңі де, жер Ананың экологиялық зардабы да шерлі шумақтармен шебер суреттелген. «Өз өлеңдерінде ақын қазақтың халық поэзиясындағы дәстүрлерді жалғастыра білді, оның жырлары даладай кең құлашты арынымен, адамның жан пернесін дөп басар сыршылдығымен дараланып тұрады» [1, 395 б.]. Суреткер ақынның шумақтары басылым беттерінде «төрттағандар» деп беріліп жүр.

Қазақ ақыны Қалижан Бекхожиннің (1913-1990 ж.ж.) «Күзгі күбірлер» айдарымен 60-қа жуық төрттіктері «Сері күйші» жинағына жарыққа шықты. Философиясы мен лирикасы астасып жырланған төрттағандар дені Адам өмірі мен Табиғаттың терең сырларын суреттеуге бағытталған.

Тас төбемде күркілдеді көксау бұлт,
Мейлің селдет, айналам күз, көк сауыт.
Бас буырлым! Күбіріңді тыңдайын,
Тау мен судан жүрмін қазір дос тауып [5, 78 б.].

Табиғат құбылыстарын суреттеу ақын төрттағандарында жиі кездеседі. Сондай-ақ, ақын шумақтарында табиғат аясындағы аялы махаббат та нәзік штрихпен суреттелген. Мәселен:

Қарт терегім, көріп сені иілгем...
Сол біз кезім еске түсіп күйінем.
Есіңде ме, жас бұтаның ығында

Бірінші рет балғын қызды сүйіп ем? [5, 79 б.], деп жырланған жолдардан өтіп кеткен дәуренді аңсау, келмес күнді көксеу сағынышы көрінеді. Табиғат аясындағы сырлы сезім әдемі пернелерді шертеді. Бір ғана шумақта үлкен желісі бар сюжетті байқауға болады. Ер жігіттің балғын қызға деген сағынышы төрт жолмен жеткізіледі. Қара өлең құдіреті осы.

Қара өлеңмен сыр шерткен тағы бір ақын – Хамит Ерғалиев (1916-1997 ж.ж.). «Төрттағандар» деп атап жыр жазған ақын қаламынан лирикалық, философиялық ойлар туындайды. Қарттық, егделік шақтағы жастықты аңсау сарыны Хамит ақынның төрттағандарынан да байқалады.

Қартайдың ба – қайт райдан желікпей,
Өтті күндер елегзитін еліктей.
Жетпей ме сол тұшындырсаң өзгені,

Кемеңгер шақ кеудеңе тұз ерітпей?! [6, 205 б.].

Мұндағы басқа ақындардан ерекшеленетін қыры кәрілікке мойынсыну, келісу. Өткен күндерге шүкірлік айтып, келер күннен үкілі үміт күтуге насихаттайды. Ақын өз төрттағандарында махаббат тақырыбын да қозғайды.

«Шын махаббат жоқ деме, жоғалса да,
Яки отқа ол өзін жаға алса да,
Көбелекке от емес, жарық керек,
Жарқырасаң, жансебіл оған со да» [6, 205 б.].

Рахманкүл Бердібаев – елімізге белгілі зерттеуші ғалым. Оның ғылыми зерттеу еңбектері қазақ әдебиетінің барлық саласында көрініс тауып, өз бағасын алып та үлгерді. Ғалымның ақындығы, соның ішінде төрттаған жанрынан қалам тартқандығы басылым беттерінде жарық көрген жыр шумақтарынан аңғарылады.

Р. Бердібаев өз төрттағандарын көбіне-көп философиялық, әдеби сарында жырға қосқан. Оның шумақтарының мазмұны сан-салалы, яки ғалым-ақын алуан түрлі тақырыптарда төрттаған жырлаған. Ақынның топтамасында тарихи, әдеби, мәдени, экологиялық төрттағандар көп ұшырасады.

Жан біткеннің болады мұрады көп,
Алмағайып тірліктің сұрағы көп.
Пәни өмір пендесі өтіп жатыр,

Бір Алладан басқаның тұрағы жоқ [7, 10 б.]- деген жолдардан ақынның жалғанда Алладан өзге ешбір жанның ғұмыры өміршең емес деген философиялық ойын аңғарамыз. Сан сұрақты фәнидің жұмбағы мол. Қалтарысы мен сыры көп өмірде адам баласының арманы да ұшан теңіз, оған жеткен де жетпеген де жалғанның құпиясын ашпақ емес, барлығы да бір Жаратқанның қолында. Р. Бердібаев төрттағандарында сол сан-сұрақ, ашылмас құпия дүниенің мол сұрағы алға көп қойылады.

Оның жүрегін елі мен жеріне байланысты мәселелер қатты мазалайды. «Кешегі толқын атқан Аралым-ай, Суың кетіп, қалыпты-ау табаның-ай!»- деп экологиялық тақырыпта жыр толғаса, ел мүддесі тұрғысында да ойын ортаға салады.

Сөз жүзінде лепіріп, «ұлтым» дейді,
«Бір сен үшін жаралдым, «жұртым» дейді».
Ұлт мүддесі түскенде таразыға

Оңай сатып кетуден іркілмейді [7]- деген шумақтан тілдің өткірлігін, жүректің түктілігін байқаймыз. Ақын қашан да халқына жақын болмай ма, ол халықтың қамы мен мүддесі үшін қашан да күреседі, күресе де бермек. Сонымен, Рахманкүл төрттағандары көркемдігімен, өткірлігімен тілге тиек болар туындылар. Жырланар аясы кең төрттағандар топтамасы философиялық, проблемалық сарында толғанған.

Қазақ ақыны, жазушы, драматург, ұстаз, ғалым Әдібай Табылдының төрттағандары еліміздің басылымдарында жиі жарияланып жүр. Ақын өз шығармашылығында төрттаған жазумен етене араласқан, барынша қалам тартқан ақын. Оның 2004 жылы, «Білім» баспасынан мың бес жүз

төрттағандары «Өнеге өрімдері» [8] деген атпен жинақ болып жарыққа шықты. Ақын шығармашылығы, яғни төрттағандар топтамасын тақырыптық жағынан төрт топқа бөліп қарастырдық:

1. Философиялық: Заман, қоғам турасында;
2. Лирикалық: Махаббат, Табиғат жайында;
3. Танымдық: Оқу ағарту, Ғылым туралы;
4. Имандылық: Иман мен Алла хақында жырланған төрттағандар болып есептеледі.

Ақынның философиялық топтама жырларында тек қоғам мен заман суреттері бейнеленбеген, ол бөлімде жырланған шумақтар аясы тым кең. Онда ел, жер, тіл мен діл, дін мәселелері де кеңінен сөз болады. Сондай-ақ, осы бөлім төрттіктері нақыл мен ақыл, даналық ой маржандарына да мол орын берген шумақтар.

Лирик ақын Ә.Табылдың көптеген төрттағандары махаббат пен табиғаттың нәзік сырларын суреттейді.

«Алаула махаббат – жалыным,

Жалаула – қуаты жанымның» [8, 158 б.],- деген жолдарынан тек махаббатқа үндеу емес өмірге жігерлену ниеті де айқын аңғарылады.

Ақын Әдібай Табылдың жырларының дені оқу-ағарту ісіне арналған төрттағандар. Ол өз жырларымен жастарды өнер-білімге, ғылымға үндеп, шақырып отырады. Білімсіз адамды қанатсыз құсқа теңеп, білімдіні ізгілікті жанға балайды. «Халықта – тәрбие ғылымы, Жалықпа, үйрен сол ғылымды» [8, 158 б.],- деп барша білім, ғылым халық даналығында екенін бір ғана түйінмен паш етеді.

Имандылықты ту еткен, Алланың ақ жолын – заңдылық деп ұққан ақын жан тазалығы туралы да көп жырлаған.

Ізгі, құт сенімім – иманым,

Ізгілік, жақсылық сыйланым –

Иланып Аллаға, ал жұртыма

Иманды мінезбен сыйландым.

600 жолдан астам төрттаған жазған ақын қазақ әдебиетіндегі төрттаған жанрының басқа, тың қырынан танылуына жол ашты. Сайып келгенде, оның сатиралық сарында толғаған төрттағандары әдебиетіміздегі соны сүрлеудің бірі әрі бірегейі болып есептелмек.

1500 төрттағандарымен танымал ақын Әдібай Табылдың шымшыма шумақтары сонау 60-жылдары ғұмыр кешкен ақын Шона Смаханұлының төрттіктерімен сарындас, тақырыптас. Осы тұста баса айта кететін жәйт – сатиралық төрттіктерді төрттағанға жатқызуға келмейтін секілді. Таза сатиралық сарында жырланған жырлар ұйқасы мен буын, бунағы төрттаған критерийлеріне сай болып тұрған күнде де, екі өлең түрін байланыстыру қиынсыз. Себебі, төрттаған – өте салмақты, философиялық ұстанымы бар, сарабал жанр. Десек те, Әдібай Табылдың ащы кекесін мен жүрек жарды сезіммен жазылған сатиралық төрттіктерін төрттағанға жатқызуға келер деген

пікірдеміз. Ақынның сатиралық төрттағандары әзілден, күлкіден тым алыс, онда ащы ақиқат табы жетерлік.

Ол өзінің төрттағандарын «Шымшыма шумақтар» деп, төрттағанның сырына сатиралық тұрғыдан келіп, ұлтының намысын бір ғана шумақпен жаныған азамат ретінде назарға ілікті. Өз заманының өрескел тұстарын әжуалай, мысқылдай отырып, өмір шындығын танытады, ащы да болса ақиқатын айтуға тырысады. Әлеуметтік теңсіздік мәселесі ертеден бері адамзат қоғам шырмауына байлап келе жатқаны шындық. Осы мәселе төңірегінде Әдібай Табылдиев:

«Ешкімге кетпесін есем» деп,
Алақтап, жалақтап, «жесем» деп.
Ұлтының қанын да соратын,

«Құлқынын ойлаған «көсем» көп,- дей келіп озбырлық пен надандыққа жол беріп, мансапқорлықты ғана көздейтін, «заман көсемдерін» сынайды, шенеп-мінейді. Қоғамда орын алған мансапқорлық дертінен құтылу жолдарын іздейді, зар-заман ақындарынша еліне жанайғаймен үн қатады. Заманның жазылмас кеселі, жас ғұмырға балта шабар, қазіргі таңдағы ең актуальды мәселенің бірі – нашақорлық проблемасы да ақын қаламына тиек болғанын шығармаларынан байқаймыз. Жолдан тайғандарға ашына тіл қатады, «Дәуренді жаса да, мүрдем кет, Сәулелі әлемге сыймасаң»,- деп жырлайды.

Аз сөзбен көп мағына аңдатып, бір шумақ өлең көлемінде сатиралық кекесін, айқын типтік кескін-келбет жасау – Әдібай поэзиясынан, соның ішінде төрттағандарынан көрініс тапқан тың ерекшелік. Өз дәуірінің ақиқатын кекті зілмен аяусыз әшкерелеп, ашына сынап, төрттаған жанрында сатиралық стильді қалыптастырған ірі суреткер Әдібай Табылдың асыл мұрасы қазақ әдебиетінің құнды қазынасын толықтыра түскені анық. Ақын төрттаған жанрын жаңаша қырынан таныта білді. Оның төрттағандарын мазмұндық жағынан философиялық және сатиралық деп екіге бөліп қарастырамыз. Философиялық төрттағандарына «Өнеге өрімдеріне» енген шумақтары жатса, ал сатиралық төрттағандарына басылым беттеріне «Шымшыма шумақтар» деген айдармен шығып тұрған жырларын жатқызамыз.

Қай ғасырдағы болмасын қазақ ақындары өздерінің көркем шығармаларымен танылары даусыз.

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ҚАЗАҚ ЖӘНЕ ГРЕК ХАЛЫҚТАРЫНЫҢ МИФОЛОГИЯЛЫҚ КЕЙІПкерлері Арасындағы тарихи байланыс

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Резюме: В статье рассматриваются мифологические образы казахских и греческих народов, их историческая взаимосвязь и преемственность.

Summary: The article discusses the mythological images of the Kazakh and Greek peoples, their historical relationship and continuity.

Әлем мәдениетінің қалыптасуы үшін бір халықтың мифологиясы жеткіліксіз екендігі айқын. Сондықтан, әлем әдебиеті мен мәдениетінің дамуы үшін әрбір ұлт өзіндік қайталанбас үлес қосары сөзсіз. Демек, қазақ халық мифологиясының әлем мәдениетінің қалыптасуындағы рөлі мен мәні ерекше. Қазақ мифологиялық кейіпкерлеріне талдау жасай отырып, біз қазақ мифологиясының әлем халықтары мифологиясының ажырамас бір бөлігі екендігін дәлелдедік. Әлем халықтары арасынан грек және қазақ халықтарының мифологиялық кейіпкерлерін өзара салыстырып көрелік. Себебі, әлемдік мифологияның бастауы-грек мифологиясында. Біркездері грек мифологиясына ғана тән деп келген көпшілік кейіпкерлер қазақ халық мифологиялық кейіпкерлерімен өте ұқсас. Оған төмендегі бірнеше кейіпкерді өзара салыстырып көз жеткізуге болады [1, 986].

Қазақ мифологиясындағы басты кейіпкерлердің бірі-Ұмай ана. *Ұмай-ана*-көне түркілердің дүниетанымында үйдің, шаңырақтың, ошақтың қамқоршысы, балалардың сүйеушісі, содан кейін өнердің қолдаушысы ретінде қалыптасқан. Көне түркілерде, әсіресе сақ тайпаларында билік басында негізінен еркектер тұрды. Көне түркілік ер кісілер әйелдерді жоғары бағалап, оларды отбасын қорғаушы әрі ұрпақты жалғастырушы деп түсінген. Кейбір зерттеушілер Ұмай-ананы құдайға теңеген. Алайда, біздің ойымызша, Ұмай-ананы теологиямен немесе космогониямен байланыстыра қараудың мәні жоқ.

Мифолог-зерттеушілер Ұмай-ананы көне грек мифологиясындағы Амазонкалармен салыстыра қарастырады. Антикалық мифологиядағы тағы бір айрықша кейіпкерлердің бірі-Нимфа деп аталады. Грек тілінен аударғанда, *нимфа-бикеш* деген ұғымды білдіреді. Нимфалар-грек мифологиясындағы табиғаттың ерте құдайлары. Олар мекен еткен ортасына байланысты әртүрлі аталады: өзен, көл, теңіздерде-*океанидтер*, *нерейдтер*, *наядтар*; балшық, шашық жерлерде-*лимнадтар*; тауларда-*орестиадтар*; тал-ағаштарда-*дриадтар*, *гамадриад*; шетен ағашында-*мелиадтар*. Қазақ мифологиясында *Су перісі* деген кейіпкер кездеседі. Қазақ түн ауасында өзен-көлдерге, жалпы суы бар аймаққа бармауды бұйырады. Себебі, бұл жерлерде Су перісі өмір сүреді. Суға келген адамды өзіне еріксіз елітіп, су түбіне батырып әкетеді деп ескертеді. Қазақ халқының Су перісі-алтын шашты, көздері су секілді тұнық әрі көк

түстес, өте сұлу қыздар. Назар аударсақ, орыс мифологиясында *Русалка* деп аталатын кейіпкерлер де қазақ және грек мифологиясындағы осы тектес кейіпкерлермен ұқсас сипатталады. Русалкалар да су маңына келген адамдарды, әсіресе еркектерді өздерінің сұлу кейпі мен әсем даусымен елітіп, су түбіне тартып әкетеді.

Келесі мифологиялық кейіпкер-гректерде Циклоп, қазақтарда Дәу деп аталатын жаратылыс. Дәулер-адам кейпінде болғанмен, түрлері-ұсқынсыз, тырнақтары-союдай, кейбіреулері екі не үш басты болып келген, алып денелі, өте ақымақ, бірақ кейде адамдарға көмек көрсетіп отыратын құбыжықтар. Қазақтар оларды Нанбатыр, Субатыр, Темірбатыр, Шашырқай, Қақтырқай, Шарқай деп атайды. Дәулер-жердің ең көне тұрғындары. Егер алғашқы адамдар өте алып денелі болған деген тарихшылардың тұжырымдарына ескерсек, Дәулер мен Циклоптардың шығу тегінде бір ақиқат бар сияқты. Дәу-парсы тіліндегі Дэв сөзінен келіп шыққан. Диюлар немесе Дэвтер-сыр келбеті жағынан, адамдарға ұқсас, тек жердің астында өмір сүретін жаратылыстар. Олардың өз билеушісі, өз падишасы болады. қарапайым көзге көріне бермейтін Дэвтер адам көзіне кез келген кейіпте көріне алады екен.

Қазақ мифологиясындағы ерекше кейіпкерлердің бірі-Жалмауыз. Жалмауыз-адам баласының көзінен тасада өмір сүретін, бірақ кей кездері ауылдарға жасырын келіп, жас балалар мен сәбилердің жүрегін жеу үшін, жас қыздарды қанын ішіп, жасару үшін ұрлап әкететін ұсқынсыз кемпір. Кейбір тарихи деректерде, Жалмауыз сұлу кейіпте, бірақ жеті басты құбыжық деп сипатталады. Грек мифологиясында Жалмауыз Горгона Медуза бейнесімен сәйкес келеді [2, 44б].

Көне түркілерде Дэв Төбекөз деп аталған. Жалғыз көзді Төбекөз көне гректердің Циклопына ұқсас. Осы арада айта кететін жайт-Гомердің әлемге танымал «Одиссея» дастанында басты кейіпкер Одиссей жалғыз көзді Полифеймен күресіп жеңеді. Бір қарағанда, «одиссейлік сюжет». Бірақ, назар аударып қарасақ, көне алтай халықтарында Жайық батырдың бір көзді Эрикликпен күресі туралы сюжет кездеседі. Ал көне оғыздарда Бисат-батыр Төбекөзбен күресіп, жалғыз көзін ағызып жібереді. Сөйтіп, тек «одиссейлік сюжет» деп келген осы эпизод басқа халықтардың мифологиясында да кездесуі-қызықты әрі «нақты» деп түсінген мәселенің талас тудыратын жайт екендігінен дәлел емес пе?!

Мифологиялық кейіпкерлердің ішіндегі қызықты жаратылыстың бірі-түркі халықтарындағы-Самұрық, көне гректердегі-Феникс бейнесі. Гректерде Феникс-қызыл түсті алып құс, ол өлгенде күлге айналады. Бірақ осы күлден қайта туылып, өмірге келе алатын қасиеті бар ғажап құс. Феникстің қанаттары қызыл не алтын түсті болып келеді. Феникс туралы алғаш рет египеттік жазба ескерткіштерінде кездескен.

Египеттіктерде пайда болған миф одан әрі гректерге, одан әрі римдіктерге, одан әрі бүкіл әлемге танылған. Фенискті әр халықта әртүрлі атаған: арабтар-анка, парсылар-семиург, үнділер-гаруда, скандинавия халықтары-йель, қытайлар-фен-хунь, орыстар-Жар-птица [3, 112 б].

Сонымен, қазақ мифологиясының арғытүріктік генезисін талдап, оның көне дәуірдегі әлем мифологиясының ортақ үлгілерінен бастау алатындығын дәлелдеу мақсатымызға қол жеткізе білдік деп ойлаймыз. Жоғарыдағы сөз етілгендерді талдай келе, мынадай қорытынды жасауға болады деп ойлаймыз: мифологияның сөз өнері туралы, адам баласының дамуы туралы мәселедегі рөлі айрықша әрі талас тудырмайды. Әрбір халықтың әлемнің пайда болуы туралы өз дүниетанымы қалыптасқанмен, әрбір ұлт түсі, түрі, тілі әрқилы болғанмен, бәрімізді байланыстырып тұрған бір құндылық бар. Оны– мифология деп атаймыз.

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THE ROLE OF PRE-LISTENING AND POST-LISTENING TASKS IN DEVELOPING GLOBAL UNDERSTANDING SKILLS AMONG SENIOR STUDENTS

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Түйіндеме: Бұл жұмыста жоғары сынып оқушыларының тыңдалым барысында мәтінді жалпы түсіну қабілеттерін дамытуда тыңдалым алдындағы және кейінгі тапсырмалардың рөлі қарастырылады. Тыңдалым алдындағы тапсырмалар оқушыларды мазмұнды болжауға, негізгі идеяларды анықтауға және жаңа лексикамен танысуға дайындайды. Ал тыңдалымнан кейінгі тапсырмалар алынған ақпаратты талдауға, пікір білдіруге және мәтін мазмұнын терең түсінуге мүмкіндік береді. Зерттеу нәтижелері көрсеткендей, тыңдалым алдындағы және кейінгі кезеңдерде тиімді ұйымдастырылған тапсырмалар оқушылардың жалпы түсіну деңгейін айтарлықтай арттырады және коммуникативтік дағдыларды дамытады.

Аннотация: В данной работе рассматривается роль заданий, выполняемых до и после прослушивания, в развитии у старших школьников навыков общего понимания текста при восприятии на слух. Предтекстовые задания способствуют прогнозированию содержания, выделению основных идей и знакомству с новой лексикой. Послетекстовые задания позволяют учащимся анализировать полученную информацию, выражать собственное мнение и глубже понимать содержание текста. Результаты исследования показывают, что грамотно организованные задания на этапах до и после прослушивания значительно повышают уровень общего понимания и способствуют развитию коммуникативных умений учащихся.

The importance of pre-listening activities for developing global comprehension. Listening comprehension is one of the most essential skills in foreign language learning. It requires students not only to recognize and decode sounds but also to interpret meaning, understand context, and respond appropriately. For senior students, who already possess an intermediate or advanced level of linguistic

knowledge, developing global understanding becomes crucial. This skill allows them to grasp the main ideas of an oral text even when some specific details remain unclear. One of the most effective ways to enhance this ability is through well-designed pre-listening tasks [1].

Pre-listening activities serve as a foundation for effective listening. They prepare learners both linguistically and psychologically. When students know what to expect, their attention becomes more focused, and their comprehension increases. Typical pre-listening tasks include predicting the topic from pictures, discussing key vocabulary, brainstorming ideas, answering pre-questions, or identifying potential themes. These exercises activate students' background knowledge, which plays a vital role in understanding new information. For instance, before listening to an audio about "Global Warming," students might discuss environmental problems in their own country, make a list of causes and effects, or share personal opinions about climate change [2]. This discussion helps them connect the upcoming audio material with their prior experiences and expectations. As a result, they are not listening passively but rather engaging with the text actively, which significantly improves global comprehension. Moreover, pre-listening tasks build motivation. When learners are given a purpose — for example, "Listen and find out whether your predictions are correct" — they listen with greater interest. This process develops top-down listening skills, where understanding is based on meaning and context rather than on decoding every single word. Such skills are crucial for real-life communication, where listeners often have to understand the general message rather than every detail. Teachers play an important role in designing pre-listening activities. The tasks must be appropriate to the students' level and the difficulty of the listening text. If the pre-listening stage is too short or irrelevant, students may feel confused during listening. On the other hand, too many pre-listening activities might reduce students' concentration and anticipation [3].

Therefore, balance is needed. Effective teachers know how to use warm-up questions, key vocabulary lists, or contextual visuals that directly relate to the main listening material. Research in language pedagogy shows that students who regularly participate in pre-listening tasks perform significantly better in global comprehension tests. This demonstrates that such tasks are not just a preparatory step, but an integral part of listening instruction. They support learners in developing metacognitive awareness — that is, understanding how they learn and how to apply listening strategies consciously. By engaging students before listening, teachers create a favorable environment for active processing and deeper understanding of information. Finally, pre-listening tasks contribute to confidence-building. Senior students often feel anxious when faced with authentic listening materials, especially if the speaker's accent or speed is unfamiliar. Through prediction, vocabulary introduction, and contextual discussion, pre-listening activities reduce anxiety and prepare students to cope with challenges. Thus, they become more autonomous listeners who rely on comprehension strategies rather than translation or memorization [4].

The effectiveness of post-listening tasks in consolidating global understanding. While pre-listening tasks prepare learners for comprehension, post-listening tasks help them analyze, interpret, and consolidate what they have heard. This stage is essential for transforming listening from a passive process into an active learning experience. Post-listening activities encourage reflection, reinforce understanding, and provide opportunities to use new vocabulary and structures in meaningful ways [5].

Post-listening tasks typically include summarizing, answering comprehension questions, discussing main ideas, completing charts, or comparing information. These activities help students verify their understanding and clarify uncertainties. For example, after listening to a conversation about cultural differences, students can work in pairs to discuss which customs are similar or different in their own culture. This discussion helps them generalize the information and retain the key points longer. One of the most effective post-listening techniques is summarization. Asking students to write or tell a short summary of what they heard develops their ability to identify main ideas and ignore unnecessary details [6]. This not only enhances global comprehension but also strengthens critical thinking skills. Additionally, teachers can ask learners to express personal opinions about the content, which integrates listening with speaking and writing skills — a vital component of communicative language teaching. Another productive post-listening strategy is to use follow-up tasks that extend the listening topic. For example, after listening to a dialogue about online education, learners might be asked to conduct a short survey among classmates about their own experiences with e-learning. Such assignments connect classroom listening to real-life contexts, making language learning more authentic and engaging. Moreover, students begin to view listening as a tool for learning about the world, not just as a test of comprehension. From a pedagogical perspective, post-listening tasks also serve as a form of assessment. Teachers can evaluate how well students understood the overall message, how effectively they can extract key information, and how confidently they can discuss it [7].

However, it is essential to design these tasks with clear objectives. For instance, if the purpose is to check general comprehension, questions should focus on main ideas, speaker intentions, or overall conclusions, rather than minor details. In senior classes, where students are preparing for academic or professional communication, post-listening activities can also focus on critical evaluation. Learners can be encouraged to analyze the speaker's tone, attitude, or persuasive techniques. This not only improves global comprehension but also develops higher-order thinking skills. Students learn to identify implied meanings, evaluate arguments, and form their own judgments — all of which are fundamental for advanced language proficiency. Furthermore, post-listening reflection allows students to connect listening with other skills [8]. Teachers can ask them to write short essays, engage in debates, or create presentations based on what they heard. Such integrated activities promote holistic learning and help learners develop fluency and coherence in using the target language. They also enhance retention, since students apply new vocabulary and structures immediately in communicative contexts.

In conclusion of this section, post-listening tasks are as important as pre-listening ones. They transform passive listening into active understanding and ensure that learners not only receive information but also process and evaluate it. Together, pre- and post-listening stages create a complete cycle of comprehension development. Through them, senior students become more confident, autonomous, and globally aware listeners capable of interpreting information in real-world situations.

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ҚАЗІРГІ ҚАЗАҚ ЖАСТАРЫНЫҢ ҚОҒАМДАҒЫ ОРНЫ

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Резюме: Современная казахстанская молодежь рассматривается как группа, играющая решающую роль в развитии общества. В данной статье обсуждается место молодежи в социальных, экономических, политических и культурных сферах. Особое внимание уделяется таким аспектам, как изменения в годы независимости, влияние глобализации, роль системы образования и существующие трудности. Исследуются общественная активность молодежи, ее ценности и перспективы на будущее. В статье также рассматриваются эффективность молодежной политики и значение сохранения национальной идентичности. Положение казахской молодежи в обществе определяется как важный фактор устойчивого развития страны.

Summary: Modern Kazakh youth are viewed as a group that plays a decisive role in the development of society. This article discusses the position of young people in social, economic, political, and cultural spheres. Special attention is given to aspects such as the changes during the years of independence, the impact of globalization, the role of the education system, and existing challenges. The study explores the social activity of youth, their values, and future prospects. The article also examines the effectiveness of youth policy and the importance of preserving national identity. The position of Kazakh youth in society is defined as an important factor for the sustainable development of the country.

Қазақ жастарының қоғамдағы рөлі мен тарихи қалыптасуы

Қазақстан Республикасы тәуелсіздігін алғанына 34 жыл толған қазіргі кезеңде қазақ жастары қоғамның басты қозғаушы күші ретінде ерекше маңызға ие. Жастар - 14 пен 35 жас аралығындағы азаматтар тобы, олардың үлесі ел халқының шамамен 25 пайызын құрайды. Бүгінгі жаһандану заманында жастар дәстүр мен жаңашылдықты үйлестіре отырып, әлеуметтік өзгерістердің алдыңғы қатарында тұр. Олардың қоғамдағы орны тек демографиялық көрсеткішпен шектелмейді; ол әлеуметтік инновацияларды енгізу, экономикалық өсімді қамтамасыз ету және ұлттық мәдениетті сақтау сияқты маңызды бағыттарды да қамтиды.

Қазақстандағы жастар саясаты тәуелсіздіктің алғашқы жылдарынан бастап жүйелі түрде қалыптасып келеді. 2019 жылы қабылданған «Қазақстан Республикасының 2020–2025 жылдарға арналған мемлекеттік жастар саясатының тұжырымдамасы» жастардың әлеуметтік белсенділігін арттыруға бағытталған маңызды құжат болды. Онда білім алу, жұмыспен қамтылу және қоғамдық өмірге араласу мәселелеріне ерекше мән берілген. Дегенмен, урбанизацияның күшеюі, цифрлық технологиялардың дамуы және әлеуметтік теңсіздік сияқты құбылыстар жастардың қоғамдағы орнын күрделендіре түсуде. Осы мақалада қазіргі қазақ жастарының қоғамдағы рөлі мен болашақтағы даму мүмкіндіктері талданады.

Тарихи контекст және жастардың қалыптасу кезеңдері

Қазақ жастарының қоғамдағы орны тарихи тұрғыдан алғанда ұлттық қозғалыстармен тығыз байланысты. XX ғасырдың басында Алаш қозғалысының жетекшілері - Ахмет Байтұрсынұлы мен Әлихан Бөкейхан сынды тұлғалар жастарды ұлттық сана-сезімді оятуға, ел болашағына жауапкершілікпен қарауға үндеді. Ал кеңес дәуірінде жастар индустрияландыру мен ұжымдастыру үдерістеріне белсенді тартылғанымен, бұл кезең ұлттық бірегейліктің әлсіреуімен сипатталды.

Тәуелсіздік алғаннан кейін жастардың рөлі жаңа реформалар аясында айтарлықтай артты. 1990-жылдардағы экономикалық дағдарыс жастар арасындағы жұмыссыздық пен көші-қонның өсуіне себеп болса, 2000-жылдардан бастап мұнай-газ секторының дамуы жаңа мүмкіндіктерге жол ашты. Қазіргі буын - Z және Alpha ұрпақтары - цифрлық дәуірде өсіп келе жатқандықтан, олардың құндылықтары дәстүрлі және жаһандық бағыттардың үйлесімін көрсетеді. Зерттеулерге сәйкес, қазақ жастарының шамамен 60 пайызы ұлттық мәдениетке жақын болғанымен, жаһанданудың ықпалымен батыстық құндылықтарды да қабылдайды[1].

Жастардың қоғамдық өзгерістердегі белсенділігі 2022 жылғы қаңтар оқиғаларында айқын байқалды. Сол кезде жастар әлеуметтік әділеттілік пен өзгерістер үшін өз даусын көтеріп, белсенді азаматтық ұстанымын көрсетті. Бұл оқиғалар жастардың протесттік әлеуетін айқындап қана қоймай, мемлекеттік саясаттың олардың мүдделері мен көзқарастарын ескерудің маңыздылығын да айқын көрсетті.

Білім беру және кәсіби даму саласындағы рөлі

Қазақ жастарының қоғамдағы ең белсенді және айқын көрінетін салаларының бірі - білім беру жүйесі. Бүгінде Қазақстандағы жастардың шамамен 70 пайызы жоғары білім алады, бұл көрсеткіш Орта Азия елдері арасында ең жоғары деңгейде. Болон үдерісіне қосылу еліміздің жоғары оқу орындарын халықаралық стандарттарға жақындатса, «Болашақ» бағдарламасы мыңдаған қазақстандық жасқа шетелде білім алу мүмкіндігін берді.

Сонымен қатар, білім сапасындағы теңсіздік мәселесі өзекті күйінде қалып отыр. Ауылдық және қалалық жастар арасындағы мүмкіндіктердің айырмашылығы айқын сезіледі: ауыл жастарының шамамен 40 пайызы жұмыссыздықпен бетпе-бет келсе, қалалық жастар ІТ, бизнес және шығармашылық индустрияларда белсенді түрде дамып келеді.

Жастардың кәсіби дамуы елдегі әлеуметтік және технологиялық жаңалықтардың негізгі қозғаушысына айналды. Стартаптар мен инновациялық жобалардың көбеюі, жаңа технологиялық компаниялардың құрылуы - осының айқын дәлелі.

Соңғы жылдары әлеуметтік маңызы бар мамандықтарды таңдау үрдісі байқалады. 2025 жылғы мәліметтерге сүйенсек, қазақ жастарының шамамен 30 пайызы әлеуметтік және экологиялық бағыттағы салаларды таңдаған. Бұл үрдіс қоғамның тұрақтылығы мен орнықты дамуына оң әсер етеді[2].

Экономика және жұмыспен қамтудағы рөлі

Қазақ жастары ел экономикасының басты қозғаушы күші саналады. Бүгінде еңбек нарығындағы олардың үлесі 35 пайызға жуықтайды. Жастардың бастамалары мен кәсіпкерлік белсенділігі шағын және орта бизнестің дамуына ықпал етіп, жаңа жұмыс орындарының құрылуына жол ашуда.

Мемлекет тарапынан бұл бағытта «Жастар практикасы», «Еңбек» сияқты бағдарламалар жүзеге асырылып келеді. Олар жас мамандардың тәжірибе жинақтап, тұрақты жұмыс табуына мүмкіндік береді.

Дегенмен, жастар арасындағы жұмыссыздық деңгейі 4–5 пайыз шамасында сақталып отыр, әсіресе ауылдық жерлерде бұл көрсеткіш жоғары. Ішкі және сыртқы миграция да жастардың қоғамдағы орнын айқындайтын маңызды факторлардың бірі болып отыр: көптеген жас мамандар шетелге барып, жаңа білім мен тәжірибе жинақтап, кейін елге оралып, оны Қазақстанның дамуына жұмсайды.

Саяси және әлеуметтік белсенділік

Соңғы жылдары қазақ жастарының саяси рөлі айтарлықтай артты. «Жаңа Қазақстан» реформалары аясында олардың парламент пен жергілікті мәслихаттардағы өкілдігі кеңейді. 2025 жылға қарай жастардың саяси партиялардағы үлесі 20 пайызға жеткені байқалады.

Жастардың әлеуметтік белсенділігі экология, гендерлік теңдік және адам құқықтары сияқты маңызды мәселелерде көрініс табуда. «TURAQTY JOL» секілді бастамалар жастарды тұрақты даму мен қоғамдық жауапкершілікке тартуға бағытталған. Социологиялық зерттеулердің деректері бойынша, жастардың шамамен 50 пайызы әлеуметтік мәселелерге белсенді қызығушылық танытады.

Алайда, қоғамда консервативті көзқарастар мен жаңашыл идеялардың қақтығысы байқалады. Жастардың протесттік әлеуеті жоғары болғанымен, оны конструктивті арнаға бұру маңызды. Бұл үшін жастардың азаматтық белсенділігін қолдайтын тетіктерді дамыту қажет.

Мәдени және рухани өмірдегі орны

Қазақ жастары ұлттық мәдени мұраны сақтау мен жаңғырту ісінде маңызды рөл атқарып келеді. Олар дәстүрлі өнерді заманауи бағыттармен ұштастырып, жаңа мәдени формаларды қалыптастыруда. Мысалы, музыка мен сән индустриясында ұлттық элементтер мен қазіргі стильдің үйлесімі кең таралған. Абай Құнанбайұлының 180 жылдығына арналған іс-шаралар жастардың ұлттық бірегейлікті нығайтуға қосқан үлесін айқын көрсетті.

Этникалық сәйкестік те жастар үшін ерекше маңызға ие. Урбанизацияға қарамастан, олардың шамамен 70 пайызы қазақ тілін белсенді қолданады және ұлттық дәстүрлерді сақтауға тырысады. Дегенмен, жаһандану ықпалының күшеюі батыстық мәдени құндылықтарды қабылдауға алып келіп, құндылықтар жүйесінің өзгерісіне әсер етуде. Қоғамда үлкенге құрмет, мәдени тәртіп сияқты рухани құндылықтар туралы пікірталастар жиілеп келеді. Жастардың рухани дамуы ұлттық мәдениет пен әлеуметтік жауапкершілікке негізделеді[3].

Цифрлық трансформация және инновациялар

Қазіргі қазақ жастары цифрлық технологиялардың дамуы мен инновациялық үдерістердің бел ортасында тұр. Интернет пен әлеуметтік желілер олардың ақпарат алмасу, идея тарату және қоғамдық пікір қалыптастыру құралдарына айналды. Зерттеулерге сәйкес, жастардың шамамен 80 пайызы күн сайын цифрлық құралдарды пайдаланады, бұл стартаптар мен IT-жобалардың дамуына серпін береді.

Жас кәсіпкерлердің бастамалары арқасында электрондық коммерция, онлайн білім беру және цифрлық қызмет көрсету салалары кеңейіп келеді. Бұл үрдіс жастарды қоғамның басты инновациялық қозғаушысы ретінде танытады және олардың жаһандану дәуіріндегі бейімделгіштігін дәлелдейді.

Құндылықтардың өзгеруі және мәдени синтез

Қазақ жастары дәстүр мен жаңашылдықты үйлестіре отырып, жаңа құндылықтар жүйесін қалыптастыруда. Ұлттық мәдениетке берік бола отырып, олар жаһанданудың әсерінен батыстық элементтерді де қабылдайды. Бұл - әлеуметтік консерватизм мен прогрессивті көзқарастардың біртұтас синтезі.

British Council зерттеулеріне сәйкес, қазақстандық жастар отбасы институтын жоғары бағалай отырып, болашаққа оптимистік көзқарас танытады. Мұндай құндылықтық өзгерістер қоғамдағы келісімді нығайтып, ұлттық бірегейліктің жаңа формаларының қалыптасуына ықпал етеді[4].

Қиындықтар мен болашақ перспективалар

Қазақ жастарының қоғамдағы орнын нығайтуға кедергі келтіретін бірқатар факторлар бар: жұмыссыздық, психологиялық қиындықтар, әлеуметтік теңсіздік және ақпараттық қысым. Пандемия мен экономикалық дағдарыс жастардың психологиялық тұрақтылығына әсер етіп, өмірлік бағдарларын қайта қарауға мәжбүр етті.

Дегенмен, болашақта жастардың қоғамдағы рөлі одан әрі күшейеді. Олар білім, технология және азаматтық белсенділік арқылы Қазақстанның жаһандық деңгейде бәсекеге қабілетті болуына үлес қоса алады. Мемлекет тарапынан білім беру, жұмыспен қамту және саяси өкілдік салаларында жастарды қолдау шараларын жалғастыру қажет.

Қазіргі қазақ жастары - елдің болашағын айқындайтын басты күш. Олардың білімге ұмтылысы, экономикалық белсенділігі мен мәдени бастамалары Қазақстанның тұрақты дамуының негізін қалайды. Қиындықтарға қарамастан, жастардың жаңашыл рухы мен жігері елге жаңа мүмкіндіктер ашады. Қазақ жастары - ұлттың тірегі әрі ертеңгі күннің кепілі.

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ЦИФРОВЫЕ РЕСУРСЫ ДЛЯ БУДУЩИХ ПЕДАГОГОВ: ОБУЧЕНИЕ МЕТОДИКЕ РУССКОГО ЯЗЫКА НА ПРИМЕРЕ КГУ ИМ.И.АРАБАЕВА

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Аннотация. Статья посвящена анализу использования цифровых ресурсов в процессе подготовки будущих педагогов начальных классов по дисциплине «Методика преподавания русского языка» на примере КГУ им. И. Арабаева. Рассматриваются возможности электронных образовательных платформ, интерактивных материалов, видеоресурсов и виртуальных симуляторов, применяемых в учебном процессе. Описываются преимущества цифровых технологий для формирования профессиональных, коммуникативных и методических компетенций будущих учителей. Делается вывод о том, что использование цифровых ресурсов повышает мотивацию студентов, расширяет возможности практикоориентированного обучения и способствует подготовке педагогов, готовых к работе в современной цифровой школе.

Ключевые слова. цифровые ресурсы; методика преподавания русского языка; будущие педагоги; ИКТ в образовании; цифровые компетенции; профессиональная подготовка; электронные образовательные платформы; педагогическое образование; КГУ им. И. Арабаева.

Введение. Современная педагогика активно развивается под влиянием цифровизации общества, и подготовка будущих учителей начальных классов русского языка не является исключением. Сегодня обучение методике русского языка невозможно представить без применения цифровых ресурсов и информационно-коммуникационных технологий (ИКТ), которые создают новые возможности для освоения теории и практики преподавания.

“...Современный мир стремительно меняется, и письменная коммуникация также претерпевает значительные трансформации под влиянием технологического прогресса. Сегодня мы являемся свидетелями того, как цифровые технологии открывают новые возможности для развития и совершенствования письменной коммуникации... Кроме того, современные технологии предоставляют возможность для более эффективной организации и структурирования письменных текстов. Текстовые редакторы, облачные сервисы и системы управления контентом позволяют нам создавать, редактировать и совместно работать над документами в режиме реального времени. Это способствует повышению качества и согласованности письменной коммуникации, особенно в рамках коллективной работы...” [1, 183].

“...Будущему специалисту важно не только уметь построить свое устное высказывание, отстаивать собственную позицию с соблюдением правил культуры речевого общения, но и уметь понимать чужую речь и адекватно реагировать на нее. Одной из важнейших задач высшей школы сегодня становится формирование готовности будущих специалистов к самообучению и проявлению творческой активности, имеющих навыки общения в деловой сфере, грамотно пишущих, умеющих пользоваться всеми средствами языка, т.е. готовых к будущей профессиональной деятельности... [2, 164].

Основная часть. Цифровые ресурсы для обучения методике русского языка будущих педагогов в КГУ им. И. Арабаева включают внедрение электронных журналов, использование цифровых платформ для автоматизации учебного процесса, а также применение проектного обучения для развития цифровых компетенций в профессиональной сфере. На занятиях также используются специальные задания, направленные на расширение словарного запаса и развитие языковых навыков на основе учебных и профессионально-педагогических текстов, что соответствует целям подготовки будущих учителей.

Цифровые ресурсы включают разнообразные материалы: электронные учебники, интерактивные презентации, обучающие видео, онлайн-тесты, образовательные платформы и симуляторы. Их использование в учебном процессе позволяет:

1. Повышать мотивацию студентов – интерактивные задания, визуальные иллюстрации и мультимедийные материалы делают обучение более увлекательным и понятным.

2. Развивать практические навыки – с помощью цифровых платформ студенты могут моделировать уроки, разрабатывать упражнения, анализировать учебные ситуации и получать мгновенную обратную связь.

3. Обеспечивать индивидуальный подход – электронные ресурсы позволяют адаптировать задания под уровень знаний каждого студента, стимулируя самостоятельное изучение и развитие критического мышления.

Использование Kahoot и Quizizz для проведения игровых викторин по темам «Орфография», «Пунктуация», «Методические приёмы»; применение LearningApps для создания интерактивных карточек, сопоставления понятий, сортировок и цепочек; демонстрация коротких видеофрагментов уроков из школьной практики, позволяющих сравнить разные методические подходы;

визуализация правил русского языка через инфографику, схемы и интеллект-карты, созданные в Canva или Miro;

Развивать практические навыки можно посредством цифровых платформ, которые дают возможность моделировать уроки, создавать упражнения, анализировать учебные ситуации и получать мгновенную обратную связь.

Примеры:

- создание студентами мини-уроков в виртуальных классах (Miro, Google Classroom), где они разрабатывают цель, структуру урока и цифровые задания;
- разработка собственных интерактивных упражнений по теме (например, задания на выбор правильной орфограммы в Wordwall или интерактивные диктанты);
- анализ педагогических ситуаций с использованием видеозаписей уроков, размещенных на образовательных каналах (YouTube EDU)
- выполнение практикумов по проектированию дидактических материалов в Canva, Publisher, Google Docs;
- использование онлайн-опросов (Forms, Mentimeter) для оперативной проверки понимания материала;
- работа в симуляторах уроков, где студенты тренируются применять методы объяснения, задавать вопросы, организовывать обратную связь.

Обеспечивать индивидуальный подход электронные ресурсы позволяют адаптировать задания под уровень знаний каждого студента, стимулируя самостоятельное изучение и развитие критического мышления.

Примеры:

- составление индивидуальных траекторий обучения в LMS Moodle, где студенту предлагаются задания по уровню сложности: базовые, продвинутые, творческие;
- использование адаптивных тренажёров (например, Яндекс.Учебник, RuTrenner), которые автоматически подбирают задания в зависимости от ошибок студента;
- возможность студенту выполнять задания в удобное время в Google Classroom, что учитывает темп и особенности восприятия материала;
- предоставление дополнительных материалов (видеолекции, схемы, статьи) для углублённого изучения темы;

- применение онлайн-тестов с разными уровнями сложности, позволяющих объективно оценить индивидуальные достижения;
- выполнение аналитических заданий, где студент должен оценить несколько цифровых инструментов, выбрать наиболее эффективный, аргументировать выбор — что развивает критическое мышление.

При изучении методики преподавания русского языка цифровые ресурсы помогают студентам овладеть как теоретическими знаниями, так и практическими умениями. Электронные конспекты и презентации позволяют структурировать материал, выделять ключевые аспекты грамматики, орфографии и пунктуации. Интерактивные тесты и тренажёры обеспечивают проверку знаний в режиме онлайн и помогают студентам выявлять слабые места. Видеоуроки и мастер-классы опытных педагогов дают возможность наблюдать реальные методы преподавания и педагогические приёмы в действии. Виртуальные классы и симуляции помогают моделировать уроки, планировать занятия и отрабатывать педагогические навыки без риска для реальных учеников.

Использование ИКТ и цифровых ресурсов в обучении будущих педагогов русского языка обеспечивает:

Интерактивность обучения – студенты активно вовлекаются в процесс, обсуждают, анализируют и создают собственные учебные материалы на занятии по теме «Орфограмма в корне слова» преподаватель использует сервис Kahoot: студенты соревнуются в прохождении мини-игры, обсуждают спорные ответы и совместно объясняют правильные варианты. В Miro студенты создают общую «интеллект-карту» урока по русскому языку, где каждый участник добавляет свои идеи, примеры слов, схемы и визуальные элементы.

Группа студентов разрабатывает интерактивный учебный модуль в LearningApps, создавая набор упражнений, которые затем тестирует другая группа. Эффективность усвоения знаний – визуальные, аудио- и интерактивные средства способствуют лучшему пониманию и закреплению материала. Преподаватель показывает видеофрагмент урока опытного учителя русского языка: студенты анализируют приёмы объяснения правила, фиксируют удачные моменты, предлагают улучшения. Использование интерактивных тренажёров по орфографии (Wordwall, Quizizz) помогает студентам закрепить правила: после выполнения упражнений платформа сразу отображает ошибки и пояснения.

На занятиях демонстрируются анимированные схемы по пунктуации: визуальная подача помогает студентам лучше понять логику постановки знаков препинания.

Подготовку к современной школьной среде – будущие учителя осваивают технологии, которые они смогут применять в собственной педагогической практике. Студенты учатся работать с электронным журналом и дневником, аналогичным тому, что используется в школах: выставляют оценки, заполняют темы уроков, пишут комментарии. Будущие педагоги пробуют проводить мини-уроки в виртуальном классе (Zoom или Microsoft Teams), тренируются

объяснять тему, показывать экран, использовать интерактивные доски. Студенты учатся создавать цифровые рабочие листы в Google Docs и делиться ими через Classroom — так они готовятся к реальному дистанционному или смешанному обучению.

Развитие критического мышления и творческих способностей – студенты учатся оценивать, систематизировать информацию и разрабатывать оригинальные подходы к обучению. На занятиях студенты анализируют несколько цифровых тренажёров по русскому языку и сравнивают их функциональность, аргументируют, какой сервис удобнее для учеников младших классов. Будущие педагоги создают авторские задания по русскому языку, например креативные диктанты, задания на развитие речевого мышления, интерактивные истории. Студенты выполняют проект: «Разработка цифрового урока». Они сами выбирают тему, подбирают ресурсы, создают мультимедийную презентацию, интерактивные задания и объясняют, почему выбрали именно такие методы.

Цифровые ресурсы становятся неотъемлемой частью подготовки будущих педагогов русского языка. Их применение в учебном процессе позволяет объединить теоретическую подготовку и практическое обучение, формировать профессиональные компетенции, развивать критическое мышление и творческие способности. Внедрение цифровых технологий в образовательный процесс способствует формированию современных, компетентных и уверенных в своих педагогических навыках специалистов, готовых к работе в современной школе.

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USEFUL TIPS TO WORK WITH TONGUE TWISTERS

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Түйін: Мақалада ағылшын тілінің бұралуымен жұмыс істеудің тиімді әдістері айтылу дағдыларын дамытудың маңызды құралы ретінде қарастырылады. Автор артикуляцияны жаттықтыру, дикцияны жақсарту, ұқсас дыбыстарды ажырату және еркін сөйлеуді арттыру үшін тіл бұралуын қолданудың артықшылықтарын сипаттайды. Тәжірибеде бірте-бірте, жүйелілік пен зейіннің маңыздылығына баса назар аударылады, сонымен қатар аудио материалдарды пайдалану, өз дауысыңызды жазу және ойын әдістерін қолдану бойынша кеңестер беріледі.

Резюме: В статье рассматриваются эффективные способы работы с английскими скороговорками как важным инструментом развития произносительных навыков. Автор описывает преимущества использования скороговорок для тренировки артикуляции, улучшения дикции, различения схожих звуков и повышения беглости речи. Подчеркивается значение постепенности, регулярности и осознанности в практике, а также приводятся советы по использованию аудиоматериалов, записи собственного голоса и игровых методов.

Tongue twisters have long been one of the most fascinating and entertaining ways to practice pronunciation in English. They are short phrases or sentences that contain a sequence of similar sounds and are difficult to articulate clearly and quickly. While they may seem like simple word games, tongue twisters actually play a very important role in language learning. They train the speech organs, improve pronunciation, help learners distinguish similar sounds, and make the process of mastering English more enjoyable.

When you first start working with tongue twisters, it is important to remember that speed is not the goal. Many learners make the mistake of trying to say them as fast as possible from the beginning. In reality, the best approach is to start slowly, focusing on accuracy and clarity of pronunciation. Each sound should be distinct and deliberate. Only after you feel confident pronouncing the words correctly should you try to increase your speed. Gradually, as your mouth muscles adapt, you will find yourself speaking faster without losing clarity [1].

Another useful tip is to break long tongue twisters into smaller parts. For example, if you are working with a phrase like “*She sells seashells by the seashore,*” start by pronouncing only the first few words several times: “*She sells seashells.*” Once this fragment becomes easy, add the next part. This method helps your brain and speech organs memorize the correct pattern step by step, reducing frustration and increasing efficiency.

It is also beneficial to listen to native speakers pronounce tongue twisters. Nowadays, you can find countless recordings and videos online. Listening carefully to how native speakers stress syllables and link sounds will help you imitate their rhythm and intonation. You may even notice that the difficulty of a tongue twister depends not only on the sounds themselves but also on the rhythm and stress pattern. Practicing with audio materials will make your pronunciation more natural and fluent

[2]. Recording yourself while practicing is another effective strategy. When you listen to your own speech, you can identify the exact places where you make mistakes. Sometimes, learners do not even realize they are mispronouncing certain sounds until they hear themselves. Try to compare your pronunciation with that of a native speaker, and repeat until you feel satisfied with the result. This self-evaluation method can significantly improve your articulation over time.

To make practice more enjoyable, you can turn tongue twisters into a game. Challenge yourself or your friends to see who can say a tongue twister the fastest without making mistakes. Use a timer, keep score, and celebrate progress. This playful approach not only motivates learners but also reduces the fear of making mistakes, which is crucial for developing confidence in speaking English.

It is also helpful to choose tongue twisters that focus on specific sounds that are difficult for you. For example, Russian speakers often struggle with distinguishing between [v] and [w], or [θ] and [ð]. You can find tongue twisters designed specifically to train these sounds, such as “*Three thin thieves thought a thousand thoughts*” or “*Whether the weather be fine or whether the weather be not.*” By repeating such phrases regularly, you will strengthen your ability to pronounce these sounds correctly in everyday speech [3].

In addition, pay attention to the movement of your tongue, lips, and jaw while practicing. Pronunciation is not only a mental skill but also a physical one. Tongue twisters help you become more aware of how your speech organs work. If you notice tension in your mouth or throat, try to relax and repeat the phrase slowly until your muscles adjust to the movement. Over time, your articulation will become smoother and more natural. A good idea is to combine tongue twisters with other pronunciation exercises. For instance, you can begin your practice session with breathing exercises, then move on to repeating vowel and consonant sounds, and finish with several tongue twisters. This sequence helps warm up your speech organs and prepare them for more complex sound patterns. Such regular practice can bring noticeable results even after a few weeks.

Finally, consistency is key. Just like in sports or music, improvement in pronunciation requires regular training. It is better to practice tongue twisters for five minutes every day than to spend an hour once a week. Short, frequent sessions keep your muscles in shape and help you develop muscle memory, which is essential for fluent speech.

In conclusion, tongue twisters are a powerful and enjoyable tool for improving English pronunciation. They train your articulation, enhance listening skills, and boost confidence in speaking. To work with them effectively, start slowly, focus on accuracy, record yourself, and practice regularly. Combine fun with discipline, and you will soon notice that your speech becomes clearer, smoother, and more expressive.

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IMPROVING METHODS FOR STIMULATING COGNITIVE ACTIVITY IN ENGLISH LANGUAGE LESSONS

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Түйін: Бұл мақала ағылшын тілі сабақтарында когнитивтік қызығушылықты арттыру әдістерін жетілдіруге арналған. Онда студенттердің когнитивтік белсенділігін ынталандырудың теориялық және практикалық аспектілері қарастырылады. Мақала интерактивті әдістерді, жобалық және зерттеу жұмыстарын қолдануды, сондай-ақ когнитивтік қызығушылықты дамыту үшін сандық технологияларды тиімді пайдалануды ұсынады. Ағылшын тілі сабақтарында пайдалануға арналған зерттеу нәтижелері, шығармашылық ойлау, дербестік және сыни ойлау қабілеттерін дамытуға көмектесетін оқыту әдістерін жақсартудың маңыздылығын дәлелдейді.

Аннотация: Статья посвящена вопросам повышения познавательной активности учащихся на уроках английского языка. Автор исследует теоретические принципы и практические стратегии, направленные на стимулирование когнитивных способностей учеников. В центре внимания – применение интерактивных технологий, проектно-исследовательских подходов и цифровых образовательных инструментов. Результаты исследования показывают, что развитие познавательной активности способствует формированию у студентов критического мышления, самостоятельности и творческого потенциала в процессе изучения английского языка.

The development of cognitive activity is one of the most essential objectives of modern education. In the context of English language teaching, stimulating cognitive activity means creating learning environments that encourage students to think critically, analyze, compare, and apply knowledge independently. Traditional methods, focused mainly on memorization and repetition, no longer meet the needs of 21st-century learners. The shift towards competency-based and learner-centered education requires teachers to adopt innovative approaches that foster active learning and cognitive engagement [1].

The purpose of this article is to analyze and improve methods of stimulating cognitive activity during English language lessons by integrating pedagogical innovations, technology, and research-based teaching strategies. Cognitive activity refers to the mental processes involved in acquiring, processing, and applying knowledge. According to constructivist theory, students actively construct meaning through interaction and reflection rather than passively receiving information. Scholars such as Bruner and Bloom emphasized that learning should engage higher-order thinking — analysis, synthesis, and evaluation.

In the field of language education, numerous studies have demonstrated that active cognitive engagement contributes to better language acquisition. Approaches such as communicative language teaching (CLT), task-based learning (TBL), and inquiry-based learning (IBL) are particularly effective in stimulating cognitive

processes [2]. Moreover, digital technologies — interactive platforms, gamified exercises, and online collaboration — create additional opportunities for active mental engagement.

This research is based on a qualitative analysis of pedagogical practices and experimental implementation of cognitive-stimulation techniques in English language lessons at a university level. The study involved 45 undergraduate students majoring in English Philology. Data were collected through classroom observation, student feedback, and teacher interviews. Several teaching strategies were tested [3]:

1. Problem-based learning (PBL): Students were given linguistic challenges requiring creative problem-solving.

2. Project-based learning: Learners worked in small groups to create presentations or research reports on cultural and linguistic topics.

3. Flipped classroom approach: Students studied grammar and vocabulary materials online before class and applied knowledge in communicative activities.

4. Use of digital tools: Integration of online quizzes (Kahoot), collaborative writing (Google Docs), and video discussions (Flipgrid) to promote interactive learning.

The findings revealed that the introduction of active learning methods significantly increased students' cognitive engagement and motivation.

- Cognitive development: Students demonstrated better analytical and problem-solving skills when exposed to problem-based and project-oriented tasks.

- Motivation: Interactive and digital methods made lessons more dynamic and personally meaningful.

- Autonomy: Learners became more independent in acquiring and applying linguistic knowledge.

- Critical thinking: Activities involving analysis and evaluation improved students' ability to reason and express opinions in English [4].

However, some challenges were observed — mainly related to time management, uneven participation levels, and the need for teacher training in the use of digital tools. To ensure sustainability, educators must balance innovation with pedagogical structure, provide clear instructions, and encourage reflective learning. Stimulating cognitive activity in English language lessons is essential for developing learners' intellectual potential and communicative competence. The integration of interactive, project-based, and technology-enhanced methods helps transform language learning from passive memorization into active intellectual exploration. Teachers should focus on designing tasks that require analysis, creativity, and collaboration, while maintaining a supportive environment for experimentation and reflection.

Future research should examine long-term effects of cognitive stimulation methods on language proficiency and explore how artificial intelligence and adaptive technologies can further enhance students' cognitive engagement.

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ИНТЕРАКТИВНЫЕ ФОРМЫ ОРГАНИЗАЦИИ ДЕЯТЕЛЬНОСТИ УЧАЩИХСЯ НА УРОКАХ ЛИТЕРАТУРНОГО ЧТЕНИЯ

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Түйін. Мақалада бастауыш және орта мектептегі әдебиеттік оқу сабақтарында оқушылардың оқу іс-әрекетін ұйымдастырудың интерактивті түрлері қарастырылады. Топтық жұмыс, пікірталас, квест, әдеби ойын, инсценировка және жобалық іс-әрекет сияқты интерактивті әдістердің оқушылардың оқу уәжін арттырудағы және оқырмандық құзыреттілікті қалыптастырудағы маңызы ашылады. Әдеби шығармаларды талдау мен түсінуде интерактивті технологияларды тиімді қолданудың педагогикалық шарттары талданады.

Summary. The article discusses interactive forms of organizing students' activities in literary reading lessons in primary and secondary schools. It explores the potential of interactive methods such as group work, discussions, quests, literary games, dramatizations, and project activities in developing reading competence and enhancing student motivation. The pedagogical conditions for the effective use of interactive technologies in reading and analyzing literary texts are also analyzed.

Современный урок литературного чтения требует перехода от репродуктивных методов обучения к активным, интерактивным формам, где ученик становится не пассивным слушателем, а активным участником образовательного процесса. В условиях цифровизации образования именно интерактивные формы помогают соединить обучение, общение и творчество в единую систему [1].

Интерактивное обучение предполагает постоянное взаимодействие «учитель – ученик» и «ученик – ученик», при котором формируются навыки самостоятельного анализа, интерпретации и оценивания художественного текста.

Главная цель таких уроков — развитие читательской активности, творческого мышления и коммуникативных умений учащихся [2].

Основные интерактивные формы работы на уроках литературного чтения
Работа в парах и группах.

Позволяет учащимся совместно искать решения, анализировать текст, обсуждать характеры героев и авторскую позицию. Такая форма развивает умение слушать, аргументировать и работать в команде.

Дискуссия и литературный спор.

Эффективна при обсуждении нравственных проблем произведения, поступков героев, альтернативных концовок. Формирует навыки критического мышления и речевой культуры.

Инсценировка (драматизация).

Способствует эмоциональному погружению в текст, развитию артистизма, интонационной выразительности речи и пониманию подтекста художественного произведения.

Литературные квесты и игры.

Включают элементы соревнования, поиска и исследования. Задания могут быть как традиционными (вопросы, загадки), так и цифровыми — с использованием интерактивных презентаций, QR-кодов, онлайн-платформ (LearningApps, Kahoot, Wordwall).

Проектная деятельность.

Итогом становится самостоятельный продукт: буклет, видеоролик, инсценировка, мини-исследование или презентация по произведению. Проектный подход развивает ответственность, умение планировать и презентовать результат.

Таблица 1 – Интерактивные формы и их педагогический потенциал

Интерактивная форма	Примеры заданий	Педагогический эффект
Групповая работа	Создание «карты героя», анализ эпизода	Развитие сотрудничества
Дискуссия	«Как бы я поступил на месте героя?»	Формирование критического мышления
Инсценировка	Постановка эпизода из произведения	Эмоциональное восприятие текста
Литературная игра	Викторина, кроссворд, квест	Повышение интереса к чтению
Проектная работа	Создание буклета или видео по книге	Развитие творческих навыков
Интерактивная форма	Примеры заданий	Педагогический эффект

Применение интерактивных форм способствует индивидуализации обучения: каждый ученик проявляет себя в посильной деятельности — кто-то анализирует, кто-то выступает, кто-то оформляет. В ходе такой работы формируются не только знания о тексте, но и личностное отношение к нему [3].

Интерактивные методы позволяют реализовать деятельностный и компетентностный подходы, заложенные в обновленном содержании образования. Они делают урок литературного чтения живым, динамичным, диалогичным, где дети не просто читают текст, а проживают его, осознают художественную и нравственную ценность произведения.

Таким образом, интерактивные формы организации деятельности учащихся на уроках литературного чтения являются эффективным инструментом формирования читательской культуры, коммуникативных и творческих компетенций школьников, способствуя развитию личности современного читателя XXI века.

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МҰХТАР ӘУЕЗОВТІҢ «АБАЙ ЖОЛЫ» ЭПОПЕЯСЫНЫҢ ӘЛЕМДІК ӘДЕБИЕТТЕГІ ОРНЫ

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Аннотация: Статья раскрывает значение эпоса Мухтара Ауэзова «Путь Абая» в контексте мировой литературы. Автор анализирует художественные и философские особенности произведения, определяющие его универсальную ценность и гуманистическую направленность.

Summary: The article examines Mukhtar Auezov's epic The Path of Abai and its place in world literature. It highlights the artistic and philosophical depth of the work, emphasizing its universal humanistic message and cultural significance.

Мұхтар Әуезовтің «Абай жолы» эпопеясы – қазақ әдебиетінің ғана емес, күллі түркі және әлем әдебиетінің алтын қорына енген ғажайып көркем туынды. Бұл шығарма арқылы қазақ әдебиеті ұлттық шеңберден шығып, әлемдік деңгейде мойындалған көркемдік құбылысқа айналды. Эпопеяның көркемдік-идеялық құрылымы, тарихи және философиялық тереңдігі, адамзаттық құндылықтарды бейнелеу ауқымы оны Лев Толстойдың «Соғыс және бейбітшілік», Рабиндранат Тагордың «Гора», Томас Маннның «Будденброктер әулеті» сияқты әлемдік классикалық шығармалармен деңгейлес етеді. «Абай жолы» – бір ұлттың рухани шежіресін жалпыадамзаттық гуманистік мазмұнмен өріп, ұлттық болмысты әлемдік мәдени кодқа енгізген эпопея.

Мұхтар Әуезовтің басты жаңалығы – қазақ қоғамының әлеуметтік, рухани және мәдени эволюциясын Абай бейнесі арқылы философиялық-эстетикалық деңгейде бейнелеуі. Жазушы XIX ғасырдың екінші жартысындағы қазақ даласының қоғамдық құрылымын, рулық қатынастар мен патриархалдық жүйенің ыдырауын, жаңаша ойлау мен гуманистік көзқарастың қалыптасуын тарихи тұрғыдан дәл әрі көркемдік тұрғыдан терең көрсетті. Бұл тұрғыдан алғанда, «Абай жолы» тек бір тұлғаның өмірі жайлы емес, тұтас бір ұлттың сана жаңғыруының көркем хроникасы болып табылады. Әуезов Абай тұлғасы

арқылы Шығыс пен Батыстың рухани әлемін тоғыстырды: бір жағынан, исламдық-шығыстық моральдық принциптер, екінші жағынан, еуропалық ағартушылық идеялар Абай ойының өзегіне айналып, өркениеттер тоғысының көркем моделін жасады.

Эпопеяның көркемдік құрылымындағы тағы бір жаңашылдық – халық өмірінің кең панорамасын суреттеу тәсілі. Әуезов реалистік дәстүрді сақтай отырып, эпикалық баяндаудың көпқырлылығын, оқиғалардың әлеуметтік-психологиялық тереңдігін қамтамасыз етті. Әрбір кейіпкер – белгілі бір қоғамдық типтің көрінісі. Абайдың рухани ізденісі мен ішкі тартыстары Құнанбай, Оразбай, Тәкежан сияқты тұлғалардың бейнесі арқылы айқындалып, сол дәуірдегі идеологиялық қарама-қайшылықтардың күрделі табиғатын ашады. Жазушының кейіпкерлерді типтендіру және даралау шеберлігі әлем әдебиетіндегі классикалық реализмнің биік деңгейіне сәйкес келеді. Осы тұрғыда Мұхтар Әуезовтің көркемдік шеберлігі мен психологиялық талдау тәсілдері Лев Толстой, Ф.М. Достоевский, Оноре де Бальзак сынды әлемдік реализм шеберлерінің дәстүрімен сабақтас.

Эпопеядағы тіл мен стиль мәселесі де әлем әдебиетінің назарын аударған ерекше құбылыс. Әуезов қазақ тілінің көркемдік мүмкіндігін барынша ашып, ұлттық поэтикалық дәстүрді прозалық формада жаңа деңгейге көтерді. Оның баяндау стилі ұлттық фольклор, шешендік өнер, халықтық мақал-мәтелдер мен поэтикалық теңеулердің бай қорына негізделген. Сонымен бірге, жазушының тілі философиялық және аналитикалық сипатқа ие, яғни ол тек оқиға баяндап қана қоймай, адамның ішкі дүниесін терең психологиялық талдауға ұластырады. Бұл тұрғыдан алғанда, «Абай жолының» көркем тілі қазақ прозасының жаңа синтаксистік және семантикалық үлгісін қалыптастырды. Әуезовтің стилі арқылы қазақ әдеби тілінің ғылыми, публицистикалық және көркем тармақтары байыды.

Шығарманың әлемдік әдебиеттегі орны ең алдымен оның универсалдық мазмұнымен айқындалады. Эпопеядағы басты идея – адам мен қоғам, рух пен материалдық дүниенің арақатынасы, әділет пен зұлымдық, білім мен надандық күресі. Бұл тақырыптар адамзаттың барлық дәуіріне тән. Сондықтан «Абай жолы» әлемнің көптеген тілдеріне аударылып, шетелдік әдебиеттанушылар тарапынан жоғары бағаланды. 1958 жылы роман КСРО атынан ЮНЕСКО-ның ұсынысымен «Дүниежүзілік әдеби мұра» тізіміне енгізілді. Америкалық сыншы Джордж Кеннан, француз зерттеушісі Р. Гийом және жапон ғалымы Х. Ямада эпопеяны «шығыстық ойшылдың тағдыры арқылы адамзат рухының биіктігін көрсеткен туынды» деп бағалаған. Бұл пікірлер Әуезовтің шығармашылығының шекарадан тыс қабылданғанын, қазақ әдебиетінің әлемдік өркениет контекстіне енуіне негіз болғанын дәлелдейді.

«Абай жолының» ғылыми маңыздылығы оның тарихи-мәдени реконструкциясында жатыр. Эпопея нақты тарихи оқиғаларға сүйенгенімен, оларды көркемдік модельдеу арқылы терең философиялық мәнге ие етеді. Әуезов қазақ қоғамының өткені мен болашағы туралы ғылыми пайым жасай отырып, әлеуметтік-психологиялық заңдылықтарды көркем мәтін арқылы

тұжырымдады. Бұл шығарма арқылы жазушы ұлттық болмыс пен тарихи жадтың өзара байланысын көрсетіп, көркем шығарманың социомәдени зерттеу нысанына айналуына жол ашты. Осы ерекшелігімен «Абай жолы» әдебиеттанудың интердисциплинарлық зерттеу объектісі ретінде құндылығын арттырды.

Әуезовтің эпопеясы әлем әдебиетіне шығыстық гуманизмнің жаңа қырын танытты. Ол адамгершілік пен әділет идеяларын ұлттық дүниетаным негізінде бейнелеп, Батыс әдебиетінде басым рационалдық көзқарастарға рухани тереңдікпен жауап берді. Бұл тұрғыда «Абай жолы» – өркениеттер диалогының көркем үлгісі. Роман-эпопеядағы рухани ізденіс, адамның өз «менін» табуға ұмтылысы XX ғасыр әдебиетінде кең тараған экзистенциалдық сарындармен үндеседі. Абайдың ішкі толғаныстары, өмір мәнін іздеу, адам мен қоғам арасындағы қайшылықтар Батыс әдебиетінің Сартр, Камю, Манн сияқты жазушыларының кейіпкерлерімен рухани жақындық табады. Осы арқылы Әуезовтің шығармасы ұлттық идеяны әмбебап философиялық деңгейге көтерді.

«Абай жолының» педагогикалық және мәдениеттанулық маңызы да зор. Эпопея тек көркем туынды емес, қазақ халқының этномәдени кодын сақтаған рухани энциклопедия іспетті. Онда халықтың тұрмыс-тіршілігі, әдет-ғұрпы, салт-дәстүрі, дүниетанымы кеңінен суреттеледі. Әуезовтің этнографиялық дәлдігі мен тілдік нақтылығы әлем зерттеушілерінің назарын аударып, қазақ халқының мәдени бейнесін ғылыми тұрғыдан тануға мүмкіндік берді. Бұл қасиеті арқылы роман әлем халықтарының рухани мұрасына қосылған шынайы мәдени үлес болып табылады.

Қорытындылай келе, Мұхтар Әуезовтің «Абай жолы» эпопеясы тек қазақ әдебиетінің ғана емес, сонымен қатар әлем әдебиетінің дамуына елеулі үлес қосқан шедевр болып табылады. Бұл шығарманың ерекшелігі – қазақ халқының рухани мәдениеті мен тарихи санасын терең, жан-жақты бейнелеуінде, Абай образын философиялық тереңдікпен көрсетуінде. Әуезовтің шығармашылық шеберлігі эпопеялық құрылым мен көркемдік әдістердің үйлесімінде, кейіпкерлердің психологиялық дәл бейнеленуінде, әлеуметтік және философиялық идеялардың шеберлікпен жеткізілуінде көрініс табады.

«Абай жолы» әлемдік эпопеялар дәстүрімен салыстырғанда да өз орны бар ерекше туынды ретінде бағаланады. Шығарма қазақ қоғамының XIX ғасырдағы тарихи дамуы мен мәдениеті арқылы адамзаттық құндылықтарды, бостандық пен әділеттік, білім мен тәрбие, моральдық жауапкершілік сияқты жалпыадамзаттық идеяларды жеткізеді. Бұл ерекшелігі Әуезовтің шығармасын тек ұлттық деңгейде ғана емес, жаһандық әдеби кеңістікте де маңыздылығын арттырады. Сонымен қатар, эпопеяның стилі, тілдік нақтылығы мен философиялық тереңдігі оны әлем әдебиетінің көрнекті эпикалық шығармалары қатарына қосады.

Ғылыми жаңалық тұрғысынан қарағанда, «Абай жолы» шығармасы қазақ әдебиетінің эпикалық дәстүрін жаңғыртып қана қоймай, оны әлемдік әдебиетпен диалогқа түсіру мүмкіндігін туғызды. Әуезовтің кейіпкерлері мен оқиғаларының әмбебаптығы, адамның рухани дамуы мен ішкі әлемін терең

көрсетуі шығарманың ғаламдық маңыздылығын дәлелдейді. Сонымен бірге, эпопея заманауи оқырман үшін де қызықты және өзекті болып табылады, себебі онда көтерілген мәселелер – адамгершілік, білім, әділет, қоғам мен жеке тұлғаның өзара байланысы – әр дәуірдің адамын толғандыратын тақырыптар.

Сондықтан, «Абай жолы» эпопеясы тек қазақ әдебиетінің ғана емес, бүкіл әлем әдебиетінің эпикалық дәстүрін байытатын туынды ретінде қарастырылуы тиіс. Бұл шығарманың мәні мен құндылығы ұлттық мәдениет пен тарихи санаға ғана емес, адамзаттық рухани тәжірибеге де қатысты. Мұхтар Әуезовтің еңбегі қазақ әдебиетін әлемдік әдеби кеңістікке танытып қана қоймай, оны зерттеу мен интерпретациялауда жаңа ғылыми ізденістерге жол ашты. Эпопеядағы философиялық, әлеуметтік және мәдени мәселелердің өзектілігі бүгінгі күнде де сақталып, әлемдік әдебиеттегі Абай бейнесінің маңызын арттырады.

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WAYS TO DEVELOP STUDENTS' NATIONAL CONSCIOUSNESS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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Түйіндеме: Бұл мақалада шетел тілін оқыту барысында студенттердің ұлттық санасын қалыптастырудың тиімді жолдары қарастырылады. Ұлттық сана – тұлғаның өз халқының мәдениеті мен рухани құндылықтарына деген құрметі мен сүйіспеншілігін білдіретін маңызды қасиет. Зерттеу барысында шетел тілін үйрену арқылы студенттердің ұлттық дүниетанымын кеңейту, мәдениетаралық қатынасқа дұрыс бағыт беру және ұлттық бірегейлікті сақтау әдістері талданған. Автор шетел тілін оқыту процесінде ұлттық материалдарды, фольклорды, мақал-мәтелдер мен дәстүрлі құндылықтарды пайдаланудың тиімділігін дәлелдейді.

Аннотация: В данной статье рассматриваются эффективные пути формирования национального сознания студентов в процессе изучения иностранного языка. Национальное сознание является важным показателем духовного и культурного развития личности, отражающим уважение к традициям и ценностям своего народа. В исследовании анализируются методы расширения национального мировоззрения студентов через изучение иностранного языка, а также пути сохранения национальной идентичности в условиях межкультурного общения. Автор подчеркивает значимость использования национальных материалов, фольклора, пословиц и традиционных ценностей на уроках иностранного языка.

The process of foreign language learning in the modern educational system goes beyond the development of linguistic competence. It plays a significant role in shaping students' worldview, fostering tolerance, and building respect for cultural diversity. However, one of the most important goals of education today is to ensure that while students become active participants in intercultural communication, they also preserve their sense of national identity and consciousness [1]. National consciousness forms the foundation of a person's spiritual and cultural existence, determining their moral position and attitude toward their homeland and heritage. In this context, developing students' national consciousness during foreign language learning becomes an essential pedagogical task that requires thoughtful integration of cultural and linguistic elements. Language and culture are inseparable. A language reflects the worldview, mentality, and traditions of a people, serving as a means of transmitting national values from generation to generation.

When students study a foreign language, they inevitably compare it with their mother tongue, which creates a natural opportunity to reflect on their own cultural identity. Teachers can use this potential to deepen students' understanding of their nation's heritage through comparative and intercultural learning activities. The aim is not to oppose one culture to another but to form an awareness of the unity of global and national values. Foreign language classes provide a rich environment for this purpose because they naturally involve cultural content [2]. Every new word, idiom, or grammatical form carries cultural meaning. For instance, studying English proverbs and comparing them with Kazakh or Russian ones helps learners see both universal wisdom and distinctive national features. When students analyze how different nations express similar ideas about family, friendship, or nature, they strengthen their appreciation of their own linguistic and cultural identity. Such comparisons lead to greater awareness of one's traditions, mentality, and history. In order to develop national consciousness effectively, teachers should integrate national and cultural materials into their lessons. These materials may include texts about national history, traditional customs, folklore, songs, and legends. For example, when teaching a foreign language, the teacher can ask students to translate or retell stories about national heroes, holidays, or moral lessons from folklore. Through this, students not only practice linguistic skills but also internalize cultural values that strengthen their sense of belonging. Learning a foreign language in such a way becomes a bridge between national and world cultures rather than a process of cultural assimilation [3].

The use of project-based learning can also be an effective method. Projects like “My Country through the Eyes of the World,” “Traditional Customs of My People,” or “National Symbols and Their Meanings” motivate students to explore their national culture and present it in a foreign language. Preparing such projects requires students to search for authentic materials, use language creatively, and reflect on their cultural identity. In addition, these projects develop communication, teamwork, and critical thinking skills. The process of presenting national culture in another language enhances pride in one’s heritage and helps students realize that national values can be shared and appreciated by others around the world. Another important approach is the integration of folklore and literature into the language classroom. Folk tales, epics, songs, and poems represent the spiritual and moral code of a nation. By studying these works in a foreign language, students can express national wisdom and creativity through new linguistic forms [4]. For instance, translating short Kazakh legends into English or writing essays about national traditions in a foreign language helps learners connect language learning with emotional and cultural experience. In this way, linguistic practice turns into cultural reflection and contributes to the preservation of national identity. Modern technologies also offer new opportunities to develop national consciousness. Multimedia tools such as videos, documentaries, and digital museums can make cultural learning more vivid and interactive. Teachers can use online platforms to organize virtual tours to national historical places or show English-language materials about Kazakhstan’s cultural heritage. After watching, students can discuss what they have learned, compare cultural symbols, and share their opinions in English. Such discussions encourage students to think critically about cultural identity and to present their own culture confidently in international contexts [5].

The development of national consciousness in the process of foreign language learning also depends greatly on the teacher’s role. The teacher acts as a mediator between two cultures, helping students find balance between openness to the world and loyalty to their roots. To achieve this, the teacher should create a learning environment where national pride and intercultural respect coexist harmoniously. Lessons should encourage students to share their personal experiences, express opinions about cultural phenomena, and recognize the value of cultural diversity. Teachers can also organize thematic events such as national language days, cultural exhibitions, and bilingual performances that showcase students’ talents and understanding of their culture in foreign languages. A crucial aspect of national consciousness is moral education. Foreign language classes can serve as a platform to discuss ethical topics such as responsibility, tolerance, respect, and patriotism. Through reading and discussing texts that deal with universal and national values, students learn to analyze the moral foundations of their culture and to relate them to global humanistic ideals. This helps them understand that love for one’s homeland does not contradict respect for other nations; rather, it complements it and enriches one’s personality. Developing national consciousness is also closely connected to the concept of intercultural competence. True intercultural communication does not mean losing one’s identity [6]. On the contrary, it requires deep knowledge of one’s own

culture in order to represent it adequately to others. A person who does not know their own traditions and cultural values cannot effectively participate in intercultural dialogue. Therefore, foreign language education must include content that allows students to speak about their country, its history, culture, and customs in the target language. This not only improves communicative competence but also builds confidence in one's national identity. In the process of learning a foreign language, students' motivation plays a vital role. When they see that language learning is connected with their culture and real life, their interest increases. Teachers can strengthen this motivation by showing how national identity can be expressed globally through language. For instance, learning English enables students to share information about Kazakh culture with people around the world, participate in international projects, and promote their national heritage abroad. This transforms language learning from a mechanical process into a meaningful and inspiring journey.

The psychological aspect of developing national consciousness through foreign language learning is also of great significance. Every individual forms their identity through language, as it shapes how they perceive the world and interact with others. When students study a foreign language, they subconsciously begin to compare the structures, expressions, and values embedded in that language with their own. This comparison stimulates critical thinking and helps them realize the uniqueness of their mother tongue and culture. In this process, the teacher's guidance is essential to help learners maintain a balance between admiration for foreign cultures and appreciation of their own heritage. It is important to show students that acquiring new cultural knowledge enriches, rather than replaces, their national identity. Psychologically, national consciousness gives students a sense of stability and belonging, which positively influences their motivation and confidence in learning [7]. A learner who feels pride in their culture becomes more open and self-assured in intercultural communication. Teachers can use this psychological connection by including reflection tasks where students write or talk about their national customs, family traditions, or local history in the foreign language. Such tasks integrate emotional, cognitive, and linguistic development, making learning more meaningful and personal. The social dimension of national consciousness development is equally important. In a globalized world, young people are constantly exposed to international media, technologies, and lifestyles that may influence their perception of values. Education must therefore serve as a counterbalance by strengthening moral and cultural foundations. By incorporating national topics into foreign language curricula, schools can prepare students not only as bilingual speakers but also as responsible citizens who can contribute to their nation's cultural representation on the international stage. In the social learning context, cooperation and discussion play a key role. Group projects, debates, and online cultural exchanges allow students to present their ideas about national identity to peers from other backgrounds. For example, organizing an online discussion between Kazakhstani and foreign students about "National Traditions and Modern Values" can stimulate cultural curiosity and mutual respect. Through such experiences, students realize that cultural dialogue is

not a competition but an opportunity for mutual enrichment. It also reinforces their pride and responsibility as representatives of their nation. Another aspect to consider is curriculum design. Foreign language education should not isolate linguistic instruction from cultural learning. Curriculum developers should include topics that reflect the learner's own culture alongside global themes. Textbooks and teaching materials can be enriched with bilingual texts, national proverbs, biographies of prominent national figures, and examples of traditional art or literature. This approach allows students to see their culture reflected in the learning process and encourages them to express their identity naturally through the target language. Teachers can also implement interdisciplinary projects that connect foreign language learning with subjects such as history, geography, or art. For instance, a project titled "Cultural Heritage of My Region" can involve researching local traditions, preparing bilingual presentations, and writing essays in a foreign language. This type of work develops students' analytical, creative, and linguistic skills simultaneously while nurturing cultural awareness [8].

The role of modern technologies cannot be overstated in the current educational landscape. Social media platforms and online learning environments provide opportunities for students to share their national culture globally. Creating blogs, podcasts, or videos about national customs and traditions in a foreign language can become an exciting educational experience. Through these digital projects, students not only practice the target language but also contribute to promoting their country's image internationally. Such initiatives foster digital literacy, intercultural competence, and a strong sense of national pride. Furthermore, language teachers should act as cultural ambassadors who model respect for their native traditions while demonstrating openness to global diversity. The personality of the teacher has a direct influence on students' attitudes toward culture and identity [9]. Teachers who show enthusiasm for their own national values inspire students to do the same. Therefore, teacher training programs should include courses that develop educators' intercultural awareness and ability to integrate national content into language teaching effectively. The pedagogical principle of "learning culture through language and language through culture" remains fundamental. Foreign language learning should never be reduced to grammar and vocabulary acquisition alone. It must engage students emotionally and intellectually, helping them understand that language is a living reflection of culture. This holistic approach allows students to develop both communicative competence and cultural intelligence.

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ENGLISH AS A GLOBAL LINGUA FRANCA: IMPACTS ON MINORITY LANGUAGES

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Түйін: Мақалада ағылшын тілінің жаһандық лингва франка ретіндегі рөлі мен оның ашылық тілдеріне әсері қарастырылады. Ағылшын тілінің таралуының нәтижесінде тілдердің ығысуы, заимствование, мәдени және білім беру мәселелері талданады. Сонымен қатар, ағылшын тілін меңгерудің пайдалы жақтары: білімге қол жеткізу, билингвизмді дамыту және тілдік сананы арттыру. Тепе-теңдік сақтау үшін стратегиялар ұсынылады.

Аннотация: Статья исследует влияние английского языка как глобальной лингва франка на меньшинственные языки. Рассматриваются последствия доминирования английского: языковая замена, заимствования, культурные и образовательные вызовы. Отмечаются положительные эффекты: доступ к знаниям, развитие билингвизма и повышение языковой осведомлённости. Предлагаются стратегии сохранения языкового разнообразия при глобальной интеграции.

English has established itself as the dominant global lingua franca, widely used in international business, science, education, media, and diplomacy. Its global reach has made it a key tool for communication across linguistic and cultural boundaries. While the spread of English has many practical advantages, it also raises critical questions about the status and vitality of minority languages. In multilingual societies, particularly those with historically marginalized languages, the predominance of English can have profound linguistic, cultural, and social consequences. This article examines the impact of English as a global lingua franca on minority languages, focusing on both potential benefits and challenges.

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In many communities, younger generations increasingly prefer English or dominant national languages over their heritage languages. This shift can lead to reduced intergenerational transmission and eventual language attrition. For example, minority languages in Central Asia, Africa, and South Asia face declining domains of use in education, media, and professional life due to the perceived utility of English.

Minority language speakers often incorporate English words into their speech, leading to hybrid forms and code-mixing. While this linguistic creativity can enrich the language, excessive borrowing may dilute traditional vocabulary and affect language norms [1].

Minority languages carry cultural, historical, and social identity. The dominance of English can unintentionally devalue these languages, creating social pressure to conform to global linguistic norms. This can lead to a sense of linguistic insecurity among speakers of minority languages and reduce cultural diversity.

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English proficiency provides minority language speakers access to international research, technological innovations, and educational resources that may not exist in their mother tongues.

Exposure to English does not necessarily lead to language loss. When properly balanced, multilingual education allows communities to maintain their heritage languages while acquiring English as a valuable skill.

The contrast between English and minority languages can raise awareness of linguistic diversity and inspire language revitalization initiatives. Communities may document, standardize, and promote their languages alongside English learning.

The rise of English as a global lingua franca is not without its risks. One of the primary challenges is **language shift**, where speakers gradually abandon their heritage language in favor of English. This phenomenon is particularly acute in urban areas, where professional opportunities, higher education, and social mobility often require English proficiency. For instance, in Kazakhstan, younger generations in major cities like Almaty and Nur-Sultan increasingly use English and Russian in academic and professional settings, sometimes at the expense of Kazakh in everyday communication [3].

Another challenge is **code-mixing and lexical borrowing**. While borrowing English terms can enrich minority languages, excessive integration of foreign words may alter the language's grammatical structures and stylistic norms. Examples in Kazakh youth speech include terms like *update*, *deadline*, *online*, and *startup*, which are increasingly used even in conversations among native speakers of Kazakh or Russian. Over time, this can create hybrid linguistic forms that diverge from traditional norms and reduce linguistic purity.

The **cultural dimension** is also significant. Minority languages are carriers of cultural knowledge, oral traditions, and social identity. The dominance of English may inadvertently convey a message that these local languages are less prestigious or

less useful in modern contexts. This can generate **linguistic insecurity**, particularly among younger speakers, and contribute to the gradual erosion of cultural heritage.

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Central Asia offers vivid examples of the interaction between English and minority languages. In Kazakhstan, the Kazakh language has experienced revitalization efforts since independence in 1991, yet English has grown in prestige among urban youth and professionals. The government promotes trilingualism—Kazakh, Russian, and English—as a strategy to integrate into global networks. In practice, this often leads to English dominating scientific, technological, and business domains, while Kazakh and Russian maintain social and cultural roles [4].

English as a global lingua franca provides undeniable benefits, including access to international knowledge, career opportunities, and global communication. Yet its dominance poses real challenges to minority languages, including language shift, code-mixing, and cultural devaluation. To preserve linguistic diversity while embracing English, societies need comprehensive strategies: multilingual education, community engagement, media representation, and governmental support. In regions like Central Asia, where multiple languages coexist, a balanced approach can ensure that English enhances opportunities without eroding cultural and linguistic heritage.

The coexistence of English with minority languages is both a challenge and an opportunity: it fosters multilingualism, cognitive flexibility, and global awareness, while highlighting the importance of preserving linguistic identity and cultural memory.

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THE ROLE OF INTERACTIVE TASKS IN ENHANCING STUDENTS' SOCIO-CULTURAL COMPETENCE IN FOREIGN LANGUAGE LEARNING: THEORETICAL AND PRACTICAL PERSPECTIVES

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Түйін: Мақалада шетел тілін оқытуда студенттердің әлеуметтік-мәдени құзыреттілігін дамытудағы интерактивті тапсырмалардың рөлі қарастырылады. Авторлар интерактивті әдістер мен тапсырмалардың мәдениетаралық қарым-қатынас дағдыларын жетілдіруге әсерін теориялық және тәжірибелік тұрғыдан сипаттайды.

Аннотация: В статье рассматривается роль интерактивных заданий в процессе обучения иностранному языку при формировании социокультурной компетенции студентов. Авторы анализируют теоретические основы и практические подходы к применению интерактивных форм обучения, направленных на развитие межкультурной осведомленности и коммуникативных умений.

This article explores the role of interactive tasks in enhancing students' socio-cultural competence in the context of foreign language learning. The study analyzes both theoretical foundations and practical approaches to implementing interactive methods that integrate linguistic and cultural dimensions of communication. The authors argue that socio-cultural competence should be considered a central component of communicative competence and demonstrate how interactive activities such as role-plays, case studies, project-based learning, and reflective discussions foster students' intercultural awareness, empathy, and communicative flexibility [1].

In the 21st century, the process of foreign language learning has shifted from the mastery of linguistic structures to the development of intercultural communication skills. Globalization, academic mobility, and international cooperation demand from students not only the ability to use a foreign language accurately but also to understand and respect cultural differences. In this context, the formation of socio-cultural competence becomes one of the key aims of language education. Socio-cultural competence refers to the learner's ability to interpret and act appropriately in intercultural communication. It involves understanding cultural norms, values, traditions, and behaviors, as well as demonstrating tolerance and flexibility in cross-cultural contexts. According to M. Byram (2020), intercultural competence is the ability to interact effectively with people from other cultures by developing critical cultural awareness and reflective thinking. Traditional methods of foreign language teaching, focused primarily on grammar and vocabulary, often fail to create conditions for authentic communication. Therefore, the introduction of interactive tasks into the learning process is a necessary step toward improving the effectiveness of socio-cultural education. [2] Interactive tasks not only engage students in meaningful communication but also encourage cooperation, creativity, and self-reflection. The aim of this article is to examine the theoretical foundations and practical implementation of interactive tasks that contribute to the enhancement of students' socio-cultural competence in foreign language learning.

The concept of socio-cultural competence has been widely discussed in pedagogical and linguistic research. It is closely connected with the theories of communicative competence proposed by D. Hymes, M. Canale, and M. Swain, who viewed language learning as a process of mastering not only linguistic but also pragmatic and sociolinguistic components. From the perspective of foreign language pedagogy, socio-cultural competence includes three interrelated components: the cognitive component, which represents knowledge of the culture, traditions, norms, and communicative behaviors of the target language community; the behavioral component, which is the ability to use language appropriately in culturally diverse situations; and the affective component, which reflects openness, tolerance, empathy, and a positive attitude toward cultural diversity. [3] Socio-cultural competence is also based on Vygotsky's socio-cultural theory, which emphasizes that learning occurs through interaction and social mediation. Language serves as a cultural tool that connects individual cognition with social experience. Therefore, interactive learning activities provide the ideal environment for developing both linguistic and socio-cultural skills.

Interaction plays a central role in communicative and socio-cultural language education. It transforms the classroom into a social space of cooperation where learners construct knowledge collectively. According to R. Ellis, interaction promotes language acquisition because it creates opportunities for negotiation of meaning, feedback, and modification of output. In the context of socio-cultural competence, interaction allows students to observe and analyze cultural patterns of communication, reflect on their own cultural assumptions, practice intercultural behavior in simulated or authentic situations, and develop empathy and tolerance toward other cultures. Interactive methods, therefore, are not just techniques but a pedagogical philosophy that views learners as active participants in constructing cultural meaning. [4]

The methodological literature provides various approaches to classifying exercises and tasks in foreign language teaching. Adapting classifications from I. V. Rakhmanov, E. I. Passov, and R. P. Milrud, we can identify several categories of interactive tasks for socio-cultural development. Role-playing tasks are one of the most effective forms of interactive learning. They reproduce real-life communication situations and allow students to try on different social and cultural roles. Examples include conversations at the airport, meeting foreign guests, or resolving cultural misunderstandings. Role-playing fosters empathy, spontaneity, and adaptability—key qualities of socio-cultural competence. Case studies introduce authentic or hypothetical intercultural problems that students must discuss and solve. For instance, a case might describe a business meeting between representatives of different countries with conflicting communication styles. Students identify the causes of misunderstanding and propose culturally appropriate solutions. This task develops analytical thinking and awareness of cultural diversity. Project-based learning encourages collaboration, creativity, and research. Students create group projects on topics such as national holidays, cultural symbols, or education systems in different countries. Projects usually result in a product such as a presentation, video, or poster,

and require integration of linguistic, cognitive, and socio-cultural knowledge. Discussions and debates on social or ethical topics provide opportunities to express opinions respectfully and understand different perspectives. They cultivate tolerance, argumentation skills, and respect for alternative viewpoints. Reflection is also an essential part of socio-cultural learning. Learners keep journals, write essays about intercultural experiences, or complete self-assessment checklists. Reflective tasks help students to evaluate their own attitudes and recognize cultural biases [5].

For interactive tasks to effectively develop socio-cultural competence, teachers should follow several methodological principles. First, cultural relevance: tasks should reflect authentic cultural contexts and promote real-life communication. Second, communicative purpose: each task must have a clear communicative goal related to the exchange of meaning, not just form. Third, collaborative learning: group and pair work should be used to create shared responsibility and peer interaction. Fourth, integration of skills: listening, speaking, reading, and writing should be developed simultaneously within one communicative framework. Finally, reflection and feedback: after each task, students should discuss what they learned about language, culture, and themselves. These principles ensure that interactive tasks serve as both linguistic and cultural learning tools.

To illustrate how interactive tasks can enhance socio-cultural competence, several examples demonstrate practical implementation for university students of English. The first activity, “Cultural Greeting Rituals,” aims to compare greeting behaviors across cultures and practice appropriate responses. Students watch short video clips showing greetings in different cultures, discuss appropriate behaviors, role-play intercultural meetings, and reflect on outcomes. The second activity, “Cultural Misunderstanding Case,” develops skills of identifying and resolving cultural conflicts. Groups receive a short story describing a misunderstanding between people of different cultural backgrounds, identify the cause, suggest solutions, and present their conclusions. The third activity, “Mini Research Project: Cultural Symbols,” encourages research and creativity. Students work in groups to explore cultural symbols such as food, clothing, or traditions in English-speaking countries, prepare a presentation or poster, and share findings. Finally, “Intercultural Reflection Journal” develops self-awareness and empathy by asking students to record weekly observations of new cultural facts and personal reflections [6].

Below are three sample exercises that can be applied in the classroom to strengthen students’ socio-cultural competence through interactive practice.

Exercise 1. “Different Eyes”

Objective: To help students recognize cultural relativity and avoid ethnocentric judgments. Procedure: The teacher presents short descriptions of common social situations (e.g., being late, refusing food, avoiding eye contact). Students work in pairs to discuss how such behaviors are perceived in their own culture and in an English-speaking country. Each pair presents their conclusions to the class. A group reflection follows on how misunderstanding can arise from cultural differences in interpretation. Expected result: Students learn to analyze behavior from multiple

cultural perspectives and become more tolerant of differences in communication styles.

Exercise 2. “Lost in Translation”

Objective: To raise awareness of cultural nuances in verbal and non-verbal communication. Procedure: Students watch a short scene from a movie or a recorded dialogue where a misunderstanding occurs because of cultural differences. They identify the phrases, gestures, or tone that caused confusion, then reenact the scene by correcting the communication using culturally appropriate expressions. Expected result: Learners develop sensitivity to contextual meanings, non-verbal cues, and politeness strategies typical of English-speaking cultures.

Exercise 3. “Global Citizens Forum”

Objective: To integrate language, culture, and critical thinking in a collaborative setting. Procedure: The teacher organizes a simulated international forum on global issues such as environmental protection, gender equality, or digital communication. Each group represents a country and must express its viewpoint according to cultural values and communication traditions. Students prepare their statements, conduct debates, and summarize agreed decisions. Expected result: Students practice expressing opinions in culturally diverse settings, develop teamwork and leadership skills, and experience intercultural negotiation firsthand.

The implementation of interactive tasks brings several pedagogical benefits. Students’ motivation and engagement increase as they become active participants rather than passive recipients of information. Learning becomes meaningful through authentic communication. Interactive tasks involve both cognitive and emotional aspects, fostering deep learning. They integrate all language skills and promote soft skills such as cooperation, leadership, and empathy. Moreover, interactive tasks align with the principles of experiential learning, according to which knowledge is created through the transformation of experience. Students learn not by memorizing cultural facts but by living through intercultural experiences in the classroom.

Despite their effectiveness, interactive tasks also present challenges. Teachers may lack training in intercultural methodology, classroom time may be limited, and student participation may vary. Authentic materials may be insufficient. To overcome these challenges, teachers need professional development in intercultural communication, gradual integration of interactive activities into curricula, and use of digital platforms such as Padlet, Kahoot, or Google Classroom to support collaboration. Continuous assessment should focus on the learning process as much as on outcomes [7].

Interactive tasks play a crucial role in developing students’ socio-cultural competence in foreign language learning. They create authentic communicative environments where learners not only practice linguistic forms but also explore cultural meanings, reflect on attitudes, and engage in collaboration. The integration of theory and practice in interactive methodologies ensures that students acquire not only knowledge of the target language but also the intercultural mindset necessary for global citizenship. By applying the principles of cultural relevance, communication,

collaboration, and reflection, educators can transform the language classroom into a model of intercultural interaction. As a result, learners become more open-minded, empathetic, and competent in navigating the complexities of multicultural communication.

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THE ROLE OF COMMUNICATIVE COMPETENCE IN DEVELOPING FOREIGN LANGUAGE PROFICIENCY

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Түйіндеме: Бұл мақалада шетел тілін үйретуде интерактивті диалогтық әдістердің маңызы мен олардың оқушылардың коммуникативтік дағдыларын дамытудағы рөлі қарастырылады. Диалогтық практикалар арқылы оқушылардың өз ойын еркін жеткізуі, тілдік қарым-қатынас мәдениетін қалыптастыруы және сөйлеу белсенділігінің артуы талданады. Сондай-ақ, тиімді интерактивті әдістер мен мұғалімнің бағыттаушы рөліне назар аударылады.

Аннотация: В данной статье рассматривается значение интерактивных диалоговых практик в процессе обучения иностранному языку и их роль в развитии коммуникативных навыков учащихся. Анализируется, как диалог способствует свободному выражению мыслей, формированию речевой культуры и повышению активности говорения. Особое внимание уделяется эффективным интерактивным методам и направляющей роли преподавателя.

The development of communicative competence plays a crucial role in achieving proficiency in a foreign language. Communicative competence represents the learner's ability to use language appropriately in various social and cultural contexts. It combines linguistic knowledge with the ability to understand meaning, express thoughts clearly, and interact effectively with others. The article explores the essence of communicative competence, its components, and its importance in the modern process of teaching foreign languages. Furthermore, it examines pedagogical approaches and classroom strategies that can be employed to develop this competence, emphasizing the significance of communicative methods, digital tools,

and intercultural awareness in foreign language education. In the context of globalization, the ability to communicate effectively in a foreign language has become one of the key competencies of a modern specialist. Foreign language proficiency is no longer limited to knowing grammatical rules or vocabulary; it involves the capability to use language as a tool for real communication. Communicative competence, therefore, is considered the most important indicator of successful language learning. It enables learners to participate in social interactions, express themselves appropriately, and interpret messages in a variety of contexts [1].

The concept was first introduced by Dell Hymes in the 1970s, who argued that knowing a language means knowing how to use it. Later, scholars such as Canale and Swain elaborated the model of communicative competence, identifying its main components—linguistic, sociolinguistic, discourse, and strategic competence. These components together ensure effective and meaningful communication. Modern foreign language teaching methodologies are largely based on communicative principles, which aim to develop not only accuracy but also fluency and pragmatic ability [2].

Communicative competence consists of four interrelated components. The first is linguistic competence, which includes grammatical accuracy, vocabulary knowledge, and correct pronunciation. Without this foundation, meaningful communication is difficult to achieve. The second component is sociolinguistic competence, which refers to the ability to use language appropriately according to the social situation, considering factors such as formality, politeness, and cultural norms. The third component is discourse competence, which ensures coherence and cohesion in speech or writing, allowing learners to produce and understand extended stretches of language. The final component, strategic competence, involves the use of verbal and non-verbal strategies to overcome communication difficulties, such as paraphrasing, asking for clarification, or using gestures [3].

Developing communicative competence requires a shift from traditional teacher-centered instruction to learner-centered, interactive approaches. Communicative Language Teaching (CLT) has become one of the most effective methodologies in achieving this goal. It emphasizes authentic communication, meaningful use of language, and collaborative learning. In CLT-based classrooms, students participate in activities such as role plays, problem-solving tasks, simulations, interviews, and discussions that reflect real-life communication. These activities encourage learners to express their own ideas and opinions while practicing various language functions. The teacher's role transforms from that of an information provider to a facilitator, creating conditions for natural interaction [4].

Another effective approach for developing communicative competence is task-based language teaching (TBLT). This method focuses on the completion of meaningful tasks that require communication to achieve specific outcomes. Tasks such as planning a trip, conducting surveys, or organizing events motivate students to use the language purposefully. The emphasis is on meaning rather than form, allowing learners to focus on fluency before accuracy. Over time, through feedback and reflection, accuracy is improved naturally. The integration of digital technologies

into the learning process has opened new opportunities for enhancing communicative competence. Online platforms, video conferencing tools, and social networks provide learners with authentic contexts for communication and exposure to native speakers. Virtual exchanges, online discussions, and collaborative projects promote intercultural understanding and real-time interaction. Moreover, digital tools such as language learning apps and virtual classrooms support individualized learning, enabling students to practice listening, speaking, reading, and writing skills in engaging ways [5].

An essential dimension of communicative competence is intercultural competence. Language and culture are inseparable, and successful communication depends not only on linguistic accuracy but also on cultural awareness. Understanding the traditions, values, and communication styles of other cultures prevents misunderstandings and promotes mutual respect. Teachers should incorporate cultural materials—films, songs, authentic texts, and discussions on cultural differences—into their lessons to help students build sensitivity and adaptability. Assessment of communicative competence should also reflect the multifaceted nature of communication. Traditional written tests are insufficient; therefore, alternative assessment methods such as oral interviews, presentations, portfolios, and peer evaluations are more effective. These methods allow teachers to evaluate how well students can apply their linguistic knowledge in communicative contexts. Self-assessment plays an important role as well, as it helps learners reflect on their progress and set goals for improvement [6].

Another important factor in developing communicative competence is motivation. Students who are motivated by meaningful goals, such as studying abroad, traveling, or working in international environments, tend to achieve higher levels of proficiency. Teachers should create a supportive and positive learning atmosphere that fosters confidence and reduces anxiety. Encouraging student autonomy and giving them opportunities to make decisions about their learning further enhances motivation and engagement. The teacher's professional competence also influences the success of communicative language teaching. Instructors must possess strong language skills, pedagogical knowledge, and cultural awareness to effectively guide students. Continuous professional development, participation in workshops, and collaboration with colleagues help teachers stay updated with modern methodologies and technologies [7].

Communicative competence is a central component of foreign language proficiency, encompassing linguistic, sociolinguistic, discourse, and strategic abilities. Its development ensures that learners can use a foreign language not only correctly but also appropriately and effectively in real-life communication. Modern foreign language teaching should prioritize communicative methods that promote interaction, autonomy, and cultural understanding. The use of technology, authentic materials, and interactive activities contributes to creating meaningful learning experiences. To achieve success, educators must combine theoretical knowledge with practical application, fostering an environment where language serves as a real means of communication rather than a mere academic subject. Ultimately, the formation of

communicative competence prepares students to participate confidently in global dialogue and to function effectively in multicultural settings [8].

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MODERNIZING THE AUDIOLINGUAL METHOD: DIGITAL TOOLS AND INTERACTIVE DRILLS FOR DEVELOPING PROFESSIONAL-COMMUNICATIVE COMPETENCE

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Түйіндеме: Бұл мақалада ағылшын тілін оқыту әдістемесінің студенттердің өздігінен білім алу дағдыларын дамытудағы рөлі қарастырылады. Мақалада оқушының дербестігін арттыруға бағытталған әдістер, технологиялық құралдарды қолдану және мұғалімнің жетекші рөлі баяндалады. Сонымен қатар, тіл үйренудегі жауапкершілік пен шығармашылық ойлаудың маңыздылығы атап өтіледі.

Аннотация: В данной статье рассматривается значение методики преподавания английского языка как инструмента развития у студентов навыков самостоятельного обучения. Описаны методы, направленные на развитие автономии учащихся, роль технологий в обучении и трансформация роли преподавателя. Также подчеркивается важность ответственности и критического мышления в процессе изучения языка.

Language education in the 21st century has undergone a fundamental transformation under the influence of digitalization, globalization, and the demand for professional communication skills. Learners are expected not only to understand grammar and vocabulary but also to engage fluently and confidently in real-world professional settings. In this context, foreign language teaching methodologies must adapt to changing needs by incorporating both accuracy-oriented and communication-oriented principles. The Audiolingual Method (ALM), despite being considered outdated by some educators, possesses several enduring features that remain relevant today. Its emphasis on repetition, pronunciation accuracy, listening comprehension, and automatization of speech patterns aligns with the goals of

professional communication. The main limitation of ALM was its mechanical, teacher-centered approach and lack of authentic interaction. However, with the integration of modern technologies—such as digital language labs, speech recognition systems, and gamified drills—these weaknesses can be mitigated [1].

The Audiolingual Method emerged in the 1940s in the United States, primarily influenced by behaviorist psychology and structural linguistics. The method was originally designed for rapid language training of military personnel during World War II. According to Richards and Rodgers, ALM was based on the idea that language learning is a process of habit formation. Correct repetition and reinforcement of linguistic patterns were considered essential for mastering a foreign language. Drills such as “substitution,” “transformation,” and “repetition” were central to the method. Students listened to dialogues, repeated sentences, and practiced grammatical structures until they became automatic. The teacher’s role was to provide accurate models of pronunciation and immediate correction of errors [2].

However, in the 1970s, the emergence of communicative language teaching (CLT) shifted the focus from mechanical repetition to meaningful interaction. Critics such as Brown argued that ALM failed to develop learners’ ability to use language in authentic communicative situations. As a result, it gradually declined in popularity. Despite its limitations, recent studies have shown a revival of interest in ALM principles, particularly in pronunciation, speaking, and listening instruction. Kumar emphasizes that the method’s systematic structure can serve as a foundation for digital learning environments. Similarly, Lee highlights that AI-based feedback systems replicate the immediate correction aspect of ALM, which helps learners internalize correct speech habits. Modern researchers propose that ALM can be reimaged within digital ecosystems where repetition and pattern practice are delivered through interactive tasks, voice recognition, and gamified feedback loops. The integration of ALM with technology enhances learner autonomy while maintaining structured skill development. Professional-communicative competence refers to a learner’s ability to use language appropriately and effectively in professional contexts, such as business negotiations, presentations, or academic discussions. This study employs a qualitative-descriptive approach to analyze how digital tools can be incorporated into the traditional Audiolingual framework [3].

Data were collected from previous experimental studies, digital language-learning platforms, and classroom practices that applied modernized ALM techniques. Digital technologies provide opportunities to modernize ALM while addressing its former weaknesses. Speech recognition software offers learners real-time pronunciation evaluation, similar to the teacher’s corrective role in traditional classrooms. For instance, Elsa Speak measures intonation, stress, and rhythm, providing personalized feedback—a key element in forming correct speech habits. Gamified applications such as Duolingo and Babbel use pattern drills embedded in communicative contexts. These platforms transform repetitive exercises into engaging, interactive challenges, which increase learners’ motivation and reduce the sense of monotony often associated with the ALM [4].

Modernized ALM incorporates digital drills that simulate authentic professional situations. Learners can practice dialogues related to business meetings, customer service, or academic presentations. Through virtual reality and augmented reality environments, learners can experience simulated real-world interactions while maintaining the structured pattern-based practice typical of ALM. Interactive multimedia also allows for multimodal learning. Audio, text, and visual cues are combined to reinforce vocabulary, pronunciation, and grammar simultaneously. This multimodal approach ensures that learners develop holistic communicative competence. The integration of ALM and digital tools contributes to the formation of professional-communicative competence in several ways: Accuracy: Speech recognition and feedback tools help learners correct pronunciation and grammar errors automatically. Gamified drills encourage spontaneous speech production in professional contexts. Confidence: Repetitive practice in digital environments builds automaticity, reducing anxiety during real-life communication [5].

Motivation: Interactive platforms provide instant rewards, progress tracking, and competitive elements that sustain engagement. Teachers' roles in the modernized ALM environment evolve from controllers to facilitators. Instructors design structured tasks while technology provides immediate feedback. This model allows learners to practice individually at their own pace while maintaining the pedagogical rigor of ALM. Furthermore, integrating ALM with digital platforms supports blended learning models, combining face-to-face and online instruction. Such models are particularly effective in higher education, where professional communication is a core competency [6].

The modernization of the Audiolingual Method through digital tools offers a powerful solution for bridging the gap between accuracy-oriented and communication-oriented approaches in language education. By integrating interactive drills, AI-based feedback systems, and gamified applications, educators can preserve the strengths of ALM—habit formation and pronunciation accuracy—while overcoming its traditional limitations. This blended pedagogical model aligns with the demands of the modern professional world, where clear and confident communication is a vital skill. Digital audiolingual practices foster both linguistic competence and digital literacy, preparing learners for the realities of globalized communication. Future research should further explore empirical outcomes of this integration, particularly in specific professional domains such as business English, medical communication, or intercultural negotiation.

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THE INFLUENCE OF MUSICAL AND CINEMATIC CONTENT ON THE ENGLISH LANGUAGE LEARNING PROCESS

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Түйін: Бұл мақала музыкалық және кинематографиялық мазмұнның ағылшын тілін оқыту процесіне әсерін зерттеуге арналған. Мақалада әндер мен фильмдердің тыңдауды, айтылуды, сөздік қорын және студенттердің қарым-қатынас дағдыларын дамытуға әсер ету ерекшеліктері қарастырылады. Мультимедияның мотивациялық рөліне және олардың тілді тиімдірек және табиғи меңгеруге ықпал ететін шынайы тілдік ортаны құру қабілетіне ерекше назар аударылады.

Резюме: Данная статья посвящена изучению влияния музыкального и кинематографического контента на процесс обучения английскому языку. В статье рассматриваются особенности воздействия песен и фильмов на развитие аудирования, произношения, словарного запаса и коммуникативных навыков студентов. Особое внимание уделяется мотивационной роли мультимедиа и их способности создавать аутентичную языковую среду, способствующую более эффективному и естественному усвоению языка.

In modern foreign language pedagogy, the use of multimedia resources has become an indispensable component in creating a rich and engaging learning environment. Among the various types of media, musical and cinematic content stand out as particularly powerful tools for shaping and enhancing the English language learning process. Their effectiveness lies in their ability to immerse students in authentic linguistic situations, stimulate emotional engagement, and provide multisensory input that supports deeper and more natural acquisition of language skills. As the world becomes increasingly interconnected and media-driven, students are continuously exposed to global cultural products—songs, music videos, films, and series—many of which are in English. Integrating these resources into classroom practice allows educators to harness students' existing interests and turn them into pedagogical advantages.

Music plays a significant role in cognitive and linguistic development. Neurolinguistic research demonstrates that musical rhythm and melody activate memory processes, improve auditory perception, and support phonological awareness. When learners listen to songs in English, they encounter authentic pronunciation, intonation, and stress patterns that are often simplified or artificially constructed in textbook dialogues. Songs provide a unique linguistic environment where words and phrases are repeated, exaggerated, or embedded in memorable melodic structures. This repetition strengthens lexical retention and helps students internalize grammatical constructions more effortlessly. Moreover, songs often

contain colloquial expressions, contractions, and idiomatic language that mirror everyday speech, allowing students to absorb natural linguistic patterns that go beyond formal classroom materials. Singing along further encourages learners to practice articulation, experiment with pronunciation, and develop fluency without the fear of making mistakes [1].

The emotional dimension of music is another essential factor in language learning. Listening to songs creates a positive affective atmosphere that reduces anxiety and increases motivation. An emotionally charged environment promotes deeper cognitive engagement and supports long-term memory retention. When students form personal associations with specific songs, the linguistic content becomes more meaningful and easier to recall. In addition, songs can be used to introduce cultural themes, social issues, historical events, and personal stories, thereby enriching the learning experience and making it more relevant. Music also fosters creativity: students can analyze lyrics, reflect on messages, discuss interpretations, or even create their own verses, which promotes critical thinking and enhances productive language skills.

Cinematic content, including feature films, documentaries, TV shows, and animated series, offers an equally valuable and, in some aspects, even more comprehensive platform for teaching English. Films present language in a dynamic, context-rich environment, where verbal communication is supported by visual cues such as facial expressions, gestures, body language, setting, and interpersonal interactions. This multimodal input allows learners to grasp the meaning of unfamiliar words through context, even if their linguistic proficiency is limited. Exposure to natural dialogue helps students understand real conversational speech, including varied accents, speaking speeds, emotional tones, and pragmatic features. Films demonstrate how language is used in different social situations: formal and informal conversations, arguments, negotiations, jokes, and emotional exchanges. This broadens students' understanding of discourse patterns and helps them develop pragmatic competence, which is crucial for effective communication [2].

Cinematic materials also cultivate students' listening comprehension skills. Real speech in films is authentic: it includes pauses, false starts, overlaps, intonation shifts, and reduced forms of words. These elements differ significantly from the clean, scripted audio recordings typically found in textbooks. By watching films regularly, learners gradually adapt to these natural features of spoken English, improving their ability to understand native speakers in everyday situations. Subtitles can serve as a valuable scaffold, allowing students to compare written and spoken forms of language. Over time, learners can progress from watching with native-language subtitles to English subtitles, and finally to watching without subtitles, which reflects substantial improvement in listening proficiency.

Additionally, films contribute significantly to cultural awareness—an essential component of language education. Through cinematic content, students are introduced to the customs, values, humor, traditions, and social norms of English-speaking societies. They observe how characters interact, resolve conflicts, express emotions, and navigate cultural expectations. This exposure helps learners develop

intercultural competence, enabling them to interpret linguistic meaning within cultural contexts and avoid misunderstandings in real communication. Cultural immersion through films also enhances students' intrinsic motivation, as they become more curious about the English-speaking world [3].

From a methodological standpoint, musical and cinematic content greatly enrich the learning process when used strategically. Pre-listening and pre-viewing tasks can activate background knowledge, introduce key vocabulary, and prepare students for comprehension. During the activity, teachers may focus learners' attention on specific linguistic or cultural elements, using guided questions, cloze exercises, selective listening, or prediction tasks. Post-listening and post-viewing activities offer opportunities for reflection, discussion, creative output, and language production. For example, after watching a film segment, students may engage in role-plays, write summaries, reinterpret scenes, or debate characters' decisions. Such communicative tasks turn passive listening into active language use, strengthening speaking and writing skills.

One of the most significant advantages of using songs and films in English language learning is the enhancement of student motivation. Modern learners, especially digital natives, are deeply connected to multimedia culture. By incorporating content that resonates with students' interests—popular songs, trending films, or well-known series—teachers create a bridge between classroom learning and students' everyday lives. This connection fosters positive attitudes toward the language, makes learning enjoyable, and encourages students to continue engaging with English outside of class. Informal exposure, such as listening to music or watching films in English at home, reinforces classroom learning, provides additional practice, and accelerates language acquisition.

Technological advancements have broadened pedagogical possibilities even further. With the availability of streaming platforms, online lyrics databases, interactive video tools, and mobile applications, students can personalize their learning experience and practice independently. They can listen to slowed-down audio, repeat sections, analyze subtitles, or even participate in fan communities where English is the primary medium of communication. Teachers can use technology to create customized tasks, such as extracting audio clips, designing lyric-based quizzes, or building film-inspired speaking activities. Such tools enhance accessibility and offer valuable support for differentiated learning.

Despite their many benefits, the use of musical and cinematic content also requires careful selection and planning. Teachers must consider the linguistic complexity, thematic relevance, cultural appropriateness, and age suitability of the materials. Overly complex films may overwhelm beginner learners, while songs with unclear articulation may cause frustration. Therefore, matching the material to the proficiency level and learning goals is essential. When used effectively, these resources become powerful complements to traditional methods, promoting holistic development of language skills.

In conclusion, musical and cinematic content significantly influences the English language learning process by providing authentic linguistic input, stimulating

emotional and cognitive engagement, and fostering cultural understanding. Songs enhance memory, pronunciation, and intuitive language acquisition, while films immerse learners in real communicative contexts and strengthen listening and speaking skills. Both forms of media boost motivation and transform the learning environment into a dynamic, enjoyable, and culturally rich space. When strategically integrated into the curriculum, musical and cinematic materials become essential tools that not only improve language proficiency but also cultivate learners' creativity, critical thinking, and intercultural competence. Their impact extends beyond classroom boundaries, shaping a lifelong connection to the language and promoting continuous, self-directed learning.

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ҚАЗІРГІ ҚАЗАҚ ПОЭЗИЯСЫНДАҒЫ ЖАСТАР ҮНІ

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Резюме: современная казахская поэзия представляет собой динамичное художественное пространство, в котором ярко звучит голос молодого поколения. Молодые поэты XXI века выражают в своих произведениях духовные поиски, социальные переживания и мировоззренческие ориентиры современной молодежи. Их поэтическое слово отражает стремление к свободе, индивидуальности и культурной самобытности.

Summary: modern Kazakh poetry represents a dynamic artistic field in which the voice of youth resonates vividly. The young poets of the 21st century express in their works the spiritual quest, social concerns, and worldview orientations of the modern generation. Their poetic language embodies the desire for freedom, individuality, and cultural authenticity.

Keywords: modern Kazakh poetry, youth poetry, poetic consciousness, cultural identity, spiritual values, individuality, national literature.

Қазіргі қазақ поэзиясы – ұлттық әдебиеттің ең белсенді, серпінді және шығармашылық тұрғыда жаңарып келе жатқан саласы. ХХІ ғасырдың екінші және үшінші онжылдығында әдеби кеңістікте жаңа есімдер легі қалыптасты. Бұл буын өкілдерінің шығармашылық ізденістері, көркемдік ойлау ерекшеліктері мен дүниетанымдық бағдарлары тәуелсіздік дәуірінің рухымен, жаһандану заманындағы адам мен қоғам арасындағы қатынастардың күрделілігімен астасып жатыр. Сол себепті қазіргі қазақ поэзиясындағы жастар

үні – бұл тек жаңа эстетикалық бағыт емес, сонымен бірге ұлттық сана мен рухани жаңғыру үдерісінің көрінісі, жаңа заманның мәдени коды.

Жастар поэзиясы – қоғамдық және рухани кеңістіктің айнасы. Ақындар шығармашылығынан замандас ұрпақтың ойы, көзқарасы, өмірлік ұстанымы мен құндылықтар жүйесі айқын сезіледі. Әдебиеттанушы С. Қирабаев «қоғамның идеялық тынысын, заманның әлеуметтік шындығын ең алдымен поэзия арқылы тануға болады» деп атап көрсеткен. Осы тұрғыдан алғанда қазіргі жастар поэзиясы қоғам мен адам, ұлт пен уақыт арасындағы байланыстарды поэтикалық тұрғыдан бейнелеудің жаңа формасына айналды.

Жаңа буын ақындар шығармашылығындағы ең басты ерекшелік – жеке тұлғаның еркіндігі мен ішкі дүниесінің күрделілігі. Бұрынғы дәуірлерде ұжымдық сана, қоғамдық идеалдар алдыңғы орынға шықса, қазіргі жастар шығармашылығында «Мен» ұғымы, адамның ішкі психологиялық әлемі, сезім мен ойдың диалектикасы бірінші қатарға қойылады. Бұл құбылыс әлем әдебиетінде байқалып отырған постмодернистік және экзистенциалистік үрдістермен үндес.

Әдебиеттанушы Г. Елеукенова қазіргі поэзия туралы сөз ете отырып, «жаңа ғасыр поэзиясы – рухани ізденіс пен көркемдік еркіндіктің кеңістігі» деп жазады. Шынында да, бүгінгі жастар поэзиясы дәстүрлі өлең өлшемінен шығып, мазмұн мен форма тұрғысынан жаңаруда. Ақындар верлибр, прозалық поэма, поэтикалық эссе сияқты жаңа жанрлық үлгілерді еркін қолданады. Бұл – поэтикалық форманың өзгеруі ғана емес, дүниетанымның, көркем ойдың трансформациясы.

Тіл мен стильдік жаңашылдық та жастар поэзиясының басты айқындаушы белгілерінің бірі. Ақындар халықтық тілдің байлығын сақтай отырып, заманауи лексиканы, метафоралық құрылымдарды, тіпті ақпараттық дәуірдің терминдерін шығармашылықпен пайдаланады. Осы арқылы олар ұлттық поэзияның көркемдік жүйесін кеңейтіп, жаңа эстетикалық кеңістік қалыптастыруда. Бұл үрдіс көркем тілдің даму эволюциясында заңды жалғастық болып табылады.

Қазіргі поэзияда ішкі монолог, психологиялық параллелизм, символдық бейнелеу, философиялық метафоралар кеңінен қолданылады. Бұл тәсілдер арқылы ақындар адам мен әлем, рух пен материя, өткен мен болашақ арасындағы қатынасты терең философиялық деңгейде пайымдайды. Әсіресе жас ақындардың өлеңдерінде уақыт пен кеңістіктің шартты шекаралары бұзылып, адамзаттық масштабтағы ой түзіледі. Бұл – ұлттық поэзияның әлемдік деңгейге шығуының бір көрінісі.

Жастар поэзиясының мазмұндық әлемінде рухани жалғыздық, экзистенциалды күйзеліс, үміт пен сенім, махаббат пен түңілу сияқты тақырыптар ерекше орын алады. Бұл – қазіргі заман жастарының ішкі рухани ахуалының көрінісі. Ақындардың көпшілігі уақыттың жылдам өзгеруінен туындаған күйзеліс пен тұрақсыздық сезімін көркемдік бейнелер арқылы береді. Дегенмен, бұл поэзия пессимизмге бой алдырмайды; керісінше, өмірдің

мәнін, рухтың беріктігін, үміттің мәңгілігін іздейтін рухани философияға айналады.

Жаңа ғасыр поэзиясының маңызды қырының бірі – ұлттық дәстүр мен заманауи мәдениеттің синтезі. Жас ақындар фольклорлық образдарды, мифтік сюжеттер мен архетиптерді қазіргі заманның рухымен қайта жаңғыртады. Мәселен, Тәңір, Ана бейнесі, Жер-су культі сияқты дәстүрлі мотивтер заманауи контексте қайтадан символдық мәнге ие болып отыр. Бұл үрдіс ұлттық мәдени кодтың үзілмей, жаңа формада жалғасып келе жатқанын дәлелдейді.

Қазіргі жастар поэзиясы тек эстетикалық ізденіс алаңы ғана емес, әлеуметтік пікір білдіру формасы да болып отыр. Ақындар қоғамдағы әділетсіздік, экологиялық апат, тіл мен мәдениеттің тағдыры, рухани құндылықтардың жойылуы сияқты өзекті мәселелерді көтереді. Бұл бағыттағы поэзияда публицистикалық пафос емес, керісінше, терең гуманистік мазмұн, адамгершілік жауапкершілік басым.

Соңғы жылдары поэзияның цифрлық форматта дамуы да ерекше назар аударарлық құбылысқа айналды. Әлеуметтік желілер арқылы тарайтын өлеңдер жаңа оқырман аудиториясын қалыптастырды. Цифрлық кеңістіктегі поэзия көркем сөздің жаңа өмір сүру ортасына айналып, поэтикалық коммуникацияның жаңа типін дүниеге әкелді. Бұл құбылысты әдебиеттанушылар «интернет-поэзия» немесе «цифрлық лирика» деп атайды.

Ғылыми тұрғыдан алғанда, қазіргі қазақ жастарының поэзиясы – постмодернизм мен неоромантизмнің, экзистенциализм мен ұлттық дүниетанымның синтезі. Поэзиядағы ирония, ойын, интертекстуалдылық, мәдени кодтармен ойнау тәсілдері – осы кезеңге тән көркемдік заңдылықтар. Бұл поэзияда автордың «Мен»-і – тек жеке тұлға емес, ол – ұлттың, уақыттың және мәдениеттің айнасы.

Қазіргі жас ақындар шығармашылығын зерттеу әдебиеттану ғылымы үшін де маңызды. Себебі олар поэтикалық дәстүрдің сабақтастығын сақтай отырып, көркемдік ойлаудың жаңа парадигмасын қалыптастыруда. Бұл – ұлттық әдебиеттің эволюциялық дамуының айғағы. Жастардың шығармашылығынан ұлттық рух пен заманауи дүниетанымның тоғысы, дәстүр мен инновацияның үйлесімі, мәдени жады мен жаңа идеялардың өзара ықпалы көрінеді.

Қазіргі қазақ поэзиясындағы жастар үні – ұлттық әдебиет эволюциясының жаңа сатысын айқындайтын ерекше көркемдік және әлеуметтік құбылыс. Бұл поэзия – тәуелсіздік кезеңінде қалыптасқан жаңа буынның рухани дүниетанымын, заманауи ойлау мәдениетін және әлеуметтік белсенділігін айқын танытатын шығармашылық кеңістік. Жас ақындардың туындылары ұлттық поэзияның дәстүрлі арнасын сақтай отырып, мазмұндық және формалық тұрғыдан жаңару үрдісін көрсетеді.

Жастар поэзиясының идеялық өзегінде жеке тұлғаның рухани еркіндігі, қоғам алдындағы жауапкершілігі және ұлттық болмысты жаңа қырынан тану талпынысы жатыр. Ақындар шығармашылығынан өз дәуірінің интеллектуалдық тынысы, заманауи адамның ішкі психологиялық әлемі мен

әлеуметтік сезімі айқын сезіледі. Бұл буын өкілдері ұлттық әдебиетті тек мәдени мұра ретінде емес, үнемі жаңарып отыратын тірі организм ретінде қабылдайды. Олардың өлеңдерінен ұлттық рух, философиялық тереңдік және өмірлік шындық қатар өріліп, қазіргі заманның адамгершілік, рухани және эстетикалық мәселелерін көркемдік биік деңгейде бейнелейді.

Жастардың поэзиядағы жаңашылдығы – поэтикалық тіл мен көркемдік құрылымдағы еркіндік, дәстүрлі формаға тәуелді болмау, әлемдік әдеби үрдістерді шығармашылықпен игеру. Бұл құбылыс қазақ өлеңінің поэтикалық жүйесін кеңейтіп, оны жаңа стильдік деңгейге көтерді. Сонымен бірге жастар поэзиясы фольклорлық және мифологиялық элементтерді, символдық образдар мен ұлттық архетиптерді жаңаша қырынан таныту арқылы ұлттың мәдени жадын сақтауға және жаңғыртуға үлес қосуда.

Зерттеушілік тұрғыдан алғанда, қазіргі жастар поэзиясын талдау – әдебиеттану ғылымының маңызды бағыты болып табылады. Себебі бұл поэзия дәстүр мен заманауилықтың, ұлттық рух пен жаһандық көзқарастың тоғысқан тұсында өмір сүріп отыр. Оның мазмұндық байлығы мен көркемдік көпқырлылығы қазақ әдебиетінің жаңа сапалық деңгейге көтерілгенін дәлелдейді.

Жалпы алғанда, қазіргі қазақ поэзиясындағы жастар үні – тәуелсіз елдің рухани жаңғыруының айғағы. Ол жаңа ғасыр жастарының өзіндік үнін, ойлау мәдениетін, ұлттық және адамзаттық құндылықтарға негізделген дүниетанымын паш етеді. Бұл буын өкілдері поэзия арқылы қоғамның рухани айнасына айналып, ұлттың мәдени келбетін жаңа биікке көтеріп отыр. Демек, қазіргі жастар поэзиясы – қазақ әдебиетінің болашағын айқындайтын, рухани сабақтастықты жалғастыратын, ұлттық сөз өнерін жаңа заман талабына сай жаңартатын қуатты эстетикалық құбылыс.

Қорытындылай келгенде, қазіргі қазақ поэзиясындағы жастар үні – тәуелсіз ұлттың рухани бейнесін айқындайтын маңызды құбылыс. Ол ұлттық әдебиеттің жаңару кезеңін сипаттайды, жаңа эстетикалық бағыттардың қалыптасуына жол ашады. Бұл поэзияда еркіндік пен ізденіс, руханилық пен заманауилық қатар өріліп, қазақ сөз өнерінің жаңа көкжиегі ашылып отыр. Демек, жастар поэзиясы – қазақ әдебиетінің болашағын айқындайтын рухани бағдар, ұлттық мәдениеттің жаңғыруының айқын айғағы.

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ОСОБЕННОСТИ ТЕКСТОВ ПРОМЫШЛЕННОЙ РЕКЛАМЫ

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Түйін. Қазақстандағы өнеркәсіптік жарнаманың қалыптасуы мен даму ерекшеліктері жан-жақты талданады. Автор соңғы жылдары бұл салада тек сандық емес, сапалық өзгерістердің де байқалғанын атап өтеді. Өнеркәсіптік жарнама тұтынушылық жарнамадан мазмұны мен мақсаты жағынан ерекшеленеді: ол эмоционалдық емес, ұтымды дәлелдерге сүйенеді, нақты техникалық және экономикалық ақпарат береді.

Summary. The article explores the development and characteristics of industrial advertising in Kazakhstan, emphasizing its gradual and challenging formation and the fact that the industrial advertising market is still evolving. Over the past few years, the field has undergone not only quantitative but also qualitative transformations, reflecting the growing sophistication of domestic advertising practices.

В последние годы промышленная реклама начала интенсивно развиваться и в Казахстане. Её становление происходило постепенно и трудно, а завоевание определенного сегмента рекламного рынка не завершено и по настоящий момент. Лишь немногие отрасли могут похвастаться специализированными

изданиями: большей частью это выходящие на русском языке зарубежные журналы и каталоги с рекламными вкраплениями отечественных фирм и научно-производственных объединений.

Проследить процесс становления всегда интересно для исследователя, тем более, что за последние два года наметились не только количественные, но и качественные изменения в области отечественной промышленной рекламы.

Принадлежность промышленной рекламы к сфере массовой промышленная реклама с одной стороны, и реализация её в производственно-технической и экономической сфере с другой стороны, обуславливает её сложную, двойственную природу. Будучи эффективным средством воздействия, она обладает всеми чертами массовой коммуникации: яркостью, образностью, выразительностью. Однако, в то время как потребительская реклама может себе позволить быть чересчур эмоциональной, промышленная реклама должна проявить завидную изобретательность, возводя в ранг искусства предъявление сухой технической и коммерческой информации. Промышленная реклама сложнее рекламы потребительских товаров. Она требует основательных доводов. В такой рекламе воздействие на эмоции не дает практически никакого эффекта.

Рациональные аргументы могут быть самыми различными: примеры из истории развития техники, свидетельства специалистов, показ в сравнении с другим товаром, отзывы специалистов и т.д.

В промышленной рекламе должна содержаться подробная информация о преимуществах и свойствах товара, цены, описание возможных областей применения товара или услуги, четкие, несущие полезную информацию иллюстрации (фотографии или схемы), условия гарантии и т.д.

Промышленная реклама, в отличие от научно-технической литературы, решает двойную задачу: не только информировать о различных научно-технических новинках, но и регулировать поведение покупателя информации в заданном рекламодателем направлении с ожидаемым экономическим эффектом.

Нами выделены следующие жанровые разновидности текстов промышленной рекламы в специализированной периодике: рекламный лозунг; рекламное объявление; рекламная статья.

Каждый из этих жанров обладает своей спецификой и отличается не только формой презентации, но и характером передаваемой рекламной информации, а следовательно, и характером оказываемого воздействия. Выбор формы подачи рекламного сообщения определяется в первую очередь избранной рекламной стратегией, находящейся в прямой зависимости от целого ряда экстралингвистических факторов.

Для русскоязычной промышленной рекламы наиболее типичны фирменные/ торговые наименования, выполняющие лишь функцию идентификации товара или фирмы с преобладанием англоязычных или латинизированных наименований-аббревиатур, в то время как англоязычные

фирменные наименования несут определенную экспрессивную нагрузку за счет коннотативных оттенков.

Самыми распространенными рекламными клише, используемыми в качестве УТП в русскоязычных текстах являются:

- «комплексный подход», «системная интеграция», «широкий выбор», присутствующие в подавляющем большинстве текстов, рекламирующих деятельность фирмы (жанр «рекламный лозунг», «рекламное объявление о деятельности фирмы», «рекламная статья о деятельности фирмы»);

- «производительность», «качество», «цена» - в текстах «денотат-товар».

Внутри жанровых разновидностей были выделены следующие типы рекламных текстов, характерные как для казахоязычной, так и для русскоязычной периодики: а) информативно-оценочный; б) экспрессивно-оценочный; в) агитационно-воздействующий.

Жанр рекламного лозунга сопоставим с жанром плаката, в нем преобладает газетный стиль. Рекламное объявление о деятельности фирмы сопоставимо с жанром рекламного буклета с преобладанием рекламно-информационного стиля, рекламное объявление о товаре - соотносится с жанром спецификации; превалирует научно-технический стиль.

Рекламная статья о деятельности фирмы или товаре - один из самых варибельных жанров, в котором преобладает публицистический стиль, однако, в целом трудно сопоставить её с каким-либо другим жанром из-за специфики каждой разновидности текста рекламной статьи, для которой характерно наибольшее смешение различных стилей и форм презентации.

Как писать, создавать рекламные тексты?

Качественный рекламный текст, в первую очередь, должен иметь правильное и четкое содержание. Для этого вовсе не обязательно применять обороты фразеологии или крылатые фразы. Иногда для рекламы достаточно одной короткой фразы, которая при этом может передать всю необходимую потребителю информацию. Как известно, обычный человек тратит меньше одной секунды своего внимания на рекламное объявление. Поэтому оно должно быть достаточно интересным, для того чтобы покупатель задержал на нем свой взгляд и сосредоточил мысли. Особенно эффективными являются тексты, вызывающие удивление, при условии, что текст будет искренним.

Структура рекламного текста. Текст промышленной рекламы во многом зависит от того, где он будет размещен (журнал, газета, телевидение, интернет) и от аудитории, на которую он рассчитан.

Существует классическая форма построения таких текстов, которая наиболее часто применяется рекламодателями:

1. Заголовок. Важнейший элемент, от которого во многом зависит успех или, наоборот, неудача всей рекламы. Именно на заголовок обращено основное внимание возможных покупателей продукции.

2. Слоган. Чаще всего это небольшая фраза, в которой говорится о производителе продукта и его положительных качествах.

3.Текст. Основная часть рекламы, в которой потребителю рассказывают о конкретном товаре и его свойствах.

4.Эхо фраза. Данный элемент рекламного текста находится в самом конце и повторяет основные мысли рекламы. Эхо фраза нужна для того чтобы еще раз напомнить покупателю о достоинствах товара. Ведь как выяснили психологи, именно последняя часть текста запоминается лучше всего.

Требования к текстам промышленной рекламы:

1.Специалисты, работающие в рекламной отрасли, выработали набор требований к рекламным текстам, которые позволяют создавать эффективный продукт.

2.Реклама должна обязательно иметь в своем составе заголовок и подзаголовки. Подобную статью читать намного интереснее, чем просто сплошной набор слов. Кроме того, в статье нужно выделять наиболее важные детали.

3.Следующее требование заключается в том, что текст должен содержать как можно больше конкретных фактов и цифр. Именно эта деталь привлекает особенное внимание возможных покупателей. Важно, чтобы цифры кроме всего прочего находились и в заголовке статьи.

4.Текст не должен быть слишком объемным. Лучше всего, чтобы статья была небольшой, но при этом максимально информативной и демонстрирующей преимущество товара.

Анализ рекламного текста. статьи и объявления, главной задачей которых является реклама продукции, должны отвечать определенному набору требований. Именно при помощи таких правил можно произвести анализ конкретной рекламы. Если текст рекламы написан неправильно, это приводит к тому, что слова не производят необходимого эффекта.

Обычно встречаются следующие нарушения правил:

- текст написан туманно – подобные статьи, написанные расплывчатыми предложениями, не способны вызвать интерес у покупателя. Правильный текст должен содержать короткие предложения с четкими и понятными формулировками;

- рекламодаделец пишет текст как бы со своей позиции – это тоже неверно. Описание должно заинтересовать конкретного человека, поэтому в статье важно изложить факты, способные привлечь внимание читателей и будущих потребителей.

Презентацию можно использовать в рекламных целях, знакомя клиентов с новым продуктом или услугами. Это весьма простой способ для привлечения новых заказчиков и клиентов. Рекламная презентация должна быть хорошо проработана. Основная цель такой презентации - побуждать клиента к действию: вызвать желание к покупке или получения более подробной информации о товаре или услуге. Правильно разработанная презентация, ориентированная на целевую аудиторию, позволит добиться поставленных целей.

Коммерческие предложения - Вы высылали коммерческое предложение, но

ответ оттягивался и, в конце концов, все завершалось обещанием подумать. Насколько же сложнее заинтересовать клиента, которого вы даже никогда не видели! Тем не менее, можно написать коммерческое предложение, перед которым просто невозможно устоять. Главная задача коммерческого предложения – привлечь внимание и посеять зерно интереса. У такого предложения обязательно должен быть завлекающий дизайн

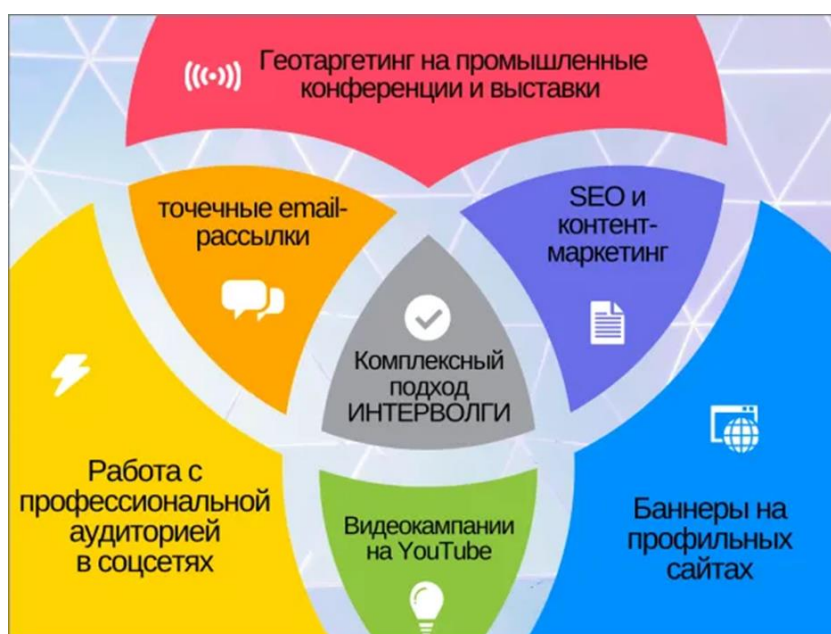
Сайт. Встречают всегда по одежке. Поэтому залог успеха нового бренда — грамотное позиционирование.

Для современного промышленного предприятия лучший способ показать товар лицом — сделать достойный сайт. Сайт — это не только витрина для товара, по нему будут судить о масштабах производства и надежности компании.

Сайту промышленного предприятия должны быть присущи:

- сдержанный дизайн,
- простота навигации,
- специфический контент (наличие документов, подтверждающих качество продукции, описание инновационного подхода к производству, результаты тестовых испытаний, профильные статьи и т.п.),
- отсутствие технических ошибок (естественно),
- доступность каналов связи.

Задача интернет-маркетолога не только привести на сайт потенциального клиента, но и убедить его оставить контактные данные — позвонить, написать на почту, отправить заявку.



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THE INFLUENCE OF CULTURAL DIFFERENCES ON THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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Түйін: Бұл мақалада орта мектепте ағылшын тілін үйрену кезінде мәдени контекстті ескерудің маңыздылығы қарастырылады. Мәдени ерекшеліктердің оқыту тиімділігіне әсері зерттеледі және мәдени элементтерді оқу процесіне біріктіру әдістері ұсынылады.

Аннотация. Данная статья рассматривает важность учета культурного контекста при изучении английского языка в средней школе. Исследуется влияние культурных особенностей на эффективность обучения и предлагаются методики интеграции культурных элементов в учебный процесс.

Learning English in secondary school plays a key role, as this language is the main means of international communication and opens up broad prospects for students. English language proficiency is necessary not only for successful education and professional career, but also for personal development, cultural exchange and interaction with representatives of different countries. In this regard, it is of particular importance to take into account the cultural context when learning English, as this contributes to a deeper and more conscious mastery of it. Cultural aspects have a significant impact on the language learning process, determining the context in which certain speech structures, expressions and forms of communication are used. Understanding cultural differences helps students not only improve their language skills, but also master the values, traditions, and worldview of native speakers. Since language and culture are inextricably linked, knowledge of this relationship significantly increases the effectiveness of learning.

The cultural context has a direct impact on the interpretation of texts, audio materials, and other sources used in teaching. Awareness of cultural peculiarities contributes to a correct understanding of the meaning of statements and the context of their use, which makes the learning process deeper and more effective. In addition, knowledge of culture increases motivation to learn English. When students see how a language is connected to the lifestyle and traditions of its native speakers, learning becomes more exciting and meaningful for them. Understanding cultural differences also forms intercultural competence — the ability to effectively interact with representatives of other cultures. Awareness of the cultural norms of English-speaking countries helps to avoid misunderstandings in communication and promotes the development of tolerance and empathy.

The integration of cultural elements into the educational process plays an important role not only in teaching foreign languages, but also in shaping the general humanitarian culture of students. The inclusion of cultural aspects in educational materials contributes to a deeper assimilation of linguistic constructions and the development of intercultural skills. The main advantages of this approach are as follows:

1. Creating a context. Cultural elements provide a real context in which language structures are used, which helps to understand not only grammatical, but also socio-cultural norms of communication.

2. Increased motivation. Familiarity with the culture of the country of the language being studied makes learning more interesting, promotes engagement and encourages independent study.

3. Development of intercultural competence. Knowledge of cultural peculiarities helps to understand the peculiarities of communication, behavior and thinking of native speakers, which is important for successful communication in a global society.

4. Understanding idioms and metaphors. Cultural awareness allows for the correct interpretation of idiomatic expressions, metaphors, and culturally determined phrases, making students' speech more natural and closer to authentic communication [1].

Taking into account the cultural context is an integral part of the formation of comprehensive language skills and the development of intercultural competence of students. Modern methods of teaching foreign languages use various approaches aimed at integrating cultural aspects into the learning process.:

1. A communicative approach. Involves the use of language in real communication situations, where the cultural context helps to adequately interpret the meaning of statements and emotions, as well as to form natural speech skills.

2. A contextual approach. It is based on working with authentic texts containing cultural elements, which contributes to a better understanding and memorization of the material.

3. Multimedia resources. Using video, audio, interactive applications and games helps not only improve language skills, but also immerse yourself in the cultural environment of the language you are learning.

4. Interactive techniques. Role-playing games, debates, and cross-cultural content projects allow students to put knowledge into practice, which contributes to deeper learning.

5. Comparative analysis. Comparing the cultures of the native and the studied country helps to realize the similarities and differences in values, norms of behavior and traditions, forming tolerance and respect for cultural diversity [2].

According to Koester and Lustig, language and culture are inextricably linked, as they reflect common values, traditions, and worldviews embedded in everyday life. Intercultural communication is the interaction of people with different cultural views, which requires awareness of cultural differences and willingness to adapt. In the process of communicating in a different cultural environment, it is important to understand cultural norms, social behaviors and emotional reactions, which contributes to confidence in the use of language and the development of effective intercultural communication.

In the modern world, English is used by people with a wide variety of cultural and ideological backgrounds. This diversity leads to the formation of a variety of

cultural behaviors and communication strategies that manifest themselves in the context of the use of the English language. For example, in countries where English is the main or official language — the United States, Great Britain, Australia, Canada, India, and others — its use reflects unique political, historical, and cultural realities. This diversity contributes to the expansion of intercultural understanding and the formation of a global linguistic environment. According to Emitt and Omesarov, in the process of teaching English, it is important for teachers to have not only language competencies, but also knowledge related to cultural behavior, historical context and teaching methodology. These components play a key role in the formation of linguistic and cultural literacy of students and must be taken into account when organizing the educational process. In addition, it is important to help students understand how their native language and cultural environment affect the use of English in intercultural communication. Thus, cultural education should be based on the individual linguistic and educational characteristics of students, since culture is an integral part of human society and is formed through language and communication in different social contexts.

Emphasizing the importance of culture in the process of learning a language, students should be provided with a variety of opportunities to practice English as a means of communication [3]. One of the effective tools is the English Patient platform, which is aimed at developing key language skills such as listening, speaking, reading and writing [4]. This platform is designed to help users improve their English language skills through interactive simulators based on authentic materials. It contains thousands of frequently used words, idioms, proverbs, and grammatical constructions, accompanied by illustrative examples. One of the distinctive features of the platform is the use of video materials demonstrating real-life situations. Due to this, students develop the skills of listening to speech, intonation and pronunciation, as well as realize the practical significance of the material being studied.

In addition, English Patient provides flexible opportunities for teachers: teachers can adapt existing assignments or create their own exercises. To test knowledge, various forms of work are provided — tasks for choosing an answer, comparing, arranging, filling in gaps, and others, which contributes to the comprehensive development of language skills and consolidation of knowledge. It is especially important to take into account that secondary school students are at a transitional stage of learning English: their cognitive abilities already allow them to work with more complex material, but they still need consistency and support in learning. Therefore, when developing assignments, the level of language proficiency should be carefully assessed and the individual characteristics of students should be taken into account in order to increase the effectiveness of the educational process.

Video and interactive exercises presented on the platform simulate real situations of intercultural communication, contributing to the formation of students' skills of adequate speech behavior and understanding of the norms of politeness. Thus, students realize that the use of polite forms is not limited to the linguistic aspect, but is an important component of intercultural interaction and respect for

others. This approach promotes the development of social skills and communicative flexibility necessary for successful adaptation in a globalized world.

Analyzing the importance of the cultural context in learning English in secondary school, it can be concluded that the integration of cultural elements into the educational process not only improves the quality of language acquisition, but also contributes to the formation of intercultural competence of students. Awareness of the cultural peculiarities of English-speaking countries creates a stronger bond between the language being studied and its native speakers, develops tolerance and respect for differences. The prospects for improving learning approaches include the active introduction of interactive techniques that stimulate intercultural interaction and exchange of experience with native speakers. It is also important to develop educational programs aimed at studying not only language structures, but also cultural traditions and heritage of the countries of the studied language. This approach helps to increase the motivation of students and their desire to learn about other cultures. In the context of the dynamic development of society and growing international cooperation, the integration of the cultural context into the process of teaching English is becoming a necessary element in the formation of competent, flexible and open-minded personalities. Taking into account cultural aspects contributes not only to the successful acquisition of a foreign language, but also to the preparation of students for full-fledged participation in the global community.

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ОБРАЗ ЛЮБВИ В ЛИРИКЕ А. С. ПУШКИНА (НА ПРИМЕРЕ СТИХОТВОРЕНИЯ «Я ПОМНЮ ЧУДНОЕ МГНОВЕНЬЕ»)

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Түйін: Бұл мақалада ұлы орыс ақыны Александр Сергеевич Пушкин және оның «Мен гажайып сәтті есімде сақтаймын...» атты өлеңі туралы айтылады. Бұл шығарма нәзіктікке, шабыт пен терең сезімге толы. Өлең нағыз махаббаттың уақытпен өлмейтінін, адамның жүрегінде мәңгі өмір сүретінін көрсетеді.

Summary: This article tells about the great Russian poet Alexander Sergeyevich Pushkin and his poem "I Remember a Wonderful Moment...". This work is filled with tenderness, inspiration, and deep emotions. The poem shows that true love does not fade with time but lives forever in the human heart.

Имя Александра Сергеевича Пушкина в русской культуре неразрывно связано с любовью — как человеческим чувством, как идеалом, как эстетической категорией. Его лирика — это особый мир, где любовь предстает не только как переживание, но и как сила, способная духовно очищать и возрождать человека.

Стихотворение «Я помню чудное мгновенье» (1825 г.) занимает особое место в творчестве поэта. Оно посвящено Анне Петровне Керн и раскрывает глубинный философский смысл любви. На первый взгляд — это просто воспоминание о встрече с прекрасной женщиной, но в действительности перед нами история духовного прозрения, своего рода поэма о внутреннем воскресении [1, 254].

Цель исследования — выявить художественные особенности воплощения чувства любви в стихотворении А. С. Пушкина и определить, как поэт осмысливает ее подлинность и вечность. Задачи: проанализировать композицию и образную систему стихотворения; определить философский смысл чувства любви в пушкинской лирике; рассмотреть восприятие стихотворения современными читателями (практическая часть).

Основная часть

1. Любовь как откровение

В первой строфе стихотворения Пушкин обращается к идеалу, явившемуся поэту как «гений чистой красоты». Любовь изображается не в земных, а в возвышенных, почти религиозных терминах. Это откровение, встреча с прекрасным, способная наполнить жизнь смыслом:

«И жизнь, и слезы, и любовь...»
Любовь здесь — источник вдохновения, творческой энергии, духовного просветления.

2. Испытание забвением

Во второй части стихотворения звучит мотив утраты и одиночества. «Шумная суeta» заслоняет духовное чувство. Герой живет без божества, вдохновения и любви. Это символ внутренней смерти, когда человек теряет связь с прекрасным и перестает чувствовать смысл существования.

3. Возрождение

Третья часть — кульминация, момент чуда: вновь «явилась ты», и происходит духовное воскресение. Любовь возвращает поэту вдохновение, жизнь, радость и веру. Таким образом, перед нами не просто воспоминание, а поэтический миф о возрождении души через чувство любви [2, 54].

Практическая часть

Для подтверждения идейного восприятия произведения проведено мини-исследование среди студентов 1 курса университета (15 человек).

Методы: анкетирование и устное обсуждение.

Результаты:

80 % студентов назвали стихотворение «истинным символом чистой любви»;

60 % отметили, что после анализа стали воспринимать текст не как признание, а как философскую исповедь;

большинство респондентов видят в строках Пушкина связь любви и творчества («любовь вдохновляет на созидание»).

Также проведено интерпретационное чтение с элементами выразительного анализа, где студенты представили разные эмоциональные интонации (романтическую, трагическую, вдохновенную). Эксперимент показал, что понимание эмоционального подтекста напрямую связано с личным опытом читателя: чем ближе человеку чувство любви, тем глубже он воспринимает поэзию Пушкина [3, 126].

Любовь в понимании А. С. Пушкина — это не мимолетное чувство, а вечная сила духовного обновления человека. В стихотворении «Я помню чудное мгновенье» поэт создает целостный образ любви как идеала, способного спасти душу от духовной пустоты.

Пушкинская любовь — это радость, вдохновение, смысл жизни и путь к гармонии. Поэтому его поэзия остается универсальной и близкой современному читателю: она воспитывает в человеке красоту души и стремление к внутреннему совершенству.

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FORMATION OF SELF-ORGANIZATION AND SELF-CONTROL SKILLS IN THE PROCESS OF INDEPENDENT WORK OF STUDENTS IN A FOREIGN LANGUAGE

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Түйін: Бұл мақалада студенттердің шетел тілін өз бетінше оқу кезінде өзін-өзі ұйымдастыру және өзін-өзі бақылау дағдыларының дамуы қарастырылады. Онда қазіргі білім беру парадигмасы аясында өзінің оқу әрекетін өз бетінше реттеу және бақылау мүмкіндігі шетел тілін сәтті меңгерудің негізгі құзыреттілігіне айналып келе жатқаны атап өтіледі.

Аннотация: В статье рассматривается проблема формирования у студентов навыков самоорганизации и самоконтроля в процессе самостоятельной работы при

изучении иностранного языка. Подчёркивается, что в условиях современной образовательной парадигмы умение самостоятельно регулировать и контролировать собственную учебную деятельность становится ключевой компетенцией успешного овладения иностранным языком.

In the context of modern education, the process of learning a foreign language is increasingly focused on the development of learners' autonomy and self-regulation. The rapid expansion of information and communication technologies, the shift toward learner-centered instruction, and the growing importance of lifelong learning have brought the concept of self-organization to the forefront of pedagogical research. Self-organization in English learning can be defined as a conscious and purposeful process of managing one's own educational activities, aimed at achieving linguistic, communicative, and cultural competence. It involves the ability to set goals, plan learning activities, choose appropriate strategies and resources, monitor progress, and evaluate results [1].

The formation of self-organization in the process of English learning presupposes the development of several interrelated components: motivational, cognitive, operational, and reflective. The motivational component determines the learner's readiness to engage in autonomous work, their interest in the language, and the internal need for self-improvement. The cognitive component includes awareness of the learning process, understanding of linguistic phenomena, and the ability to apply knowledge in practice. The operational component is manifested in the ability to plan, organize, and control one's learning activities, while the reflective component ensures self-assessment and correction of errors, leading to continuous improvement.

An important factor in fostering self-organization skills in English learning is the transition from teacher-centered instruction to learner-centered approaches. In this paradigm, the teacher acts not as the sole source of knowledge but as a facilitator, guide, and consultant who supports the student's independent cognitive activity. The use of problem-based learning, project work, and blended or online learning environments provides students with opportunities to make decisions, take responsibility for their own learning outcomes, and acquire experience in self-directed learning [2].

Independent work plays a crucial role in this process. It serves as both a form and a means of developing self-organization, as it requires students to manage their time effectively, prioritize tasks, and apply self-control mechanisms. Activities such as reading authentic texts, maintaining vocabulary notebooks, completing online exercises, or participating in discussion forums stimulate self-discipline and self-reflection. The integration of digital tools—such as language learning platforms, mobile applications, and online collaboration spaces—further enhances the learner's ability to structure their work, track progress, and receive instant feedback.

The psychological aspect of self-organization should also be emphasized. Successful self-organization in English learning is closely connected with the development of emotional intelligence, persistence, and responsibility. Learners who can manage their motivation, overcome difficulties, and maintain a positive attitude

toward learning demonstrate higher achievement and satisfaction. Therefore, teachers should create a psychologically supportive environment that encourages experimentation, tolerates mistakes, and promotes a growth mindset [3].

The process of forming self-organization in English learning is gradual and continuous. At the initial stage, students require external guidance, structured assignments, and explicit instruction in learning strategies. As they progress, they begin to assume greater responsibility for their own learning and demonstrate initiative in selecting materials and methods. Ultimately, the goal is to cultivate independent learners capable of lifelong language development beyond the classroom.

Independent work in learning a foreign language is not only a means of consolidating classroom material but also a process that fosters the learner's autonomy and self-discipline. The development of self-control skills enables students to plan their learning activities, identify their strengths and weaknesses, evaluate their progress, and make necessary corrections. This process involves several interrelated stages: goal-setting, self-monitoring, self-assessment, and self-correction.

The first stage, goal-setting, requires learners to define specific, measurable, and realistic learning objectives, such as mastering a certain number of new vocabulary items, improving pronunciation, or enhancing listening comprehension. Clear goal formulation allows students to focus their attention and direct their efforts effectively. The next stage, self-monitoring, involves tracking one's performance during the learning process. This may include checking comprehension while reading or listening, verifying grammatical accuracy in writing, or recording and analyzing one's speech for pronunciation errors [4].

Self-assessment is a critical component of self-control, as it allows students to compare their current results with established goals and standards. Through reflection and analysis, learners can determine whether their learning strategies are effective or need modification. Finally, self-correction represents the culmination of the self-control process, where learners make conscious adjustments to improve performance — for instance, by selecting alternative learning methods, seeking additional resources, or dedicating more time to challenging aspects of the language.

The formation of self-control skills requires pedagogical support, especially at the initial stages of language learning. Teachers play a key role in modeling strategies of self-assessment, providing constructive feedback, and encouraging students to reflect on their progress. Various techniques can be employed to foster self-control, such as learning journals, self-assessment checklists, progress portfolios, and reflection essays. These tools help students to structure their independent work, develop critical thinking, and recognize personal achievements.

The integration of digital technologies significantly enhances the development of self-control in foreign language learning. Online learning platforms and mobile applications offer opportunities for immediate feedback, progress tracking, and self-evaluation. For instance, language learning systems like Duolingo, Memrise, or Quizlet automatically record learners' performance and highlight areas requiring improvement. Similarly, audio and video recordings allow students to assess their

pronunciation, intonation, and fluency, thereby reinforcing self-awareness and motivation [5].

From a psychological perspective, the development of self-control is closely linked to emotional regulation, persistence, and self-efficacy. Students who possess strong self-control skills are better able to manage frustration, maintain focus, and sustain motivation throughout the learning process. Therefore, the educational environment should not only provide methodological guidance but also cultivate a supportive atmosphere that promotes learner confidence and resilience.

Self-control skills represent a fundamental component of independent foreign language learning. Their formation ensures that students are not passive recipients of knowledge but active participants in their own educational development. By mastering the mechanisms of goal-setting, self-monitoring, self-assessment, and self-correction, learners acquire the capacity for lifelong learning and continuous self-improvement. In the modern context of digitalization and global communication, the ability to exercise self-control in learning a foreign language becomes an indispensable quality of an autonomous and competent individual.

In conclusion, the formation of self-organization and self-control skills in the process of independent work in a foreign language is a complex and multifaceted process that requires the integration of pedagogical strategies, motivational support, and technological tools. These skills not only enhance students' academic performance but also prepare them for lifelong learning and professional self-development. The ability to organize one's own activity and control the quality of its results is a fundamental component of communicative and intercultural competence, ensuring the success of a future specialist in the modern globalized world.

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BORROWED WORDS: THE INFLUENCE OF ENGLISH LOANWORDS IN THE KAZAKH LANGUAGE

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Түйін: Бұл мақалада ағылшын тілінен қазақ тіліне енген сөздердің әсері қарастырылады. Авторлар тілдік және мәдени факторларды талдай отырып, шет тілінен

енген сөздердің қазақ тілінің қазіргі дамуындағы рөлін сипаттайды. Сонымен қатар, жаһандану жағдайында тілдің ұлттық болмысын сақтау мәселелері де атап өтіледі.

Аннотация: В статье рассматривается влияние англицизмов на современный казахский язык. Авторы анализируют лингвистические, социальные и культурные причины заимствований из английского языка, а также их влияние на лексику, стиль и языковую идентичность. Особое внимание уделяется вопросам сохранения национальных особенностей языка в условиях глобализации.

The Kazakh language, like many others in the modern world, is undergoing dynamic changes influenced by globalization, technology, and international communication. English has become a global lingua franca, affecting multiple linguistic systems, including Turkic languages. The process of borrowing English words (*loanwords*) is particularly visible in the speech of young people, the media, business, and digital communication.

Words such as *computer*, *internet*, *marketing*, *manager*, *online*, *trend*, *design*, *smartphone*, and *blogger* have become part of everyday Kazakh usage. These lexical borrowings not only enrich the language but also reflect sociocultural transformations taking place in Kazakh society.

Borrowing is a natural linguistic process that occurs when two or more cultures interact. English loanwords enter the Kazakh language primarily due to technological innovations, globalization of media, and the dominance of English in science, business, and popular culture.

Many borrowed words appear because there are no direct equivalents in Kazakh for new concepts or technologies. For example, terms like *software*, *email*, *startup*, and *marketing* have entered the lexicon because they describe phenomena previously absent in Kazakh culture.

Another important factor is **prestige borrowing** — when words are adopted because English is perceived as modern, prestigious, and internationally relevant. Using such words can symbolize progressiveness or global orientation, especially among youth and professionals.

The media plays a crucial role in spreading English loanwords. Television, advertising, social networks, and online platforms use many English terms to sound modern and attractive. Young people especially tend to use English borrowings in informal communication, often mixing them with Kazakh or Russian words — a phenomenon known as **code-switching** [1].

The influence of English on Kazakh is not purely linguistic — it also affects cultural identity and worldview. The frequent use of English words can create the impression that Western culture dominates, while native words are perceived as outdated.

However, many linguists argue that borrowing does not threaten the language if it coexists with active development of native vocabulary. Instead, it reflects cultural openness and participation in global communication. The key is maintaining a balance between modernization and linguistic authenticity [2].

It is likely that the influence of English will continue to grow, especially in digital, academic, and business contexts. Nevertheless, with thoughtful linguistic

planning, the Kazakh language can maintain its identity while adopting useful international terms.

Efforts by linguists and educational institutions to promote Kazakh equivalents (e.g., *электрондық пошта* instead of *email*, *желі* instead of *network*) demonstrate a positive approach to balancing modernization with national values.

To ensure linguistic sustainability, Kazakhstan must develop terminological dictionaries, encourage the creation of Kazakh equivalents (*ғаламтор* instead of *internet*), and promote language purity in education and media.

Preserving national identity while embracing global linguistic exchange allows the Kazakh language to remain modern, dynamic, and culturally relevant.

Borrowing is not a new process for the Kazakh language. Throughout history, Kazakh has absorbed words from Arabic, Persian, Mongolian, and Russian due to political, religious, and cultural interactions [3].

For instance, words like *мектен* (from Arabic *maktab*), *кіман* (from Arabic *kitab*), and *сағам* (from Persian *sā'at*) illustrate earlier stages of cultural contact.

In the 20th century, Russian influence brought technical and administrative vocabulary: *пойыз* (train), *завод* (factory), *партия* (party).

The current stage, however, is marked by **Anglicization**, where English dominates the fields of information technology, economics, education, and fashion. Borrowings such as *маркетинг*, *бренд*, *менеджмент*, *онлайн*, *контент*, and *смартфон* reflect this new linguistic era.

Mass media and education serve as primary transmitters of linguistic innovation. Television, advertising, and online platforms often use English words to appear modern and international. Young people actively reproduce this style, mixing Kazakh, Russian, and English elements in speech — a phenomenon known as *code-mixing*.

English borrowings influence not only vocabulary but also identity. Using English terms can express modernity, global awareness, and social status. At the same time, this trend creates tension between traditional linguistic values and global linguistic trends.

While some view borrowings as “pollution” of language, others see them as evidence of vitality and openness. The real challenge is not the existence of borrowings, but the **loss of linguistic balance**, when native words are replaced by foreign equivalents unnecessarily [4].

English loanwords have become an essential part of modern Kazakh vocabulary, reflecting global interconnectedness and social progress. They enrich communication and facilitate access to international knowledge.

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МАҚАЛ-МӘТЕЛДЕР ЭТНОЛИНГВИСТИКАНЫҢ ЗЕРТТЕУ НЫСАНЫ

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Түйін: Мақал-мәтелдер ғасырлар бойы сұрыпталып, салмақтанып, кемелденген сөз асылы.

Резюме: Пословицы - это сокровищница слов, которые сортировались, взвешивались и совершенствовались на протяжении столетий.

Abstract: Proverbs are a treasure trove of words that have been sorted, weighed, and refined over centuries.

Мақал-мәтелдер ғасырлар бойы сұрыпталып, салмақтанып, кемелденген сөз асылы, халықтың өмірден жасаған қорытындысы. Барлық халықтардың мақал-мәтелдерінің көлемі шағын, мазмұны бай, тілі көркем. *Мақал-мәтел маржан сөз, қоса көрме арзан сөз. Сөздің көркі-мақал* деп халқымыз бекер айтпаған. Мақал-мәтелдер туралы алғашқы пікір айтқан Аристотель болды. Ол мақал-мәтелдерді халық өлеңдері, халық аңыздары сияқты халық анының құпияға толы тереңінен шыққан сөз тізбегі деп бағалады.

Әбу Нәсір Әль-Фарабидің замандасы Отырар перзенті жерлесіміз Әбу Ибраһим Исхак Әл-Фараби "Диуани әл-адаб" (Әдеби жинақ) атты еңбегінде: "Мақал – өзінің түрі мен мазмұны жағынан, ақсүйектер мен қарапайым бұхараның да қажетін бірдей атқарады. Сол себепті де ол халық арасында кең тараған. Қуаныш пен қайғылы сәттерде де ол ауызға ілінеді. Бұл өзі бір өтімді де ұтымды, нағыз даналық десе даналық. Өйткені жұрт кемеліне келген, кемшіліксіз, мінсіз әдемі нәрсені ғана қабыл алуы мүмкін"-деп осыдан мың жыл бұрын айтқан ойы бүгінгі күнге дейін мәнді [2;37]. Мақалдар құрамына қарай жай сөйлем немесе құрмалас сөйлем болып келе береді де алдыңғысы шарт, не айымдау, соңғысында қорытынды пікір айтылады. Ал мәтел дегеніміз - халық арасына көп тараған, қорытындысы болмайтын, тұжырымы тиянақталмаған, қарама-қарсы шендестіруі жоқ, ықшамды сөз тіркестері. Мәтел белгілі бір ұғымды меңзеп айтса, мақал сол ұғымның өзін тікелей білдіреді. Мәтел көбіне тура мағынаны емес, астарлы, бейнелі мағынаны білдіріп тұрады. Айтайын деген ойды қысқа, тұжырымды, анық және бейнелеп беретін, тіл-тілдің бәрінде кең

тараған сөз тіркестерінің ерекше бір тобына жататын мақал-мәтелдердің болмыс-бітімі мен сипатына келсек, зерттеушілер бірін-бірі толықтырып, қайталап, көбіне бір идея бір түсінік төңірегінде пікірлер айтады.

XIX ғасырдың 30-шы жылдарынан бастап қазақ мақал-мәтелдерін жинақтап, жүйелеп жаршылап келген әдебиетші ғалым Өтебай Тұрманжанов мақал-мәтелдер жайлы: "Мақал мен мәтелдер -ауыз әдебиетінің ең байырғы, ең көне түрі,ол ғасырлар бойы халықтың ұқыптап,сақтап келген еңбек тәжірибесінің жиыны, ой-пікірінің түйіні, аңсаған асыл-арманының арнасы, өмір тіршілігінің айнасы, көнеден жаңаға, атадан балаға қалдырып келе жатқан, тозбайтын, тот баспайтын өмірлік өшпес мұрасы"- деген пікір айтса [4;3], ғалым С.К.Сәтенова: "Мақал - қысқа сөзбен көп мағынаны, толық аяқталмаған ой тұжырымын білдіретін, оқиғаның, құбылыстың, халықтың өмір тәжірибесінің қорытындысы мен дәлелі болып келеді. Соған арамастан, мазмұны бай, нақты да күрделі ойдың салдар-себебін, дәлелін қатар беріп, айтылатын ойды айқын түсіндіреді, мәтел көлемі жағынан мақалға қарағанда шағын,ықшам және белгілі бір ойды тек топшылап қана түсіндіреді"- деп жазады [5;85]. Автор бұл еңбегінде мақал- мәтелдердің тілдік ерекшеліктері мен ұқсастықтары және олардың арасындағы айырмашылықтары жайлы маңызды пікірлер айтады. Мақал-мәтел арасындағы ортақ тілдік екшеліктер мен ұқсастықтарға автордың ойынша олардың "шығу төркіндерінің ұқсастығы, нақты, терең ойды білдіруге компоненттерінің құлаққа жағымды бірыңғай үндес дыбыстарға ұйқаса құрылуы, құрылым-құрылыстарының біркелкілігі, жадымызға сақтауға қолайлылығы мен қолдануға даярлығы" жатады. Ал, олардың арасындағы айырмашылыққа: мақалдың мәтелге қарағанда көлемінің ауқымды болып, көбіне дидактикалық тәсілге (өсиет, үлгі, өнеге) құрылуы. Мәтелдің синтаксистік құрылысы көбінесе толымсыз жай сөйлем түрінде келеді. Мақал-мәтелдер сөздің көркі ғана емес, халық өмірінің шежіресі. Мақал-мәтелдер тілдердің ажарын кіргізіп, құдіретін арттыра түседі, көңілдегі көрікті ойды образдар арқылы бейнелеп, мәнерлеп жеткізетін көркем сөз. Мақал-мәтелдер өмірдің сан алуан саласын қамтиды.

Мақал- мәтелдерді тополингвистикалық тұрғыдан зерттеудің маңызының зор екеніне орыс ғалымдары В.В.Иванов , В.Н.Топоров , Н.И.Толстой өз еңбектерінде пікірлерін білдірген. Отандық ғалымдарының ішінде бұл мәселе Ә.Қайдаровтың , М.Копыленконың , Р.Смағұлованың, М.Сабитованың , Б.Қалиұлының т.б. еңбектерінде кеңінен көрініс тапқан. Тілдің фактілері мен деректері, оның ішінде мақал- мәтелдер — тұла бойы тұнып тұрған тарих, сондықтан этностың өткендегі тарихымен этнографиялық байлығын ең алдымен солардан іздеген жөн. Тілдің ұшан-теңіз байлығын, ғасырлар бойы толассыз толығып, ұрпақтан-ұрпаққа ауысып келе жатқан асыл қазынасын мүмкіндігінше толық меңгеріп, оны халықтың игілігіне айналдыруды мақсат ететін ғылым саласының бірі этнолингвистика - этнос тілінің байлығын мүмкіндігінше толық қамти отырып, оның ішкі мазмұнына терең үңіліп, қыр-сырын анықтай түсуге көмектеседі. Әр тілдегі мақал-мәтелдердің көбі ұлттық мәдени маңызы бар деректерден тұрады. Бұл деректердің түп төркінін, таралу, шығу көздерін мақал-мәтелдердің тұлғалық мазмұнын талдай келе анықтауға болады. Әрбір мақал-мәтелден мәдени ақпар беретін дағдылы қалыптасқан дүниетаным, ұлттық ерекшелік аңғарылады.

Халықтың тарихи қалыптасу, даму кезеңдеріндегі тіршілік-тынысын танытатын, дүниенің тілдік көрінісі саналатын мақал-мәтелдер ұлттың материалдық және рухани өмірінің айнасы іспеттес. Өзінің біртұтас жүйесін, тұлға-тұрпаты мен мән-мағынасын сақтап қалған әрбір мақал-мәтелдің ішкі формасынан яғни мағынасынан ұлттық белгі, ұлттық ерекшелік, дағдылы қалыптасқан ұлттық тіл, мәдени-ұлттық нақыш айқын көрінеді. Сондықтан тілді халықтың рухани мәдениеті мен тарихына, салт-дәстүріне, ұлттық дүние танымына байланыстыра зерттеуді мақсат ететін этнолингвистика болғандықтан, мақал-мәтелдер тіл білімінің осы жаңа да құнарлы саласының зерттеу нысаны бола алатынына көз жеткіземіз. Кейінгі кезде қазақ тілінің мақал-мәтелдерін басқа тілдердің мақал-мәтелдерімен салыстыра және салғастыра зерттеген жұмыстар жарық көрді. Олар К.Шакированың "Қазақ және неміс тілдеріндегі қанатты сөздер" (құрылымдық және мағыналық талдау), неміс, ұйғыр, орыс тілдері материалдары негізінде жазылған Р.И.Юсупованың "Туыс емес тілдердегі мақалдардың когнитивті-семантикалық және логикалық-синтаксистік табиғаты", .Б.Донбаеваның "Араб және қазақ мақал-мәтелдерінің лексика-грамматикалық ерекшеліктер", Р.Б. Жүсіпованың "Ағылшын және қазақ мақал-мәтелдерінің этнолингвистикалық сипаты" атты диссертациялық зерттеулері. Бұл ғылыми еңбектердің кейбір тарауларында мақал- мәтелдерге, фразеологизмдерге, қанатты сөздерге этнолингвистикалық тұрғыдан талдау жасалған. Кез келген этнолингвистикалық зерттеу - белгілі бір халыққа тән ерекшеліктерді жан-жақты әр қырынан, бір-бірімен байланыстыра кең көлемде қарастырады. Ал әр халықтың ерекшелігін көрсететін дүниетанымы мен наным-сенімі, тарихы мен тұрмыс тіршілігі, әдет- ғұрыпы мен салт-дәстүрі оның тіліндегі сөздер мен сөз тіркестерінде, идеома-фразалары мен мақал-мәтелдерінде өз таңбасын, ізін қалдырады.

Кез келген этнографиялық лексиканың ішінде белгілі бір этнографиялық ұғымдардың тұратыны сияқты, қазақ тілінің мақал-мәтелдерінің де мазмұнында ұштасып, астарласып жататын этнографиялық ұғымдар, яғни дәстүрлі наным-сенімдер, мифтер, әдет-ғұрыптар, салт- дәстүрлер және қоғамда қалыптасқан моральдық немесе басқа қағидалармен қатар тіл мәдениетінен туындайтын этикалық нормалар бар. Этностың өткендегі тарихы мен этнографиялық байлығы көрінетін мақал-мәтелдер мен қанатты сөздер, фразеологизмдер тарихымызды, халқымызды тануда маңызды төл тарихи деректеріміз. Мысалы, қазақ тіліндегі *Жыға жығылмай ту жығылмас* деген мақалға зер салып қарастырсақ, оның қазақтың қалмақпен жаугершілік заманында туғанын байқаймыз. "Жыға" деп соғыс кезінде қолбасшылар киетін сәнді, дәрежелі бас киімді айтқан. Мақалда "Жыға"- қолбасшы деген мағынада қолданылып тұр. Мақал өзінің алғашқы туу кезінде қай соғыста болмасын жауды жеңу үшін әуелі оның қолбасшысын жығу керек, сонда ту да жығылады, яғни жау жеңіледі" деген жаугершілік тәжірибесін қорытындылаған әскер басшысының өсиеті ретінде айтылса, кәзір көне көз қариялардың сөз сараптауында "белгілі бір әрекетте негізгі, басты қиыншылықты жеңсең ғана табысқа жетесің" деген ауыспалы мағынада пайдаланылады. *Ақтабан шұбырынды, Алқа көл сұлама*

мәтелінің шығу тарихы да қазақ халқының жоңғар басқыншыларының шабуылына байланысты шұбырындылыққа ұшырап, қайғы-қасіретті басынан өткізгенінен хабардар етеді. Шәкәрім Құдайбердіұлы ол туралы былай жазады: "Қазақтар аш-жалаңаш жаяу шұбап бір көлдің басына келіп көлді айнала сұлап жатыпты. Сонда бір ақсақал кісі: Балалар, адам бастан кешкен жақсылықты қандай ұмытпаса, жаманшылық көргенін де сондай ұмытпау керек, біздің бұл көрген бейнетіміздің аты *Ақтабан шұбырынды, Алқа көл сұлама* болсын" дейді [7;25]. *Жылан жылы жылыс болды, жылқы жылы ұрыс болды, қой жылы зеңгер тоғыс болды* деген қазақтың мақалы туралы Абай өзінің "Біраз қазақтың түбі қайдан шыққаны туралы" деген еңбегінде былай дейді."...Шыңғыс аламандыққа аттанып, өскер тартып шыққанда, қазақтың соғысқа жарарлық адамы сол

Шыңғыстың әскеріне қосылып әуелі көр ханды өлтіріп, ұйғыр жұртын алыпты, одан соң Азияның төріне дейін еріп барса керек." Анығы да солай. Шыңғыс қолы 1221 жылы (жылан жылы) Отырарды т.б. қалаларды алып, 1222 жылы (жылқы жылы) және 1223 жылы (қой жылы) Абай айтқандай Азияның төріне дейін барып қайтқан. Сонымен Шыңғыстың сапарын сипаттаудан туған мақал "небір замандар өтті" деген ойды айтарда қолданылады екен. *Түгел сөздің түбі бір, түп атасы Майқы би* мақалының шығу тарихы XII ғасырда Шыңғыс хан тұсында өмір сүрген "киіз туырлықтының" атақты биі Майқы есімімен байланысты. Ол туралы халық арасында бірнеше аңыз бар. Соның бірі: Майқы би өлген соң сол төңіректің ұсақ билері төбе билікке таласып, бірінен-бірі сөз асырмақ болады. Бұрын Майқы айтып кеткен билік, шешімдерді олар өздерінше қолданып, "Біздің елдің биі былай деді", "Сіздің елдің биі солай деді" — деп әркім өз биін дәріптейді. Сонда Майқының көзін көріп, сөзін тыңдаған бір қария: "- Сендер несіне таласасыңдар? Бұл кешегі Майқы айтып кеткен сөз ғой. *Түгел сөздің түбі бір, түп атасы Майқы би депті*". Мысал ретінде алынып талданған қазақтың осы мақал-мәтелдерінің шығуына ертедегі тарихи оқиғалардың себеп болғанын көреміз. Олардың шығу тарихын зерттей, аша отырып, біз сол тарихи дәуірдегі халықтың, елдің тарихынан, өмір-тіршілігінен мағлұмат аламыз, яғни тіл арқылы халық, ел тарихын түсінеміз, танимыз. Қазақ халқының әлеуметтік өмірінен, мәдениетінен, шаруашылығынан т.б. жақтарынан терең мәлімет беретін мақалдар да тілде көптеп кездеседі. Мысалы, *Сасырбасы сарғая, ел көшеді жайлауға* мақалы қазақтың мал шаруашылығына байланысты туған.

Ә.Қайдар мақал-мәтелдерді тілдің лексико-семантикалық қорын этнос туралы небір құнды дерек, мағлұматтармен толықтырып, мән-мағанасын тереңдете түсетін «этнолингвистикалық арналарға» жатқызады. Этнолингвистикалық арналарға мақал- мәтелдерден басқа баламалар, тұрақты теңеулер, фразеологизмдер, жұмбақтар, ауыз әдебиетінің үлгілері енеді. Мақал-мәтелдер этнолингвистикалық арналардың ең құнарлы бұлақтарының бірі. Осы бұлақтардың арнасын ашып, мақал-мәтелдердің бойындағы этнос болмысын

танып білуге көмегін тигізетін бай мәліметтерді ала білу, оны этнолингвистика тұрғысынан түсіндіре білу, тіліміздің байлығын танып білу үшін де маңызы зор. Сонымен мақал-мәтелдерді этнолингвистика тұрғысынан зеттеудің мақсаты — тілдің кумулятивті қасиеті арқылы атадан балаға мирас болып келе жатқан мақал-мәтелдердің тілдік табиғатын зерттеу негізінде олардың ұлттық болмысы мен мазмұнын, қоғамда қалыптасқан ауыспалы мағынасын ғана емес, сол мағынаның қалыптасуына негіз болған о бастағы әр алуан уәждерді анықтап, мән-жайын түсіндіру.

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DIGITALIZATION AND GAMIFICATION IN FOREIGN LANGUAGE LESSONS AS A MEANS OF INCREASING LEARNERS' MOTIVATION

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Түйін: Мақалада шетел тілін оқыту үдерісінде геймификация мен цифрлық білім беру технологияларын қолдану мүмкіндіктері қарастырылады. Зерттеу құрылымдық геймификацияның білім алушылардың уәждемесін арттырудағы және олардың коммуникативтік, когнитивтік және шығармашылық қабілеттерін дамытудағы тиімділігін айқындайды.

Аннотация: В статье рассматриваются возможности применения геймификации и цифровых образовательных технологий в процессе обучения иностранному языку. Особое внимание уделяется структурной геймификации как эффективному инструменту повышения мотивации обучающихся и развития их коммуникативных, когнитивных и творческих способностей.

Modern information and communication technologies create wide opportunities for the formation and development of language, information and digital competencies of students.

Several key aspects can be identified in the process of using digital

educational resources:

1. The motivational aspect. The use of interactive exercises, online tests, game tasks and quests helps to increase interest in the material being studied and form a stable positive motivation among students.

2. The substantive aspect. The use of digital educational resources makes it possible to make training sessions more intense and diverse: to include visual and multimedia elements (illustrations, tables, diagrams, graphs, audio and video materials), as well as game and test forms of work.

3. Educational and methodological aspect. Electronic resources can act as methodological support for the entire educational process, from explaining new material and consolidating knowledge to monitoring students' learning and organizing independent activities (self—preparation, creative assignments, research and project work).

4. Organizational aspect. Digital technologies provide flexibility in the organization of the educational process, allowing you to effectively combine individual (including personalized), front-end and group forms of work.

5. Control and evaluation aspect. To test your knowledge, you can use ready-made online services, interactive notebooks and quizzes with automatic feedback, or create proprietary digital monitoring tools.

Game technologies have been used in pedagogy for a long time. As noted in the research, "the game technology used in the educational process is fully recognized as extremely effective, universal, easily reproducible, suitable for any academic discipline and solving almost all educational and developmental tasks" [1]. The emergence of generation Z — children who grew up in the era of the Internet and digital technologies — requires a new look at the role of games, including computer games, in educational activities. That is why gamification is becoming particularly relevant in modern schools.

The concept of "gamification" is interpreted in pedagogy in different ways, but all definitions agree on one thing - it is the use of game mechanisms and elements in a non—game context. The term itself was coined in 2002 by programmer Nick Pelling. Currently, the phenomenon of gamification is being actively studied not only in the field of education, but also in business, marketing, and management. Thus, gamification can be considered not just as a new concept of learning, but as an actual trend in the modern educational process and, possibly, an indicator of the general vector of development of society.

Despite the fact that gamification involves the inclusion of only individual game elements in the learning process, this does not turn the lesson into entertainment — the educational function remains a priority. The main advantage of the method is that learning becomes faster, more effective and psychologically comfortable, and the cognitive and creative abilities of students are activated. This is true for both traditional and digital forms of gaming. However, when using computers, tablets, and smartphones, the level of engagement is usually higher, since these devices represent the familiar environment of a modern student's activity.

A distinctive feature of gamification is its non—limiting nature - the content of learning activities is preserved (for example, memorizing foreign words), but the way it is organized is changing. At the same time, the educational reality is not replaced by the game reality, but is only complemented by game elements: clear and achievable goals, a system of rules and a step-by-step promotion structure. In the process of gamification, the student retains his own role, acting on the basis of internal motivation, for example, the desire to master a foreign language.

The effectiveness of perception and memorization of educational material when using gamification is comparable to the results achieved in the process of practical application of knowledge, and ranges from 75 to 90% of information assimilation. Additional game elements such as levels, rewards, and rating tables enhance students' emotional engagement and contribute to their internal motivation.

In pedagogy, there are two types of gamification — structural and substantive [2]. Structural gamification involves the use of individual game elements as part of the learning process, while meaningful gamification is based on the organization of learning around the game plot and rules. Due to the use of the storyline, script, visual design and interactive feedback, high internal motivation of students is formed. Educational computer games serve as a vivid example of meaningful gamification.

Currently, many teachers prefer structural gamification, which involves the use of competitive elements such as points, badges, medals, rating tables, level presentation of educational material and quests. These components contribute to the formation of a competitive spirit and serve as a key source of motivation for students. At the same time, structural gamification integrates game elements into the educational process without turning the educational system itself into a game or changing the content of the educational material.

The use of gamification in teaching foreign languages has significant pedagogical potential. Its non-limiting nature contributes not only to the development of foreign language communication skills, but also to the formation of critical thinking, collaboration skills, the ability to cooperate and tolerance. This makes gamification a unique tool for organizing the educational process, which moves away from passive teaching methods focused on the transfer of ready-made knowledge, and creates conditions for the introduction of problem-based and research-based learning. This approach promotes the activation of cognitive activity of students, the development of self-assessment and group assessment skills, as well as the creation of a virtual language space in which the creative potential of participants in the educational process is stimulated.

In modern conditions, gamification is successfully implemented in both traditional, distance and mixed forms of teaching foreign languages. Computer educational games, mobile applications, as well as programs and platforms with elements of augmented reality can be used as tools.

The modern range of digital services and platforms with didactic potential

for implementing gamified learning is very diverse. The list of such tools is constantly being updated, but those resources that combine ease of use with a high degree of interactivity have become particularly popular among teachers and students.

One of the most pressing problems of the modern educational process remains the lack of educational motivation among students. The use of predominantly traditional teaching methods often leads to a decrease in interest in the subject, as well as to a weakening of the ability to perceive and assimilate new information. In this context, the gamified approach is an effective means of solving the problem: the teacher no longer needs to create motivation solely by external stimuli, since the positive emotions accompanying the gameplay naturally increase the interest of students, enhance concentration of attention and contribute to better memorization of new material.

With the development of global digitalization, the educational space is gaining even greater opportunities for the introduction of gaming technologies. For foreign language teachers, gamification is becoming not only a way to diversify the forms of learning activities, but also a tool to improve the effectiveness and quality of learning material.

Thus, it can be concluded that gamification is one of the key trends in the current stage of development of the education system. It contributes to the formation of a new pedagogical paradigm in which learning becomes more motivating, interactive and effective, and its potential will continue to grow and bring positive results in the future.

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THE EFFECTIVENESS OF PAIR AND GROUP WORK IN DEVELOPING SPEAKING SKILLS

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Түйін: Бұл зерттеу ағылшын тілін шет тілі ретінде (EFL) оқитын студенттердің сөйлеу дағдыларын дамытуда жұптық және топтық жұмыстың тиімділігін зерттеуге арналған. Зерттеу барысында студенттердің өзара әрекеттесуі сөйлеу жылдамдығын, дәлдігін және коммуникативтік құзыреттілікті қалай арттыратыны қарастырылады.

Зерттеу нәтижелері дұрыс ұйымдастырылған жұптық және топтық жұмыс студенттердің ауызекі сөйлеу қабілетін едәуір жақсартатынын және олардың дербестігін арттыратынын көрсетеді.

Аннотация: Данное исследование посвящено изучению эффективности парной и групповой работы в развитии навыков говорения у студентов, изучающих английский язык как иностранный (EFL). В работе рассматривается, как взаимодействие между учащимися способствует развитию беглости, точности и коммуникативной компетенции. Исследование подтверждает, что хорошо организованное взаимодействие в парах и группах значительно улучшает устную речь и развивает самостоятельность обучающихся.

Speaking is often regarded as the most challenging and important skill in foreign language learning. Unlike reading and writing, speaking requires real-time processing, quick lexical access, and grammatical accuracy while maintaining fluency. The Communicative Language Teaching (CLT) approach emphasizes interaction as the means and goal of learning, making pair and group work essential tools for promoting communicative competence.

However, many traditional classrooms still rely heavily on teacher-centered instruction, where students play a passive role. Such environments limit opportunities for authentic communication and spontaneous speech. Therefore, creating a learner-centered atmosphere through pair and group work becomes crucial for developing oral proficiency.

This study examines how collaborative activities—such as discussions, role-plays, problem-solving tasks, and interviews—enhance speaking skills among EFL learners.

Numerous studies have shown that collaborative learning fosters communicative competence and improves language fluency (Long, 2015; Nation & Newton, 2020). Pair and group work are central components of interactionist theory, which posits that language is best acquired through meaningful interaction and negotiation of meaning (Ellis, 2016) [1].

According to Vygotsky's sociocultural theory, learning occurs through social interaction within the learner's Zone of Proximal Development (ZPD). Peer collaboration enables learners to scaffold each other's language development through feedback, clarification, and mutual assistance.

Studies by Jacobs & McCafferty (2017) and Goh & Burns (2012) have shown that small-group activities increase the quantity and quality of learner talk, providing more opportunities for practice than teacher-led lessons. Furthermore, group dynamics encourage cooperation, reduce fear of mistakes, and create a supportive environment for experimenting with language.

The study employed a mixed-method approach, combining quantitative and qualitative methods to assess the impact of pair and group work on speaking skills.

Participants:

60 undergraduate students majoring in English at a Russian university participated in the research. They were divided into two groups:

- Experimental group (30 students): received communicative lessons based on pair and group activities.
- Control group (30 students): followed traditional teacher-centered lessons.

Instruments:

1. Pre-test and post-test of speaking performance based on CEFR descriptors (fluency, accuracy, and interaction).
2. Student questionnaires about attitudes toward collaborative work.
3. Classroom observations focusing on participation and engagement.

Procedure:

Over eight weeks, both groups attended identical English classes. The experimental group practiced through role-plays, debates, and project discussions, while the control group primarily listened to lectures and performed individual speaking tasks [2].

Data Analysis: Statistical analysis compared pre- and post-test results, and qualitative data from interviews and observations were analyzed thematically to identify patterns in learner attitudes and communication behavior.

1. **Improvement in Fluency and Confidence** Students in the experimental group demonstrated a 25% increase in fluency scores compared to only 10% in the control group. Learners reported feeling more confident speaking in pairs and small groups, where the fear of public error was minimized.

2. **Enhanced Interaction and Engagement** Pair and group work created authentic communicative contexts. Learners negotiated meaning, asked for clarification, and used repair strategies naturally. Observations revealed that students spoke English up to 70% of class time in group activities, compared to less than 40% in traditional lessons.

3. **Development of Accuracy and Feedback Awareness** Collaborative settings allowed learners to receive immediate feedback from peers. They self-corrected more often and became more aware of grammatical and lexical choices. These findings align with Long's (2015) "Interaction Hypothesis," which emphasizes the role of feedback in language acquisition.

4. **Affective and Motivational Benefits** Students expressed greater enjoyment during collaborative tasks. Group dynamics fostered a sense of belonging and reduced speaking anxiety. This confirms findings by Dörnyei & Murphey (2019), who highlight the importance of positive group atmosphere in sustaining learner motivation.

5. **Challenges of Pair and Group Work** Despite the benefits, several challenges were noted. Some students preferred working with stronger peers, leading to unbalanced participation. Teachers must therefore assign roles carefully and monitor group dynamics. Additionally, classroom noise and off-topic discussions can be controlled through clear task design and time limits [3].

The findings have several implications for teachers and curriculum designers:

1. **Integrate Collaborative Tasks Regularly:** Include pair and group speaking activities in each lesson to ensure consistent oral practice.
2. **Use Task-Based Learning:** Design activities with clear goals—problem-solving, debates, or projects—to ensure meaningful communication.
3. **Balance Groups Strategically:** Mix stronger and weaker students and rotate partners to maximize peer learning.

4. Provide Scaffolding: Offer linguistic support (key phrases, vocabulary lists, and functional expressions) before the activity.
5. Assess Speaking Holistically: Evaluate not only accuracy but also fluency, interaction, and effort.

When implemented effectively, pair and group work transform the classroom into an interactive environment where learners actively construct meaning, negotiate ideas, and develop communicative competence [4].

The study concludes that pair and group work are highly effective methods for developing speaking skills in EFL contexts. Through collaborative interaction, learners gain more opportunities to use English, enhance fluency and accuracy, and build communicative confidence.

The results indicate that pair and group activities stimulate authentic communication, reduce anxiety, and promote learner autonomy. However, successful implementation requires careful task design, teacher monitoring, and continuous feedback.

Ultimately, fostering a cooperative learning environment not only improves speaking proficiency but also cultivates essential 21st-century skills such as teamwork, critical thinking, and intercultural communication.

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METHODS OF DEVELOPING ENGLISH GRAMMAR SKILLS THROUGH INDIVIDUALIZED TEACHING AT THE MIDDLE LEVEL

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Түйін: Грамматикалық құзыреттілік орта мектеп оқушылары үшін негіз болып табылады, өйткені олар тілді негізгі қолданудан жазбаға және ауызша қарым-қатынасқа көшеді. Бұл мақалада грамматиканы оқытудың тиімді әдістері қарастырылады, контекстік оқытуға, интерактивті стратегияларға және технологияны біріктіруге баса назар аударылады. Бұл сонымен қатар студенттерге бағытталған тәсілдердің маңыздылығын және грамматика сабақтарын қызықты етудегі мұғалімнің шығармашылық рөлін көрсетеді. Орта мектеп оқушыларының нақты қажеттіліктеріне

назар аударатырып, оқытушылар грамматиканы жан-жақты және жағымды оқуды қамтамасыз ете алады, бұл оқудағы жетістікке де, нақты әлемдегі қарым-қатынасқа да ықпал етеді.

Аннотация: Грамматическая компетентность является основополагающей для учащихся средней школы, поскольку они переходят от базового использования языка к более продвинутому письменному и устному общению. В этой статье рассматриваются эффективные методы преподавания грамматики, особое внимание уделяется контекстуальному обучению, интерактивным стратегиям и интеграции технологий. Это также подчеркивает важность подходов, ориентированных на учащихся, и творческую роль учителя в том, чтобы сделать уроки грамматики увлекательными. Ориентируясь на конкретные потребности учащихся средней школы, преподаватели могут обеспечить всестороннее и приятное изучение грамматики, способствующее как успеху в учебе, так и общению в реальном мире.

Introduction. Middle school is a critical phase in a learner's educational journey, as students develop the linguistic tools required for both academic and social communication. At this stage, grammar competence becomes particularly important as it forms the foundation for effective writing, speaking, and comprehension. However, teaching grammar in middle school presents unique challenges. Traditional methods of grammar instruction often rely on rule memorization and repetitive drills. While these approaches may provide temporary results, they fail to foster long-term understanding or practical application. Furthermore, middle school learners often require engaging and meaningful activities to maintain motivation and interest in learning grammar [1].

This article examines innovative strategies to enhance grammar competence in middle school learners, focusing on three key approaches:

1.Contextualized Grammar Learning: Integrating grammar instruction into meaningful contexts rather than isolated exercises.

2.Interactive Teaching Strategies: Engaging learners through collaboration, games, and creative activities.

3.Technology Integration: Using digital tools to make grammar practice more interactive and personalized. By applying these methods, educators can create a supportive and stimulating environment that promotes grammatical mastery while addressing the diverse needs of middle school learners.

Contextualized Grammar Learning.

Contextualized grammar learning involves teaching grammar in a way that connects it to real-life use and communication. This method moves away from isolated rule-teaching and instead integrates grammar into reading, writing, and speaking activities [2].

Examples of Contextualized Methods Text-Based Learning: Teachers can use age-appropriate stories, articles, or dialogues to highlight specific grammar structures. For instance, while reading a short story, students can identify and discuss examples of past tense verbs. Role-Plays: Creating scenarios such as “ordering at a restaurant” or “planning a trip” allows students to practice grammar within authentic contexts. Project-Based Activities: Assigning tasks like writing a diary entry or creating a fictional dialogue gives students opportunities to apply grammar creatively.

By placing grammar in meaningful contexts, students are more likely to understand its relevance and retain the knowledge they gain [3].

Interactive teaching methods transform grammar lessons from monotonous rule-learning sessions into dynamic and enjoyable experiences. Effective Strategies:

1. Collaborative Activities: Group tasks, such as solving grammar puzzles or creating sentences collaboratively, foster teamwork and peer learning.

2. Grammar Games: Games like “Find the Mistake,” “Grammar Bingo,” or competitive quizzes make grammar practice fun and memorable.

3. Creative Projects: Activities like composing short plays, designing posters with captions, or creating a comic strip encourage students to use grammar in creative and meaningful way. Interactive methods not only make grammar learning enjoyable but also help students develop confidence in using grammatical structures in their communication [4].

Conclusion. Developing grammar competence in middle school learners is a vital yet challenging task. By shifting away from traditional, rule-based methods and embracing contextualized, interactive, and technology-enhanced approaches, educators can create a more effective and engaging learning experience. These strategies not only help students master grammar but also enable them to use it confidently in real-life communication. Middle school is a formative period in language development, and equipping students with strong grammar skills at this stage lays a solid foundation for their academic and personal success.

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INTEGRATION OF BBC LEARNING ENGLISH APP INTO CLASSROOM TEACHING: OPPORTUNITIES AND CHALLENGES

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Түйіндеме: Бұл мақалада BBC Learning English мобильді қосымшасын ағылшын тілін оқыту үдерісіне, атап айтқанда сыныптағы сабақтарға енгізудің мүмкіндіктері мен қиындықтары қарастырылады. Цифрлық технологиялардың дамуы білім беру жүйесінде жаңа әдіс-тәсілдерді қолдануға жол ашты, соның ішінде мобильді оқыту (Mobile-Assisted Language Learning – MALL) әдісі ерекше назар аудартады.

Аннотация: В данной статье рассматриваются возможности и трудности интеграции мобильного приложения BBC Learning English в процесс преподавания английского языка, в частности при проведении аудиторных занятий. Развитие цифровых

технологий открыло новые пути для совершенствования образовательного процесса, среди которых особое внимание уделяется методу мобильного обучения (Mobile-Assisted Language Learning – MALL).

The current stage of education development is characterized by the active introduction of digital technologies into the educational process. The use of mobile devices and online platforms opens up new opportunities for teaching foreign languages, making learning more flexible and interactive. One of the most effective tools in this area is the BBC English Language Learning app, which provides a wide range of materials for improving listening, pronunciation, vocabulary, and grammar skills [1].

The teaching method of mobile (mobile automated language learning — shopping center) acts as an innovative direction in pedagogy, which allows combining traditional forms of teaching with the independent activity of students. Such integration contributes to the growth of educational motivation, the development of autonomy and individualization of the educational process.

Nevertheless, the introduction of mobile technologies into the classroom structure is accompanied by a number of difficulties. Among them, there are technical limitations, different levels of digital competence of teachers, as well as the need to adapt the content of lessons to the use of mobile applications. In addition, there is a need to develop methodological recommendations that ensure the effective use of digital resources. This highlights the relevance of the research aimed at exploring the potential and challenges of introducing BBC Learning English into the educational process [2].

The purpose of this study is to analyze the effectiveness of using BBC English language learning as part of English language classes, to identify its advantages and existing pedagogical problems in practical use. The results obtained can serve as a basis for improving teaching methods and improving the quality of learning using digital technologies.

In recent years, the use of mobile technologies in teaching foreign languages has become an integral part of the educational process. One of the most popular tools is the BBC Learning English app, which provides diverse courses for learning English. language at various levels of training. The platform contains video tutorials, podcasts, grammar explanations, interactive exercises and relevant thematic materials, which makes the learning process more interesting and productive.

The integration of this application into English classroom classes allows you to make lessons more dynamic and closer to the real language environment. For example, when studying the topic "Health and nutrition", the teacher can use the heading "6 minutes of English", where students listen to the dialogue of native speakers, and then perform tasks on new words, discuss what they have heard and apply vocabulary in oral speech. This approach promotes the development of communicative competence, improves listening skills and activates the vocabulary of students [3].

The advantages of using BBC English language learning in the classroom include increased motivation to learn English, increased opportunities for

independent learning, and the availability of high-quality authentic materials. Thanks to this, students can study not only during lessons, but also outside the classroom, which contributes to the formation of stable learning habits and the development of language independence. The application also facilitates the teacher's work, as it allows for flexible combination of traditional and digital teaching methods. In addition, the regular use of such tools contributes to the formation of digital literacy among students, an important skill of the 21st century.

However, along with the positive aspects, certain difficulties have also been identified. Among them are dependence on a stable Internet connection, insufficient technical training of some teachers, as well as the need to adapt study time for the effective use of digital resources [4]. In addition, excessive use of mobile devices during lessons can lead to a decrease in students' concentration. It is important to note that the successful integration of such technologies requires not only technical support, but also pedagogical flexibility in order to maintain a balance between traditional and innovative approaches.

Despite these problems, the teaching postulate of BBC Learning English stops watching. With proper organization of the educational process and methodological support, the use of this application contributes to the development of language skills, the formation of interest in learning English and improving the effectiveness of educational activities in general.

To achieve the objectives of the study, a qualitative and quantitative methodology was applied, aimed at identifying the effectiveness of using the BBC English Language Learning mobile application in the classroom learning process. The main focus was on analyzing the pedagogical capabilities of the application, as well as identifying the difficulties encountered in integrating it into the traditional educational process [5].

The study was conducted among students learning English as a foreign language and teachers using digital resources in their classes. The following methods were used in the course of the work: questionnaires, observation, comparative analysis and interviews.

The survey made it possible to determine the level of student engagement and their attitude to the use of mobile technologies during classes. The observation method was used to analyze the behavior of students in the process of interacting with the application. To begin with, the teachers gave the opportunity to introduce the practice and complexity of learning English on the BBC into the educational process.

A mixed approach was used to analyze the data: quantitative survey results were processed statistically, and qualitative data was processed through content analysis. This approach allowed us to gain a comprehensive understanding of the impact of the mobile application on the effectiveness of learning, student motivation and the organization of the educational process [6].

Thus, the chosen methodology ensured the objectivity of the study and allowed us to establish how the use of BBC English language learning can contribute to improving the quality of English teaching, as well as what obstacles prevent its full integration into classroom practice.

In the course of the conducted research, it was found that the integration of the BBC English Learning mobile application into the classroom learning process opens up wide opportunities for improving the quality of English teaching. The use of this resource contributes to the development of all aspects of language proficiency — listening, pronunciation, vocabulary and grammar, as well as enhances students' motivation through interactivity and accessibility of content.

The application allows teachers to diversify the forms of work in the classroom, introduce elements of autonomous learning and create conditions for the practical application of acquired knowledge. Students, in turn, get the opportunity to study at a convenient time for them, independently monitor their own progress and interact with authentic materials [7].

However, despite the obvious advantages, the integration of mobile technologies into traditional education is accompanied by a number of difficulties. Among them are the lack of technical resources, insufficient training of teachers for the use of digital tools, as well as the need to adapt curricula to the format of mobile learning. It is important to emphasize that overcoming these barriers is possible with the provision of systematic support from educational institutions, the organization of digital literacy courses for teachers and the development of methodological recommendations for the effective use of mobile applications in teaching.

The results of the study confirm that the successful application of BBC English learning requires an integrated approach, including methodological training of teachers, technical support and the conscious inclusion of digital resources in the educational process. Only under such conditions will mobile technologies be able to become a full-fledged tool of modern language education, contributing to the development of skills, independence and interest of students in learning English.

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ACADEMIC MOBILITY OF FUTURE FOREIGN LANGUAGE TEACHERS

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Түйін: Бұл мақала мәдени және әлеуметтік-экономикалық даму процестеріндегі білім берудің рөлінің артуымен анықталатын маманның жеке басының әлеуметтік және кәсіби мобильділігін дамыту мәселесін зерттеудің өзектілігіне арналған.

Аннотация: Данная статья посвящена актуальности исследования проблемы развития социально-профессиональной мобильности личности специалиста определяется повышением роли образования в процессах культурного и социально-экономического развития.

The term "mobility" has been adopted in pedagogical science recently, but this concept itself has become widely used in many areas of human activity. Mobility is often understood as the ability of a subject to quickly navigate in the environment, find the right forms of activity and accept changes, transformations and rapid interactions. We consider personal mobility as a stable and positive purposeful activity of a person in the implementation of a certain activity, which leads to qualitative changes in this activity, as well as the ability of a specialist to adapt to new conditions, conditions and opportunities of modern scientific and technical progress. In professional pedagogy, several types of mobility are currently considered: socio-economic mobility, which expresses the readiness and ability of a specialist to adapt to changing labor market conditions; professional mobility, which characterizes the ability of an employee to quickly and successfully master new equipment and technologies within his profession and, if necessary, master new professions, taking into account movement in the professional hierarchy; innovative pedagogical mobility as the activity of creating, mastering and implementing innovations in education. This latter is fully consistent with our concept of "pedagogical movement," which combines, among other things, three types of movement: professional, cognitive, and academic movement [1].

Professional mobility develops in students through the integration of certain competencies during professional training. It reflects the level of professionalism of the future specialist and is manifested in the ability to make free decisions in complex situations, work in a constantly changing environment and face emerging problems. Professional mobility for foreign language specialists, including teachers, is associated with their linguistic and professional skills, personal potential and readiness to improve their professional activities by accepting and improving the accumulated experience. In the context of foreign language teaching, we define cognitive mobility as the teacher's ability to navigate in a pedagogical situation and actively, flexibly and creatively solve cognitive problems. The main cognitive content of language teaching can be defined as a description of a cognitive idea, built through cognition from various mental representations and cognitive processing of information in some form of communication. Academic mobility is associated with

the development of international interdisciplinary cooperation between students and teachers, as well as domestic and foreign universities, and is based on a high level of foreign language learning, which can be achieved only by improving the quality of teaching and research activities. Thus, pedagogical mobility (PM) is one of the important professional characteristics of a teacher, which includes professional, adaptive and personal qualities that contribute to the organization of joint pedagogical activity with other participants in the educational process, in which creative, innovative and valuable aspects of his personality are manifested, which stimulates the professional, personal and competence development of all participants in pedagogical cooperation. In our study, future teachers - specialists in the field of foreign language teaching can:

- 1) set goals and shape students' motivation in educational activities;
- 2) reveal the individual meaning of each specific lesson and "foreign language" course;
- 3) provide an individual approach to each student based on the appropriate presentation of any educational material;
- 4) acquiring the necessary skills: solving specific pedagogical problems, developing work programs in academic subjects, organizing students' educational activities, etc.

In our study, we based the process of forming PM in future English teachers on the following principles:

- 1) humanism, the appeal of which is "do no harm";
- 2) the validity of the teaching methods used with the established educational goals;
- 3) accuracy, that is, the correspondence of learning outcomes to the content of professional competencies;
- 4) testing, which allows adjusting students' educational activities based on the results of monitoring them, depending on their progressive or regressive direction. In fact, PM is a means of forming a professional interest in pedagogy in future specialists in the field of teaching foreign languages and developing important personal qualities for a foreign language teacher through mastering the basics of general pedagogical preparation: the content of education, principles, methods, pedagogical technologies and organizational forms of education and upbringing [2].

The main conditions that contribute to the effective development of teaching skills of future foreign language teachers are: 1) understanding by students of the personal, socio-economic and professional significance of the acquired pedagogical competencies; 2) understanding the importance of pedagogy for the successful development of the personality of a developing individual; 3) recognition of the importance of the humanistic foundations of socio-pedagogical relations of participants in the educational process; 4) integration of a foreign language into other subjects (in the form of foreign language terminology, colloquial expressions and phrases, etc.), as well as into all spheres of life of participants in the pedagogical process (students and teachers) [3].

In developing our hypothesis, we assumed that the LM as a factor increasing the competitiveness of highly qualified teachers will gradually develop within the logic of its integrated professional, cognitive and academic movement, which in our study is defined as training that includes elements of future professional activity - pedagogical and foreign language. During this training, which is similar to the school educational process, future foreign language teachers participate in simulated situations (pedagogical, linguistic and social intercommunication) and solve professional pedagogical problems. The results of our study show that such subjective "attraction" of "fake" experience contributes to the development of cognitive activity in a foreign language, professional and pedagogical motivation of students, and the expansion of their intercultural space. We describe two advanced methods tested in our experience: 1) modeling situations of interpersonal communication in a foreign language; 2) active dialogical communication between participants in the educational process [4].

The dialogical approach in our study is based on the case study technology. This technology involves involving students in a dialogical conversation with the class to discuss the problem posed in the case and search for pedagogical solutions to it. The content and style of presenting the case problem allow students to participate in dialogical activity at two levels – informational (what to do) and technological (how to do). In our work, we considered three types of cases:

1) practical, reflecting completely real dialogical pedagogical situations in a foreign language;

2) educational, aimed at expanding students' knowledge and important professional skills;

3) research, aimed at implementing pedagogical research activities in a foreign language. Case problems can be solved individually or in group work. The main goal is to teach students to analyze foreign language data, identify problems reflected in the described pedagogical situation, find solutions, and develop a program of pedagogical activities. The main requirement is to use all means of teaching a foreign language [5].

The results of the analysis showed that in the experimental groups, the indicators of the lower levels of PM development decreased (adaptive-reproductive by 4 times; professional-reproductive by 3 times), while the indicators of the higher levels of PM (professional-productive and professional-creative) increased. As the practice and experience of domestic and foreign academic researchers show, the development of PM, consisting of structurally interconnected cognitive, professional and academic movements, is one of the main tasks of higher education. This, on the one hand, corresponds to political and socio-economic changes in society, and on the other hand, allows us to meet the requirements for the level of foreign language learning, pedagogical and creative training of future teachers who are fluent in foreign languages.

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INTERACTIVE METHODS OF TEACHING FOREIGN LANGUAGES: HOW WEB TECHNOLOGIES ARE CHANGING APPROACHES TO TEACHING

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Түйіндеме: Бұл мақалада ағылшын тілін оқыту әдістемесінің студенттердің өздігінен білім алу дағдыларын дамытудағы рөлі қарастырылады. Мақалада оқушының дербестігін арттыруға бағытталған әдістер, технологиялық құралдарды қолдану және мұғалімнің жетекші рөлі баяндалады. Сонымен қатар, тіл үйренудегі жауапкершілік пен шығармашылық ойлаудың маңыздылығы атап өтіледі.

Аннотация: В данной статье рассматривается значение методики преподавания английского языка как инструмента развития у студентов навыков самостоятельного обучения. Описаны методы, направленные на развитие автономии учащихся, роль технологий в обучении и трансформация роли преподавателя. Также подчеркивается важность ответственности и критического мышления в процессе изучения языка.

The modern world demands individuals who can communicate fluently in multiple languages and understand cultural diversity. Traditional methods of teaching foreign languages, based on memorization, grammar translation, and teacher authority, are no longer sufficient to meet the needs of 21st-century learners. The emergence of web technologies has introduced new pedagogical opportunities, making the learning process more interactive, flexible, and student-centered. Teachers now play the role of facilitators and guides rather than mere transmitters of knowledge. Learners engage with real-life materials, collaborate with peers from other countries, and develop communication skills in authentic contexts. The interactive learning environment created by web tools encourages creativity, autonomy, and continuous feedback, which are essential for mastering a foreign language [1].

Web technologies have become essential tools in the process of language learning. Online platforms such as Zoom, Google Meet, and Microsoft Teams allow teachers and students to interact synchronously, conduct discussions, and practice speaking in real-time. Learning Management Systems (LMS) like Moodle or Google Classroom enable teachers to create tasks, track student progress, and organize feedback efficiently. These systems encourage collaboration and provide an opportunity for students to learn beyond the classroom. Another significant contribution of technology is the rise of gamification in education. Platforms like

Duolingo, Quizlet, Kahoot, and Wordwall make learning enjoyable and interactive. Through games, students gain motivation to repeat exercises, memorize vocabulary, and compete with peers. The use of visual and auditory materials also enhances comprehension and retention. Multimedia content such as videos, podcasts, and animations appeal to different learning styles and make lessons more dynamic. Furthermore, social networks and online communities have created informal learning environments. Students can participate in international discussions, exchange cultural experiences, and communicate with native speakers.

This real-life interaction develops not only language proficiency but also intercultural awareness. In this way, web technologies connect learners across geographical borders and promote global collaboration. The integration of virtual reality (VR) and augmented reality (AR) technologies in foreign language education represents another innovative step [2].

These tools create immersive learning experiences that simulate real-life communication. For instance, learners can enter a virtual café or airport and practice dialogues in realistic settings. This type of experiential learning helps overcome the psychological fear of speaking and boosts confidence in using the target language. Artificial intelligence (AI) also plays a growing role in foreign language education. AI-based tools like ChatGPT, Grammarly, and Replika assist students in writing, correcting mistakes, and generating ideas. They provide instant feedback and adapt to the learner's level, offering personalized learning paths. Teachers benefit from AI-powered analytics to assess student performance and tailor lessons accordingly [3].

However, it is important to emphasize that technology should not replace human teachers but should serve as a powerful assistant in the learning process. The teacher's role remains central in guiding students, ensuring critical thinking, and fostering meaningful interaction. Despite these advantages, the integration of web technologies in language education also presents certain challenges. Not all schools and students have equal access to digital devices and stable internet connections. Teachers need training in digital pedagogy to effectively use these tools. Moreover, excessive screen time and lack of face-to-face communication can negatively affect motivation and concentration. Therefore, a balanced approach is essential. Blended learning, which combines traditional classroom teaching with online activities, offers the best of both worlds—maintaining personal interaction while benefiting from technological advantages. It is also crucial to consider the psychological aspect of interactive learning. Students tend to participate more actively when lessons are engaging and when they feel a sense of achievement [4].

The use of digital tools provides immediate rewards, such as points or badges, which enhance motivation. Interactive methods also allow learners to take control of their progress, fostering self-directed learning. Teachers can design creative tasks such as online debates, collaborative writing projects, and multimedia presentations, which promote both linguistic and cognitive development. The pandemic period of 2020–2022 demonstrated the importance of web-based education. During this time, millions of teachers and students around the world adapted to online learning

environments. This global experience accelerated the digital transformation of education and showed that effective foreign language learning is possible beyond the physical classroom. As a result, educational institutions have continued to incorporate web technologies even after returning to traditional settings. The flexibility and accessibility of online resources have proven to be essential for modern language education [5].

In conclusion, interactive methods supported by web technologies have fundamentally transformed the methodology of teaching foreign languages. They have shifted the focus from passive learning to active engagement, from teacher-centered instruction to learner autonomy, and from isolated classrooms to global communication networks. The integration of digital tools—such as online platforms, gamified systems, and artificial intelligence—creates diverse and motivating learning experiences [6].

However, successful implementation depends on the teacher's ability to balance technology with pedagogy, ensuring that the human dimension of teaching remains central. The future of language education lies in continuous innovation, collaboration, and the thoughtful use of technology to enhance communication and intercultural understanding.

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THE INFLUENCE OF SOCIAL MEDIA PLATFORMS ON FOREIGN LANGUAGE ACQUISITION

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Түйіндеме: Бұл мақалада шетел тілін үйретуде интерактивті диалогтық әдістердің маңызы мен олардың оқушылардың коммуникативтік дағдыларын дамытудағы рөлі қарастырылады. Диалогтық практикалар арқылы оқушылардың өз ойын еркін жеткізуі, тілдік қарым-қатынас мәдениетін қалыптастыруы және сөйлеу белсенділігінің артуы талданады. Сондай-ақ, тиімді интерактивті әдістер мен мұғалімнің бағыттаушы рөліне назар аударылады.

Аннотация: В данной статье рассматривается значение интерактивных диалоговых практик в процессе обучения иностранному языку и их роль в развитии коммуникативных навыков учащихся. Анализируется, как диалог способствует свободному выражению мыслей, формированию речевой культуры и повышению активности говорения. Особое внимание уделяется эффективным интерактивным методам и направляющей роли преподавателя.

In the digital era, social media has become an integral part of daily communication and learning practices worldwide. For foreign language learners, it provides unprecedented opportunities to immerse themselves in authentic linguistic environments beyond the classroom. Social networking platforms such as Facebook, Instagram, and TikTok are no longer used merely for entertainment; they serve as valuable spaces for exposure to real-life communication, cultural exchange, and linguistic practice. Educators increasingly recognize the pedagogical value of these platforms for promoting communicative competence, learner motivation, and intercultural understanding. Foreign language acquisition traditionally depended on structured classroom instruction and teacher-centered methodologies. However, the emergence of Web 2.0 technologies has revolutionized how learners engage with the target language. Learners now interact with native speakers, consume digital content, and participate in global communities in the target language [1].

These interactions allow for authentic input, output, and negotiation of meaning — three elements considered crucial in second language acquisition theories.

The integration of social media into language education has attracted the attention of scholars and educators over the last two decades. According to Warschauer, the digital revolution transformed language learning into a more collaborative, learner-centered, and globally connected process. Theoretical approaches such as Communicative Language Teaching and Sociocultural Theory highlight the importance of interaction, collaboration, and authentic communication in language development — all of which are supported by social media tools. Social media facilitates authentic communication by providing real contexts for using the target language. Learners can comment on videos, write posts, participate in online discussions, or follow influencers who speak the language they are learning. This aligns with Krashen's Input Hypothesis, which stresses the need for comprehensible and meaningful input for successful acquisition. Furthermore, Swain's Output Hypothesis suggests that producing language — through writing comments, recording videos, or chatting — enhances learners' ability to notice gaps in their linguistic competence and improve their accuracy and fluency. From a motivational perspective, Self-Determination Theory provides a framework for understanding why learners engage with social media for language learning. When students have autonomy and can choose the content that interests them, their intrinsic motivation increases. Similarly, Gardner's Socio-Educational Model emphasizes the role of integrative motivation — the desire to interact and identify with speakers of the target language — which social media environments naturally foster. Several studies support the positive impact of social media on language skills. For example, Blattner and

Lomicka found that using Twitter and Facebook in foreign language classrooms enhances students' sense of community and improves writing fluency. Similarly, Reinhardt demonstrated that social media-based learning encourages informal, continuous exposure to the target language, which contributes to vocabulary acquisition and cultural competence [2].

This research is based on a qualitative synthesis of current academic literature, case studies, and empirical findings that examine the educational role of social media in language learning. The methodological approach combines content analysis and theoretical interpretation to identify the pedagogical patterns emerging from the integration of social media tools into language acquisition. Unlike quantitative surveys, this study focuses on the how and why behind learners' engagement with digital platforms, aiming to uncover underlying mechanisms rather than numerical trends. The data for analysis were drawn from previous scholarly studies published between 2010 and 2024, focusing on the use of platforms such as Facebook, YouTube, Instagram, and TikTok in the context of language education.

The inclusion criteria were based on relevance to second or foreign language learning, emphasis on communicative competence, and demonstration of learner engagement. The review included works by scholars such as Reinhardt, Blattner, Lomicka, and Kabilan, who have all explored social networking as a linguistic environment. The findings reveal that social media's influence on foreign language acquisition is both complex and context-dependent. The effectiveness of these platforms depends largely on how learners use them and how teachers guide their integration. From a pedagogical standpoint, the interactionist perspective in language learning theory aligns closely with the nature of social media [3].

Online discussions, comments, and video exchanges foster negotiation of meaning — a process vital for language development. Learners receive immediate input and can respond interactively, thereby refining their communicative skills in real time. Moreover, constructivist learning theory supports the idea that students actively build knowledge through experience. When learners engage in social media tasks — such as writing posts or creating short videos — they produce authentic language and learn through contextual use rather than rote memorization. This promotes deeper cognitive processing and long-term linguistic retention. Another critical factor identified is learner autonomy. Social media empowers students to choose learning materials aligned with their interests, which increases intrinsic motivation. This sense of agency helps sustain engagement, especially when formal instruction alone is insufficient. Yet, without teacher guidance, learners may develop fragmented or incorrect linguistic habits. Therefore, pedagogical frameworks should balance freedom with scaffolding [4].

Challenges persist. Digital distraction, information overload, and quality control remain serious issues. Not all online content is linguistically accurate or culturally appropriate. Furthermore, the abundance of media can lead to cognitive fatigue and superficial engagement. Teachers must therefore design media-based tasks that promote critical thinking, reflective practice, and authentic communication. Despite limitations, social media's integration into language learning

offers transformative possibilities. It democratizes access to authentic input, enables intercultural exchange, and redefines how learners interact with the target language community. When harnessed effectively, social media becomes not a threat to traditional education, but a complementary force that extends learning into the real world. The study concludes that social media platforms serve as powerful catalysts for enhancing foreign language acquisition [5].

Their influence extends beyond vocabulary and grammar; they reshape learners' communicative identities and foster intercultural competence. The multidimensional impact of digital tools can be summarized in three key points: Authentic Exposure: Social media provides access to real linguistic input, cultural nuances, and contemporary expressions, enriching the learner's understanding of context and pragmatics. Motivation and Autonomy: Self-directed interaction and personalized learning environments increase motivation and engagement, essential factors for long-term acquisition. Pedagogical Innovation: When combined with structured learning goals, social media promotes active learning, collaboration, and creativity in language education. For educators, the recommendation is to design blended learning strategies that incorporate social media as a supplementary tool rather than an isolated practice. Teachers should establish clear learning objectives, monitor learners' progress, and foster digital literacy skills. Institutions, in turn, should provide training programs that help both teachers and students navigate online platforms safely and productively [6].

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MICRO-LEARNING AND GAMIFICATION: NEW HABITS FOR LANGUAGE LEARNERS IN 2025

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Түйін: 2025 жылы микрооқыту және ойын элементтерін қолдану шет тілдерін үйренуде негізгі стратегияларға айналады. Қысқа, интерактивті сабақтар мен ойындық элементтер оқушылардың мотивациясын, қызығушылығын және оқудың тиімділігін арттырады. Мақалада микрооқыту мен ойын элементтерінің негізгі тәсілдері, тіл үйрену дағдыларына әсері және болашақ білім беру технологияларында қолдану перспективалары қарастырылады.

Аннотация: В 2025 году методы микропрактики и геймификации становятся ведущими стратегиями в изучении иностранных языков. Короткие, интерактивные занятия и элементы игрового дизайна повышают мотивацию, вовлеченность и эффективность обучения. В статье рассматриваются ключевые подходы микроленгига и геймификации, их влияние на формирование новых языковых привычек, а также перспективы их использования в образовательных технологиях будущего.

Language learning has experienced significant transformations under the influence of technology, social trends, and innovative pedagogical approaches. In 2025, micro-learning and gamification are considered leading strategies for acquiring new language skills. Micro-learning delivers educational content in small, focused segments that learners can complete in short periods, often via mobile applications or online platforms. Gamification incorporates game elements such as points, levels, achievements, and virtual rewards into the learning process, increasing motivation and engagement. These approaches address modern learners' needs, including limited time, preference for interactive experiences, and the desire for personalized learning paths. Combining micro-learning with gamification helps learners establish new habits that encourage regular practice and long-term retention of language skills.

Micro-learning is based on the principle that digesting information in small portions enhances retention and reduces cognitive overload. Language learners can focus on vocabulary, grammar, or pronunciation for brief intervals ranging from five to fifteen minutes multiple times per day. This approach allows learners to integrate language practice into their daily routines, making learning flexible and convenient. Immediate feedback provided through quizzes or interactive exercises reinforces memory and helps learners form daily study habits. Studies have shown that learners who engage in short, consistent sessions outperform those who study less frequently but for longer periods. The cumulative effect of repeated exposure in micro-learning helps learners retain knowledge more effectively than traditional long-form lessons.

Gamification makes language learning enjoyable and motivating by introducing interactive and competitive elements. Learners experience a sense of progress, achievement, and recognition through levels, challenges, points, and virtual rewards. These elements encourage intrinsic motivation, where learners engage in activities because they are enjoyable and rewarding, rather than solely for external

validation. Gamified learning provides a safe environment for experimentation, allowing learners to practice language skills without fear of failure. Modern language learning applications turn vocabulary exercises, dialogues, and grammar tasks into mini-games or simulations, providing immediate feedback and fostering sustained engagement. This approach not only motivates learners but also helps them develop a deeper connection with the language by transforming repetitive exercises into meaningful, playful experiences [1].

The combination of micro-learning and gamification amplifies the benefits of both approaches. Short, interactive lessons become more engaging through game mechanics, and game-based challenges promote regular practice, transforming occasional study sessions into consistent habits. Tracking progress through levels, achievements, and rewards allows learners to see tangible results of their efforts, providing both motivation and a sense of accomplishment. For instance, a learner might complete a ten-minute lesson on food vocabulary and earn points that unlock a higher-level conversational challenge, creating a continuous cycle of learning and reward. This integration strengthens motivation, fosters self-discipline, and promotes the development of sustainable language learning habits.

By 2025, several trends are shaping how learners acquire new languages. Mobile-first learning has become the primary mode of accessing educational content, allowing learners to study anytime and anywhere. Social and collaborative elements in gamified applications encourage participation and create a sense of community among learners worldwide. Artificial intelligence is increasingly used to adapt lesson difficulty to the learner's level, providing a personalized learning experience. Short, frequent practice sessions are more effective than occasional extended lessons, promoting retention and habit formation. These developments make language learning an integrated part of daily life rather than an isolated educational activity [2].

The widespread adoption of micro-learning and gamification also has sociocultural implications. The playful and interactive nature of these approaches reduces anxiety, creating a supportive learning environment for teenagers and adults who may feel apprehensive about speaking in a new language. Motivation and engagement increase, leading learners to view language study as an enjoyable and natural activity. Social features in gamified apps foster global connectivity, allowing learners to interact, collaborate, and share experiences with peers from different cultural backgrounds. These interactions contribute to intercultural competence and provide learners with a broader perspective on the practical use of language in real-world contexts.

Micro-learning and gamification are transforming language education in 2025, making it more flexible, interactive, and motivating. Short, engaging lessons combined with game mechanics help learners establish consistent study habits, enhance retention, and maintain intrinsic motivation. These methods reflect broader trends in education toward personalization, learner autonomy, and interactive technology. As educational technologies continue to advance, the integration of micro-learning and gamification is likely to further revolutionize language learning, making it accessible, enjoyable, and highly effective for learners of all ages.

By 2025, technological developments have significantly enhanced both micro-learning and gamification. Mobile applications, cloud-based platforms, and AI-driven personalized learning systems enable learners to access lessons anytime, track progress automatically, and receive instant feedback. Artificial intelligence adapts tasks to each learner's strengths and weaknesses, recommending content that reinforces vocabulary, grammar, or pronunciation gaps. Speech recognition tools provide real-time feedback on pronunciation, helping learners improve accuracy even without a human tutor. Furthermore, augmented reality (AR) and virtual reality (VR) are increasingly integrated into gamified language learning, allowing immersive experiences such as virtual dialogues with native speakers or simulated real-life scenarios, which improve contextual understanding and cultural awareness. These technological tools not only facilitate learning but also make it more engaging and realistic, creating a learning environment where motivation and effectiveness are mutually reinforced.

Micro-learning and gamification do not only influence motivation; they also have measurable cognitive effects. Short, focused lessons improve memory consolidation by spacing learning over time, a principle known as the spacing effect in cognitive psychology. Gamified feedback mechanisms, such as earning points or unlocking achievements, activate reward pathways in the brain, increasing dopamine release, which strengthens engagement and encourages repetition. Habit formation is accelerated when learners associate short sessions with tangible rewards, making study a routine part of daily life. Over time, this consistent engagement leads to stronger retention, better recall, and increased fluency. Moreover, learners often report higher confidence in using the language due to repeated practice in low-stress, game-like environments, which reduces anxiety and enhances self-efficacy [3].

Another challenge is **code-mixing and lexical borrowing**. While borrowing English terms can enrich minority languages, excessive integration of foreign words may alter the language's grammatical structures and stylistic norms. Examples in Kazakh youth speech include terms like *update*, *deadline*, *online*, and *startup*, which are increasingly used even in conversations among native speakers of Kazakh or Russian. Over time, this can create hybrid linguistic forms that diverge from traditional norms and reduce linguistic purity.

The **cultural dimension** is also significant. Minority languages are carriers of cultural knowledge, oral traditions, and social identity. The dominance of English may inadvertently convey a message that these local languages are less prestigious or less useful in modern contexts. This can generate **linguistic insecurity**, particularly among younger speakers, and contribute to the gradual erosion of cultural heritage.

The **cultural dimension** is also significant. Minority languages are carriers of cultural knowledge, oral traditions, and social identity. The dominance of English may inadvertently convey a message that these local languages are less prestigious or less useful in modern contexts. This can generate **linguistic insecurity**, particularly among younger speakers, and contribute to the gradual erosion of cultural heritage.

Central Asia offers vivid examples of the interaction between English and minority languages. In Kazakhstan, the Kazakh language has experienced

revitalization efforts since independence in 1991, yet English has grown in prestige among urban youth and professionals. The government promotes trilingualism—Kazakh, Russian, and English—as a strategy to integrate into global networks.

The widespread adoption of gamified micro-learning has implications beyond individual skill acquisition. It fosters cross-cultural communication and awareness by connecting learners from different countries through competitive or collaborative activities. In addition, by making language learning accessible and enjoyable, these methods help bridge gaps between learners of different socioeconomic backgrounds. Educational platforms increasingly incorporate culturally relevant content, including idioms, expressions, and social norms, which helps learners understand context and increases intercultural competence. However, there is also a potential challenge: an over-reliance on English-dominated gamified platforms could overshadow the study of minority languages or culturally specific communication patterns, highlighting the need for balanced, inclusive content [4].

In 2025, micro-learning and gamification have fundamentally reshaped language education. The combination of short, interactive lessons and game mechanics promotes habit formation, cognitive retention, and intrinsic motivation. Technological innovations, from AI personalization to AR/VR immersion, further enhance learning outcomes and engagement. Beyond individual skills, these approaches foster global connectivity, cross-cultural understanding, and equitable access to language education. As these methods continue to develop, they are likely to become central to language learning strategies worldwide, representing a significant shift from traditional approaches toward a dynamic, learner-centered model.

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М. ӘУЕЗОВТІҢ АЛҒАШҚЫ ӘНГІМЕЛЕРІНДЕГІ ТАРИХИЛЫҚ

Есенбек Динара Арманқызы, Джумадуллаева Насиба Даниярбекқызы

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Аннотация: Наследие Мухтара Ауэзова – это наследие казахской жизни, которое передается из глубины веков в наши дни и из настоящего в будущие времена.

Abstract: The legacy of Mukhtar Auezov is the legacy of Kazakh life, passed down from the depths of centuries to the present day and from the present to the future.

Тарих - адамзаттың қоғамдық-әлеуметтік өсу жолын, мәдени дамуы мен рухани қалыптасуын көрсететін ерекше пән. Қоғамдық - әлеуметтік даму жолында адамзат өз тарихында көптеген қиындықтармен күресе отырып, кемелденді, дамыды. Тарихты тану арқылы адамның тарихи санасы қалыптасты. Тарихи сана, тарихи таным-түсінік әрқашан көркем әдебиет, яғни көркемдік ойлау арқылы өмір сүреді. Халықтың ауызша тараған әдебиетінен бүгінгі күнге дейінгі әдебиеттегі тарихи таным мен тарихи түсінік өткен дәуірден қалған жаңғырық ретінде қазірге дейін жетіп отыр.

Тарихи тақырып қазіргі қазақ әдебиетінде қаламгерлердің жиі баратын тақырыптары. Шығарманың тарихилығы туралы айтқанда міндетті түрде тарихи тақырып қамтылуы керек деген талап қойылмайды. Тарихилық жазушы көркем танымымен ұштасып, шығарманың өн бойынан көрініп отыратын ерекше категория. Ал әдебиеттегі драматизм категориясы шығармадағы негізгі идеяның ашылуы үшін қызмет ететін, әрі шығарма тақырыбын ашатын өзегі десек, екі категорияның үндесуі шығармашылық тұлғаның рухани болмыс-бітімін айқындамақ. Шығарма бойынан көрінетін тартыс сипаты екі түрлі арнада қалыптасады: біріншісі – жалпы қоғамдық ортада қалыптасқан белгілі бір заңдылықтарға деген іштей қарсылықтан туса, екіншісі – сол қоғамда өмір сүретін адамдар арасындағы пікір қайшылығынан болады.

Мұхтар Әуезов шығармашылығын зерттеудегі жаңа белесті жазушы шығармаларының 50 томдық жинағының шығуымен айқындалды. «Дүние мәдениетінің тарихына туған халқының ой-сана, рухани қабілет, парасатын бар болмысымен танытқан даналардың танымы мен тағдыры өзі тіршілік кешкен заманның топырағынан тамыр тартады. Ұлылар барлық дәуірлік, өмірбаяндық, шығармашылық қайшылықтарды басынан кеше отырып, жаратылыстың адамға сыйлаған қасиеттерін бойына сіңірген сәттен ғана замандық тұлға дәрежесіне көтеріледі.

Шынайы дана-өз ұлтының қадым заманнан бергі зейін - зердесінің, түсінік - түйсігінің іріктеліп келіп ұйыған мәйегі. Ірі-ірі қоғамдық қақтығыстар, танымдық тартыстар және биік нысана, үлкен мүдде-мақсаттар жеке адамның кесек қимылына жол ашып, өз мүмкіндігін толық пайдалануға

ықпалын тигізеді. Даналардың өмірі халқының тағдырымен біте қайнасып, қоса құйылады. Олардың тағдыры елінен, елінің тағдырын олардан ажырату мүмкін емес..

Мұхтар Әуезовтің даналық көркем ойының мәйегінің құнары - тек оның шығармаларындағы қат-қабат тартыс жүйесінің тоғысуында, жеке тұлға мен қоғам арасындағы көзқарас тартысында ғана емес, үш формацияны тел еміп өскен тағдырының тамырында жатыр. Көркем шындықты адамзаттың назарына ұсынды. Ол шындық ұлттың тарихына айналып кетті. Мұхтардың танымы да сол ұлттың тамырынан нәр алды.»

Бұл күндері егеменді елімізде күрделі өзгерістерді басымыздан өткеріп отырған шақта, өткен өмір жолдарымызға жаңа көзбен, жаңаша ойлау жүйесімен, уақыт талабына сай түсінікпен қарап тарихи есімізді жиып, оның тоқырап қалу себептерін көре біліп, әдет салтымызды ұмытпаған тұстарын түгендеп, оларды керегінше жас ұрпақтар тәрбиесіне жаратуға бетбұрыстар болып жатқаны ақиқат. Әр халық өзінің жас ұрпағына ізгі жақсылық тілеп, өздері жетпеген, шықпаған биікке, белеске солардың шығуын армандаған, батасын берген. Оларды өнердің, оқудың, ғылымның әр саласынан хабардар етіп, адал, әділ, ержүрек, елін, халқын бар ынтасымен сүйген ар-ожданы, ізгі ниетті болып қалыптасуын арман еткен.

Міне, осы тұрғыданда бізге Мұхтар Әуезовтің бай творчестволық мұралары, кезінде ол тындырған істер көмекке келеді, жол нұсқайды. Бұған ғалым-ұстаздың, ойшыл-жазушының творчасындағы халық педагогикасының даму көздері, қазыналары туралы ойлары менкөркем шығармаларындағы халықтық тәрбие дәстүрінің мол көріністері дәлел.

Мұхтар Әуезов мұрасы көне заманнан бүгінгі күнге, бүгіннен болашақ заманаларға шеру тартқан қазақ өмірінің игілік көші сияқты. М.Әуезов мұрасы – талай қиян-кескі майдан, алай-түлей шайқастардан аман қалып, бар қазына қасиетін енді аша бастаған, өз ұрпақтары арқылы бүкіл әлем жұртының ұлы керуеніне қосылған сахара елінің еркіндігіндей қымбат, арманындай асқақ, алтын кенішіндей терең, жүрегіндей адал мұра.

Қазақ әдебиетінің классигі, заңғар суреткер, біртуар жазушы, бірегей драматург, публицист, кемел әдебиеттанушы Мұхтар Омарханұлы Әуезов қазақ елінің көркем шежіресін жасап, ХХ ғасырдың үздік шығармалары саналған туындыларын дүниеге әкелді. Әлем әдебиеті Мұхтардың шығармалары арқылы ұлы Абайды таныды, көшпелі қазақ тұрмысы мен мәдениетіне қанықты.

Даналық ойдың алыбы саналған Абай қазақ поэзиясының мұзарт шыңы, мызғымас биігі болса, Мұхтар - қазақ прозасының хас шебері, рухани құндылығымызды қастерлеген кемеңгері. ХХ ғасыр басында қазақ қоғамына алапат нәубет төнген шақта ұлты үшін бас көтерген Алаш арыстарымен қатар тізе қосып Мұхтар Әуезовте әдебиет майданына келді. Мұханның әдебиеттегі алғашқы қадамы публицистика жанрында басталып, осы саланың жаңа көкжиектерінің ашылуына өлшеусіз қызмет жасады.

Қазақ қоғамының гүлденуіне қапысыз еңбек еткен М.О.Әуезовтің шығармашылық қайнарына бастау болған алғашқы мақалаларының бүгінгі

өміршеңдік сипатын ашып, ұлт танымы тұрғысынан саралау арқылы жазушының шығармашылық толысуындағы алар орнын айқындамақпыз. Көп қырлы, терең сырлы Мұхтар Әуезовтің фольклорлық мұраларды жинақтау, оларды саралау ісінде үлкен ыждаһаттылық танытты. М.Әуезовтің ауыз әдебиеті үлгілерін жинап-бастыруы, толымды ғылыми зерттеу жүргізуі, қызғыштай қорып, қамқорлық жасауы – халық игілігі үшін жасалған ерен еңбегінің бір көрінісі»[4, 45], деп мұхтартанушы ғалым Р.Бердібай айтқандай, қазақ фольклортану ғылымына қосқан үлесі ерекше. Мұхтардың ғалымдық келбеті әдеби сын, теориялық зерттеу мақалаларында да кеңінен ашылады. Онда әдеби құбылыстарды терең талдап, көркемдік ойдың дамуын ғылым тілімен жеткізе білген.

Дарын мен даналықты тұлғасына тоғыстырған сыршылдық пен сыншылдықты суреткерлік шеберлігінде шендестірген М.Әуезов сөз майталманы болды десек артық айтқандық емес. Ол өз әңгімелерінде әлеуметтік, тұрмыстық, өмірлік мәселелерді тақырыптық арқау етіп, оны көркемдік және шынайылық ерекшеліктер аясында жарасымды үйлестіре білген. Халық мұрасын, қоғам игілігін тоғыстырған қазақ әдебиетінің қарқынды қарыштауына талмай еңбек етуді мақсат тұтқан сөз майталманы, ұлы суреткер өзінің туындыларында көркемдік деген шешім мен шынайылық деген талаптық мүддесінен шыға білген. Қазақ прозасының даму, өсу жолына көз жүгіртсек, XX ғасыр басындағы М.Әуезов әңгімелері көркемдік полотносымен, шынайылық ракурсымен ерекшеленген. Сонысымен де әңгімелерінің халықтық тұғырнамасы өз оқырманын асқақтығымен тартады. Әңгімелеріндегі көркемдік және реалистік талабымен ашылатын халықтық идеясын айқында үшін әлем әдебиеті полотносында қарастырудың маңызы қашанда зор. Әуезов әңгімелері түп негізі, асыл тамары ұлттық ауыз әдебиетінен бастау алған. Осы бір асыл негіз Әуезов әңгімелерінің шындықты берудегі әдеби дәстүр мен шынайы шеберлігінің кілті іспеттес.

М.Әуезов шығармалары қазақ әдебиетіндегі кешелі-бүгінгі шығармалардың қай-қайсысымен қатар қойғанда мазмұны мен көркемдігі, тарихилығы жағынан басымдық танытып, халықтық сипатымен ерекшеленеді, көркемдігін әлемдік әдебиет аясында қарастырғанда ғана шығармашылық құдіретінің сыры мен мәнін ашу мүмкін болады.

М.О.Әуезовтің әңгімелерінде ел тағдырын жан-жақты толғайды, қоғам өміріндегі қайшылыққа, тартысқа толы сәттерді баяндай отыра, өмір тәжірибесіндегі оқиғаларды да қалтарыс қалдырмайды.

XX ғасырдың 20-жылдары әдебиеттің теориясы мен методологиясы жөнінде салиқалы еңбек жазған А.Белецкий көркем әдебиет шығармаларын екі түрге бөле қарайды [5, 36]. Оның біріншісі, автобиографиялық нұсқадағы, беллетристикаға ұқсас шығармаларда көбіне автордың өз өмір тәжірибесінен алынған деректер пайдаланылған мемуар немесе ақындар күнделігі. Мұны Руссо, Гете, Жорж Санд, Диккенс, Толстой шығармаларынан көруге болады.

М.О.Әуезовтің алғашқы шығармаларында осы екі құбылыс та көрініс тапқан. «Қорғансыздың күні», «Қайғылы жетім», «Жуандық», «Қаралы сұлу»,

«Қыр әңгімелерінде» қазақ өміріндегі болған оқиға шындығы көрініс тауып, автор өмірінен тыс оқиғалар көркемдік реңк алса, «Үйлену», «Ескілік көлеңкесінде», «Кінәмшіл бойжеткен», «Сөніп жану», «Оқыған азамат» сынды әңгімелер желісі тікелей автордың өзі араласып, қатысқан оқиғаларға құрылған.

Әуезов шығармаларында терең психологизм, лиризм басым, адам жанының сан алуан құбылыстарын, нәзіктігін суреттеп, ішкі әлеміне терең уңіледі. Жазушы қаламынан туған әр шығармада халықтың тек өзіне ғана тән қасиеті, өмірлік ерекшеліктері, адамгершілік-рухани құндылықтары бой көрсетеді. Алып сөз зергері елінің тағдырына аянышпен қарап, жетістігіне қуанып, кемшілігіне қайғыра білетінін ұзақ шығармашылық жолында дәлелдеді.[1.35]

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DEVELOPING CRITICAL THINKING IN ENGLISH LESSONS

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Түйін: Бұл мақалада сыни ойлау технологиясының негізгі әдістерінің қысқаша сипаттамасы берілген және оны ағылшын тілі сабақтарында жүзеге асыру мүмкіндіктері ашылады, содан кейін осы технологияны қолдана отырып ағылшын тілі сабақтарының екі мысалы келтірілген.

Аннотация: В данной статье дается краткое описание основных приемов технологии критического мышления и раскрываются возможности ее реализации на уроках английского языка, после чего приводятся два примера уроков английского языка с использованием данной технологии.

When planning a modern lesson, the teacher strives to create conditions in which each student can actively participate in the learning process and show their creative potential. Mastering a foreign language is a complex, multifaceted process

involving memorization, reproduction and practical application of the studied material. Modern pedagogical technologies can significantly enrich this process, contributing to the development of students' creativity, increasing their motivation and achieving higher educational results. One of the most effective technologies used in the study of various academic disciplines, including a foreign language, is the technology of developing critical thinking.

The concept of "critical thinking" is considered in the scientific literature from different points of view. So, J. A. Braus and D. Wood define it as conscious and reflective thinking aimed at making decisions about what to believe and what actions to take. According to their approach, critical thinking helps a person to be aware of their own "I", to be objective, logical, open to other points of view and ready to give up personal prejudices in favor of rational decisions [1]. Halpern, in turn, in his work "The Psychology of Critical Thinking" considers this phenomenon as a purposeful and structured process characterized by logic, balance and meaningfulness. In her opinion, critical thinking relies on the use of cognitive strategies and skills that increase the likelihood of achieving the desired result [2].

Different definitions of this concept are united by the idea of evaluative and reflexive thinking. Critical thinking can be seen as an open, flexible process based on comparing new information with personal experience and a willingness to reconsider one's own beliefs. It is closely related to creative thinking, acting as its starting point. The relationship between these types of thinking is manifested in their synthetic nature — critical thinking stimulates the development of creative thinking, and creative thinking, in turn, requires a critical assessment of one's own ideas.

According to D. Halpern, the development of critical thinking involves the formation of a number of qualities in students: willingness to plan, flexibility, perseverance, the ability to recognize and correct their own mistakes, as well as awareness and the ability to find compromise solutions. Planning helps to structure thoughts and build a logical sequence of reasoning, flexibility ensures openness to the perception of various ideas, perseverance helps to overcome intellectual difficulties, and the ability to admit mistakes and draw conclusions from them strengthens the ability to self-study. Mindfulness allows the student to track the course of his reasoning, and the search for compromises forms the skills of constructive interaction with others.

The use of critical thinking technology brings significant benefits to both the student and the teacher. For students, it helps to increase the effectiveness of information perception, develop interest in the learning process, form a responsible attitude towards their own education and the ability to work in collaboration with others. This technology promotes the formation of a personality capable of continuous learning and self-improvement. For teachers, the use of this technology opens up opportunities to create an atmosphere of open interaction, partnership and mutual respect in the classroom. It helps teachers to apply effective teaching methods that develop independence and analytical thinking, as well as reflect on their own teaching activities, becoming a source of professional experience for colleagues [3].

The technology of critical thinking is based on the principles of partnership and co-creation, which means equal relations between teachers and students both in the process of communication and in the joint construction of knowledge. The teacher ceases to be the only source of information and becomes the organizer of the educational process, directing students to independently search for solutions. In this way, learning turns into an exciting exploration where students actively interact, discuss ideas, and form their own conclusions.

The Critical Thinking Development methodology was developed by the International Reading Association of the University of Northern Iowa in collaboration with Hobart and William Smith Colleges. It was written by Charles Temple, Ginny Steele and Kurt Meredith. This technology is aimed at developing students' skills to work with an ever-increasing flow of information, express their thoughts clearly and correctly both verbally and in writing, develop their own opinions and take responsibility for the results of their studies. It promotes the development of cooperation, communication skills and the ability to build constructive relationships with others. The basis of a "democratic" society, according to the authors, are citizens who are able to think critically and make informed, informed decisions [4].

The structure of critical thinking development technology includes three main phases of the lesson: ***challenge, reflection and reflection***.

The first phase is aimed at activating existing knowledge and setting goals, the second — at comprehending and processing new information, the third — at analyzing, evaluating and consolidating the acquired knowledge. This structure makes the learning process more conscious, interactive and aimed at the formation of independent, reflective thinking of students.

Phase 1 — Evocation

At this stage, students' existing knowledge on the topic is activated, an interest in new information is formed and a desire to learn more is formed. The teacher's task is to stimulate cognitive activity, encourage students to speak out and discuss. Work is most often organized in groups, which promotes a free exchange of opinions.

Basic rules:

- Students should be given the opportunity to freely express their thoughts and opinions on the topic without fear of being mistaken or corrected by the teacher.
- It is necessary to record all statements — each of them can be useful for subsequent analysis, since there are no "right" or "wrong" answers at this stage.

It is important to combine individual and group forms of work: individual activates the student's personal experience, and group promotes the exchange of ideas and the formation of confidence in communication. Working in small groups is especially helpful for those who are shy about expressing their opinions in front of the whole class.

The role of the teacher in the challenge phase is to encourage students to reproduce existing knowledge, organize conflict-free discussion and systematize information received from students. At this stage, the teacher refrains from criticism, because every opinion is valuable.

A natural language environment is being created in which the use of a foreign language becomes familiar and free for students, like their native speech. The main focus is not on the linguistic form, but on the meaning of the utterance.

Phase 2 — Comprehension of the content

This stage is aimed at maintaining the interest of students and their involvement in the process of learning new information. There is a gradual movement from already known knowledge to new ones. The main purpose of the stage is to track how the student perceives, understands and comprehends the material being studied.

In the content comprehension phase, students:

- come into contact with new information and compare it with existing knowledge and personal experience;
- focus on finding answers to any questions that arise and eliminating difficulties in understanding the material.;
- prepare for the subsequent analysis and discussion of what they have read or heard.

It is important for the teacher to provide sufficient time to familiarize himself with the material, as well as to re-read it, which allows for a deeper understanding of the content, identify unclear points and clarify understanding.

Phase 3 — Reflection

This is the final stage in which new information is comprehended, analyzed, and transformed into personal knowledge. The term reflection (from the English reflection — "reflection, response, result of deep thought") It can be considered as "feedback", "introspection" or "mutual understanding".

In the process of reflection, students realize that the information they have learned becomes part of their individual experience. Reflexive analysis helps to identify what was clear, what caused difficulties, what seemed particularly interesting, as well as to identify further steps in learning. The effectiveness of this stage increases if the results of comprehension are expressed in a verbal form — oral or written [5].

Forms of reflection presentation:

- Oral forms: dialogue between student and teacher, conversation between students, remarks by individual participants, discussion of key concepts, correction of correct and incorrect statements, polylogue, discussion, game methods, round table.
- Written forms: questionnaires, surveys, answers to questions, completing sentences, choosing from options, ranking by importance, expressing agreement or disagreement with statements. Visual forms are also used — tables, graphs, diagrams, clusters — and creative tasks: cinquain, essay, letter, essay.

The reflection stage promotes the development of critical thinking, helps students evaluate their own activities and emotional state in the lesson. To do this, you can organize a conversation where impressions are discussed: which stage was the most interesting, at what point fatigue arose, what turned out to be difficult, as well as wishes to the teacher.

Conclusion:

The technology of developing critical thinking contributes to the formation of the following qualities and skills in students:

- increasing the effectiveness of perception and interest in both the educational material and the learning process itself;
- Developing critical analysis skills and the ability to work in collaboration with others;
- improving the quality of education and personal involvement in the learning process;
- the formation of the desire and ability for continuous self-education throughout life.

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USING EXAMPLES OF IRONY AND SARCASM FROM ENGLISH ONLINE COMMUNICATION IN ENGLISH LESSONS TO DEVELOP STUDENTS' LINGUISTIC INTUITION AND CRITICAL THINKING

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Түйін: Бұл мақала ағылшын тілін үйрену барысында студенттердің тілдік интуициясы мен сыни ойлауын дамыту құралы ретінде ағылшын тіліндегі онлайн дискурста кездесетін ирония мен сарказм әлеуетін қарастырады. Ол цифрлық ортада ирония мен сарказмның қызмет етуінің нақты жолдарын талдап, оларды шет тілі сабақтарында қолданудың әдістемелік тәсілдерін ұсынады.

Резюме: В статье рассматривается потенциал иронии и сарказма, встречающихся в англоязычном онлайн-дискурсе, как инструмента развития языковой интуиции и критического мышления учащихся в процессе изучения английского языка. Анализируются особенности функционирования иронии и сарказма в цифровой среде и предлагаются методические подходы к их использованию на уроках иностранного языка.

Modern foreign language teaching methods increasingly emphasize developing students' cognitive skills, not just linguistic ones, but also critical thinking and the ability to interpret subtext. Online communication in English offers a rich source of authentic materials that make extensive use of irony, sarcasm, metaphor, hyperbole,

and other expressive devices. Understanding such linguistic phenomena requires not only lexical and grammatical competence but also a developed linguistic understanding, cultural background, and analytical skills.

In the context of digitalization of education and the increasing influence of internet culture on youth communication, mastering the skills of interpreting irony and sarcasm is becoming an essential element of media literacy. Students encountering ironic or sarcastic statements on social media, memes, comments, or video content must be able to recognize the emotional subtext and the author's intent. Using such examples in the educational environment allows the learning process to be closer to real-life language practice and also promotes the development of critical perception of information.

Thus, the relevance of this topic is determined by the need to integrate modern forms of English-language communication into the educational process and to develop students' skills in interpreting complex linguistic phenomena in the context of culture and communication.

The purpose of this article is to substantiate the methodological feasibility of using examples of irony and sarcasm from English-language online discourse in English language teaching to develop students' linguistic intuition and critical thinking [1].

Irony and sarcasm are complex pragmatic phenomena that require the recipient to interpret context and recognize the discrepancy between direct and implied meaning. According to research by I.S. Arutyunova, understanding irony is associated with the cognitive processes of predicting and reconstructing the speaker's intentions.

In English-language online discourse, irony is often expressed using specific markers: quotation marks, emoji, hash tags, visual memes, and contrasting statements. Such forms not only reflect the cultural and sociolinguistic features of modern communication, but also create new contexts for interpreting meaning.

Using examples from social media, forums, and internet memes can be an effective way to develop students' linguistic intuition. Teachers can offer tasks such as:

- Contextual analysis: Students are asked to determine whether a statement is ironic and explain which linguistic or contextual cues indicate this.

- Comparison of cultural codes: Discuss the differences in the perception of irony between Russian and English-speaking cultures.

- Creative tasks: Create your own ironic posts or comments, then discuss the author's intentions.

- Critical analysis of memes: Examine how visual and textual elements interact to create an ironic effect.

These techniques promote the development of critical thinking, the ability to interpret information, and analyze subtext [2]. Practical work on the research topic was conducted as part of an educational experiment with 10th-grade students at a comprehensive school, together with an English teacher. The students' English proficiency level was B1 on the Common European Framework of Reference for

Languages (CEFR). The goal of this stage was to test the effectiveness of using examples of irony and sarcasm from English-language online discourse in developing students' linguistic intuition and critical thinking.

To ensure the integrity of the experiment, the teacher divided the students into two groups: a control group and an experimental group. The control group followed a traditional curriculum focused on developing verbal skills through texts and audio materials. The experimental group, in contrast, worked with authentic examples of ironic and sarcastic statements taken from English-language internet sources—social media, memes, and video comments. The experiment lasted four weeks and included eight lessons of two academic hours each [3].

The first lesson introduced the concepts of irony and sarcasm. The teacher explained the difference between literal and figurative meanings, provided examples from everyday speech, and discussed why people use irony. To enhance their perception, the students completed the exercise "Spot the irony," in which they were given several short sentences, such as:

- *"Oh, wonderful! It's raining again."*
- *"You're so early — only 20 minutes late!"*
- *"Just what I needed, another homework assignment!"*

Students' task was to identify which statements contained irony, explain which words or intonation markers indicated this, and then rephrase the phrase in a literal form. For example, when analyzing the phrase "Just what I needed, another homework assignment!", students concluded that the speaker was expressing dissatisfaction, even though the phrase sounded positive.

The next stage of the lesson involved working with authentic examples from English-language online discourse. For this, short, culturally neutral texts were selected, such as tweets or memes, understandable without extensive background knowledge. Examples included:

- *"I just love when my computer updates right before a deadline."*
- Мем с изображением кота, подпись: *"Sure, because sleeping two hours is totally enough."*

The activity was conducted in the form of an exercise called "Decode the Tone." Students worked in pairs to discuss the clues that a message shouldn't be taken literally. The teacher focused on the use of hyperbole, contrast, quotation marks, and emoji as means of expressing irony in the digital environment.

Next, the students completed the exercise "Irony Translation Challenge" [4]. They were asked to translate ironic statements into Russian while maintaining the comic effect. This task developed linguistic intuition and creative thinking, as it required them to find functional equivalents of ironic expressions. For example, the phrase "You're such a genius, you broke the printer again" could be translated as "Well, you're just a genius—you broke the printer again."

In the fourth and fifth lessons, attention was focused on creating their own ironic posts. In the "Create Your Sarcastic Post" exercise, students had to create a short message (up to 140 characters) on any topic using elements of sarcasm.

After creating their posts, students exchanged them and analyzed the author's intentions, explaining why the message was sarcastic. This not only developed their writing skills but also their ability to perceive emotional nuances in speech.

The sixth lesson focused on the intercultural aspect of understanding irony. The teacher asked students to compare examples of English and Russian irony, identifying similarities and differences. The "Culture Swap" task involved comparing English ironic memes with their Russian counterparts. Students discussed why the same technique can be perceived differently in different cultures, thereby developing elements of intercultural competence.

The final lessons included an analysis and synthesis of the results. In the "Irony Detective" exercise, students were presented with short fragments of online dialogues with ambiguous subtext. Their task was to determine which of the interlocutors was using irony and justify their opinion. Example:

This exercise developed analytical thinking and the ability to read between the lines.

After the experiment, both groups were tested and completed a questionnaire. The results showed that students in the experimental group significantly improved their recognition of irony and sarcasm: 78% of participants correctly identified ironic meaning in the test tasks, compared to 52% in the control group. Students in the experimental group also demonstrated a higher level of linguistic intuition and the ability to reason about the author's intentions. Eighty-four percent of participants noted that they became more interested in learning English thanks to the use of real-life examples from the internet, and 69% indicated that they became more attentive to the subtext in English-language messages.

Thus, the practical part of the study demonstrated that integrating ironic and sarcastic examples from online discourse into foreign language learning contributes to the development of students' cognitive and critical skills. The use of such exercises makes lessons more relevant, motivating, and connected to real-life language practice. Using tasks such as "Spot the irony," "Decode the tone," "Irony translation challenge," and "Create your sarcastic post" develops students' ability to analyze meaning, identify discrepancies between the form and content of a statement, and also promotes the development of media literacy and intercultural awareness.

Practical results confirm that systematically incorporating elements of irony and sarcasm in English lessons is an effective tool not only for improving language proficiency but also for cultivating thoughtful, critically thinking users of the modern media landscape [5].

Using examples of irony and sarcasm from English-language online communication is an effective tool for developing students' linguistic insights and critical thinking. This approach increases motivation for language learning, makes lessons more relevant and closer to real-life communication. A promising future direction could be the development of teaching aids and digital resources that systematize such examples for educational purposes.

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LINGUISTIC AND REGIONAL ASPECTS IN TEACHING ENGLISH

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Түйін: Бұл мақалада мектептер мен университеттерде ағылшын тілін оқытудың лингвистикалық және мәдени аспектілері қарастырылады. Олардың студенттердің мәдениетаралық құзыреттілігін, мотивациясын және танымдық белсенділігін дамытудағы маңыздылығы зерттеледі.

Резюме: В статье рассматриваются лингвострановедческий и страноведческий аспекты обучения английскому языку в школьной и вузовской практике. Раскрывается их значение для формирования межкультурной компетентности, мотивации и познавательной активности учащихся.

In recent decades, increasing attention has been paid to lingua-cultural and regional approaches to teaching, which promote a holistic understanding of language as a cultural phenomenon. These approaches help students understand the relationship between language and culture and develop the ability to use language in real-life communicative situations, taking sociocultural norms into account.

The relevance of this topic stems from the need to develop intercultural competence in students, without which successful foreign language proficiency is impossible in a globalizing world. A modern student of English must not only construct grammatically correct statements, but also understand the cultural characteristics behind words, idioms, and expressions [1].

Linguistic and regional studies approaches make the learning process meaningful and vibrant, foster interest in the subject, increase motivation, and develop cognitive activity. They enable students not only to memorize linguistic structures but also to understand the cultural context of their use.

According to G.D. Tomakhin, regional studies are an important part of the educational process and encompass a wide range of knowledge—historical,

geographical, economic, sociopolitical, and cultural. This knowledge is closely linked to the communication characteristics and behavior of native speakers of the target language. Incorporating regional studies into the learning process facilitates the achievement of educational, developmental, and communicative goals, and helps develop students' intercultural communication skills and meet their needs for using a foreign language in real-life situations.

A.N. Shchukin also emphasizes the special role of regional studies in foreign language teaching methods, considering it one of the key disciplines providing a comprehensive understanding of the country whose language is being studied. He notes that knowledge of regional studies not only broadens students' horizons and meets their cognitive interests, but also contributes to the development of sociocultural and communicative competencies. As a result, regional studies become an important element in the development of a fully developed linguistic personality.

Thus, the views of Russian researchers confirm that regional studies are not simply an auxiliary component of a foreign language course, but an integral part, ensuring the full development of students' linguistic and cultural competence. Given the close relationship between language and culture, it becomes clear that successful mastery of a foreign language is impossible without an understanding of the sociocultural characteristics of the country where it is spoken. Therefore, an analysis of practical methods and forms of incorporating regional studies into the teaching process is of particular interest, as this will allow for more effective development of students' intercultural competence [2].

The practical implementation of the regional studies component in foreign language teaching is aimed at developing students' linguistic and sociocultural skills, ensuring successful interaction in an intercultural environment. In modern education, regional studies are used as a means of integrating linguistic knowledge and cultural understanding, promoting the development of communicative competence.

One of the most effective ways to incorporate regional studies into the educational process is the use of authentic sources of information—texts, audio, and video materials reflecting the realities of the target language country. Such materials allow students to become familiar with the everyday life, traditions, cultural norms, and values of native speakers, and also contribute to the development of skills for adequately perceiving and interpreting foreign speech in a cultural context.

Furthermore, interactive learning methods such as project-based activities, role-playing games, discussions, and virtual tours offer significant potential. These methods foster active student participation in the learning process and encourage them to apply their acquired knowledge in communicatively relevant situations. For example, completing a project on "Holidays and Traditions of English-Speaking Countries" not only broadens students' horizons but also develops skills in independently searching, analyzing, and presenting information in a foreign language.

Another important approach is the use of interdisciplinary connections, integrating regional studies into other disciplines such as history, geography, and

literature. This approach promotes the comprehensive development of students and the formation of a holistic understanding of the culture of the target language country.

Overall, integrating regional studies into foreign language teaching makes the educational process more meaningful, motivating, and focused on the students' real communicative needs.

It should be noted that the use of regional studies material in foreign language teaching is not limited to conveying information about the country of the target language. It serves a deeper function: it develops in students a holistic understanding of the relationship between language and culture, fostering intercultural tolerance, communicative flexibility, and the ability to engage in intercultural dialogue. Effective implementation of the regional studies component requires a systematic approach, including the selection of authentic materials, the use of interactive teaching methods, and consideration of the age, psychological, and motivational characteristics of students. Therefore, further research into the methodological aspects of working with regional studies material appears to be an important area for improving modern language education.

The term "lingua-cultural studies" was introduced into Russian methodology in the 1970s (E. M. Vereshchagin, V. G. Kostomarov) and refers to the totality of knowledge about a country, its culture, traditions, and realities, which are reflected in language and are necessary for its proper understanding and use [3].

The linguistic and cultural aspects are realized through the study of realities (such as the pub, the pound, the BBC, Big Ben), national idioms (to carry coals to Newcastle, as cool as a cucumber), speech etiquette (How do you do?, Nice to meet you!), as well as literary and journalistic texts containing culturally charged elements.

The linguistic and cultural aspects include work with topics that reveal the life of a country and its people: the educational systems in the UK and USA, public holidays, traditions, everyday life, prominent figures, and cultural landmarks.

Modern methodologists Galskova N. D., Gez N. I emphasize that effective foreign language teaching is possible only with a systematic combination of linguistic and cultural information. Within the communicative approach, linguistic and cultural materials help simulate real-life communication situations in which students learn to use language as a tool for interaction and cultural exchange.

Linguistic and cultural aspects are essential components of modern English language teaching. They foster intercultural competence in students, motivate them to learn the language, and cultivate a respectful attitude toward the cultures of other peoples.

The integration of cultural content makes learning more meaningful, promotes critical and creative thinking, and fosters a readiness for intercultural dialogue. The practical use of cultural realities, authentic materials, and project-based learning enhances the effectiveness of the educational process and develops a holistic understanding of language as a cultural phenomenon in students.

Thus, the effective use of cultural material in foreign language teaching requires a comprehensive approach based on a combination of traditional and innovative methods. Teachers must not only select meaningful and authentic sources

of information but also skillfully integrate them into the learning process, taking into account the goals, language proficiency level, and individual characteristics of students [4].

Experience shows that incorporating elements of regional studies into instruction fosters students' cognitive activity, increases their interest in the language being studied, and fosters motivation for further deepening their knowledge. Furthermore, systematic work with cultural studies material helps students develop intercultural skills and foster a holistic worldview, in which language is viewed as a means of understanding another culture.

Therefore, the methodological organization of work with regional studies material should be aimed not only at expanding linguistic knowledge but also at developing individuals capable of effective and respectful intercultural communication. This area requires further development, including an analysis of specific methodological techniques and technologies that enhance the effectiveness of regional studies instruction.

An analysis of the theoretical and practical aspects of the regional studies component in foreign language teaching reveals its exceptional importance in developing students' comprehensive communicative competence. Regional studies are not simply an additional element of the educational process, but a fundamental component that ensures the connection between language and culture.

These scientific approaches by G.D. Tomakhin and A.N. Shchukin confirm that language learning is impossible without the cultural context, as it determines the characteristics of speakers' speech behavior, thinking, and worldview. Thus, regional studies knowledge contributes not only to a deeper understanding of linguistic phenomena but also to the development of the student's personality and their readiness for intercultural interaction.

The practical use of regional studies material in the educational environment ensures the integration of cognitive, communicative, and educational learning objectives. The use of authentic sources, interactive learning formats, and digital technologies makes the language learning process more motivating and meaningful [5]. Rational use of the regional studies component improves learning effectiveness by combining linguistic and cultural information. This approach ensures that students develop not only linguistic skills but also robust intercultural communication skills, which meets modern requirements for students' professional and personal preparation.

Overall, regional studies are a crucial tool for developing sociocultural competence and intercultural tolerance, making it an integral part of modern language education.

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THE MEANS OF MEDIA EDUCATION TECHNOLOGIES IN TEACHING ENGLISH LANGUAGE

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Түйін: Бұл мақалада отандық әдістемеде бастауыш мектепте шетел тілін оқыту шетел тілінде қарым-қатынас жасаудың әмбебап дағдылары мен қабілеттерінің негізін қалайтын маңызды кезең болып саналатыны айтылады.

Аннотация: В данной статье говорится, что в отечественной методике обучение иностранному языку в начальной школе рассматривается как важный этап, закладывающий универсальные умения и навыки общения на иностранном языке.

At the initial stage, the process of communication in a foreign language also includes the development of an important component of communicative competence - linguistic competence, which means the readiness to use a foreign language as a means of verbal and cognitive activity (R.P. Milrud, I.R. Maksimova). This includes the active and passive use of a certain number of grammatical structures by students, mastering correct pronunciation, and mastering a certain vocabulary. This means that students learn to speak, read, write, and understand foreign words by ear within the framework of clearly defined topics and communicative situations in each lesson.

From the above provisions, it follows that teaching a foreign language in primary school should be communicatively oriented. The selection of language material, which is carried out taking into account the interests of children of this age and their vocabulary in their native language, is also guided by communicative goals. It is also important to teach the child the purpose of communication, that is, to clearly understand why they use a particular word, read a text, participate in a dialogue, listen to and memorize rhymes, etc. The material is presented sequentially, from simple to complex, and lexical and grammatical units are combined with a general communicative task.

Tasks for teaching oral speech, reading and writing are deliberately created in Russian so as not to create additional difficulties for both the child and the adult at the initial stage of learning a foreign language. When creating tasks, we also considered how to make them understandable to the child, so that after the lesson they can complete them independently, without the help of adults, based on the explanations in the textbook. In turn, grammatical explanations presented in an

accessible and understandable form also convey the purpose of communication, help the child to easily apply the acquired knowledge in practice. The development of communication skills in a foreign language in primary school students should be considered as an integral part of the overall process of development, teaching and learning based on the experience of the native language. As in other subjects, it is important to teach children to plan and control their speech in response (at this stage it is important to learn to pay attention). At the same time, children should not be afraid to participate in general conversations and express their opinions independently, spontaneously, and naturally [1].

The above principles indicate that teaching a foreign language in primary school should be communicative. The selection of language materials also takes into account communicative goals, the interests of children of this age, and the vocabulary of their native language. It is also important to give children a clear understanding of the purpose of teaching communication, that is, why they use a particular word, read a text, participate in a dialogue, listen to a rhyme, memorize, etc. The material is presented sequentially from simple to complex, with lexical and grammatical units combined with a general communicative task. Tasks for teaching oral speech, reading, and writing are deliberately formulated in Russian so as not to create additional difficulties for the child and any adult who wants to help them at the initial stage of learning a foreign language.

When developing the tasks, we also considered making them understandable, especially for the child, so that after the lesson they can independently complete them without the help of adults, relying on the explanations in the textbook. In turn, grammatical explanations presented in an accessible and understandable form also have a communicative meaning, helping the child to easily apply the acquired knowledge in practice. The development of communication skills in a foreign language in primary school students should be considered as an integral part of the overall development, teaching and learning process based on the experience of the native language. As in other subjects, it is important to teach the child to plan and control his speech in response (at this stage it is important to learn to pay attention). At the same time, the child should not be afraid to participate in general conversations and express himself independently, spontaneously and naturally [2].

A balanced and integrated combination of structural-functional and communicative methods allows students to develop the most solid skills in reading, dialogical speech, retelling simple texts, and pronunciation. At the beginning of learning a foreign language, it is important to develop a certain automatism of speaking skills, which is successfully achieved through frequent repetition of lexical and grammatical units and memorization of simple songs, poems, and rhymes. This course considers translation from the native language into foreign languages and from foreign languages into the native language as one of the most important tools in teaching a foreign language. For successful communication in a foreign language, a close connection between phonetic, grammatical, and lexical skills is important. Although the first stage mainly involves the development of oral communication

skills (speaking and listening comprehension), the mastery of writing skills is equally important. Due attention is also paid to transcription [3].

International teaching experience shows that there is currently a return to the "good old" teaching methods, in which individual lexical and grammatical concepts are "serious and persistently" reinforced through various training exercises. In other words, the child gets used to learning. This does not mean that lessons should be turned into boring tasks. To achieve positive results, it is important to maximize the learning process through various role-playing games to consolidate lexical and grammatical concepts, scenes and competitions. However, games and entertainment should be moderate - movement and play should not be a goal in themselves. Game moments should contribute to the consolidation and repetition of the material, making it accessible, but should not prevent children from completing the lesson. We are talking about excessive interest in active games, especially group games, which can overexcite children and make it difficult to calm them down[4].

In the early stages of learning English, the teacher not only serves as a source of information and a communication partner, but also teaches students reading skills. Children learn to observe linguistic facts. For example, when working with pronunciation, students learn not only to listen, but also to hear the differences in the pronunciation of sentences, phrases, words and sounds - this is how English is pronounced (or pronounced). When teaching reading, students should see the "rule of reading words" and how to use it to read correctly.

Children should be taught to transfer the knowledge, skills and abilities they have acquired in their native language to learning English. For example, when mastering the spelling of English letters, they should identify similarities and differences, thereby reducing the amount of new information they have to learn; when teaching vocabulary, they should use assumptions based on their native language.

Students should be taught techniques for completing writing and reading tasks and preparing oral reports, for example, from drawing.

Students should learn to self-monitor and self-correct, as well as analyze their learning outcomes. This can be helped by including the section "Check Yourself. Evaluate Your Work" in the educational and methodological package.

Students should be taught how to use a textbook, workbook, teaching materials, audio and video recorders, and computers.

Students should learn to plan their work on mastering the English language, including when and where they will do it.

All this allows us to highlight another component of the curriculum: the methodological component - teaching students rational teaching methods, developing skills in mastering a new language and using it for communication. Without equipping students with rational teaching methods, developing their ability to use foreign language learning tools, textbooks, grammar reference books, dictionaries, as well as tape recorders and other technical educational tools, and without clearly planning culture, intellectual work, and systematic independent work, it is impossible to master a foreign language even at the level of requirements developed by the

program, because students must understand at the initial stage that their success in mastering English depends on how they learn it themselves, on their work in and out of the classroom [5].

Emotional activity, manifested in the participation of children in their activities, should play a special role at the initial stage. While actively working on a task, children experience both positive and negative emotions, which, in turn, develop and nurture their emotions. As for speech activity, it should be remembered that the initial stage of learning English imposes certain limitations on the expression of speech due to the lack of speech and language resources. Speech activity during extracurricular activities should be stimulated as much as possible in a motivated manner. This means that students should be motivated to understand what they hear, read, express their opinions, etc. In any case, it is important to develop active verbal behavior in students. This can be achieved by turning the student from an object of learning into an actor with his own statements (or statements) and behavior.

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АХМЕТ БАЙТҰРСЫНҰЛЫНЫҢ ҰСТАЗДЫҚ ЖӘНЕ АҒАРТУШЫЛЫҚ БАҒЫТТАҒЫ ҰСТАНЫМДАРЫ

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Резюме: В статье рассматриваются вопросы о творчестве и педагогических мнениях А. Байтұрсынова

Summary: The article discusses the issues of creativity and pedagogical opinions of A. Baitursynov

Ахмет Байтұрсынұлының өмірі мен шығармашылығы туралы сөз болғанда, оған бір ауыз сөзбен әділ баға беру қиын. Өйткені, аз ғана уақытта ғылым мен мәдениеттің барлық саласында дерлік көл-көсір еңбек сіңіріп, өшпес із қалдырған тау тұлғаның бүтін бітімін тану да оңай болмасы анық. «Он үшінде жүрегіне жара салған» отарлық жүйенің әділетсіздігі бала Ахметті ұлт ұстазына дейінгі деңгейге көтерді. Ахмет Байтұрсынұлының бар ғұмыры,

саналы өмірі ұлт мүддесін қорғау мен туған халқының санасына сәуле түсіріп, жүрегіне жылу сыйлаумен өтті. Содан да болар, ол қай қызметпен айналысса да, ең әуелі осы бір қастерлі миссия жолында еңбек етті. «Маған ақ па, қызыл ма, бәрібір, қазаққа қызмет істесе болды» деген әйгілі сөзі осының айғағы болса керек [1, 786].

Ер есімі ақталып, шығармашылық мұрасы халқына жеткен соңғы 30 жылдан астам уақытта Ахмет Байтұрсынұлының әдеби шығармалары, тілдік мұрасы, қоғамдық-саяси көзқарастары жан-жақты талданып келеді. 2013 жылы 6 томдық шығармалар жинағы жарық көрді. Биыл, ұлт ұстазының туғанына 150 жыл толуына орай, 12 томдық шығармалар жинағын шығару ісі қолға алынды. Ондаған диссертация қорғалып, фильмдер түсіріліп жатыр. Бұның барлығы ұлттың өзінің рухани көсеміне деген ыстық ықыласы мен тау тұлғасын тануға деген құштарлығының қаншалықты күшті екендігін көрсетсе керек. «Әр дәуірдің өз Абайы бар» дегендей, әр дәуірдің өз Ахметі де болатыны заңды. Әр дәуір тарихи тұлғаларына түрліше баға беріп, сол дәуір туғызған талаптар аясында танып біледі. Ендігі ретте Ахметтану саласындағы зерттеулердің бағыт-бағдары да жаңа арнаға бұрылатыны сөзсіз. Дегенмен, Ахмет Байтұрсынұлының өмірі мен шығармашылығын комплексті түрде қарауымыз керек. Мысалы, ұлт ұстазының еңбектерінің ішінде жан-жақты талданып, бүгінгі күн биігінен баға берілуге тиіс саласының бірі-оның педагогикалық көзқарастары мен ой-пікірлері дер едік. Өйткені, жаңа Қазақстан болуға ұмтылып, рухани-мәдени тұрғыдан жаңғырып, ұлттық кодымызды бекітеміз десек, тарихтан тәлім алып, тағылымын түйіп, болашаққа нық қадам басуымыз керек. Ал ол жолда ұлтына шамшырақ болған ірі қайраткерлердің мұрасы Темірқазық бола алады [2, 346].

Ахмет Байтұрсынұлының бар ғұмыры ағарту ісімен тікелей байланысты. Абай дәстүрінен нәр алған Ахметтің ұлт мақтанышына айналған ондаған тұлғаны тәрбиелеп шығаруы өз алдына, әртүрлі салаларға тиесілі оқулықтар мен оқу құралдарын жазып шығаруының өзі үлкен құбылыс деуге тұрарлық дүние. «Әліпби», «Тіл – құрал», «Әдебиет танытқыш», «Оқу құралы», «Қырық мысал», «Маса», «23 жоқтау» т.б. сынды еңбектер жазып, «халықтың көзі, құлағы һәм тілі» болған газет шығарып, гуманитарлық ғылым салаларының терминдер жүйесін қалыптастырып кеткен қайраткердің ұлттық педагогика ғылымына қосқан үлесі де өлшеусіз. XX ғасырдың жиырмасыншы жылдарында жазылған оқулықтар мен оқу құралдарының шығуына түрткі болып, бас-аяғы 2 миллионнан астам кітаптың қазақ даласына таралуына сеп болған, сол кітаптарды жазған авторларға бағдар беріп, жөн сілтеген Ахмет Байтұрсынұлының орны алабөтен. Мысалы, солардың қатарында Мағжан Жұмабаевтың «Педагогикасының», Нәзипа Құлжанованың «Мектептен бұрынғы тәрбие», «Ана мен бала тәрбиесі» сынды кітаптарының жазылуына мұрындық болғанын тарих ұмытпайды. Енді аталмыш еңбектердің бәрін Алаш педагогикасы аясында жан-жақты зерттеп-зерделеу қажеттігі туындап отыр. Бұған дейін Ахмет Байтұрсынұлының педагогикалық ой-пікірлері аз-кем зерттеп-зерттелінсе де, бұл бағытта әлі де болса көп шаруа жасалына

қоймағаны көрініп отыр. Оның үстіне, олардың бәрін заманауи үрдістер аясында талдауға тиіспіз. Мұның бәрі басқа ешбір елде кездеспейтін қазақ ағартушылығы феноменін тереңірек танып білуге сеп болатыны анық. Басқа халықтарда кездеспейді дейтініміз, осындай тұжырымды белгілі алаштанушы-ғалым М.Қойгелді айтқан болатын. Ғалым қазақ ағартушылығын Еуропа ағартушылығымен салыстыра отырып баға береді. Еуропа ағартушылығы ешбір кедергіге ұшырамай, тіпті табиғи түрде өз жолымен жүріп қалыптасқанын, ал қазақ ағартушылығы бас-аяғы 20 жылдай уақытқа созылса да, осы тарихи уақыт тұрғысынан алғанда болмашы ғана мерзімде петициядан бастап, мемлекеттік құрылымды жасауға дейінгі аса үлкен міндеттерді атқара алғанын және мұндай құбылыс бірде-бір елдің ағартушылық тарихында болмағанын баса айтады. Аталмыш мәдени құбылыстың басында тағы да Ахмет Байтұрсынұлы тұрған еді.

Ахмет Байтұрсынұлы білім беру жүйесіне мемлекеттік құрылымның көп саласының бірі ретінде емес, тұтас елдің іргесін бекітіп, бағдарын түзейтін бірден-бір жүйе деп қарастырады. «Біз әуелі елді түзетуді бала оқыту ісінен бастауымыз керек. Неге десек, болыстық та, билік те, халықтық та оқумен түзеледі» деген пікірі осының айғағы болса керек. Сондай-ақ, алаш арысы мемлекет алдында ең алдымен жастардың тәрбиесі мен біліміне көңіл бөлу міндеті тұруға тиіс дегенді баса айтады [3, 96б].

Ахмет Байтұрсынұлы көп мақалаларында халықты ғылым мен білімге шақырады. Тіпті бұл ұлт ұстазының шығармашылығы мен өмір жолының негізгі мотиві десек те болады. Себебі, тек білім ғана елдің еңсесін көтеріп, өзге елдермен теңестіреді деген ұстанымды бәрінен де биік қойды. Мысалы, «Оқу жайы» атты мақаласында «Осы заманғы жан таңғаларлық нәрсенің бәрі ғылыммен табылған» деп, Батыс елдерінің ғылымға бет бұрып, адамзат көшінің алдына шыққанын айтады. Сонымен қатар, Батыстың озық моделін өз мәдениетіне қарай қолдана білген Жапонияны тілге тиек етеді. Жалпы, Ахмет Байтұрсынұлының осы бағыттағы ой-пікірлерін оның «Оқу жайынан», «Баяншы», «Қай әдіс жақсы», «Мектеп керектері», «Қазақ арасында оқу жұмысын қалай жүргізу керек», «Жалқылау (индукция) және жалпылау (дедукция) әдістері», «Білім жарысы» сынды мақалаларынан жиі кездестіреміз. Мысалы, «Мектеп керектері» деген мақаласында «Ең әуелі мектепке керегі-білімді, педагогика, методикадан хабардар, оқыта білетін мұғалім. Екінші-оқыту ісіне керек құралдар қолайлы һәм сайлы болуы. Құралсыз іс істелмейді һәм құралдар қандай болса, істеген іс те солай болмақшы. Үшінші-мектепке керегі белгіленген программа. Әр іс көңілдегідей болып шығуы үшін оның үлгісі я мерзімі өлшеуі боларға керек. Үлгісіз я өлшеусіз істелген іс солпы я артық, я кем шықпақшы», -дейді. Педагогика негізгі бес бөлімнен тұрады десек, соның бірі-мектеп басқару ісі. Осы орайда, ұлт ұстазы білім саласындағы менеджмент ғылымының (education management) өзегін екі ауыз сөзге сыйғыза білгенін таңданыспен ғана айта аламыз.

Қазір функционалды сауаттылық жаңартылған білім мазмұнының өзегі болып отыр. Бала заманға сай білімді алып қана қоймай, оны өмірде қолдана

білу дағдысын қоса меңгеру керек. PISA, PIRLS сынды халықаралық зерттеулерде жоғары көрсеткішке жету үшін де аталған мәселе үлкен рөл ойнайтыны белгілі. Ал Ахмет Байтұрсынұлы XX ғасыр басындағы қазақ баласына аса қажетті делінетін пәндерді ғана оқытып, оны өмірде қолдану жайынан сөз етеді. Ұлт ұстазы бастауыш сыныптарда оқу, жазу, дін, ұлт тілі, ұлт тарихы, есеп, шаруа-кәсіп, қол өнері, жағрапия, жарытылыс деген пәндер оқытылуы керек деп есептеген. Бұл дәстүрлі оқыту жүйесін де, заманауи талаптарды да ескере отырып жасалған жүйе болатын. Еуропа елдерінде үлкен үштік-тривиум жүйесі ғасырлар бойы өзінің тиімділігін көрсеткен. Оған ойлау, жазу, сөйлеу (логика, грамматика, риторика) кіреді. Сол сияқты, ғасырлар бойы Шығыстың білім беру жүйесінде де өзінің өзектілігін жоймай келген пәндер болатын. Ал Ахмет Байтұрсынұлы Шығыс пен Батыстың жүйелерін қатар зерттеп, ең маңызды деген пәндерді ғана мектепте оқытуды мақсат еткенін байқаймыз. Өйткені, бастауыш сыныпта баланың тұлғасы қалыптасып, ойлау жүйесі орнығады, жазу дағдысын меңгеріп, есептің басты принциптерін түседі. Қысқаша айтқанда, өмірге керекті дағдылардың көбін бастауыш сыныпта алып үлгереді. Бұл бір үйдің іргетасы іспетті. Егер біз бұл мәселені сөз етсек, еріксіз қазақ жәдитшілігі туралы айтуымыз керек болады. Оның басында Ахаң бастаған ұлттың ұлы ағартушылары тұрды. Ахмет Байтұрсынұлы жәдитшілік пен қадымшылдық туралы өзінің көзқарастарын ашық айтқан. Қадымшылдарға қарсы уәж айтып, дін мен дүниені қатар ұстап, орыстың тілі мен өнерін меңгергенде ғана Россия қол астындағы елдер тығырықтан шығып, ел болудың жолына түседі деген ұстанымын білдіреді.

Ахмет Байтұрсынұлы мұғалімді мектептің басты тұлғасы деп санайды. Бұл пікірі Ыбырай Алтынсариннің «Мұғалім-мектептің жүрегі» деген пікірімен ұштасып жатыр. «Оқыту жайынан» деген мақаласында: «Оқу жұмысының үш жағы үш нәрсеге тіреледі: бірі ақшаға, бірі құралға, бірі мұғалімге. Осы үш тіреуі бірдей тең болса, оқу қисандамайды, ауытқымайды, түзу жүреді», - дейді. Ахмет Байтұрсынұлының мұғалімді алға шығаруы, әсіресе, ауыл мұғалімін бәрінен биік қоюы көп жайтты аңғартса керек. Себебі, ол кезде қазақ урбанизацияға ұшырамаған, халықтың бәрі дерлік ауылдық жерде өмір сүреді. Ал ұлттың көзін ашып, еңсесін көтеру үшін ауыл мектептеріндегі мұғалімдерге ерекше қолдау білдіру керек деген ұстанымын ашық айтады. Ауыл балаларының мейлінше тез сауат ашуы үшін оған дейін қолданылып келген әліпбиге бір емес, үш рет реформа жасайды. Араб қарпінің сөз басында бір бөлек, ортасында бір бөлек, сөз аяғында бір бөлек жазылуы оқушылардың сауат ашуына кедергі келтіреді деген пікірді алға тартып, жас өскіннің аз уақытта сауат ашып кетуіне жол ашатын жүйе жасап шығады. Қазақтың бай-бағландарын балаларды оқытуға қолғабыс болып, қаржы болуға үгіттейді. «Қазақтың өкпесі» деген мақаласында қазақтың оқу-білімге деген салғырттығын аямай сынап, елді білім алуға, өнер-білім үйренуге шақыратыны содан болса керек.

Педагогика ғылымының бір тармағы методика десек, Ахмет Байтұрсынұлы бұл бағытта да аз еңбек етпегенін көреміз. Толстойдың әдіс

туралы айтқан толғамдарын мысалға келтіре отырып, өзі де салмақты пікірлерін ортаға салады. Ахмет Байтұрсынұлы бұл тұрғыда былай дейді: «Әдіс керектіктен шығатын нәрсе. Әдістің жақсы-жаман болмағы жұмсалатын орынның керек қылуына қарай. Мысалы, бір жұрттық сауаттану ісіне қолайлы әдіс басқа жұртқа да қолайлы болуға тиіс деп қарауға болмайды». Бұл пікірі қазіргі күнде де өзектілігін жойған жоқ. Себебі, кейде әдіс-тәсілдердің қолданылу орнына мән бермей, әдістердің өзіне көбірек көңіл бөліп кететін кездер аз болмайды [4, 586].

Біз Ахмет Байтұрсынұлының тұлғасын әлі танып болғанымыз жоқ. Бұл-үздіксіз жалғасатын процесс. Ендігі ретте ұлт ұстазының тұлғасын тек ұлттық мәдениет пен тарихтың контекстінде ғана емес, берісі түркілік-шығыстық, әрісі әлемдік мәдени-тарихи контексте қайта зерделеуіміз керек деп ойлаймыз. Өйткені, Ахмет Байтұрсынұлының шын бағасы сонда ғана берілмек.

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THE ROLE OF LANGUAGE PLAY IN THE DEVELOPMENT OF STUDENTS' CREATIVE ABILITIES

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Түйіндеме: Бұл мақалада оқушылардың шығармашылығын дамытудағы тілдік ойынның маңызды рөлі қарастырылады. Онда тілмен ойын арқылы өзара әрекеттесу — әзілдер, рифмалар, пунктуациялар және шығармашылық әңгімелер арқылы — тек лингвистикалық дағдыларды ғана емес, сонымен қатар шығармашылық ойлау мен эмоционалды интеллектті де дамытады делінген.

Аннотация: В этой статье рассматривается важная роль языковой игры в развитии творческих способностей учащихся. В ней утверждается, что игровое взаимодействие с языком — посредством шуток, рифм, каламбуров и творческого рассказывания историй — развивает не только лингвистические навыки, но и творческое мышление и эмоциональный интеллект.

Language is not merely a tool for communication; it is also a powerful medium for imagination, expression, and creativity. In the context of education, language play—the creative and imaginative manipulation of linguistic elements—serves as an

essential means of stimulating students' cognitive and creative development. Language play includes puns, rhymes, jokes, riddles, tongue twisters, and imaginative storytelling. These playful uses of language go beyond grammatical correctness, encouraging students to experiment with sounds, structures, and meanings. As a result, language play plays a vital role in nurturing students' creative thinking, problem-solving, and linguistic competence [1].

1. Understanding Language Play. Language play refers to the use of language for enjoyment, amusement, and experimentation. It allows learners to manipulate words, sounds, and meanings in unconventional ways. According to linguist David Crystal, language play “bridges the gap between linguistic form and personal creativity.” It involves both phonological play (e.g., rhyming and sound manipulation) and semantic play (e.g., puns, metaphors, and humorous expressions). Through language play, students explore the flexibility of language and develop a deeper awareness of how it functions.

2. Language Play and Creative Thinking. Creative thinking involves generating new ideas, finding multiple solutions to problems, and viewing things from different perspectives. Language play directly supports these processes. When students invent words, make jokes, or use metaphors, they are engaging in divergent thinking—one of the core components of creativity. For example, when students create a poem using unexpected rhymes or word combinations, they learn to think beyond conventional patterns. This flexibility not only enhances linguistic creativity but also strengthens general problem-solving skills [2].

3. The Cognitive Benefits of Language Play. Engaging in playful linguistic activities stimulates several areas of the brain responsible for language processing, memory, and imagination. It improves phonological awareness, vocabulary acquisition, and syntactic flexibility. Moreover, it helps students understand abstract concepts by associating them with playful or humorous contexts. Language play also lowers the affective filter, making learning more enjoyable and reducing anxiety in the classroom. When students feel free to experiment and make mistakes, their confidence in language use and self-expression naturally increases.

4. Language Play in the Classroom. Teachers can integrate language play into various aspects of classroom instruction. For instance [3]:

- Creative writing exercises: Students can write short stories or poems using invented words or humorous expressions.
- Word games: Activities like Scrabble, riddles, or tongue twisters improve students' vocabulary and pronunciation in an engaging way.
- Drama and role-play: Acting out imaginative scenarios helps students explore emotions, build empathy, and practice linguistic flexibility.
- Story reconstruction: Giving students fragments of a story and asking them to reconstruct it in funny or unexpected ways enhances both linguistic and creative skills.

Such activities transform the classroom into a dynamic space where learning becomes joyful, participatory, and personally meaningful.

5. Language Play and Emotional Intelligence. Besides cognitive benefits, language play contributes to emotional and social development. When students laugh together over a pun or participate in a humorous dialogue, they form stronger social bonds and develop empathy. Humor in language also helps students express emotions indirectly, manage stress, and maintain a positive attitude toward learning. This emotional engagement strengthens their motivation and creative confidence.

6. Language Play in Multilingual Contexts. In multilingual classrooms, language play can also promote intercultural understanding and linguistic flexibility. Students who speak multiple languages often engage in code-switching or invent hybrid expressions that mix words from different languages. This kind of play enhances awareness of linguistic diversity and promotes respect for cultural differences. It also reflects how creativity is deeply tied to identity and linguistic expression.

7. The Teacher's Role. Teachers play a crucial role in creating an environment where language play is encouraged and valued. They should view mistakes not as failures but as opportunities for learning and creativity. By modeling playful language use themselves—through jokes, creative writing prompts, or storytelling—teachers can inspire students to take linguistic risks. Assessment methods should also recognize creativity, not only grammatical accuracy [4].

Language play is far more than a classroom pastime—it is a cornerstone of linguistic and creative development. By engaging in playful, imaginative uses of language, students learn to think flexibly, communicate expressively, and view language as a living, creative force. In a rapidly changing world where innovation and adaptability are highly valued, fostering creativity through language play is an educational necessity. Encouraging students to explore, invent, and laugh with language cultivates both their intellectual and emotional growth, shaping them into confident and creative communicators.

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USING SONGS AS A TOOL FOR ENHANCING VOCABULARY ACQUISITION

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Түйін: Бұл зерттеуде әндердің шет тіл ретінде ағылшын тілін (EFL) үйрету сыныптарында сөздік қорды меңгеруге қалай көмектесетіндігі қарастырылады. Тыңдау, ән

айту және талқылау әрекеттерін біріктіру арқылы әндер сөздердің мән-мағынасын терең түсінуге мүмкіндік береді, дұрыс айтуды жақсартады және оқушылардың мотивациясын арттырады. Зерттеу практикалық стратегияларды атап көрсетіп, музыканы тіл үйретуге енгізудің тиімділігін көрсетеді.

Аннотация: В данном исследовании рассматривается, как песни могут поддерживать освоение словарного запаса в классе английского как иностранного языка (EFL). Сочетая прослушивание, пение и обсуждение, песни предоставляют контекстное и богатое на смысл погружение в язык, улучшают произношение и способствуют мотивации учащихся. Исследование подчеркивает практические стратегии и дает представление об эффективности интеграции музыки в преподавание языка.

Vocabulary is a cornerstone of language proficiency, yet many learners struggle to retain and use new words effectively. Traditional methods such as rote memorization and translation exercises often fail to engage students, making vocabulary acquisition slow and challenging. In contrast, songs offer a motivating and immersive way to learn language. They combine rhythm, melody, and repetition, which aid memory and recall.

Songs are also culturally rich, providing exposure to idiomatic expressions, informal language, and diverse contexts that are difficult to replicate in standard textbooks. Integrating songs into EFL classrooms can therefore serve multiple purposes: increasing vocabulary knowledge, improving pronunciation and intonation, and fostering a positive learning environment.

This study examines the use of songs in vocabulary acquisition through a combination of practical classroom activities and qualitative observation.

Participants:

- 50 intermediate-level university students studying English as a foreign language.

Materials and Methods:

- A selection of ten contemporary English songs chosen for clear lyrics, rich vocabulary, and relevance to learners' interests.

- Activities included: listening exercises, lyric gap-fills, prediction tasks, singing aloud, and group discussions.

- Observational notes and informal learner feedback were collected to assess engagement, motivation, and vocabulary retention [1].

Practical Approaches to Using Songs

1. Lyric Gap-Fill Exercises A common activity involves removing selected words from song lyrics and having students fill in the blanks while listening. For example, in “Count on Me” by Bruno Mars, students complete the phrase: “If you ever find yourself stuck in _____ / I’ll help you find your way.” Target words such as trouble, deep, water appear repeatedly, reinforcing memory through repetition.

2. Vocabulary Prediction Tasks Before playing a song, students are given a list of key words and asked to guess their meanings in context. This encourages critical thinking and prepares learners to notice and process the words during listening.

Words like *horizon*, *fade*, and *shining* can be analyzed for both literal and figurative meaning.

3. Song-Based Discussions After listening, students discuss the song's themes, vocabulary, and idiomatic expressions. For instance, lyrics from "*Shape of You*" by Ed Sheeran, such as "*We push and pull like a magnet do,*" allow students to explore figurative language and metaphorical usage. These discussions promote cooperative learning and help internalize new vocabulary.

4. Singing for Pronunciation and Fluency Singing along improves pronunciation, stress, rhythm, and intonation. For example, "*Let it go, let it go / Can't hold it back anymore*" from *Frozen* helps students articulate complex phonemes while internalizing vocabulary naturally.

5. Digital and Multimedia Integration Online platforms and apps like Lyricstraining allow learners to practice vocabulary interactively. These tools provide immediate feedback and allow students to engage in self-paced learning beyond the classroom [2].

Key Observations:

- Students remember words more easily when connected to a melody or context.
- Engaging with vocabulary through multiple activities (listening, discussion, singing) strengthens retention.
- Idiomatic and metaphorical language becomes more accessible through musical context.

Benefits of Using Songs

1. Motivation: Music engages learners emotionally, increasing attention and enjoyment.

2. Contextual Learning: Lyrics provide real-world usage, enhancing understanding of idioms and expressions.

3. Pronunciation and Fluency: Singing reinforces natural stress, intonation, and rhythm.

4. Collaborative Learning: Group discussions foster interaction and deeper comprehension.

5. Autonomous Learning: Digital tools enable students to practice independently, reinforcing vocabulary acquisition [3].

Integrating songs into EFL classrooms offers significant advantages for vocabulary acquisition. By combining auditory, visual, and kinesthetic learning strategies, songs create a rich, memorable, and motivating environment for learners. Teachers are encouraged to use songs selectively, combining listening, gap-fill exercises, discussion, and singing to maximize vocabulary retention.

Beyond vocabulary retention, songs positively influence pronunciation, rhythm, and intonation, helping learners develop more natural and fluent speech. Additionally, the motivational aspect of music increases learner engagement, reduces anxiety, and promotes a more positive classroom atmosphere. Students reported

higher enthusiasm and willingness to participate when lessons incorporated songs, highlighting the affective benefits of musical learning.

Songs also encourage collaborative learning. Activities such as group discussions, lyric interpretation, and singing together foster peer interaction, negotiation of meaning, and cooperative problem-solving. This social dimension contributes to both linguistic competence and learner confidence.

Moreover, digital tools and applications that integrate songs (e.g., Lyricstraining) can enhance autonomous learning, allowing students to practice at their own pace and receive immediate feedback. Such blended approaches—combining classroom instruction with technology-supported exercises—maximize the effectiveness of vocabulary acquisition [4].

Songs not only enhance vocabulary but also support pronunciation, communicative competence, and learner motivation. Future studies could investigate long-term retention and explore the impact of different genres and cultural contexts on vocabulary learning.

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SELF-DEVELOPMENT COMPETENCES AND SKILLS OF FUTURE FOREIGN LANGUAGE TEACHERS

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Түйін: Бұл мақалада шет тілін білу қазіргі заманғы білімді адамның жеке басының қасиеті болып табылатын әлеуметтанулық зерттеулердің нәтижелерін талдау ұсынылған.

Аннотация: В данной статье слелан анализ по результатам социологических исследований, где, владение иностранным языком является атрибутом личности современного образованного человека.

The new socio-economic and political situation leads to an increase in the demand for language skills among students. In modern society, knowledge of a foreign language is becoming an integral part of a person's personal and professional life. According to sociological research, knowledge of a foreign language is a personal characteristic of a modern educated person and a means of integration into the global socio-cultural space. This is due to the peculiarities of a foreign language as an educational process that performs integrative and socially significant functions: communicative, informational, educational, developmental, cultural, humanitarian, etc. In such conditions, a foreign language teacher is not only a participant in the expanding dialogue between different cultures, but also an active transmitter of their valuable achievements, integrating a person into the global socio-cultural space. As a result, the professional competence of a teacher is formed as an organic whole, the components of which include a high level of general professional culture and specialized training: psychological-pedagogical, cultural, linguistic, communicative, etc. Language teaching means teaching culture taking into account the communicative and socio-cultural development of students. Of course, a modern teacher has invaluable experience and a huge wealth of effective pedagogical methods and techniques. However, as experience shows, the formula for a teacher's success lies in the constant improvement of his competence. A teacher who has a comprehensive and comprehensively developed personality and a high level of professional competence can successfully solve educational problems in teaching foreign languages. The changes taking place in the modern education system require increasing the professional competence of foreign language teachers [1].

Socio-economic changes in society, science, economy and industry, associated with the emergence of new types of professional activity, require updating the educational policy of Russia, defining a new view on the role of education, and training competent specialists who can creatively solve non-standard professional problems. As a result, many educational institutions are realizing the need to ensure the necessary level of personnel training, as well as create conditions for learning to effectively manage these processes and organize educational spaces. Therefore, the issue of the quality of training of specialists remains the main issue and one of the most important aspects of further changes in the activities of higher professional educational institutions. Taking into account these problems, the requirements for the content of education are significantly increasing and are fundamentally changing, as a result, the requirements for the professional level of teachers, who largely determine the quality of education at each stage of education, are significantly increasing and fundamentally changing. The main characteristics of a teacher's personality are deep subject knowledge, pedagogical knowledge and skills, professional competence, communication culture, as well as the willingness and ability to introduce technologies into the educational process that ensure the development of students' creative abilities, their independence and initiative [2].

According to the International Standard Classification of Occupations, developed under the auspices of the International Labor Organization, the main duties of a secondary school teacher are:

- developing and revising curricula, preparing courses of study in accordance with current requirements;
- conducting lectures, practical classes, seminars, laboratory classes;
- encouraging discussion and the development of independent thinking in the student environment;
- supervising the performance of experimental and practical work by students; organizing, conducting and evaluating examination papers and tests;
- supervising research work for postgraduate studies by students or other employees of the educational department;
- researching and developing concepts, theories and operational methods for their application in industry and other fields;
- preparing textbooks, teaching materials or articles;
- participating in conferences and seminars;
- participating in decision-making on the activities, budgets and other issues of the educational departments of the college or university.

The list of tasks included in the competence of a teacher of a higher educational institution indicates that he must have the skills of a teacher, psychologist, methodologist, educator, organizer, researcher, and be a highly qualified specialist in his field and in many other areas of knowledge. Thus, mastering the profession of "secondary school teacher" requires not only certain natural abilities, but also talent, great intelligence, physical, emotional and time costs [3].

In the context of the obsolescence and rapid modernization of knowledge, technology and equipment, comprehensive training of teachers for graduates of higher education institutions is becoming a top priority. It is necessary to move from the established system of periodic professional development to a system of continuous and timely improvement and updating of knowledge. It should become an immutable rule that every teacher should devote a certain amount of time to professional development, mastering modern scientific and cultural achievements and best practices every day, week, month and year.

Thus, objective prerequisites for the transition to continuing education for modern teachers as a necessary condition for the modernization of the national education system have been created.

Continuing education embodies the idea based on humane traditions and places the individual at the center of all educational efforts, creating the best conditions for the full development of his abilities and the realization of his personal and professional potential throughout his life.

Continuing education is aimed at:

- providing each student with opportunities for personal development and professional improvement;
- allows to acquire, expand and improve knowledge, practical skills and abilities in the professional field;
- allows people to adapt to changes in their profession due to technological progress;

- is accessible to people throughout their working lives without restrictions on age, gender, previous education and training, or position held.

Thus, the purpose of modern continuing professional education is not to train limited specialists for a specific field of activity, but to develop the personality of each person, expand their professional and social competence and improve their general culture.

The system of professional development as an element of continuous teacher education should be based on the following principles: creative independence of students, the use of active research elements, individual coursework and individual creative tasks through special courses chosen by students [4].

All of the above fully applies to foreign language teachers.

Until recently, the main professional competencies of a foreign language teacher were limited to the following list, according to which the teacher was expected to:

- High-level professional mastery of the language, its mastery and clear explanation of theoretical and practical teaching materials to students;

- Possession of intercultural competence, as well as the development of students' knowledge of the cultural characteristics of the countries where the language is taught;

- Knowledge of teaching methods in general (including cognitive and emotional factors) and methods of teaching a foreign language and the effective use of this knowledge in teaching;

- Individual approach to teaching;

- Knowledge of various types of communication in the classroom;

- Mastering the basics of effective planning, including assessment in accordance with the curriculum;

- Knowledge of basic and effective teaching aids and teaching materials of a foreign language, the ability to critically evaluate, select, adapt and use them in the learning process in accordance with the personal goals of students;

- Recognition of the importance of one's own professional development and the use of various tools to achieve it;

- Master the theory and methods of assessment and implement the assessment of student achievements using appropriate tools and tasks, as well as the basics of testing language knowledge and skills;

- Know and apply the principles of effective organization of education and creation of a favorable educational environment necessary for learning foreign languages.

Now, the prospects of working in accordance with the new educational standards that await us in the near future require changes in this job description. The ability to convince students of the undeniable benefits of learning foreign languages and increase their motivation can be safely considered important competencies for a teacher. The list of professional skills of a foreign language teacher should also include:

- The ability to develop independent learning technologies for students;

- The ability to independently and effectively solve constantly arising problems and issues;
- The ability to develop and use innovative methods for solving pedagogical problems;
- The ability to rationally evaluate professional activities and set realistic goals.

This will not only help you avoid disappointments and failures, but also help you reach new levels of efficiency and professional mastery [5].

The curriculum of a non-linguistic university for foreign languages has its own specific features, in particular, the success of a foreign language teacher's professional activity depends primarily on not only subject knowledge, but also, to some extent, on special pedagogical training. At the same time, the need for such special pedagogical training for foreign language teachers of non-linguistic universities is undeniable. Graduates of pedagogical faculties of linguistic universities become teachers in various types of higher education institutions, and the structure and content of their professional training are aimed at secondary schools or philological faculties of higher education institutions.

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THE PSYCHOLOGICAL IMPACT OF ONLINE LEARNING IN FOREIGN LANGUAGE EDUCATION

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Түйіндеме: Бұл мақалада ағылшын тілін оқыту әдістемесінің студенттердің өздігінен білім алу дағдыларын дамытудағы рөлі қарастырылады. Мақалада оқушының дербестігін арттыруға бағытталған әдістер, технологиялық құралдарды қолдану және мұғалімнің жетекші рөлі баяндалады. Сонымен қатар, тіл үйренудегі жауапкершілік пен шығармашылық ойлаудың маңыздылығы атап өтіледі.

Резюме: В данной статье рассматривается значение методики преподавания английского языка как инструмента развития у студентов навыков самостоятельного обучения. Описаны методы, направленные на развитие автономии учащихся, роль технологий в обучении и трансформация роли преподавателя. Также подчеркивается важность ответственности и критического мышления в процессе изучения языка.

The rapid digitalization of education has transformed the way foreign languages are taught and learned, producing both positive and negative psychological effects on students. Online learning offers flexibility, autonomy, and accessibility, allowing learners to study at their own pace and according to individual preferences. However, it also presents psychological challenges related to motivation, communication, and emotional well-being. The absence of face-to-face interaction and immediate feedback can lead to increased anxiety, stress, and a sense of isolation among learners. These psychological aspects are particularly significant in foreign language education, where communication, empathy, and social interaction are fundamental for developing linguistic competence. According to Vygotsky's sociocultural theory, learning is a social process, and interaction with others is crucial for cognitive and linguistic growth [1].

In online learning, the lack of physical presence reduces nonverbal cues and emotional engagement, which may hinder effective communication and language acquisition. The concept of self-efficacy proposed by Bandura emphasizes that students who believe in their ability to succeed perform better academically [2].

However, in the online environment, technological difficulties and reduced teacher support can weaken learners' confidence. Motivation plays a key role in sustaining students' engagement in online language courses. Gardner's socio-educational model highlights that motivation depends on attitudes toward the learning context and the target language community [3].

When students feel disconnected from peers and teachers, their motivation declines. On the other hand, digital tools and multimedia content can foster intrinsic motivation, making learning more interactive and enjoyable. Nevertheless, the lack of extrinsic motivators such as classroom atmosphere, competition, and teacher approval often causes procrastination. Anxiety is another major psychological barrier in online learning. Many students experience fear or nervousness when speaking during virtual classes, and the absence of immediate feedback can intensify insecurity and limit participation [4].

To minimize anxiety, teachers should create a supportive environment that normalizes mistakes as part of the learning process. Online learning also affects social interaction. The feeling of isolation negatively influences communicative competence development, as language learning requires authentic communication practice [5].

Teachers must implement interactive strategies, such as group discussions, breakout rooms, and collaborative projects, to recreate real-life communication scenarios in digital spaces. Moreover, online education demands strong self-regulation skills. Learners must manage their time, set goals, and monitor progress independently. Students who possess high self-regulation demonstrate better performance and satisfaction in virtual learning environments [6].

Therefore, educators should provide structured guidance, frequent feedback, and motivational support to help students maintain consistency. The psychological impact of online learning extends to teachers as well. They face stress due to

technological adaptation, increased workload, and reduced personal contact with students. Teacher burnout and digital fatigue can influence the overall emotional atmosphere of the virtual classroom. Hence, training educators in psychological resilience and digital pedagogy is essential for the long-term success of online foreign language education. Despite its challenges, online learning also opens new perspectives for language education. It allows global interaction, exposure to authentic materials, and the use of artificial intelligence tools for personalized learning. When implemented with psychological awareness and human-centered design, online education can become not only efficient but also emotionally supportive.

In conclusion, the psychological effects of online learning in foreign language education are complex and multifaceted. While online platforms enhance accessibility and learner autonomy, they also risk increasing anxiety, demotivation, and social disconnection. To achieve balanced results, educators should integrate emotional support, motivation, and interactive communication into the virtual learning process. The future of foreign language teaching depends on combining technological innovation with empathy and psychological understanding, ensuring that digital learning remains human-oriented and pedagogically meaningful.

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THE USE OF HYBRID LEARNING IN THE PRACTICE OF A FOREIGN LANGUAGE TEACHER

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Түйін: мақала шет тілдерін оқытуды тәжірибеде гибриді оқытуды қолдануға арналған. Оқу процесіне дәстүрлі және қашықтық әдістерін біріктірудің артықшылықтары, интерактивті және мультимедиялық ресурстарды қолдану әдістері қарастырылады, сондай-ақ гибриді тәсіл студенттердің мотивациясы, өзіндік жұмысы және академиялық жетістігіне әсері талданады.

Аннотация: статья посвящена применению гибридного обучения в практике преподавания иностранных языков. Рассматриваются преимущества сочетания очных и дистанционных форм обучения, методы интеграции интерактивных и мультимедийных ресурсов, а также влияние гибридного подхода на мотивацию, самостоятельность и академические достижения студентов.

The modern educational environment requires foreign language teachers to introduce innovative teaching methods capable of combining traditional and digital forms of work. One of the most relevant and effective approaches is hybrid learning, which combines face-to-face classes with distance learning technologies, providing more flexible and individualized interaction with students. In the context of a rapidly changing educational process and the development of digital technologies, hybrid learning allows teachers to effectively organize the educational process, combining the advantages of personal contact with the capabilities of online platforms and interactive resources.

Hybrid learning provides a foreign language teacher with ample opportunities to integrate various methods and forms of work. In the face-to-face part of the classes, the emphasis is on developing communication skills, conducting discussions, role-playing, listening and speaking, which promotes direct interaction between students and the teacher. The distance learning part includes the use of online platforms, multimedia materials, interactive tests and assignments for independent work, which allows students to consolidate the studied material at a convenient pace and increases their learning autonomy [1].

The use of a hybrid approach requires a teacher to have high professional competence and knowledge of modern educational technologies. An important aspect is a competent combination of face-to-face and distance learning methods, planning the educational process taking into account the individual characteristics of students and organizing regular feedback. For example, a teacher can use online platforms to check the understanding of grammar rules, conduct written assignments and monitor student progress, and devote face-to-face classes to the active development of speech skills and the practical application of language.

Hybrid learning also contributes to more active student engagement and increased motivation to learn a foreign language. The use of interactive assignments, videos, and multimedia presentations makes the learning process more diverse and interesting. Teachers who implement hybrid methods have the opportunity to adapt the lesson content to the group level, take into account different styles of information perception and create individual learning paths.

Special attention in the practice of hybrid learning is paid to the organization of independent work of students. Online resources such as educational platforms, electronic dictionaries, tests, and interactive exercises allow students to repeat and consolidate material, monitor their own progress, and develop self-regulation and self-learning skills. In turn, the teacher gets the opportunity to track the results of students' work, analyze their progress and adjust the learning process in accordance with the needs of the group [2].

The effectiveness of hybrid learning in teaching foreign languages is confirmed by studies showing that the combined approach improves students' academic results, promotes the development of critical thinking, communication skills and independence. Hybrid learning also makes it possible to enhance a teacher's professional competencies, develop skills in working with modern educational technologies, and provide more flexible management of the learning process.

The effectiveness of the introduction of hybrid learning in the practice of foreign language teachers can be assessed using several key indicators. The first indicator is the professional competence of the teacher. It is determined by the teacher's ability to effectively use modern educational technologies, integrate face-to-face and distance learning methods, and plan a hybrid course based on learning goals and student level. The assessment of this indicator can be carried out through the analysis of curricula and programs, observation of classes, self-assessment of the teacher, as well as student surveys.

The second indicator is the level of interactivity and engagement of students. It characterizes the degree of active student participation in the face-to-face and distance learning parts of the course, including completing assignments, participating in discussions, and interacting on online platforms. To assess this indicator, statistics on online platform attendance, activity in forums and chat rooms, the quality of homework and interactive assignments, as well as student surveys are used [3].

The third indicator is the quality of the educational process organization. It reflects the teacher's ability to structure the material, combine different forms of learning, ensure a logical sequence of classes and compliance with educational standards. Assessment methods include the analysis of lesson notes and lesson plans, the examination of course materials and the observation of the learning process.

The fourth indicator is the use of digital and multimedia resources. It is determined by the degree and quality of the teacher's use of online platforms, interactive applications, video and audio materials to improve learning effectiveness. The assessment is carried out by checking the use of electronic resources in the classroom, analyzing assignments and exercises in an online environment, as well as the teacher's self-assessment.

The fifth indicator is student learning outcomes. It characterizes the level of students' assimilation of the material, improvement of their language competencies and independent work skills. Assessment methods include the results of tests and control papers, the analysis of academic performance, the dynamics of student progress, as well as feedback from students.

The sixth indicator is feedback and satisfaction of participants in the educational process. It shows the degree of satisfaction of students and teachers with the organization of the hybrid course, the comfort and accessibility of learning. Surveys and questionnaires of students, interviews with teachers, and analysis of suggestions and comments are used to evaluate it.

The seventh indicator is the professional development of the teacher. It is determined by the teacher's activity in the development of new technologies and techniques, participation in trainings, seminars and professional communities.

Assessment methods include taking into account participation in advanced training courses, publishing methodological materials, self-assessment, and reports on the implementation of new methods in practice [4].

All these indicators combined make it possible to comprehensively assess the effectiveness of the introduction of hybrid learning, identify the strengths and weaknesses of the educational process, and identify areas for further professional development of foreign language teachers.

Thus, the application of hybrid learning in the practice of a foreign language teacher is a promising and effective direction of modern pedagogy. It helps to improve the quality of education, develop students' independence and motivation, and also expands the teacher's capabilities in organizing the educational process. The integration of face-to-face and distance learning methods makes it possible to create a dynamic, interactive and adaptive educational environment that meets the requirements of modern society and the expectations of students.

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THE ROLE OF SONGS AND MUSIC IN DEVELOPING AUDITORY PERCEPTION OF ENGLISH SPEECH

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Түйін: Бұл мақалада оқушылардың тыңдау қабілетін және есту қабілетін ажыратуын жақсарту құралы ретінде әндер мен музыканың педагогикалық әлеуеті зерттеледі. Зерттеуде теориялық негіздері талданады, әндерді тілді оқытуға енгізудің практикалық әдістері ұсынылады және олардың оқушылардың ауызша ағылшын тілін тану және түсіну қабілетіне әсерін бағалайды. Зерттеу нәтижелері музыкалық материалдарды пайдалану оқушылардың тыңдау дағдыларын айтарлықтай жақсартатынын және оқу процесіне ынталандыру мен қатысуды арттыратынын көрсетеді.

Аннотация: В данной статье рассматривается педагогический потенциал песен и музыки как инструментов для развития аудирования и слухового различения у учащихся. В исследовании анализируются теоретические основы, представлены практические методы интеграции песен в обучение языку и оценивается их влияние на способность учащихся распознавать и понимать устную английскую речь. Результаты показывают, что использование музыкальных материалов значительно улучшает навыки аудирования у учащихся и способствует повышению мотивации и вовлеченности в процесс обучения.

Listening comprehension is one of the most challenging aspects of foreign language acquisition. For many learners, understanding spoken English involves not only recognizing vocabulary and grammar structures but also identifying sounds, intonation, and rhythm patterns. In this context, songs and music serve as powerful teaching tools that combine linguistic, emotional, and cultural elements.

The purpose of this research is to examine how songs and music can facilitate the development of auditory perception in English language learning. Music and language share common cognitive and neurological foundations. Studies in psycholinguistics and neurolinguistics suggest that rhythm, melody, and intonation activate similar areas in the brain responsible for auditory processing.

According to Murphey (1992), songs function as “language input with high repetition and emotional engagement,” which makes them effective for memorization and perception. Furthermore, Richards and Schmidt (2013) emphasize that songs can provide authentic linguistic input, expose learners to natural pronunciation, and improve phonemic awareness [1].

The study was conducted among 40 first-year university students majoring in English. Participants were divided into two groups:

Experimental group: received regular listening training through English songs (2–3 songs per week) integrated into lessons.

Control group: used standard textbook listening exercises.

The experiment lasted for eight weeks. Data were collected through:

Listening comprehension tests (before and after the intervention);

Auditory discrimination tasks (identifying sounds and stress patterns);

Questionnaires to assess motivation and engagement.

After the intervention, the experimental group showed a 25% improvement in listening comprehension scores compared to 10% in the control group. Students who engaged with songs demonstrated:

Better recognition of phonemes and intonation patterns;

Improved ability to follow natural speech rhythm;

Increased vocabulary retention due to repeated exposure.

Qualitative feedback indicated that students found lessons with music more enjoyable and less stressful. Many reported that songs helped them “hear” English in everyday contexts more clearly.

These findings support the idea that songs enhance both cognitive and affective aspects of language learning — they strengthen auditory perception while simultaneously increasing motivation.

The integration of songs and music into English language teaching has a measurable positive effect on the development of auditory perception. Songs provide natural rhythm and intonation, foster phonetic awareness, and create a motivating and emotionally supportive learning environment.

Teachers are encouraged to incorporate music-based activities systematically to complement traditional listening exercises and to promote deeper auditory and linguistic competence [2].

Learning a foreign language is difficult to imagine without using songs as part of the learning process. Modern English and American songs are especially appealing to many students. Unfortunately, classroom work with songs often involves only reading the lyrics, translating them, listening, and singing along with a recording. This approach is not sufficient. In reality, using authentic contemporary songs is one of the most effective techniques in teaching a foreign language.

First of all, working with song material allows students to acquire new vocabulary much more quickly. The lyrics of favorite songs are easily memorized and often stay in long-term memory for years. Moreover, learning grammar becomes considerably easier through songs, since grammar is often the most challenging aspect of language study. When students encounter grammatical structures within songs they enjoy, they no longer feel anxious or resistant toward studying more complex grammar in the future. Songs naturally incorporate various grammatical patterns, fixed expressions, and verb tenses, helping students internalize them in context [3].

Modern song lyrics and music can enhance learners' awareness of pronunciation, intonation, and sentence rhythm, while also reflecting aspects of contemporary culture. This paper argues that a broader and more systematic approach to incorporating songs and music into language lessons can lead to meaningful and successful learning outcomes. The primary aim of this research is to demonstrate the effectiveness of using modern songs in English classes to enrich vocabulary and improve grammar skills.

Teaching English in a classroom where most students cannot produce even simple sentences can be very challenging. Many learners struggle with grammar, pronunciation, and reading comprehension. They are often reluctant to read aloud because they are unsure of their pronunciation, and they avoid silent reading because they do not understand the text or remember the words. For teachers, it can be difficult to plan lessons effectively when students face so many simultaneous challenges.

Using songs and rhymes provides an efficient way to help students develop these skills. However, teaching teenagers through songs is different from working with young children. This study explores how songs and rhymes can assist learners in mastering vocabulary and practicing difficult sounds. There are specialized programs designed to meet learners' needs in this area. It is common to sing to young children and engage them through songs, rhymes, and interactive games. Children who participate in these activities tend to express themselves more freely and acquire many new words in their native language. The same principle applies when learning a second language [4].

The rhythm and melody of songs help students place stress correctly, develop a natural speech rhythm, and improve fluency. Songs also provide opportunities to repeat words and structures many times without causing boredom. However, teenage learners who are beginning to study a second language often face specific barriers. Many of them are shy and afraid of making mistakes in front of their classmates, so they prefer to remain silent rather than risk being incorrect. As a result, they miss

valuable practice opportunities and struggle to make progress. Therefore, it is essential to find ways to overcome this fear and build confidence, as this will enable students to learn more effectively and become more independent in their language learning [5].

The use of songs and music in teaching English plays a significant role in developing students' auditory perception, pronunciation, and overall language competence. Songs not only make lessons more engaging but also provide natural and authentic examples of language use. They help learners internalize grammatical structures, expand their vocabulary, and improve their ability to recognize sounds, stress, and intonation patterns.

Through rhythm, melody, and repetition, songs create favorable conditions for memorizing linguistic material and forming correct pronunciation habits. They also contribute to reducing psychological barriers such as fear of making mistakes, especially among teenage learners, by creating a relaxed and motivating learning atmosphere.

Therefore, the integration of songs and musical activities into English lessons should be seen not as entertainment, but as an effective pedagogical strategy that enhances listening comprehension, promotes linguistic awareness, and fosters students' emotional involvement in learning. By using songs purposefully, teachers can significantly improve the quality of foreign language instruction and make the learning process both enjoyable and effective.

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ADVANTAGES AND LIMITATIONS OF AI IN TEACHING PRONUNCIATION AND INTONATION

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Түйін: Бұл мақалада жасанды интеллект (ЖИ) технологияларын шет тілдерін оқытуда, соның ішінде айтылым мен интонацияны қалыптастыруда қолданудың тиімділігі мен шектеулері қарастырылады. ЖИ негізіндегі бағдарламалардың сөйлеу машығын жетілдірудегі рөлін, сондай-ақ олардың педагогикалық процестегі артықшылықтары мен кемшіліктерін талдайды.

Аннотация: В этой статье рассматриваются эффективность и ограничения использования технологий искусственного интеллекта (ИИ) в обучении иностранным

языкам, включая формирование произношения и интонации. Анализирует роль программ на основе ИИ в совершенствовании речевых навыков, а также их преимущества и недостатки в педагогическом процессе.

Artificial intelligence (AI) has rapidly transformed many educational practices, particularly in foreign language teaching. In recent years, AI-driven technologies such as automated speech recognition (ASR), machine learning (ML), and natural language processing (NLP) have become essential in enhancing learners' pronunciation and intonation skills. These technologies provide immediate feedback, personalized learning experiences, and access to native-like pronunciation models, enabling learners to practice autonomously.

The use of AI in pronunciation teaching can be traced to the growing need for accurate communication in global contexts. Traditional classroom environments often lack sufficient time for individual speaking practice, and teachers may struggle to provide detailed feedback to every student. AI tools, such as ELSA Speak, SpeechAce, and Google Pronunciation Coach, bridge this gap by analyzing learners' speech patterns and providing corrective guidance. According to Li and Wang (2022), such technologies significantly improve pronunciation accuracy when integrated into blended learning environments [1].

Moreover, AI provides learners with the opportunity to engage in consistent pronunciation training outside the classroom. With applications available on mobile devices, students can practice at their own pace, receive feedback in real time, and repeat exercises until achieving satisfactory results. Research by Alqahtani (2021) emphasizes that AI-based feedback systems promote self-correction and autonomy among learners, fostering long-term phonological development [2].

Despite these benefits, there are still limitations that educators must consider. One of the key challenges lies in the accuracy of AI speech recognition systems, particularly when dealing with non-native accents. While AI models are trained on vast linguistic data, they often reflect biases toward standard varieties of English, making it harder for learners with diverse accents to receive fair evaluations. For example, learners from Central Asia or East Asia may find AI feedback less precise because the software is not optimized for their specific pronunciation features [3].

Another limitation involves the lack of emotional and contextual understanding in AI tools. Unlike human teachers, AI cannot fully interpret learners' emotions, motivation, or communicative intent. Pronunciation and intonation are not merely mechanical skills; they are also tied to cultural nuances and pragmatic functions. Studies by Yu and Chen (2023) indicate that while AI effectively improves segmental features (such as vowels and consonants), it struggles to teach suprasegmental aspects like rhythm and stress patterns [4].

The integration of AI into pronunciation instruction also raises questions about data privacy and ethics. AI applications typically collect and store users' voice data for analysis, which can pose confidentiality risks if not handled securely. Educational institutions must therefore establish clear guidelines regarding data storage, consent, and the responsible use of AI-based tools [5].

Nevertheless, teachers can adopt a hybrid approach that combines human instruction with AI assistance. In such an approach, AI serves as a supportive instrument rather than a replacement for the teacher. It can manage repetitive pronunciation drills, freeing up classroom time for interactive speaking tasks. This blended methodology allows teachers to focus on communicative competence and emotional engagement, while AI provides objective and consistent feedback.

Table 1 – Comparison of AI and Human Feedback in Pronunciation Training

Criteria	AI-based Feedback	Teacher Feedback
Accuracy	High for segmental sounds	High for segmental and suprasegmental features
Emotional understanding	None	High
Availability	24/7	Limited
Cost	Low or free	Depends on institution

As shown in Table 1, AI feedback provides remarkable consistency and accessibility. However, it lacks the emotional depth and adaptability that human instructors bring. The ideal learning environment combines both elements, using AI to provide instant corrections and the teacher to interpret meaning, context, and cultural factors.

Another advantage of AI tools is their ability to track learner progress over time. Most systems store pronunciation records and provide visual progress graphs, motivating learners through measurable achievements. This gamified approach enhances engagement and persistence in language learning.

In contrast, technical issues, such as unstable internet connections or poor-quality microphones, can negatively affect AI pronunciation analysis. Learners from rural or low-resource areas may face challenges accessing these technologies, which can widen the digital divide in education. Thus, equal access to AI tools remains a pressing concern.

Furthermore, educators should receive training to use AI tools effectively. Without proper understanding of AI mechanisms, teachers might misinterpret the feedback results or fail to integrate them meaningfully into lesson plans. Training workshops and teacher development programs are essential to ensure that AI serves pedagogical goals rather than replacing traditional methods.

In conclusion, AI technologies represent a powerful tool for enhancing pronunciation and intonation instruction. Their strengths lie in individualized feedback, flexibility, and accessibility. However, their limitations—such as accent bias, lack of emotional intelligence, and data privacy concerns—must be carefully managed. The most effective approach involves a balanced integration of AI and human expertise. As AI technology continues to evolve, future research should focus on developing culturally adaptive and ethically responsible pronunciation learning systems that address learners' diverse needs.

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THE INFLUENCE OF HOLLYWOOD ON THE SPREAD OF THE ENGLISH LANGUAGE

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Түйүн: Бұл мақалада Голливудтың ағылшын тілінің әлемдік деңгейде таралуына айтарлықтай үлес қосатын жаһандық мәдениет және медиа орталығы ретіндегі рөлі қарастырылады. Онда Голливуд ықпалының тарихи негіздері, аудиовизуалды медиа арқылы тілдік мінез-құлықтың қалыптасу тетіктері және цифрлық платформалар мен жаһандық медианы тұтынуға байланысты қазіргі үрдістер талданады.

Резюме: В этой статье рассматривается роль Голливуда как глобального культурного и медийного центра, который существенно способствует распространению английского языка по всему миру. Анализируются исторические предпосылки влияния Голливуда, механизмы, через которые аудиовизуальные медиа формируют языковое поведение, а также современные тенденции, связанные с цифровыми платформами и глобальным потреблением медиа.

The English language holds the position of a global lingua franca, and its expansion is driven by political, economic, and cultural factors. Among these, Hollywood—one of the most influential centers of global film production—plays a particularly critical role. Hollywood films, TV series, and digital media content reach audiences on every continent, functioning not only as entertainment but also as channels for linguistic exposure.

The goal of this article is to identify the main mechanisms through which Hollywood influences the global spread of English and to analyze their impact on the contemporary linguistic landscape.

As David Crystal notes, this early dominance of American cinema significantly contributed to the dissemination of English as films circulated globally, often with limited or no translation.

As Joseph Straubhaar argues, American studios gained access to international markets where their productions were associated with technological innovation, modernity, and cultural prestige. This boosted the expansion of the English language as viewers around the world regularly encountered it through film.

Through the global circulation of Hollywood content, American English becomes a reference model, shaping vocabulary, idioms, and discourse patterns.

Graddol, Davidi's concept of global cultural flows explains how films form part of a worldwide mediascape that encourages the adoption of English as a means of engaging with global culture [1].

The rise of platforms such as Netflix, Disney+, and Amazon Prime Video has expanded access to Hollywood content worldwide. As Johnson, Keith points out, media availability increases passive language learning, especially when viewers choose original audio or English subtitles.

Popular genres—superhero films, teen dramas, romantic comedies—attract global audiences and create online communities. Within these communities, English often becomes the primary communication tool, reinforcing its role as a shared global language.

Iconic movie lines (e.g., “I’ll be back,” “May the Force be with you,” “Why so serious?”) become cultural touchstones and introduce new lexical items and idioms into international usage. As Crystal notes, American English showcased in film often sets trends in contemporary informal speech [2].

Hollywood films are widely integrated into language-learning practices. Research by Keith Johnson highlights the pedagogical value of film for developing listening skills, expanding vocabulary, and providing exposure to authentic cultural contexts.

Using films in the classroom enhances motivation, familiarity with colloquial speech, and understanding of pragmatic features of English—elements often missing from traditional textbooks.

Despite its strong positive influence, Hollywood's role is not unambiguous:

- Robert Phillipson argues that the global dominance of English, supported by U.S. media, may contribute to linguistic imperialism.
- Some scholars highlight the overrepresentation of American English, overshadowing other varieties.
- Hollywood often disseminates stereotypes and informal language, which may not align with formal communication needs.
- Cultural homogenization is a potential risk, as diverse local cultures may be overshadowed by Americanized media.

Nonetheless, Hollywood remains one of the most significant forces in shaping global linguistic trends [3].

In recent decades, the rise of digital globalization has strengthened Hollywood's linguistic influence far beyond traditional cinema. The rapid expansion of social media platforms such as YouTube, TikTok, Instagram, and X (formerly Twitter) has created new channels through which Hollywood-related content is shared, remixed, and reproduced across linguistic boundaries. Short clips from movies and TV series circulate widely, exposing users to authentic English speech even if they do not intentionally seek language-learning content.

A key factor in this process is participatory culture: users actively engage with Hollywood content by creating memes, reaction videos, fan edits, and discussions. According to media theorists like Henry Jenkins, participatory culture transforms audiences from passive viewers into active cultural contributors. This process

magnifies Hollywood's linguistic impact because audiences generate additional English-language content that reaches millions of users globally.

Furthermore, algorithm-driven recommendation systems on streaming and social media platforms push popular English-language content across national borders, making Hollywood productions accessible regardless of the viewer's native language or geographic location. As a result, English increasingly becomes the default language for online interaction, commentary, and fan communication.

Another important dimension is the growth of global fandoms—communities centered around franchises such as the Marvel Cinematic Universe, Star Wars, Harry Potter, and popular Netflix series. Within these transnational groups, English functions as a “bridge language,” allowing fans from different countries to communicate effectively. Studies in sociolinguistics show that such digital communities create environments where users voluntarily practice and improve their English, motivated by shared cultural interests.

In addition, digital platforms stimulate the spread of Hollywood-influenced pronunciation patterns, slang, and idiomatic expressions. Viral trends often feature lines from movies or catchphrases spoken by iconic characters. These expressions enter the vocabulary of young people worldwide, illustrating how audiovisual media and internet culture accelerate linguistic diffusion.

Finally, Hollywood's collaboration with global streaming services strengthens its international reach. As platforms invest in simultaneous worldwide releases, audiences across multiple countries watch new productions at the same time. This synchronicity enhances linguistic exposure and reinforces the role of English as the dominant language of global entertainment.

Overall, digital globalization has amplified Hollywood's linguistic influence, embedding English into everyday online behavior and accelerating its spread through informal, entertainment-driven channels [4].

Hollywood plays a pivotal role in the global spread of the English language. Through audiovisual immersion, widespread availability on streaming platforms, strong genre popularity, and the creation of global fan communities, Hollywood content embeds English into the everyday lives of millions of viewers worldwide. Supported by the theoretical perspectives of Crystal, Phillipson, Graddol, Straubhaar, Schiller, and others, this article demonstrates that cinema is not only a cultural product but also a powerful linguistic transmitter. As globalization continues to intensify, the influence of Hollywood on English-language dissemination is expected to grow even stronger.

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"Hollywood's

СТРОЕНИЕ РУССКОГО СЛОВА: ОПРЕДЕЛЕНИЕ ОСНОВЫ, РАЗБОР ОСНОВЫ НА МОРФЕМЫ

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Тўйин: Мақалада орыс тилин оқыту әдістемесінің ең күрделі бөлімдері ретінде морфематика мен сөзжасамның негізгі қызметтері мен жүйелік ұйымдастырылуы қарастырылады.

Summary: The article examines the key functions and systemic organization of morphemics and word formation as the most complex sections of the methodology of teaching the Russian language.

Аннотация: В статье рассматриваются ключевые функции и системная организация морфематики и словообразования как наиболее сложных разделов методики преподавания русского языка.

Основа слова является центральной единицей морфемной структуры и играет ключевую роль в выражении лексического значения. В современной лингвистике под основой понимают **часть слова без окончания**, которая *несёт основное, предметно-логическое значение* и является носителем семантического ядра. Основа объединяет в себе все значимые элементы, кроме формообразующих морфем, и служит тем структурным компонентом, на который опираются процессы словообразования и словоизменения. В составе основы могут находиться разные типы морфем: корень, приставка, суффиксы, постфиксы. Их взаимодействие обеспечивает создание новых слов и формирование словообразовательных связей.

С теоретической точки зрения, основа – это не только формальная часть слова, но и **структурно-семантическая единица**, определяющая принадлежность слова к определённому словообразовательному типу и его место в лексической системе языка. Она сохраняет своё значение во всех словоформах: *дом, дома, дому, домом* – имеют одну общую основу *дом-*.

Различают **производные** и **непроизводные основы**. Непроизводная основа состоит только из корня и встречается в простых, непроизводных словах (*лес, дом, стол*). Производная включает корень и словообразовательные аффиксы, что отражает её внутреннюю структуру и происхождение (*лесник, домовый, столовый*).

При морфемном анализе важно учитывать специфику слов различных частей речи: у существительных и прилагательных выделяется изменяемая часть слова – окончание, тогда как у неизменяемых частей речи (наречия, некоторые категории местоимений, деепричастия) основа совпадает со словом целиком. Чтобы выделить основу слова, необходимо отбросить окончание и формообразующие суффиксы. Основа неизменяемых слов равна слову: *легко, завтра, кино*. Многие слова русского языка имеют первичный характер, т.е. не

образованы каких-либо других слов. Основа таких слов называется непроизводной, например: *зелен-ый, бел-ый, дом, трава*. Непроизводная основа всегда нечленима, т.е. её нельзя разбить на морфемы, она состоит только из корня. К непроизводной основе присоединяются различные аффиксы (приставки, суффиксы, интерфиксы, постфиксы), в результате этого появляются новые слова с производной основой, например: *белый → белить → побелить → побелка → побелочный; готовый → готовить → заготовить → заготовка → заготовщик*.

Производная основа членима, то есть, кроме корня, в ней выделяются другие. Производная основа может быть (*домик-и, чита-ть*) и прерывистой (*готовл-ю-сь, увлекл-а-сь*). У непрерывной каждой производной основы есть своя производящая основа. Производящая основа – это основа того слова, от которого данное слово образовано, например: *вода → вод-ян-ой → водянистый*. К производящей основе присоединяются те словообразовательные аффиксы, с помощью которых производится данное слово. В результате возникают разнообразные словообразовательные цепочки, в основе которых находится слово с непроизводной основой [2]. Все слова, входящие в цепочку, являются однокоренными (родственными) словами. Выделение основы вызывает затруднения при разборе слов, оканчивающихся на -ей, -ий типа *статей, волчий, приезжий*. Чтобы избежать ошибок, надо просклонять анализируемое слово и определить, сохраняется ли звук [j] в других формах или нет. Если [j] не сохраняется, значит, он входит в изменяемую часть слова – окончание. Если [j] сохраняется, он принадлежит основе: *статей – статья[j]я, статья[j]ю, статья[j]и*, значит основа – *статей*; *линий – линия[j]я, линия[j]ю*, значит, основа *линий*; *лись[j]его*, значит, основа *лисий*. Морфемный анализ предполагает вычленение не только отдельных морфем, но и основ. Основами называют части слова, обязательно включающие в свой состав корневую морфему. Основа называется *мономорфемной*, если содержит только корневую морфему, и *полиморфемной*, если содержит хотя бы один префикс, суффикс или постфикс [1]. При морфемном анализе существенно представление о трех типах основ: лексической, формообразующей и общей. Лексическая основа представляет собой общую часть всей парадигмы слова без словоизменятельных (формообразующих и формоизменятельных) аффиксов, которая выражает лексическое (вещественное) значение. Для того чтобы вычленить лексическую основу, как это явствует из определения, следует отделить флексии и грамматические аффиксы. Так, в словоформе *сильн-ый* лексическая основа по отделении флексии -ый равна сегменту *сильн-*, в словоформе *сильн-ее* следует отсечь формообразующий суффикс -ее-, то же в случае *чита-ть*, в словоформе *читај-ем-ый* для вычленения лексической основы отсекаются формообразующий суффикс и окончание. В результате подобных операций применительно к словоформам одного слова будут получены варианты лексических основ, например, *чита-* и *читај-*, *сильн-* и *сильн-*. Чаще всего при этом наблюдается чередование фонем, которое отражается в графическом облике слова или обозначено позиционными средствами графики: *крепк-ий*

крепч-е, остр-ый остр-ее. Лексическая основа противопоставлена грамматической части слова и служит базой для словообразования и в функциональном смысле может быть названа и словообразующей. От лексической основы глагола чита-ть можно образовать однокоренные слова путем присоединения словообразовательных суффиксов, например, чита-тель, чита-льн-ый, чита-льн-я, от основы инфинитива колоти-ть образовано слово молоти лк-а. В качестве словообразовательной базы при отглагольном словообразовании выступает преимущественно основа инфинитива, однако возможно образование новых слов и от основы настоящего времени, например, не-знай-к-а, лей-к-а, тело-грей-к-а. Так же образуются новые слова от лексических основ других частей речи: мор-е - мор-як, мор-ск-ой; красн-ый-красн-еть - красн-от-а. Формообразующая основа представляет собой часть слова, которая служит базой для словоизменения (формообразования и формоизменения) или содержит в своем составе формообразующий суффикс. Так, основа глагола настоящего времени является базой для образования форм причастий настоящего времени действительного (читај-ущ-ий, говор'-ящ-ий) и страдательного (читај-ем-ый, вед-ом-ый, чт-им-ый) залога; от основы инфинитива, например, чита- (из чита-ть) образуются формы прошедшего времени: чита-л, чита-л-а, чита-л-о, чита-л-и, - изменяющиеся по роду и числу; формы причастий прошедшего времени действительного (чита-вш-ий, вошед-ш-ий) и страдательного (чита-ем-ый, согну-т-ый) залога. Формообразующая и лексическая основы могут быть материально тождественны. Так, например, основа инфинитива служит базой для словообразования (победи-ть – победи-тель; спас-ти – спас-итель) и формообразования (победи-ть – победи-в, победи-вш-ий; спас-ти и спас-ш-ий, спас-ённ-ый) основа существительного книг- (из книга) тоже бифункциональна [3]: она является формообразующей, если иметь в виду ряд образованных от нее словоформ: книг-а, книг'-и, книг'-е, книг-у, книг-ой и т.д., и словообразующей, если иметь в виду ряд образованных от нее слов: книж-к-а, книж'-иц-а, книж'-ник, книж-н-ый. Таким образом, две равные материально основы различаются только по выполняемой ими функции. Формообразующие основы протяженнее лексической в тех случаях, когда содержат в своем составе формообразующие суффиксы; например, в словоформе победивший формообразующая основа победивш- за грамматического суффикса -вш- сложнее лексической счет основы победи-. Формообразующие основы, в составе которых имеются формообразующие суффиксы, могут быть изменяемыми, т.е. служащими базой для формоизменения, и неизменяемыми. К изменяемым относятся формообразующие основы форм глаголов повелительного наклонения (прос-и-□ - прос-и-те, держ-и-□ - держ-и-те), форм прошедшего времени глаголов, форм сослагательного наклонения, полных и кратких причастий, форм превосходной степени прилагательных. Общая основа материально может совпадать как с формообразующей, так и с лексической и устанавливает границу между формообразованием и формоизменением. Исключение составляет лишь инфинитив, в составе которого общая основа имеет в соответствии с

определением меньшую протяженность в сравнении с формообразующей основой. Вероятно, по этой причине предпринимались повторные попытки переосмыслить суффикс неопределённой формы *-ть (-ти)* в качестве флексии, исходя преимущественно из методических, а не теоретических предпосылок. Поскольку в большинстве случаев общая и формообразующая основы совпадают формально, важно выявить то содержательно-функциональное различие между этими терминами, которое оправдывает их параллельное существование и показывает невозможность их взаимозаменяемости [5]. Дело в том, что оппозиция «лексическое – грамматическое» в слове может получить адекватное отражение на структурном уровне лишь в сопоставлении «лексическая основа – формообразующая основа» именно потому, что понятие формообразующей основы предельно охватывает изменяемую часть слова как факт структуры и как функцию. Подмена второго члена структурной оппозиции термином «общая основа» приводит к сужению грамматической части лексической единицы. Так, например, это приводит к тому, что при анализе форм типа читающий после отделения окончания *-ий* вычленяется основа *читающ-*, якобы выражающая лексическое значение и противопоставляемая этим флексии, которой приписывается в сущности роль единственного средства выражения грамматического значения слова. Несоответствие такого членения на лексическую и грамматическую части слова достаточно очевидно, поскольку реально лексическое значение выражается лексической основой *читай-*, а грамматическое словоизменительной частью *-ущ-ий*.

Таким образом, основа слова выступает не только формальным элементом языковой структуры, но и ключевым понятием, позволяющим понять механизмы словообразования, специфику словоизменения и место слова в лексической системе языка. Разграничение типов основ способствует более точному описанию языковых процессов и является важным инструментом как в теоретической лингвистике, так и в методике преподавания русского языка.

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ENGLISH LANGUAGE TEACHING METHODOLOGY AS A TOOL FOR DEVELOPING STUDENTS' INDEPENDENT LEARNING SKILLS

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Түйіндеме: Бұл мақалада ағылшын тілін оқыту әдістемесінің студенттердің өздігінен білім алу дағдыларын дамытудағы рөлі қарастырылады. Мақалада оқушының дербестігін арттыруға бағытталған әдістер, технологиялық құралдарды қолдану және мұғалімнің жетекші рөлі баяндалады. Сонымен қатар, тіл үйренудегі жауапкершілік пен шығармашылық ойлаудың маңыздылығы атап өтіледі.

Аннотация: В данной статье рассматривается значение методики преподавания английского языка как инструмента развития у студентов навыков самостоятельного обучения. Описаны методы, направленные на развитие автономии учащихся, роль технологий в обучении и трансформация роли преподавателя. Также подчеркивается важность ответственности и критического мышления в процессе изучения языка.

In the contemporary educational landscape, fostering independent learning skills among students has become a pivotal objective. English Language Teaching (ELT) methodologies play a crucial role in this endeavor, especially within philological faculties where language proficiency is paramount. This paper explores how ELT methodologies can be strategically employed to enhance students' autonomous learning capabilities. Independent learning refers to the process where learners take initiative, with or without the assistance of others, in diagnosing their learning needs, formulating goals, identifying resources, and evaluating learning outcomes. Holec defines autonomy as “the ability to take charge of one's own learning” [1]. This concept emphasizes the shift from teacher-centered to learner-centered approaches, empowering students to become active participants in their educational journey.

Several ELT methodologies have been identified as effective in promoting independent learning:

1. Communicative Language Teaching (CLT): CLT focuses on interaction as both the means and ultimate goal of learning a language. It encourages learners to engage in authentic communication, thereby fostering autonomy [2].

2. Task-Based Language Teaching (TBLT): TBLT involves learners in meaningful tasks, promoting problem-solving skills and self-directed learning. This approach aligns with the principles of autonomous learning by requiring learners to take responsibility for task completion [3].

3. Project-Based Learning (PBL): PBL engages students in complex, real-world projects, necessitating self-management and critical thinking. It has been shown to enhance learners' motivation and independent learning skills [4]. The integration of technology in ELT has revolutionized the way learners access and

engage with language materials. Online platforms, language learning apps, and virtual classrooms provide learners with flexible and personalized learning experiences. Reinders and White argue that technology facilitates learner autonomy by offering diverse resources and enabling self-paced learning [5].

While promoting independent learning, the teacher's role transitions from knowledge transmitter to facilitator. Teachers guide learners in setting goals, selecting appropriate resources, and reflecting on their learning processes. Harmer emphasizes the importance of scaffolding, where teachers provide support structures that are gradually removed as learners gain independence [6]. Despite the benefits, implementing autonomous learning strategies faces challenges such as learners' lack of motivation, insufficient self-regulation skills, and limited access to resources. To address these issues, educators can incorporate metacognitive training, provide structured guidance, and ensure equitable access to learning materials. ELT methodologies, when effectively applied, serve as powerful tools in developing students' independent learning skills. By embracing learner-centered approaches, integrating technology, and redefining the teacher's role, educators can cultivate autonomous learners equipped to navigate the complexities of language acquisition.

Modern ELT methodology is rooted in student-centered learning, which draws from constructivist theories by Vygotsky and Piaget. These theories emphasize that learning occurs best when learners actively construct knowledge through meaningful experiences. Independent learning, thus, becomes not only a method but a cognitive strategy, allowing students to internalize language through personal engagement [7]. When students are given choice and responsibility, their intrinsic motivation increases, resulting in deeper learning outcomes and stronger retention. Assessment plays a critical role in supporting autonomy. Formative assessment techniques such as self-assessment, peer feedback, and reflective journals encourage learners to monitor their progress and set new goals. According to Benson, the use of self-assessment promotes metacognitive awareness and allows students to reflect on their strategies and outcomes, which are essential skills in independent learning. Teachers should provide constructive feedback that focuses on progress, not just performance, to help learners develop self-regulation. Although independent learning emphasizes individual responsibility, it can be nurtured within collaborative settings. Group projects, discussion-based activities, and peer teaching create environments where learners share resources and strategies while maintaining autonomy over their own contributions. This dual focus on cooperation and self-direction aligns with modern communicative approaches in language teaching.

Curriculum planning plays a foundational role in promoting independent learning. An autonomy-supportive curriculum should integrate learner choice, flexibility in content selection, and opportunities for self-evaluation. When students are involved in setting personal goals and choosing learning materials, they feel more empowered and responsible for their progress. According to Dam, autonomy in curriculum encourages learners to become more reflective, as they evaluate the effectiveness of their chosen learning paths [8]. Teachers should act as facilitators who help learners navigate this personalized curriculum while providing support as

needed. The concept of learner autonomy is not universally interpreted the same way. In some educational cultures, students may be more accustomed to teacher-centered models and might initially resist taking responsibility for their own learning. Therefore, developing autonomy requires not only instructional changes but also cultural sensitivity and gradual scaffolding. Little emphasizes that autonomy must be cultivated progressively, respecting students' cultural backgrounds and educational expectations [9]. English language teaching, particularly in non-Western contexts, must balance innovation with cultural relevance.

Motivation is a key determinant of a student's willingness to engage in autonomous learning. Deci and Ryan's Self-Determination Theory outlines three fundamental psychological needs - autonomy, competence, and relatedness - which must be fulfilled for optimal motivation. Teachers can foster intrinsic motivation by designing meaningful tasks, acknowledging students' perspectives, and offering constructive feedback. Studies show that motivated learners are more likely to seek out learning opportunities independently and persist in the face of challenges.

Recent empirical studies have demonstrated the positive impact of autonomy-focused ELT strategies. For instance, in a study conducted by Reinders and White, learners who engaged in project-based learning with minimal teacher intervention reported higher satisfaction and stronger skill retention compared to those in traditional lecture-based settings. Such findings highlight the necessity of integrating research-based methods into the classroom to ensure sustainable language development. Metacognition - thinking about one's own thinking - plays a central role in independent learning. Students who develop metacognitive awareness are better able to plan, monitor, and evaluate their learning processes. In English language learning, metacognitive strategies include predicting content before reading, checking comprehension, and reflecting on speaking tasks. According to Nation, encouraging learners to ask questions such as "What do I know?" and "What do I need to learn?" fosters autonomy and deeper processing of language input. Teachers can incorporate these strategies through reflective journals and self-monitoring checklists.

Learner training refers to systematically teaching students how to learn. This involves raising awareness of learning styles, presenting strategies for vocabulary retention, listening comprehension, and effective note-taking. Hedge argues that explicit instruction in learning strategies equips students with the tools necessary for lifelong learning and increased independence. By modeling how to use these strategies and allowing time for practice, educators empower learners to take greater control of their learning journey. While much responsibility lies with learners and teachers, institutions also play a vital role. Educational institutions should provide access to self-access centers, digital resources, and libraries tailored for autonomous learning. Moreover, institutional policies should encourage flexible syllabi, continuous assessment, and teacher development programs focused on autonomy. Harmer emphasizes that autonomy must be embedded in the whole educational culture, not just in individual classrooms.

In conclusion, the methodology of English language teaching serves as a vital tool for fostering independent learning among students of philology. By shifting from teacher-centered to learner-centered approaches, modern pedagogy emphasizes autonomy, responsibility, and active learner engagement. Strategies such as learner training, metacognitive development, formative assessment, and project-based learning contribute significantly to enhancing learners' self-regulation and motivation. Moreover, cultural and institutional factors must be considered to successfully implement autonomy-supportive environments. Teachers play the role of facilitators who guide students in setting personal goals, selecting learning resources, and reflecting on their progress. In turn, students acquire not only language proficiency but also transferable skills essential for lifelong learning. As shown by theoretical models and empirical research, the integration of independent learning principles within English language teaching methodology leads to deeper cognitive engagement, increased academic performance, and greater learner satisfaction.

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FORMATION OF COMMUNICATIVE COMPETENCE IN LEARNING A FOREIGN LANGUAGE

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Түйін: қазіргі білім беру парадигмасы бүкіл білім беру жүйесінің міндеттерін философиялық тұрғыдан қайта қарастыруды көздейді: жалпы орта және кәсіптік. Онсыз кез-келген реформалар мен инновациялар жүйесіз, жергілікті және бөлішектенетіні анық. Білім беру жүйесін дамытудың рөлі мен сипатын анықтаудағы жаңа тенденциялар жаһандық сипатқа ие және бүкіл әлемдік қауымдастық деңгейінде сәйкес келеді деп сеніммен айтуға болады.

Аннотация: современная парадигма образования предполагает философское переосмысление задач всей системы образования: как общего среднего, так и профессионального. Без этого любые реформы и инновации заведомо будут бессистемными,

локальными и фрагментарными. Можно с уверенностью сказать, что новые тенденции в определении роли и характера развития системы образования носят глобальный характер и совпадают на уровне всего мирового сообщества.

In the field of foreign language teaching, the focus on developing communicative skills in both oral and written speech—at the levels of comprehension and production—emerged as early as the 1960s. Nevertheless, many academic disciplines within the educational curriculum still emphasize the transmission of formal knowledge rather than the cultivation of practical abilities that enable learners to apply this knowledge in real-life contexts. The subject “Foreign Language” is not entirely exempt from this shortcoming. A defining feature of the current stage in educational development is the need to integrate various components of educational goals to achieve fundamental competencies, which can only be effectively developed through the combined efforts of teachers across different subjects and the active participation of students themselves.

The concept of education as a system of competencies was first presented and formally recognized by participants of the symposium in Bern, held on March 27–30, 1996, within the framework of the “*Secondary Education for Europe*” project, which brought together representatives from all European countries. It was proposed that these competencies should characterize a well-educated individual and serve as the key objectives of education as well as indicators for assessing the effectiveness of educational institutions in fostering a general culture and educational development. Although many factors influence this process, it is primarily the responsibility of educational institutions to nurture and develop these components in each learner.

Taking into account the socio-economic context and the ongoing evolution of educational content, the Council of Europe identified a set of core competencies essential for every modern specialist:

- political and social competencies
- competencies for living in a multicultural society
- communicative competence
- proficiency in new information technologies (informational competence)
- competencies that reflect the ability and motivation for lifelong learning

To a certain degree, this classification and the terminology used appear conditional, as all competencies are interrelated. Nonetheless, despite their interconnected nature, each of the listed competencies possesses distinct features that require a differentiated understanding for their effective development. Among them, **communicative competence**—as defined by the Council of Europe—is regarded by many researchers as the central and foundational one, since it underpins all other competencies, including informational, sociocultural, sociopolitical, and those related to self-education and personal development.

The formation of communicative competence also occupies a leading role in foreign language instruction, as it most accurately reflects the essence and purpose of this subject area. Language functions as the principal means of communication, without which human society cannot exist or progress. The ongoing transformations in social relations and modes of communication demand that students enhance their

communicative competence and improve their linguistic and philological training. Consequently, the status of “Foreign Language” as an academic discipline has been elevated. According to new state educational standards for foreign languages, the principal goal of this subject is the **formation of communicative competence**, that is, the ability and readiness to engage in foreign-language interpersonal and intercultural communication with native speakers.

The notion of communicative competence and its interpretation by contemporary scholars have been the subject of extensive discussion. K. M. Levitan emphasizes that the success of any activity depends on whether its participant possesses communicative competence, which, in his view, encompasses the ability to listen and truly hear, to look and actually see, to read and comprehend, and to adequately interpret any received message [1].

In the United Kingdom, a professional debate on the outcomes of general education revealed a significant gap between university graduates’ knowledge and their practical communication skills. The system of English universities, particularly private ones, remained elite not due to high tuition fees—since many offered scholarships—but because the national educational system (except in Scotland) was not sufficiently aligned with the professional sphere’s needs. Over three years, a series of roundtable discussions was held to determine what competencies employers expected from graduates. The first competence formulated was **communicative**, as it became evident that although school graduates possessed a vast amount of theoretical knowledge, they lacked proficiency in communication. As a result, “debate” methodology was introduced as a mandatory pedagogical tool in all English schools to foster **critical thinking** and **communication skills**.

Communicative competence, in this context, represents the mastery of ethnopsychological and sociopsychological norms, behavioral standards, and communication techniques. I. A. Zimnyaya defines communicative competence as *“the mastery of a complex of communication skills and abilities, the formation of adequate behavioral patterns in new social environments, knowledge of cultural norms and restrictions in communication, understanding of customs, traditions, and etiquette, as well as adherence to politeness and decorum; awareness of communicative means inherent in a particular national and social mentality, and the ability to perform various communicative roles within one’s professional domain.”*

As numerous scholars note, communicative competence encompasses a specific set of knowledge, skills, and abilities that ensure the effective functioning of the communication process. According to K. M. Levitan, communicative competence involves a level of preparedness for interaction that enables an individual to adequately perform communicative functions within the limits of their personal abilities and social role. In this context, the researcher identifies three essential personality characteristics required for effective communication:

- practical mastery of an individual repertoire of verbal and nonverbal means for realizing the informational, expressive, and pragmatic functions of communication;

- the ability to adjust communicative means according to the dynamics of the communication process;
- the ability to construct speech acts in accordance with linguistic and speech norms.

As previously mentioned, communicative competence is one of the key educational competencies, and its development must be facilitated by all subject areas, including the discipline “Foreign Language.” The formation of foreign language communicative competence represents an integrative goal across all stages of foreign language instruction.

The shift in educational paradigms—from a knowledge-based to a competence-based approach—has prompted researchers to explore how this concept can be effectively implemented within specific disciplines. This involves not only understanding the phenomenon of communicative competence itself but also determining its internal structure. A review of the scientific literature reveals a wide range of theoretical perspectives regarding its composition and components. The identification of the structural components of communicative competence in didactics and methodology is associated with the works of scholars such as D. Hymes, A. Holliday, and Van Ek, among others.

According to D. Hymes (1992), communicative competence integrates several dimensions: grammatical competence (knowledge of linguistic rules), sociolinguistic competence (understanding the rules governing dialect and register use), discourse competence (the ability to organize and interpret meaning within speech), and strategic competence (the ability to maintain interaction with interlocutors) [2]. This framework became foundational in foreign language pedagogy and inspired the creation of curricula, textbooks, and teaching methodologies. Its revolutionary contribution lay in redefining grammar and vocabulary—not as ultimate goals of instruction, but as instrumental means for achieving communicative purposes.

The communicative approach also served as a guiding principle for developers involved in defining proficiency levels in foreign languages under the **Council of Europe Project on Modern Languages**. The project’s authors recognized that the proposed structure of communicative competence was not exhaustive and required ongoing refinement. Consequently, a new conceptual model was developed, providing a more comprehensive understanding of communicative competence and its role in shaping educational content.

As previously emphasized, the primary objective of foreign language teaching in schools is the formation of students’ communicative competence, which manifests in their ability to engage in verbal communication. One of the crucial factors ensuring successful speech activity among learners is the incorporation of nontraditional lesson formats in English instruction. These interactive lessons acquaint students with the culture of the target language countries while simultaneously deepening their understanding of their own cultural heritage, thereby fostering active participation in intercultural dialogue [3].

The process of developing communicative competence is implemented through a system of preparatory and communicative exercises. During preparatory exercises,

students acquire specific lexical items, automate grammatical structures, and reproduce learned material with minimal variation. During communicative exercises, learners are encouraged to complete practical communicative tasks—such as persuading, questioning, informing, describing, or proving—of varying complexity. These range from short utterances or micro-dialogues to extended monologues or dialogue exchanges, and from discussions of familiar topics to engagement with new and challenging issues.

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DEVELOPING SELF-REGULATION AND EMPATHY SKILLS IN SCHOOLCHILDREN THROUGH READING AND DISCUSSING ENGLISH LANGUAGE LITERARY TEXTS

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Түйін: Бұл мақалада мектеп оқушыларының өзін-өзі реттеу және эмпатия дағдыларын дамытудағы ағылшын тіліндегі әдеби мәтіндердің педагогикалық әлеуеті қарастырылады. Психология, білім беру және тіл үйрену саласындағы заманауи зерттеулерге сүйене отырып, мақалада құрылымдалған оқу іс-әрекеттері мен басшылыққа алынған талқылаулар эмоционалды сананы, рефлексивті ойлауды және тұлғааралық түсіністікті қалай дамытатыны зерттеледі.

Аннотация: В данной статье рассматривается педагогический потенциал англоязычной художественной литературы в развитии навыков саморегуляции и эмпатии у школьников. Опираясь на современные исследования в области психологии, педагогики и изучения языка, авторы исследуют, как структурированные занятия по чтению и организованные дискуссии способствуют развитию эмоциональной осознанности, рефлексивного мышления и межличностного взаимопонимания.

In the twenty-first century, education extends far beyond the development of linguistic proficiency; it also encompasses the formation of learners' socio-emotional and psychological competencies. Among these, self-regulation—defined as the capacity to control one's thoughts, emotions, and actions—and empathy—the ability to recognize and respond to the feelings of others—play a crucial role in students' academic performance and overall personal development.

English-language literary works provide meaningful opportunities for cultivating these abilities, as narratives expose students to a range of emotions, viewpoints, and ethical dilemmas. When literature is accompanied by reflective

activities and teacher-guided discussions, it becomes an effective means of nurturing emotional intelligence in school-aged learners [1].

Self-regulation involves learners' capability to plan, oversee, and assess their cognitive and emotional behavior. Zimmerman (2002) emphasizes that successful self-regulation includes setting goals, monitoring progress, taking deliberate strategic steps, and engaging in reflection. Literary texts activate these skills as students anticipate plot developments, evaluate characters' decisions, and consider moral choices.

Empathy, which includes both emotional and cognitive dimensions, is vital for productive communication and social engagement. Hoffman (2000) explains that narratives encourage empathetic responses by allowing readers to immerse themselves in the emotional experiences of fictional characters. When learners describe and analyze characters' feelings, they practice recognizing emotions and understanding alternative perspectives.

Literature often presents rich emotional contexts, conflicts, and character growth. Reading fiction stimulates imagination and emotional processing, while discussion promotes critical thinking and interpersonal awareness. Studies indicate that regular engagement with literary texts and collaborative discussions enhances students' emotional comprehension.

This research employs a qualitative descriptive methodology aimed at identifying how English literary texts can be integrated into lessons focused on social-emotional learning (SEL). The methods used include observing classroom activities, interviewing teachers, and analyzing students' reflective writing. The participants consisted of 30 students aged 11–14 from a general education school, where English was taught as a foreign language three times per week [2].

The rapid transformation of global political and socioeconomic conditions is bringing significant changes to the field of foreign language education. Various crises and social instability negatively influence the physical and psychological well-being of educators and learners. Unfortunately, the issue of fostering psychological resilience and health receives insufficient attention within the teaching profession. As a consequence, the level of psychological safety in the educational environment is reduced, posing risks for teachers—such as burnout, heightened anxiety, and stress—and for students—such as conflict, anxiety, depression, and neurotic behaviors.

Mitigating these negative influences is possible only when individuals strengthen and effectively manage their personal resources. High levels of self-regulation, self-reflection, and empathy contribute to well-being. Empathy, in particular, enables teachers and students to build constructive and psychologically secure interactions. Practices that promote empathy can also help address bullying and reduce negative attitudes toward students with special educational needs. In foreign language education, empathy can be purposefully developed through engagement with literary texts. By identifying with fictional characters, learners can experience a broad range of emotions—many of which are not accessible through everyday experiences [3].

Contemporary society is characterized by crises and instability across various spheres. New global threats—such as uncontrolled migration, cybercrime, terrorism, and outbreaks of previously unknown diseases—force individuals to adopt different coping strategies. While some manage to adapt and find advantages, others attempt to escape from reality. Many people struggle to understand and accept current societal challenges, lacking the self-regulation strategies necessary to cope effectively. As a result, symptoms of stress, anxiety, neuroses, and panic disorders are increasingly common.

A person's inability to properly assess situations, accept them, adapt, and solve necessary problems is often linked to low awareness. Mindfulness develops when individuals recognize their motives, understand their needs, and are capable of making responsible choices without being influenced by negative patterns or stereotypes. Empathy is one of the key components of mindfulness and plays an essential role in managing one's internal resources.

Empathy is especially important in foreign language education. An empathetic approach helps teachers understand students' individual needs, reduce conflict, and improve the emotional climate of the classroom. For students, strong empathetic abilities result in more positive interactions, higher resilience to stress, and improved academic outcomes.

Working with literature is one of the most effective ways to develop empathy in a foreign language class. While real-life situations may offer only limited emotional experiences, fictional worlds expose learners to a wide variety of emotions through characters and imagined circumstances [4].

Overall, this research confirms that English-language literary texts serve as a powerful educational resource for developing schoolchildren's self-regulation and empathy. Through reading and guided discussion, students enhance emotional awareness, reflective thinking, and interpersonal understanding—abilities that are essential for academic achievement and holistic development. Integrating SEL-based literary activities into English lessons improves language learning while simultaneously fostering students' emotional and personal growth.

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ENGLISH IN BILLBOARD ADVERTISING: GLOBAL APPEAL OR LOCAL ALIENATION

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Түйін: Мақалада Қазақстандағы сыртқы жарнамада ағылшын тілінің қолданылу ерекшеліктері қарастырылады. Ағылшын тілі жарнаманың заманауи және халықаралық тартымдылығын арттырады, алайда оны шамадан тыс пайдалану жергілікті тұтынушыларды шеттетуі мүмкін. Автор ағылшын және қазақ тілдерінің элементтерін біріктіретін жарнама үлгілерін талдай отырып, тілдік тепе-теңдікті сақтаудың маңыздылығын атап өтеді.

Аннотация: В статье исследуется использование английского языка в наружной рекламе Казахстана и анализируются его преимущества и недостатки. Автор показывает, что английский язык усиливает международную привлекательность и современный имидж брендов, однако чрезмерное его использование может приводить к отчуждению части аудитории и снижению роли национальных языков.

Language is one of the most powerful tools in advertising. It not only communicates information but also shapes values, emotions, and identities. In the era of globalization, English has become the dominant language of business and marketing worldwide. Even in non-English-speaking countries, English words, phrases, and slogans frequently appear on billboards, shop signs, and advertisements. In Kazakhstan, as well as in many post-Soviet countries, English has taken a prominent place in the linguistic landscape, particularly in outdoor advertising. The question arises: does the use of English on billboards increase global attractiveness, or does it distance local consumers from the message? This paper explores how English functions in billboard advertising, why it is used, and what social and cultural consequences this trend brings.

The dominance of English in global communication is closely connected to economic and technological globalization. Over the past thirty years, Kazakhstan has integrated rapidly into the international economy. Global brands, international tourism, and digital communication have introduced new linguistic patterns into the country's public space. English has come to symbolize success, progress, and high quality. For advertisers, using English means aligning their product or service with modern global standards.

Billboards in large Kazakh cities often include English slogans such as *Dream Big*, *Be Unique*, or *The Future is Now*. These short, emotional, and rhythmically simple phrases are effective for attracting attention. They convey positivity, aspiration, and innovation — qualities strongly associated with Western consumer culture. English also functions as a “prestige language” that appeals to younger audiences and the urban middle class. For many consumers, English is not only a language but also a lifestyle marker, representing openness to the world.

English provides advertisers with a universal communication tool that transcends national borders. Global corporations like *Samsung*, *Coca-Cola*, *Apple*, or

Nike use English worldwide to maintain a consistent and recognizable image. In Kazakhstan, local companies often imitate this practice, choosing English brand names such as *Nomad Energy*, *SmartNet*, or *Beauty Lab*. These names sound modern and international, helping domestic businesses compete with global brands.

Another factor behind the global appeal of English is its aesthetic quality. Many advertisers use English not primarily for its meaning but for its sound and visual effect. English words are often shorter and graphically balanced, making them visually appealing on large billboards. Even when viewers do not understand the text fully, they interpret English as a sign of innovation, fashion, and prestige. This symbolic capital makes English extremely attractive in commercial communication.

Despite its advantages, the dominance of English in billboard advertising raises concerns about cultural and linguistic alienation. Not all segments of society understand English, particularly older generations and residents of rural regions. When advertisements use English exclusively, the message becomes inaccessible to a significant portion of the population. In this case, English loses its communicative function and becomes merely a decorative element [1].

Moreover, the excessive presence of English in public space may contribute to the erosion of local languages. Linguists refer to this as *linguistic imperialism* — a process in which one dominant language overshadows others, creating symbolic inequality. In Kazakhstan, where both Kazakh and Russian hold important cultural roles, the prevalence of English in advertising may gradually reduce the visibility of local languages in urban environments. As a result, national identity may weaken, and communication between advertisers and audiences may become less effective.

To address these issues, many advertisers are adopting hybrid linguistic strategies that combine English with Kazakh or Russian. Examples include slogans like *Astana Fashion Week*, *Qazaq Style – Made for You*, or *Таңғы Coffee*. Such hybrid forms maintain the global charm of English while preserving cultural familiarity. This blending reflects Kazakhstan's multilingual reality, where people naturally switch between languages in everyday life [2].

Hybrid advertisements also serve a psychological purpose. They allow consumers to feel both modern and connected to their national roots. For instance, the brand *Nomad Coffee* combines an English word with a culturally significant Kazakh concept. This approach not only promotes the product but also reinforces national pride within a global framework. Thus, linguistic hybridization becomes a powerful marketing tool for balancing global appeal and local authenticity [3].

The challenge for advertisers is to achieve harmony between international appeal and national identity. English can serve as a tool of progress and connection to the global market, but it should not replace the local linguistic and cultural heritage. Policymakers and marketers should promote bilingual or multilingual advertising that reflects the diversity of Kazakhstan's society. Future trends are likely to involve creative integration — where English provides style and universality, while Kazakh adds authenticity and emotional depth [4].

English in billboard advertising represents both opportunity and challenge. It undoubtedly increases the global appeal of brands, symbolizing modernity,

innovation, and openness. However, when used excessively, it risks alienating parts of the local population and undermining the cultural role of national languages. The most effective strategy lies in balance — using English to enhance global communication while incorporating Kazakh linguistic and cultural elements to preserve identity. Through thoughtful and inclusive advertising, Kazakhstan can project itself as both a modern and culturally confident nation in the global arena.

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HOW TO KEEP A DICTIONARY OF ENGLISH WORDS MORE EFFECTIVELY

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Түйін: Мақалада тіл үйренудің негізгі құралдарының бірі ретінде ағылшын сөздерінің жеке сөздігін жүргізудің тиімді әдістері қарастырылады. Автор цифрлық және дәстүрлі жазу әдістерінің артықшылықтарын сипаттайды, контексттің, ассоциациялардың және үнемі қайталанудың маңыздылығын атап көрсетеді. Материал студенттерге сөздік қорын жүйелі, саналы және қызықты түрде кеңейтуге көмектесуге бағытталған.

Резюме: В статье рассматриваются эффективные способы ведения личного словаря английских слов как одного из ключевых инструментов в изучении языка. Автор описывает преимущества цифровых и традиционных методов записи, подчёркивает важность контекста, ассоциаций и регулярного повторения. Материал направлен на то, чтобы помочь учащимся системно, осознанно и увлекательно расширять свой словарный запас.

Learning English vocabulary can be both fascinating and challenging. Words are the foundation of any language, and building a rich vocabulary takes time, patience, and the right approach. Many learners collect long lists of English words, only to forget most of them after a few weeks. Others struggle to remember how to use them correctly in conversation or writing. The solution to this common problem lies not only in learning new words, but in organizing and keeping them effectively — through a personal dictionary.

A personal dictionary is more than a notebook filled with translations. It is a unique learning tool that reflects your progress, your interests, and the way your mind connects words with meaning. Keeping such a dictionary helps you systematize

vocabulary, make learning more personal, and most importantly, remember words longer and use them more confidently [1].

There are many ways to keep a personal dictionary. Some people prefer the old-fashioned paper notebook, enjoying the process of writing by hand. The physical act of writing activates memory and allows you to add color, structure, or even small drawings that make words easier to recall. Others choose digital tools — applications like Notion, OneNote, or even simple Google Docs. These platforms make it possible to edit, sort, and search words easily. Flashcard programs such as Anki or Quizlet are also popular because they use spaced repetition, automatically reminding you to review words before you forget them. And of course, the most flexible approach is to combine both — jotting words down on paper during lessons, then transferring them into a digital system for long-term storage and review.

While traditional dictionaries are organized alphabetically, your personal one doesn't have to be. It's often more effective to group words thematically — by topics like “Travel,” “Emotions,” or “Food.” This way, related words appear together, which helps you recall them in conversation. Some learners prefer organizing their words by parts of speech or by frequency of use, focusing first on the most common ones. Another useful habit is to always record the sentence in which you found the word. Context is crucial: it teaches not only what a word means, but how it behaves with others — which prepositions or adjectives it combines with, and in what situations it sounds natural.

When you record a new word, avoid limiting yourself to a simple translation. Each entry should ideally include the word itself, its part of speech, an English definition, a short example sentence, and perhaps some synonyms or antonyms. For instance, if you write down *accomplish*, note that it's a verb meaning “to achieve or complete something successfully,” and add a sentence like *She accomplished her goal despite many difficulties*. If possible, include pronunciation and collocations such as *accomplish a mission* or *accomplish great things*. These small details transform a mere list into a real learning resource [2].

Of course, writing words down once isn't enough. The key to effective learning is repetition. Memory works best when information is reviewed at intervals — a principle known as “spaced repetition.” Reviewing words, a day later, then after three days, a week, and a month, helps fix them in long-term memory. Digital apps like Anki can automate this process, but you can also plan your own review schedule using your notebook. Mark the pages you need to revisit or set weekly “revision days” to go over older entries.

To make your dictionary more engaging, use colors and visuals. Many learners color-code their words — for example, blue for nouns, red for verbs, and green for adjectives. You might highlight idioms or irregular verbs in bright colors or draw small pictures that represent meanings. Mind maps are also an excellent way to visualize connections. For instance, writing “travel” in the center and linking it to “journey,” “luggage,” “adventure,” and “explore” helps the brain remember not only separate words, but their relationships.

But the most important step is to actually use the words you collect. Try to include them in your everyday speech, writing, or even thinking. When you learn a few new adjectives, describe your surroundings with them. Write short diary entries or mini-stories using recent words. If you're learning with friends or classmates, challenge each other to use as many new expressions as possible in a conversation. The more you actively use your vocabulary, the faster it becomes natural.

To stay motivated, track your progress. Set achievable goals, such as learning ten new words per day or reviewing your notebook twice a week. Crossing out mastered words, adding small notes about when you first used them in conversation, or simply seeing your dictionary grow over time can give you a strong sense of achievement. Language learning is a long journey, and visible progress helps maintain enthusiasm [3].

However, some common mistakes can slow down your progress. Learners sometimes write down too many words at once without reviewing them later, or they memorize translations without context. Others ignore pronunciation, which makes it difficult to recognize the words in real conversation. To avoid this, always learn words in context, check how they sound, and make sure you understand how to use them naturally.

In the modern world, technology offers countless opportunities to make this process easier. Apps like *LingQ*, *Memrise*, or *FluentU* allow you to collect vocabulary directly from movies, songs, or articles, turning everyday media into learning material. Browser extensions like *Readlang* or *Language Reactor* can save unknown words as you read, automatically creating your own vocabulary lists. This integration of language learning into daily activities makes the process more natural and enjoyable.

Yet, even with all the technology, the most powerful learning still comes from emotional connection. When you link a new word to your personal experience, it becomes part of your story. If you learn the word *serendipity*, think about a moment in your life when something unexpectedly good happened. Such emotional associations make words truly memorable.

Don't limit your dictionary only to single words. English is full of idioms and expressions that bring life to speech — *break the ice*, *piece of cake*, *once in a blue moon*. Including them enriches your communication and helps you sound more natural. Idioms often carry cultural meaning, so learning them also deepens your understanding of English-speaking cultures [4].

Finally, remember that your dictionary is not a static object — it grows and changes with you. Review it regularly, remove words you've mastered, and add new ones that match your interests or field of work. Over time, it becomes more than just a vocabulary list; it becomes a personal linguistic diary that tells the story of your journey with English.

Keeping a personal dictionary is a creative, reflective, and deeply rewarding practice. It helps you build structure in your learning, stay motivated, and transform passive vocabulary into active knowledge. Whether you prefer pen and paper or digital tools, the most important thing is consistency and curiosity. Every word you

record is another step toward fluency — and every page of your dictionary is proof that you are making real, meaningful progress in mastering the English language.

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INTEGRATING TECHNOLOGY AND DIGITAL TOOLS INTO GRAMMAR GAMES

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Түйін: Бұл мақала жоғары оқу орындарының I курс студенттерін ағылшын тілінде эссе жазуға үйрету үшін жаттығу жүйесін жіктеуге арналған.

Аннотация: Данная статья посвящена классификации системы упражнений для обучения написанию эссе на английском языке студентов I курса высших учебных заведений.

In the contemporary landscape of language education, the integration of digital tools and technology into grammar instruction has transformed what was once a mechanical and often monotonous aspect of language learning into a dynamic and engaging experience. Grammar games, traditionally limited to card activities, board tasks, or simple classroom competitions, have now evolved into interactive, multimedia-rich digital experiences capable of delivering personalized instruction and real-time feedback. The increasing sophistication of educational technologies has opened new pedagogical possibilities for embedding grammar instruction into playful, meaningful, and adaptive digital environments [1].

The theoretical rationale for integrating technology into grammar games is rooted in both constructivist learning theory and cognitive interactionist approaches to second language acquisition (SLA). Constructivist frameworks emphasize that learners build knowledge actively, particularly when engaged in meaningful problem-solving and social interaction. Grammar games provide this opportunity by embedding grammatical rules within contextualized tasks that require attention, analysis, and immediate application. The integration of technology amplifies this effect by enhancing interactivity, personalization, and multimodal engagement, key elements identified in Mayer's cognitive theory of multimedia learning.

Moreover, digital grammar games align closely with Krashen's Input Hypothesis, providing comprehensible input in an engaging format that lowers the affective filter and encourages incidental learning [2]. The immediate feedback and adaptive nature of these games also support Schmidt's Noticing Hypothesis, allowing

learners to become aware of grammar structures through repeated, scaffolded exposure rather than explicit rule instruction alone. Importantly, these tools support both focus on form and focus on meaning, enabling grammar practice to coexist with communicative use.

Digital grammar games can take many forms, including browser-based exercises, mobile apps, interactive quizzes, voice-responsive challenges, and gamified learning management systems (LMS). Platforms such as Wordwall, Quizizz, and Kahoot! offer customizable grammar games that incorporate real-time competition, points, rankings, and multimedia cues [3]. These platforms allow educators to create grammar challenges tailored to their curriculum while promoting learner autonomy through self-paced modes. Learners engage with tense transformations, preposition fill-ins, or conditional construction through timed rounds, leaderboards, and animated feedback, transforming repetitive practice into a socially and cognitively stimulating activity.

Mobile-based apps, such as LingoDeer, English Grammar in Use, or LearnEnglish Grammar by the British Council, provide on-the-go access to grammar practice enriched by multimedia support, including audio recordings, contextual visuals, and interactive explanations. These tools enable spaced repetition, adaptive difficulty adjustment, and error correction tracking, making them particularly effective for individualized learning plans. Gamified features such as badges, streaks, and unlocking new levels drive engagement and habit formation, leveraging behaviorist principles to reinforce language practice routines [4].

Beyond structured apps and quizzes, immersive digital environments such as interactive storytelling platforms and simulation games introduce grammar implicitly, requiring learners to make language choices that affect narrative outcomes. For example, a grammar-based escape room game might challenge students to solve puzzles using correct sentence structures or verb forms. These tasks require cognitive investment and promote language transfer, as learners must apply grammatical rules in varied and meaningful contexts rather than selecting correct answers in isolation.

The educational value of digital grammar games lies in their ability to provide immediate feedback, an essential component of effective language learning. Feedback mechanisms in digital games are typically visual (green/red indicators), auditory (correct/incorrect chimes), or textual (explanatory notes). Advanced platforms offer diagnostic feedback, identifying specific error types, offering revision tips, and adjusting future tasks accordingly. This responsiveness supports self-regulated learning, as students gain insight into their strengths and areas for improvement, developing metalinguistic awareness alongside proficiency [5].

Empirical research supports the effectiveness of digital grammar games in enhancing both engagement and accuracy. A study by Alharbi found that EFL learners who used app-based grammar games twice a week over a 10-week period showed statistically significant improvements in grammar test scores compared to a control group using worksheets. Participants also reported higher levels of enjoyment and motivation. Similarly, Nguyen and Nguyen observed increased learner confidence

and participation when grammar games were implemented as part of a blended learning grammar curriculum [6].

Another key benefit is differentiated instruction. Digital tools allow for scalability and customization, enabling teachers to assign specific games based on proficiency levels, diagnostic results, or curricular objectives. For example, one learner may be assigned a game on irregular past tense verbs, while another focuses on article use. Such personalized grammar learning pathways were difficult to achieve in traditional classroom settings but are now feasible with technology-supported instruction.

Despite their benefits, integrating technology into grammar games presents several challenges. First, quality control remains an issue; not all digital grammar games are pedagogically sound. Some focus excessively on entertainment, offering limited linguistic value or reinforcing superficial learning through speed-based competition. Teachers must therefore critically evaluate content, ensuring that games support deep processing, provide meaningful contexts, and align with learning objectives.

Another concern is the risk of cognitive overload, particularly for lower-proficiency learners. Gamified environments that include complex navigation, competitive elements, and time pressure can hinder rather than support learning if not properly scaffolded. To mitigate this, games should feature progressive levels, clear instructions, and optional hints, helping learners focus on linguistic targets without distraction [7].

In terms of classroom implementation, success depends heavily on teacher digital literacy and pedagogical planning. Educators must understand how to integrate digital grammar games meaningfully into lessons—whether as warm-up activities, reinforcement tasks, homework, or formative assessments. Blended learning models offer ideal conditions for this integration, allowing in-class instruction to focus on explanation and interaction while grammar games support independent practice and consolidation. Teacher dashboards available in many platforms (e.g., Quizizz or Socrative) also enable real-time monitoring of learner performance, facilitating data-informed feedback and differentiated support.

Furthermore, digital grammar games have shown particular promise in remote and hybrid learning environments, where traditional teacher-learner interaction is limited. Grammar games serve as both instructional tools and motivational anchors, maintaining learner interest and structure. During periods of online-only instruction, many educators have reported increased learner participation and reduced attrition when grammar was presented through interactive digital formats rather than passive worksheets or lecture slides.

Looking ahead, the future of digital grammar games lies in the integration of artificial intelligence (AI) and natural language processing (NLP). AI-enhanced grammar tools can now analyze free-form learner input, offer feedback on syntax and structure, and adapt to user performance in real time. Platforms like Grammarly, Write & Improve, and even ChatGPT-based tutors are moving beyond static grammar

drills to offer conversation-based grammar correction, error explanation, and guided rephrasing—all within simulated interaction.

Virtual and augmented reality may further expand the possibilities for immersive grammar instruction, allowing learners to encounter grammar points embedded in storytelling, exploration, or task-based missions within virtual worlds. For example, learners might navigate a historical simulation where their success depends on issuing correct commands using the imperative mood or narrating events in the past perfect tense. These experiences promise to make grammar not only interactive but experiential and embodied, adding a sensory layer to language acquisition.

In conclusion, the integration of technology into grammar games has significantly enhanced their pedagogical value, transforming them into robust tools for language acquisition. When well-designed and appropriately implemented, digital grammar games offer rich, engaging, and adaptive learning experiences that support grammar accuracy, retention, and learner motivation. They foster active participation, individualized instruction, and continuous feedback—elements that are essential for grammar to move from rote knowledge to communicative competence. As digital tools evolve, language educators are presented not only with new platforms, but with new possibilities for reimagining grammar instruction as an interactive, personalized, and learner-centered process.

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ДЕВИАЦИЯ В РЕЧИ: ТЕОРЕТИКО-ЛИНГВИСТИЧЕСКОЕ ОСМЫСЛЕНИЕ, ВИДЫ ОТКЛОНЕНИЙ И ПРИНЦИПЫ КЛАССИФИКАЦИИ

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Түйін: Бұл мақалада сөйлеу ауытқуын лингвистикалық және коммуникативтік нормадан ауытқу ретінде жүйелі зерттеу ұсынылған. Онда лингвистика мен психоллингвистика шеңберінде «ауытқу» ұғымы зерттеліп, оның құрылымдық және функционалдық сипаттамалары нақтыланған. Лингвистикалық және фонетикалық ауытқулардың салыстырмалы талдауы жүргізіліп, олардың айырмашылықтары, көріну салалары және диагностикалық критерийлері анықталған. Физиологиялық, психоэмоционалды, әлеуметтік және жеке детерминанттардан туындаған сөйлеу ауытқуларының көпфакторлы сипаты негізделді. Ғылыми тәсілдерді жүйелеу негізінде фонетикалық, лексикалық, грамматикалық, стилистикалық, прагматикалық, патологиялық, әлеуметтік және жеке түрлерін қамтитын ауытқулардың жіктелуі ұсынылады. Просодикалық сөйлеу бұзылыстарының негізгі компоненті ретінде интонациялық ауытқуларға ерекше назар аударылады.

Summary: This article presents a systematic study of speech deviation as a deviation from the linguistic and communicative norm. It explores the concept of "deviation" within the framework of linguistics and psycholinguistics, and clarifies its structural and functional characteristics. A comparative analysis of linguistic and phonetic deviations is conducted, identifying their differences, areas of manifestation, and diagnostic criteria. The multifactorial nature of speech deviations, caused by physiological, psychoemotional, social, and individual determinants, is substantiated. Based on a systematization of scientific approaches, a classification of deviations is proposed, including phonetic, lexical, grammatical, stylistic, pragmatic, pathological, social, and individual varieties. Particular attention is paid to intonation deviation as a key component of prosodic speech disorders.

Аннотация: В статье представлено системное исследование речевой девиации как отклонения от языковой и коммуникативной нормы. Раскрыто содержание понятия «девиация» в рамках лингвистики и психоллингвистики, уточнены его структурные и функциональные характеристики. Проведён сравнительный анализ лингвистической и фонетической девиаций, определены их различия, сферы проявления и диагностические критерии. Обоснована многофакторная природа речевых отклонений, обусловленных физиологическими, психоэмоциональными, социальными и индивидуальными детерминантами. На основе систематизации научных подходов предложена классификация девиаций, включающая фонетические, лексические, грамматические, стилистические, прагматические, патологические, социальные и индивидуальные разновидности. Особое внимание уделено интонационной девиации как ключевому компоненту нарушений просодической организации речи.

Проблематика речевой девиации занимает значимое место в современной лингвистике, психоллингвистике и речевой патологии, поскольку нарушение нормативных характеристик речи рассматривается не только как источник ошибок, но и как проявление индивидуально-психологических и социокультурных особенностей говорящего. Девиация понимается как

отклонение речевой реализации от нормы, фиксируемой в стандартах литературного языка, фонетических и грамматических правилах, а также в общепринятых коммуникативных ожиданиях. Исследование речевых отклонений позволяет не только выявить механизмы формирования неправильных речевых паттернов, но и глубже понять процессы речепорождения, восприятия и социального функционирования языка.

Сам термин «*deviatio*» в латинской традиции означает «отклонение» или «отход в сторону от заданной линии». В лингвистике он получил специализированное содержание и применяется для обозначения любых нарушений норм, закреплённых в системе языка и культуре речевого поведения. Девиации могут проявляться на всех уровнях языковой структуры: фонетическом, морфологическом, лексическом, синтаксическом и прагматическом [1]. В научной традиции выделяются два направления интерпретации речевых отклонений: структурное, рассматривающее девиацию как нарушение языковой нормы; коммуникативное, трактующее девиацию как сбой в реализации коммуникативного задания или речевого акта [2,3].

Таким образом, девиация является не только следствием недостаточной владения нормой, но и результатом взаимодействия когнитивных, социокультурных и физиологических факторов.

Лингвистическая и фонетическая девиации соотносятся как общее и частное. Лингвистическая включает все типы отклонений, тогда как фонетическая затрагивает только звукоречевые параметры – артикуляцию, интонацию, ударение, темп и ритм. Ключевые различия заключаются в следующем: масштаб охвата: лингвистическая охватывает весь язык, фонетическая – только его акустико-артикуляционный уровень; способы диагностики: лингвистическая выявляется грамматическим и лексическим анализом, фонетическая – просодическими и акустическими методами; функциональная нагрузка: фонетическая девиация существенно влияет на восприятие речи, так как звук – первичный канал коммуникации.

В ходе анализа научной литературы выявлены следующие причины: фонетические отклонения чаще обусловлены физиологическими или артикуляционными трудностями, тогда как лингвистические – речевой подготовкой и социальной средой. Фонетическая девиация рассматривается как наиболее чувствительный индикатор состояния речевой системы индивида. Проблематика причин возникновения речевой девиации распадается на несколько крупных блоков: недостаточное усвоение нормы, низкая речевая культура, влияние диалекта, интерференция второго языка. Примером может служить неправильное ударение («*красИвее*», «*тортЫ*»), использование жаргонизмов или архаичных слов без учёта контекста. Каждая группа факторов оказывает влияние на разные уровни речевой системы, что обуславливает сложность диагностики девиаций [3].

Фонетические девиации представляют собой нарушения в звучащей форме речи. Сюда входят: неправильная артикуляция фонем; смещение или выпадение ударения; интонационные нарушения; сбои темпа и ритма речи;

дисфонические проявления (хрипота, ослабление голоса). Фонетические отклонения являются наиболее заметными для слушателя и существенно влияют на восприятие информации [4].

К лексическим девиациям относятся: неправильный выбор слов, семантические ошибки, неоправданное употребление жаргонизмов, архаизмов, неологизмов, контаминацию значений. Лексическая девиация часто отражает не только уровень языковой компетенции, но и культурный опыт говорящего.

К грамматическим девиациям относятся: нарушение синтаксической структуры; неправильное согласование слов; неверное употребление падежных форм; ошибки в видах и временах глагола. Грамматические отклонения нарушают структурную целостность высказывания.

Стилистические девиации выражаются в несоответствии между речевыми средствами и коммуникативной ситуацией. Например, использование разговорных конструкций в официальной речи или чрезмерной экспрессии в академическом дискурсе.

Прагматические девиации включают: неумение выбирать адекватную речевую стратегию; нарушения норм речевого этикета; неверное распределение реплик в диалоге; разрушение кооперативных принципов общения. Прагматическая девиация влияет на социальный аспект коммуникации.

Социально обусловленные девиации отражают специфику диалектов, социальных говоров, профессиональной речи. Их нельзя считать ошибками в строгом смысле, поскольку они функционируют в определённых социальных группах как норма. В то время как индивидуальные девиации связаны с особенностями коммуникативного поведения конкретного человека. Индивидуальные девиации можно охарактеризовать сниженным уровнем самоконтроля, эмоциональной импульсивностью, нарушениями речевого такта, преобладанием субъективных интонационных моделей. Индивидуальные отклонения часто проявляются в неформальных ситуациях – домашнем или дружеском общении[5]. Интонация регулирует смысловые, структурные и эмоциональные параметры высказывания. Нарушение её элементов приводит к искажению коммуникативного намерения. Интонационные девиации включают: монотонность; чрезмерную вариативность высоты тона; нерегулярный ритм; несоответствие темпа и содержания; неправильное размещение логических акцентов; нарушение паузирования.

Итак, девиации рассматриваются не только как ошибки, но и как потенциальный ресурс выразительности, особенно в художественном и медийном дискурсе. Девиация в речи представляет собой комплексное явление, охватывающее широкий спектр отклонений от языковой и коммуникативной нормы. Отклонения могут проявляться на всех уровнях речевой системы – от фонетики до прагматики – и обусловлены лингвистическими, психофизиологическими, социальными и индивидуальными факторами. Особое место занимает интонационная девиация, поскольку она напрямую влияет на смысловое восприятие, эмоциональную выразительность и структурную организацию высказывания. Современная наука рассматривает девиацию не

только как нарушение, но и как элемент вариативности языка, что позволяет вырабатывать интегративный подход к анализу речевого поведения в различных коммуникативных ситуациях.

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DEVELOPING LEARNERS' SELF-CONFIDENCE THROUGH COMMUNICATIVE LANGUAGE TEACHING

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Түйіндеме: Бұл мақалада ағылшын тілін оқыту әдістемесінің студенттердің өздігінен білім алу дағдыларын дамытудағы рөлі қарастырылады. Мақалада оқушының дербестігін арттыруға бағытталған әдістер, технологиялық құралдарды қолдану және мұғалімнің жетекші рөлі баяндалады. Сонымен қатар, тіл үйренудегі жауапкершілік пен шығармашылық ойлаудың маңыздылығы атап өтіледі.

Аннотация: В данной статье рассматривается значение методики преподавания английского языка как инструмента развития у студентов навыков самостоятельного обучения. Описаны методы, направленные на развитие автономии учащихся, роль технологий в обучении и трансформация роли преподавателя. Также подчеркивается важность ответственности и критического мышления в процессе изучения языка.

In recent decades, the teaching of foreign languages has evolved beyond grammar and translation toward a more communicative and learner-centered approach. The concept of communicative competence, introduced by Hymes and further developed by Canale and Swain, emphasizes not only linguistic knowledge but also the ability to use language appropriately and confidently in real-life situations. Within this paradigm, the psychological factors influencing language acquisition—especially self-confidence—have gained increased attention among educators and researchers. Self-confidence is one of the key determinants of successful language learning [1].

According to Bandura's theory of self-efficacy, individuals' beliefs in their capabilities significantly affect their motivation, persistence, and performance. In the language classroom, learners who believe in their ability to communicate effectively are more likely to take risks, participate in discussions, and use the target language spontaneously. On the other hand, low self-confidence often leads to anxiety, fear of making mistakes, and avoidance of communicative tasks, all of which hinder linguistic progress. The Communicative Language Teaching (CLT) method, developed in the late twentieth century, has proven to be one of the most effective approaches for developing both communicative competence and learner self-confidence. CLT focuses on meaning-based interaction, authentic communication, and student-centered learning. By engaging learners in real-life communication, it reduces the psychological distance between students and the language, encouraging them to express themselves freely and creatively. The relevance of this study lies in the increasing demand for psychologically sustainable teaching models in modern education.

The purpose of this article is to analyze how the implementation of CLT principles can enhance learners' self-confidence in foreign language classrooms. The objectives include: (1) exploring theoretical perspectives on self-confidence and CLT, (2) identifying effective strategies for confidence development, and (3) evaluating the pedagogical implications for teachers in higher education [2]. The concept of self-confidence has long been associated with learners' academic achievement, yet in the context of foreign language acquisition, its significance becomes particularly evident. Numerous studies highlight that emotional and psychological readiness are as essential as linguistic proficiency. According to Bandura, self-efficacy—one's belief in their ability to perform specific tasks—is directly linked to motivation and performance outcomes. When applied to language learning, this theory implies that students who believe they can communicate effectively are more likely to engage in active interaction and overcome linguistic barriers. Krashen's Affective Filter Hypothesis supports this idea by suggesting that emotional factors such as anxiety, motivation, and self-confidence influence the acquisition process. A high affective filter—caused by fear or lack of confidence—blocks language input, while a low filter allows greater exposure and acquisition. Consequently, teachers must focus not only on the linguistic aspect but also on creating a psychologically supportive environment [3].

Communicative Language Teaching (CLT) emerged in response to the limitations of structural and grammar-based teaching methods. Pioneered by Hymes, Canale and Swain, and Littlewood, CLT emphasizes the use of language as a tool for communication rather than a system of rules. In this method, learners participate in tasks that mirror real-life communication—discussions, role-plays, problem-solving, and debates—thus developing both linguistic competence and psychological confidence. According to Richards and Rodgers, CLT contributes to a learner's sense of autonomy and personal expression. Students become active participants rather than passive recipients of knowledge, which fosters a sense of responsibility and ownership in their learning process. In addition, modern research has shown that

positive emotional experiences in communicative classes enhance learners' confidence and long-term motivation. Therefore, fostering self-confidence through CLT is not merely a pedagogical option but a necessity in the current era of learner-centered education.

This study employed a mixed-method approach combining quantitative and qualitative data to analyze how communicative teaching influences learners' self-confidence. The participants included 50 undergraduate students enrolled in a foreign language program at Miras University, Shymkent. The students ranged from 18 to 22 years old and had intermediate proficiency in English. Data were collected through three main instruments: Questionnaires – measuring students' self-confidence levels before and after implementing CLT activities, based on the Foreign Language Classroom Confidence Scale. Classroom Observation – recording the frequency of student participation and willingness to speak. Semi-Structured Interviews – exploring learners' perceptions of how CLT tasks affected their confidence and communication. The experiment lasted six weeks, during which the control group received traditional grammar-based lessons, while the experimental group participated in CLT-oriented sessions [3].

Activities included information gaps, pair work, storytelling, debates, and project presentations. Data were analyzed using descriptive statistics (SPSS) and thematic coding to interpret qualitative feedback. The findings revealed a significant increase in the confidence levels of students exposed to CLT-based instruction. Before the intervention, only 32% of participants reported feeling confident when speaking English. After six weeks, this figure rose to 78%, showing a 46% improvement [4]. Observation results indicated that students in the experimental group participated twice as frequently in discussions and showed a notable decrease in hesitation and code-switching. Interview feedback further demonstrated that learners felt more comfortable expressing personal opinions and making mistakes, considering them part of the learning process rather than failure [5]. The control group, which continued traditional instruction, showed only minimal improvement (from 35% to 42%). This suggests that grammar-focused approaches have limited influence on psychological development, whereas CLT significantly enhances both confidence and communicative competence. The results strongly support the hypothesis that Communicative Language Teaching positively impacts learners' self-confidence.

These findings align with prior research by Dörnyei and MacIntyre & Gregersen, who argue that a supportive classroom environment reduces language anxiety and encourages risk-taking behavior [6]. CLT's focus on authentic communication allows learners to experience success in real-time interaction, thereby reinforcing their belief in personal ability. One of the critical aspects identified is the teacher's role as a facilitator rather than an authority figure. When instructors provide constructive feedback and encourage open communication, students feel psychologically safe to experiment with language. This transformation in teacher-student dynamics fosters autonomy and empowerment, key components of confidence building. Moreover, the integration of peer collaboration activities—such

as role-playing, problem-solving, and group discussions—creates a cooperative learning environment that nurtures mutual support [7]. Learners gain confidence not only from individual achievements but also from collective progress. Despite the positive outcomes, the study acknowledges certain limitations: the short duration of the experiment and the relatively small sample size. Future research could explore longitudinal studies across different cultural contexts to examine how self-confidence evolves over time and how digital or blended learning environments might further influence this process. The results of this study confirm that the development of self-confidence is a central factor in successful foreign language acquisition [8]. Communicative Language Teaching (CLT) has proven to be an effective pedagogical approach not only for enhancing communicative competence but also for promoting psychological well-being among learners. Through authentic, meaningful interaction, students learn to overcome the fear of making mistakes, express themselves more freely, and internalize a positive attitude toward language learning. The study demonstrated that learners engaged in CLT-based tasks showed significant improvement in both confidence and active participation [9].

This suggests that self-confidence is not a fixed trait but a dynamic quality that can be nurtured through supportive teaching methods. Teachers who implement communicative approaches and provide continuous encouragement create conditions for students to view language learning as a process of exploration rather than evaluation. Furthermore, the findings highlight the necessity of balancing linguistic objectives with emotional development. Effective language pedagogy must address the affective needs of learners, recognizing confidence as both a goal and a catalyst for success. Future research should focus on longitudinal analysis of confidence growth, incorporating digital communication tools and cross-cultural perspectives [10].

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ОСВОЕНИЕ ЗАИМСТВОВАННОЙ ЛЕКСИКИ И ЕЕ ФУНКЦИОНИРОВАНИЕ В РУССКОМ ЯЗЫКЕ

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Түйін. Мақала орыс тіліндегі лексиканы игеру мәселесіне арналған. Қарыздардың тарихи көздері (ескі славяндар, грецизмдер, латинизмдер, түркізмдер, германизмдер, галлицизмдер, англицизмдер және т.б.), олардың фонетикалық және сөзжасамдық белгілері, сондай-ақ семантикалық бейімделуі қарастырылады. Практикалық бөлімде қарыздарды тану, оларды тілдер-қайнар көздер мен қолдану салалары бойынша жіктеу бойынша тапсырмалар, сондай-ақ сөйлеу нормасы мен шет тіліндегі сөздерді дұрыс қолдану жаттығулары ұсынылған.

Түйінді сөздер: орыс тілі, қарызға алынған лексика, ескі славяндар, галлицизмдер, англицизмдер, этимология, сөйлеу нормасы.

Summary. The article is devoted to the problem of mastering borrowed vocabulary in the Russian language. The historical sources of borrowings (Old Slavonic, Greek, Latinisms, Turkisms, Germanisms, Gallicisms, Anglicisms, etc.), their phonetic and word-forming features, as well as semantic adaptation are considered. The practical part offers tasks on recognizing borrowings, classifying them by source languages and areas of use, as well as exercises on speech norms and the correct use of foreign words.

Keywords: Russian language, borrowed vocabulary, Old Slavonic, Gallicisms, Anglicisms, etymology, speech norm.

Словарный состав русского языка формировался веками по двум направлениям: внутриязыковому словотворчеству и внешнему заимствованию. При доминировании исконного (общеславянского) фонда значимые историко-культурные контакты постоянно пополняли лексику новыми единицами. Этот процесс не разрушал национальную специфику, а, напротив, расширял семантические и стилистические ресурсы языка..

Задачи исследования: систематизировать фонетические, словообразовательные и семантические приметы разных групп заимствований; показать исторические волны и пути проникновения лексики; представить практический блок упражнений для диагностики и тренировки навыков речевой нормы [1, 12].

Методологическая база — описательно-сопоставительный метод, элементы лингвокультурологического анализа, учебные наблюдения и целевые задания.

Старославянизмы как «освоенное чужое». Ранний пласт заимствований представлен старославянизмами, которые вошли в систему древнерусского и затем русского литературного языка и перестали восприниматься как «чужие»: враг, жизнь, время, работа, храбрый, сладкий. Распознавательные признаки:

Фонетические - начальные е-, я-, ю- вместо русских о-, а-, у- (един — один; ягнёнок — агнец; юродивый — урод); начальные ра-, ла- вместо ро-, ло- (ладья — лодка; равный — ровный); неполногласие -ра-, -ре-, -ла-, -ле- вместо полногласия -оро-, -ере-, -оло-, -еле- (врата — ворота; древо — дерево; млад — молод; плен — полон); жд/щ вместо ж/ч (прежде — опережать; освещать — свеча).

Словообразовательные: приставки из-, низ- (вместо вы-, с-), суффиксы -ствие, -чий, -знь, -тва, -ыня, -ущ/-ащ, а также сложные слова на бого-, зло-, добро-, суе- (богословие, злонамерение, добронравие, суеверие).

Семантические: высокая отвлечённость (истина, суета, святой), сакральная и морально-философская проблематика [2, 36].

2. Исторические волны заимствований

2.1. Тюркские языки. Устные заимствования периода Золотой Орды и позднее: арба, аркан, башмак, деньги, жемчуг, камыш, башлык. Приметы: сингармонизм гласных (повторы одной гласной: сарафан, тулуп, уют), суффикс -лык (башлык, ярлык, шашлык), начальные баш-.

2.2. Греческий и латинский языки. Грецизмы (через церковную письменность и европейских посредников): алфавит, ангел, икона, пирамида, космос, хаос, пафос (суффикс -ос).

Латинизмы (через греч., польск. и западноевропейские языки): конституция, директор, документ, ректор, диктор, реакция (суфф./финали -ум, -ус, -ция, -тор, -ент, -ура).

2.3. Немецкий язык. Массовый приток с XVIII века: верстак, кран, маляр, слесарь, штат, штаб, штраф, штурм. Приметы: начальные шт-, шп- (штамп, штык, шпион), финаль -мейстер (балетмейстер), кластеры фт/хт, дифтонги ау, ай, ей.

2.4. Французский язык. С конца XVIII века: абажур, бульвар, дуэль, жюри, комфорт, пальто, одеколон, тротуар, шедевр. Приметы: неизменяемые финали на ударные -е(э), -и, -о (пюре, кашне, филе, бюро), ударные -ер/-аж/-анс (шофёр, монтаж, сеанс), графемы уэ/уа (вуаль, силуэт).

2.5. Английский язык (а также голландский, итальянский, польский). Англицизмы XIX–XX вв.: митинг, спорт, футбол, бизнес, офис, маркетинг, дилер, экспресс, чек; приметы: дж, финали -инг, компоненты -мен/-ман. Голландские (морская терминология): боцман, штурвал, трюм, матрос. Итальянские (искусство): либретто, соната, барокко, сольфеджио, маэстро. Польские (часто — посредники): вензель, сбруя, пончик, опека, зразы [3, 102].

3. Норма, пуризм и употребление. Заимствования — устойчивый механизм развития лексики. Речевая культура требует уместности: недопустимы псевдонаучные или модные слова вне контекста (конвергенция, латентный, маргинальный и т. п. — без денотативной опоры). История языка показывает низкую жизнеспособность «жёсткого пуризма»: попытки заменить освоенные заимствования искусственными аналогами (традиция А.С. Шишкова) не прижились. Важно не бороться с «чужим», а различать норму и злоупотребления.

4. Практическая часть (расширенный модуль)

4.1. Диагностика (входной скрининг, 10–12 минут)

Маркировка происхождения: отметьте слова старославянского/русского происхождения и объясните фонетические приметы: один, единый, Елеонский, озеро, освещение, свеча, прежде/ прежде, нужда, надежда, одежда, ограждать, сопровождать и др. [4, 135].

Определение источника: сопоставьте заимствования и языки-доноры (англ., нем., франц., голл., итал., тюрк.) по внешним признакам (дж-, -инг, шт-/шп-, -мейстер, финали на -е/-о при неизменяемости, -мен/-ман и т. п.).

4.2. Упражнения на распознавание и классификацию

Греческий/латинский слой: выделите слова с финалями -ум, -ус, -ция, -тор, -ент, -ура и объясните их семантический класс (наука, общественно-полит. сфера, абстрактные понятия).

Немецкие приметы: найдите и группируйте слова с шт-/шп-, дифтонгами ау/аи/ей и финалью -мейстер.

Галлицизмы: распознайте неизменяемые существительные на ударные -е(э), -и, -о и финали -ер/-аж/-анс.

Англицизмы: выделите слова с дж- и -инг, а также с компонентами -мен/-ман.

4.3. Работа со словарями

По «Словарю иностранных слов» и этимологическим словарям определите значения и связи (омонимия/паронимия/родство) для групп:

консервы - консерватор - консерватория;

патриот - патриций - патриархальный;

квартал - квартет - кварта - квартира - кварталный.

Затем укажите язык-источник и сферу употребления для наборов:

автобус, сельдь, аквариум, балаган, каскад, якорь, амбулатория, башлык, шанс, варьете, блондин;

браво, агитатор, шарада, алмаз, чай, балык, буфет, баллон, анкета, беркут, вафля, ишак;

авангард, секрет, чебурек, акваланг, бал, шампунь, аркан, чума, ванилин, абрикос, батон.

4.4. Мини-анализ художественного текста

На материале фрагмента А.С. Пушкина:

- выделите старославянизмы по фонетическим/ словообразовательным/ семантическим признакам (зрак, днесь, десница, град, прежде, тщетно/вотще и т. п.);

- определите стилистический эффект (высокий штиль, торжественность, историческая перспектива);

- перепишите 3–4 строки в «современной» лексике, сохранив содержание, и обсудите потери выразительности.

4.5. Игра «Лексический посредник» (командная работа, 7–10 минут)

Команды получают список русских слов и подбирают максимальное число иноязычных синонимов/соответствий: личность, развитие, задача, область, наблюдатель, путешествие, довод, переселение, независимость,

собрание, передовой, всеобщий, зрелище, поединок, отзыв, соперник и др. Побеждает команда с большим числом корректных и уместных ответов (с последующей сверкой по словарям).

4.6. Нормативность и уместность: «стоп-слова»

Отметьте предложения, где иноязычное слово употреблено не по норме (без денотата, ради «научности»), и предложите русские эквиваленты. Объясните, когда заимствование предпочтительно (терминология) и когда родной эквивалент обеспечивает лучшую прозрачность [5, 112].

5. Иллюстративные списки (для тренинга)

Немецкие: бакенбарды, бант, блок, бухгалтер, верстак, галстук, гауптвахта, дамба, ефрейтор, кастрюля, кран, лагерь, лозунг, маклер, маляр, мундштук, орден, рота, слесарь, фляга, шнур, шрифт, штаб, штемпель, штраф, штрих, штурм и др.

Английские: бойкот, бокс, вагон, вокзал, джентльмен, кекс, клуб, митинг, пикник, пудинг, пунш, рельс, ром, сквер, спорт, спортсмен, тост, трамвай, туннель, турист, экспресс, чек, юмор и др.

Галлицизмы: абажур, арест, балет, батальон, бассейн, бульвар, бюро, вуаль, дуэль, жилет, комфорт, люстра, мебель, медальон, одеколон, оркестр, офицер, пальто, пари, пароль, портмоне, резерв, ресторан, рояль, салют, сержант, сюртук, тротуар, фильтр, шедевр, шинель и др. [6, 301].

Заимствования — не «угроза», а естественный инструмент развития и точной номинации. Старославянизмы демонстрируют, как «чужое» становится «своим», а современные англицизмы и галлицизмы расширяют профессиональные регистры. Ключ к речевой культуре — распознавание источника, понимание семантики и уместности, знание фонетических и словообразовательных примет, владение словарями. Практический модуль (диагностика, упражнения, игровые форматы) формирует навыки нормативного употребления иноязычной лексики и критического отношения к языковой моде, что особенно значимо для будущих педагогов и филологов.

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ҚАЗАҚ ТІЛІНДЕГІ ДИАЛЕКТІЛІК ФРАЗЕОЛОГИЗМДЕРДЕРІН МӘНІ МЕН ҚОЛДАНУ ЕРЕКШЕЛІКТЕРІ (Өзбекстан жергілікті қазақ тұрғындарының тілі мысалында)

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Түйін: Бұл мақалада Өзбекстандағы қазақ тіліндегі диалектілік фразеологизмдер талданады. Зерттеу мақсаты – Өзбекстан қазақтарының тіліндегі фразеологизмдердің мәнін, олардың аймақтық ерекшеліктерін және қолданылу тәсілдерін анықтау. Жұмыста диалектілік фразеологизмдер дегеніміз не екендігі, олардың тілдік, мәдени және әлеуметтік аспектілері қарастырылған.

Summary: This article analyzes dialect phraseology in the Kazakh language of Uzbekistan. The purpose of the study is to determine the meaning of phraseology in the language of the Kazakhs of Uzbekistan, their regional features and methods of use. The work examines what dialect phraseology is, their linguistic, cultural and social aspects.

Диалектілік фразеологизмдер қазақ тілінің лексикалық және фразеологиялық байлығын терең түсінуге мүмкіндік береді. Әрбір тілдің диалектілерінде жергілікті халықтың өмір сүру салты, мәдениеті мен дүниетанымы көрініс табады. Диалектілік фразеологизмдер осы ерекшеліктердің бірі болып табылады. Бұл шағын зерттеу жұмысымыздың мақсаты — қазақ тіліндегі диалектілік фразеологизмдердің ерекшеліктерін анықтап, олардың тілдік қызметін, мағынасы мен қолданылу аясын зерттеу.

Қазақ тілі өзінің бай әрі түрлі диалектілеріне ие, әрі әр диалектінің өзіне тән тілдік ерекшеліктері бар. Бұл ерекшеліктер, әсіресе фразеологияда айқын көрініс табады. Диалектілік фразеологизмдер белгілі бір аймақтарда немесе қоғам топтарында қолданысқа ие болып, жергілікті тілдік және мәдени ерекшеліктерді көрсетеді. Фразеологизмдер – тілдің айшықты және мәнерлі бөліктері, олар өздеріне тән тұрақты құрылымымен қатар, көп жағдайда ұлттық дүниетанымды, тарихты, халықтың өмір сүру салтын да бейнелейді. Осы тұрғыдан алғанда, қазақ тіліндегі диалектілік фразеологизмдерді зерттеу қазақ тілінің көркемдігін және ерекшелігін терең түсінуге мүмкіндік береді.

Диалектілік фразеологизмдер тілдің көркемдігі мен ерекшелігін ашып қана қоймай, олардың тарихи және мәдени тұрғыдан мәні зор. Әрбір диалектілік фразеологизм халықтың өмір сүру ортасын, дәстүрін, ұлттық танымын көрсететін ерекше құндылық болып табылады.

Тіл білімінде жалпы сөз тіркестерін еркін тіркес және тұрақты тіркес деп екіге бөліп қарайды да, еркін тіркесті синтаксис, тұрақты тіркесті лексикологияның фразеология саласы зерттейді.

Тұрақты тіркес тіл білімінде фразеологиялық оралым аталып жүр. Тіл мамандары фразеологиялық оралымды танып алу критерийі әр түрлі. Басым көпшілігі лексика-семантикалық бірлігін негізге алса, кейбірі синтаксистік единица ретінде қарап, сөздердің тіркесу тәсілдеріне сүйенеді.

Синтаксистік тұрғыдан зерттегенде фразеологиялық оралымның құрамындағы сөздердің өз ара байланысу тәсілдерін талдаудың негізгі нысанасы етіп алынады. Мұндағы грамматикалық формалар екі не онан көп сөздердің жымдасып, лексикалық бір өткір мағынасы қалыптастыруға қатысады және грамматикалық мағынаны да құрайды. Грамматикалық формалардың көнеріп кетуі байқалмайды. Қайта олар тұрақты тіркес құрамындағы кейбір мағынасы әдеби тілмен үйлеспей тұратын сөздерге қосылып отырады. Сонда көне дәуірден келе жатқан тіркестің құрамындағы кейбір сөздер (басқа тілдерден ауысса да) түсініксіз қалпын сақтап келсе де, оралымдағы грамматикалық формалар қазіргі нормаға жақын не нақ солай беріледі. Тақырыбымызға сай фразеологиялық оралымның семантикалық жағын негізге ала отырып талдадық.

Жергілікті тілдегі фразеологизмдер өздерінің қалыптасуынан бастап, ұрпақтан-ұрпаққа жетіп, тілдің елегінен өтіп, ысылып, құрамы жағынан мықты, мағынасы жағынан өткір әрі айқын болып келеді. Мұндай тұрақты сөз тіркестері тіл құрамынан ешқашан шықпай, халықтың тарихымен бірге дамып, жаңа тіркестермен толықтырылып отырады. Фразеологиялық оралымдар ауызекі сөйлеу тілінің стилистикалық жүйесіне өң беріп, эмоциялық-экспрессивтік қасиеттері арқылы айтылмақ болған ойды күшейтеді. Бұл оралымдар сөйлеушінің тіл мәнеріне реңк қосып, оның сөз саптауын жандандырып, әсерлі етеді.

Жергілікті тілдегі фразеологиялық оралым әдеби тілдегі фразеологиялық оралымнан екі түрлі белгісімен ерекшеленеді.

1. Жергілікті тілдегі фразеологиялық оралымның құрамында әдеби тілде кездеспейтін сөз болады: *зобалаң туғызу «асықтыру», «төндіру», дымағы шақ «көңілі қош», зада болу «ығыр болу», қар қылмау «әсер етпеу», әлем тәрекей, әлем тапырық «шашырау, бытырау», істің атымын алу «істің көзін табу», алабас айналу «қаңғы ру, дабазаға жар салу, «тез хабарлау», шақшадай баласы шарадай болу «басы қату» т.б.*

2. Жергілікті тілдегі фразеологиялық оралым құрамындағы сөздер әдеби тілде бола тұрса да, әдеби нормадағы фразеологиялық оралым құрамындағы сөздермен тең келмейді. Сондықтан оның мағынасы да ұқсамайды: *көкіше көз болу «телміру», басы қараңғы «жерік болу», тоба қазығына таяу «мойындату», молда шамалап айту «жобалау», қатшылыққа алу «жеткіліксіз болса да, шыдау», пышағын пыш демеу, тауығын кіш демеу «тиіспеу», жиде қағып шығу «тону» биірменін тісеу «ашығу» т.б.*

Өзбекстанда тұратын қазақтар тілінде диалектілік фразеологизмдер ерекше орын алады. Себебі, бұл жергілікті тұрғындар өздерінің мәдениеті мен тіліне тән ерекшеліктерді сақтап қалумен қатар, өзбек халқының ықпалында да болып келеді.

Өзбекстандағы қазақтар говорының фразеологиялық оралымында әдеби тілімізде жоқ сөздер қатыспағанымен, олардың көпшілігі жергілікті тілде жеке қолданылмай, оралым құрамында ғана көрінеді: *тістің жұлқары қалмау «тіс өтпеу», іш шүйтқу «кұманданып шошыну», рауа көрмеу «лайық көрмеу», тұт*

келмеу «шыдатпау», дідәр қалмау «қарап қалмау», парт болып кету «қызару», әуж алу «жайылу», жак пұл «бір тиын», зобалаң туғызу «асықтыру», дымағы шақ болу «көңілдену», зада болу «ығыр болу», кәр қылмау «әсер етпеу», баз кешу «үміттенбеу», әлем тәрекей, әлем тапырақ «шашырау, бытырау», гарып айту «шамалау», кәрін қылу «лаждау». дабазаға жар салу «тез хабарлау», істің атынын алу «істің көзін табу» пәлегі ащы, түйнегі тұщы «өзі жаман болса да, баласы жаксы», әуметі жүру «жолы болу», ханасы келу «орны келу», маңызын шағу «жете білу». Бұл оралымдар құрамында тәжік-парсы тілінен өткен рауа (раво) «лайық», дідәр (дидор) «бет», жақ (як) «бір», хана (хона) «жай||орын», парт «ыстық су құйып теріні жидіту», зада (<задан) «бәрін бірден жеу, ішу», мәр (кар) «саңырау», палек (<палак) «қауынның сабағы» т.б. сөздері бар. Бұл сөздердің өту процесі көне дәуірмен жалғасып, алғашқы кезде олар өздерінің тура мағынасын сақтаған болуы мүмкін. Кейін тілдің тайпалық дәуірден халықтық дәуірге өту кезеңінде қазақ тілінің құрамынан шығып қалуы мүмкін. Егер олардың тура мағынасы анық болмаса, фразеологиялық оралым құрамына қатысуы қиын. Оның үстіне тіркестің басыңқы сыңары түркі сөздерінен (көбінесе, етістіктен) құралған. Бұл оралымдардың кейбірі өзбек тілінде де кездеседі: *зада бұлмоқ, парт бұлмоқ, авж олмоқ* т.б.

Фразеологиялық оралымдардың бір тілден екінші тілге тұтасымен өтуі, жеке сөздердей емес, өте қиын мәселелердің бірі болып табылады. Сондықтан бұларды халықтық тілге дейінгі процесс деп түсіну орынды сияқты. Сондай-ақ жергілікті тілдегі фразеологиялық оралымдардың ішінде тайпалық дәуірге қатысты бар екенін кейбір сөздердің қазіргі тілімізде мағынасыны көмескіленуі мен жеке қолданбауын негіз етуге де болады: *тәрекей, тапырақ* (әлем тәрекей, әлем тапырақ), *атым* (істің атымын алу), *дабаза* (дабазаға жар салу), *зобалаң* (зобалаң туғызу), *тұт* (тұт келмеу), *шүйтқу* (іш шүйтқу), *пұштығы* (ұштығы мен пұштығы қалмау).

Фразеологиялық оралым жергілікті халықтың кәсібіне де байланысты қалыптасады. Ташкент төңірегі қазақтарының егіншілікпен, бау-бақшамен шұғылдануына байланысты қолданылатын фразеологиялық оралымдар: *жиде қағып шығу* «тонып шығу», *төбесіне жаңғақ шағу* «әкіреңдеп, тынышын алу», *тұттай төгілу* «барып шашу», *пәлегі ащы, түйнегі тұщы* «баласы жақсы, өзі жаман», *қауын қауынды көріп рең алады* «біріне-бірі қарау», *шапшадай басы шарадай болу* «басы қату». Мал шаруашылығына байланысты фразеологиялық оралымдар да едәуір. Бұл Бұқара қазақтарында кездеседі: *қайтарма су* «екінші су», *сегіз тісті қой* «кәрі қой», *күйек асты қашу* «ерте қашу», *тін туші қошқар* «қойлардың күйге келгенін анықтап беретін қошқар», *қос қора болу* «бірігу», *жүні ұштану* «семіру», *байырқалап жайылу* «тоқтап жайылу», *оңынан аудару* «қойларды оң жағынан қайыру», *көгін алу* «көкке аузы ілігу», *шарға болмау* «арық болмау», *қоғамдай қайыру* «орап, жинақтап қайыру» т.б.

Соңғы кездерде фразеологиялық оралымды тұрақты тіркестің тұтас мағынасы мен оның құрамындағы сөздердің мағыналарына қарап топтастыру қолдау табуда. Бұл классификация қазақ тіліндегі фразеологиялық оралымдарды топтастыруда басшылыққа алынды. Қазақ тіл білімінде біраз

терминдер де қалыптаса бастады. Мысалы: фразеологиялық тұтастық, фразеологиялық бірлік, фразеологиялық тізбек және Н.М.Шанский бөлуі бойынша фразеологиялық сөйлемшені деп атауды ұсынды.

Енді осы фразеологиялық оралымдардың әрбіреуін жеке-жеке сөз етейік.

1. Фразеологиялық тұтастық. Бұған семантикалық жақтан жіктелмей, тұтас көрінетін, мағынасы құрамындағы жеке сөздердің мағынасымен үйлеспейтін фразеологиялық оралымдар жатады. Тек оралымдағы сөздердің беретін алғашқы (түпкі) мағынасы аясында заттар мен құбылыстың басында болатын бір қасиетіне, не ішкі-сыртқы көріністің бір бейнесі негізделеді. Ол әбден қалыптасып, сөздік құрамдағы жеке атаулар сияқты тұтасып кеткен. Оның құрамындағы сөздер бір мағынаны айтуда түйдегін өзгертпей, жеке атау сөз ретінде сөйлемге қатысады. Оның құрамы лексикалық жақтан да, грамматикалық жақтан да өзгертуді көтермейді. *Тістің кәуегіне қою «бар мүмкіншілігімен сақтау»*. Мұнда ауыздың ішінде, тістік қауегінде «тесігінде» сақтау деген сөз ешқандай күмән тудырмайды. *Тісін тісіне қою «сөйлемей, айтпау»*. Тіс тіске тиіп тұрса, ауыз ашылмайды, сөйлеу қиын, яғни тіс жармау тіркесінің синонимі іспетті. Фразеологиялық тұтастыққа мына сияқты оралымдарды жатқызамыз: *шекесі түсу «басы қатты ауыру», тұт келмеу «шыдатпау», іш шүйтқу «күмәнданып шошыну», етек-жеңі түргіт «ықшам», «епті», шекпен жайды «ортаға салу», құйрық суын үзбеу «арықтамау», таяқ атым жер «жақын», сүрен аттау «оңалмау», хұп түсіру «арзанға алу», түңдікті үйден тысқары «аулақ», шекеден шығу «миды ашыту», ұзын келу «маңдайға сыймау», құйрық суын үзбеген «арықтамаған», қарын ашу «көңіл толмау», көкше көз болу «телміру», маңызын шару «мәнін ашу», қосы ауу «ісі оңалмау». төбесіне жаңғақ шағу «әкіреңдеп тынышын алу», көзіне көк шыбын үймелеу «өлесі болу», тән алу «мойындау», ұштығы мен пұштығы «еш нәрсесі» т.б.*

Фразеологиялық тұтастық грамматикалық формалар арқылы жымдасып, бір тұтас лексикалық мағынаны дәл көрсетеді.

2. Фразеологиялық бірлік. Фразеологиялық оралымдардың фразеологиялық тұтастық сияқты семантикалық жақтан бөлінбейтін бір тұтас единица. Мұның мағынасы құрамындағы сөздердің лексикалық мағыналарына таралып бөлшектенбей тұтас күйінде, тек образды туынды мағына күйінде жасалады. Мысалы, *жиде қағып шығу «тоңып шығу», шапшадай басы шарадай болу «басы қату», диірменін тістеу «ашығу», тоба қазығына таяу «еріксіз мойындату», аспанды жерге төндіру «құтыртып, асырып айту», талап кету «тез сату», алабас айналу «қаңғыру», әлем тәрекей, әлем тапырық «шашырау, бытырау», қарсы базар жүру «қарама-қарсы жүру», тұттай төгілуі «барын шашу», бор бай еті борша, арқа еті арша «бар күшін салу» т.б.* Бұлардағы образдылықтың келтірінді мағынасы фразеологиялық оралымның тұтас мағынасын құрайды. Соң келтірінділіктің әсерінен фразеологиялық оралымға қатысатын сөздердің тура мағынасы фразеологиялық бірліктің ол мағынаға жуыспайтын мағынасын тудырады. Осыдан барып келтірінді тұтас мағына тура мағынаны негізінде қалыптасып, оған қатысты болған сөздерді

шашау шығармайды, арасына басқа сөз де қатыстырмайды, басқа сөзбен ешқайсысын алмастырмайды және орын тәртібін де сақтайды.

3. Фразеологиялық тізбек. Мұның құрамында, көбінесе екі сөз болып, оның бірі мағыналық жағынан байлаулы, екіншісі мағыналық жағынан еркін келеді. Байлаулы сөздің мағынасы еркін мағыналы сөзбен тіркеспей ашылмайды. Ол кез келген сөзбен емес, өзінің үйреншікті басыбайлы сөзімен ғана қатар айтылады. Фразеологиялық тізбекке жергілікті тілдегі мына сияқты фразеологиялық оралымды жатқызамыз: *жете қаба «бір заттың екінші затқа өсіп, жетіп қалуы», қилы бар «өжет», «кесір», кеңес асы «тойдан алдыңғы бас қосу», сақып адам «жомарт адам», қырық ұлт «түрлі ру», тынып жарасу «әдемі жарасу», тамызық ыссы «өте ыстық», гарып айту «шанамен айту», тірсек сөз «қыныр сөз», ысна құм «көшпелі құм», жатақ бөрік «жатарда киеті бөрік», қарымы қайту «есесі қайту» т.б.*

Фразеологиялық тізбектің мағынасы құрамындағы бір сөздің мағынасымен ұштасып келеді де, басқасы мағынаны нақтылап ашып не күшейтуге қатысады. Тынып жарасу, сақып адам, тірсек саз құрамындағы тынып, сақып, тірсек сөздерін басқа тұлғалармен тіркесіп айтуға келе бермейді, ал олардың орнына басқа сөздерді қойып айту мүмкін (*қонып жарасу, жомарт адам, қыңыр сөз*). Бірақ бұлар фразеологиялық оралымға емес еркін тіркеске жатады. Мағынасы да фразеологиялық тізбектей өтімді емес, жай тіркес қалпына түсіп қалады.

4. Фразеологиялық сөйлемше. Бұған мағынасы ерікті сөздердің тіркесімен байланысты болған құрамы мен қолданылуы жағынан тұрақты келетін фразеологиялық оралымдар жатады. Еркін сөз тіркестері мен сөйлемдер сөйлеу кезінде жасалса, фразеологиялық сөйлемшелер, жалпы фразеологиялық оралымдардың басқа түрлері сияқты, өзінің тұрақты құрамы мен мағынасы даяр единица ретінде сол қалпында жұмсалады. Бірақ мұның құрамында фразеологиялық тізбек сияқты мағынасы жағынан байлаулы сөз болмайды: *пәлегі ащы, түйнегі тұщы; мұрнынан естек құрт түсу, мың қарғаға бір кестек; қосар бике қосып айтар, қосып айтпаса, несін айтар не қосекең қосып айтар, пышығын (мысғын) пыш демеу, тауығын кіш демеу, жыламақтан сәл бері; шығасу малға ағасы басшы т.б.*

Жергілікті тілдегі фразеологиялық оралымдар – қазақ тілінің тарихи, этнолингвистикалық, мәдени қабаттарын сақтаған аса құнды тілдік мұра. Олар халықтың тұрмыс-тіршілігіне, кәсібіне, дүниетанымына, наным-сеніміне, тарихи қарым-қатынастарына байланысты қалыптасқан. Көптеген тіркестердің құрамында көнерген, қазіргі тілде жеке қолданылмайтын сөздердің сақталуы – олардың өте ертеден келе жатқанын дәлелдейді. Бұхара, Ташкент қазақтары говорларындағы фразеологизмдер көне тайпалық дәуір мен көптілді орта әсерінің ізін айқын көрсетеді.

Фразеологиялық тұтастық, бірлік, тізбек, сөйлемше сияқты топтастырулар жергілікті фразеологияның құрылымдық жүйесін анықтауға мүмкіндік береді.

Демек, фразеологиялық оралымдар – тілдің эмоционалдық қуатын арттырып, сөздік қорын байытатын, халықтың тарихи жадын сақтайтын ерекше

құбылыс. Оларды ғылыми айналымға енгізу, жинау және зерттеу – тіл мәдениетінің әрі тарихи сабақтастықтың маңызды міндеті.

Бұл шағын зерттеу жұмысы — әлі де көп талқыланатын және өзекті мәселелердің бірі. Бұл тақырып әлі толық зерттелмеген, сондықтан оған қызығушылық танытқан зерттеушілер үшін көптеген мүмкіндіктер мен бағыттар бар.

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С.ТОРАЙҒЫРОВ ШЫҒАРМАЛАРЫНДА АДАМ МЕН ТАБИҒАТТЫҢ ҮЙЛЕСІМІ

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Аннотация: В произведениях С. Торайгырова гармония между человеком и природой является одной из ключевых тем. Образы природы помогают раскрыть внутренний мир героев, их эмоции и мысли. Автор через единство человека и природы глубже передает философский смысл жизни.

Summary: In S. Toraighyrov's works, the harmony between humans and nature is one of the central themes. Nature imagery reveals the inner world of the characters, expressing their emotions and thoughts. Through the unity of humans and nature, the author conveys the philosophical meaning of life more profoundly.

С.Торайғыров-қазақ әдебиетінің көрнекті өкілі, ақын, жазушы, публицист. Оның шығармашылығында адамның ішкі жан дүниесі мен қоршаған табиғат арасындағы үйлесім ерекше көрініс табады. Торайғыров табиғат көріністерін тек сыртқы бейне ретінде ғана емес, адамның сезімдері, көңіл-күйі мен өмірлік құндылықтарын бейнелеу құралы ретінде қолданады. Ол табиғат арқылы адамның рухани әлемін ашады, оның ішкі жан дүниесін сипаттайды.

С.Торайғыров – қазақ әдебиетінде адамның рухани әлемін, табиғатпен үндестік арқылы бейнелейтін көрнекті жазушы, ақын, публицист. Оның шығармашылығында адам мен табиғат арасындағы байланыс ерекше орын алады. Табиғат көріністері тек сыртқы фон ретінде ғана емес, кейіпкердің ішкі сезімін ашатын, ой-пікірін тереңдететін құрал ретінде қолданылады. Торайғыровтың шығармаларында табиғат адам өмірінің айнасы, оның эмоциялары мен көңіл-күйін бейнелейтін құбылыс ретінде суреттеледі.

С.Торайғыров шығармаларында табиғат бейнелері кейіпкердің сезімін ашудың маңызды құралы болып табылады. Мысалы, «Бақа» әңгімесінде ауыл өмірі мен табиғат көріністері адамның ішкі жан дүниесімен үндеседі. Ауылдың тыныш көрінісі, дала мен таудың кеңдігі кейіпкерге ойлануға, еркіндікке жетуге мүмкіндік береді. Дала кеңдігі кейіпкерге еркіндік пен ой еркіндігін сыйлайды, ал табиғаттағы тыныштық адамның жан дүниесін тыныштандырып, ойлануға мүмкіндік береді. Әңгімеде автор ауыл табиғатын суреттей отырып, кейіпкердің бейбіт және ойшыл мінезін көрсетеді: *«Ауылдың айналасын шөп басып, таудың етегінде жел сыбырлап тұр. Дала кеңдігі мені ойға батыруда...»* Бұл үзіндіде табиғат адамға әсер ететін құрал ретінде бейнеленген. Дала мен таудың кеңдігі кейіпкерге ой еркіндігін сыйлайды, ал тыныштық оның ішкі жан дүниесін тыныштандырады.

«Бақа» әңгімесі-Ауыл өмірі бейнеленген көріністер арқылы кейіпкердің ішкі дүниесі ашылады. Мысалы, даланың кеңдігі кейіпкерге ой еркіндігін сыйлайды, ал тыныштық пен бейбітшілік оның жан дүниесін тыныштандырады: *«Дала шексіздей көрініп, жасыл шөптер арасында жел сыбырлап тұр. Ойым сол даламен бірге еркін өрлейді.»*

Торайғыров шығармаларында табиғат кейде адамның сезімін күшейтетін рөл атқарады. «Қартқожа» поэмасында қарт кейіпкердің жалғыздық сезімі мен ойлары табиғат көріністері арқылы беріледі. Ағаш сыңғыры, желдің сыбыры кейіпкердің ішкі күйін, өткінші ойларын көрсетеді: *«Жел соққанда, менің ойым да желмен бірге кете ме деп қорқамын...»* Мұнда табиғат пен адамның ішкі әлемі үндесіп, олардың арасындағы үйлесім айқын көрінеді. Табиғат-адамның эмоциясын бейнелейтін айна ретінде қызмет етеді. Ағаштардың сыңғыры қарттың мұң-мұқтажын, жалғыздық пен уайымын бейнелейді. Табиғат бейнелері оның ішкі сезімін толықтырады. Түнде аспанға шыққан ай мен жұлдыздар қарттың ой-санасын бейнелейді, оның өткенді еске алуын, өмірдің өткінші екендігін сезінуін көрсетеді. Мысалы: *«Ай мен жұлдыздар жалғыздыққа серік болды, өткенді еске салды...»*. Дала мен жазықтық бейнесі де ерекше. Дала кеңдігі мен жазықтық қартқа ой еркіндігін береді, рухани тыныштық сыйлайды. Табиғат арқылы кейіпкердің жан дүниесінің кеңдігі мен толқуын көрсетеді. *Жаңбыр мен дауыл*. Қиын кезеңдерде табиғат қатал, дауылды бейнеленеді. Жаңбыр мен дауыл қарттың қайғы-қасіретін, өмірдегі сынақтарын бейнелейді. *Күннің шығуы мен таңғы шуақ*. Таңғы күннің жарығы қартқа үміт пен жаңа өмірге деген сенім сыйлайды. Табиғаттағы өзгерістер кейіпкердің рухани күйін білдіреді.

«Кедей мен Қыз» әңгімесі – Қыз бен кедей арасындағы сезімдер табиғат көріністерімен ұштасады. Мысалы, күннің жылуы, гүлдердің жайқалуы кейіпкерлердің шаттығын көрсетеді, ал дауыл мен жаңбыр қиын кезенді білдіреді: *«Күн жылы сәуле шашып, дала гүлдері жайқалып тұрғанда, олардың жүрегі де қуанышқа толды.»* Яғни, Торайғыров шығармаларында табиғат бейнелері тек көрініс ретінде емес, кейіпкердің сезімін, көңіл-күйін жеткізудің маңызды құралы болып табылады.

С.Торайғыровтың «Кедей мен Қыз» әңгімесінде табиғат пен адам арасындағы үйлесім маңызды орын алады. Табиғат тек сыртқы фон ретінде ғана емес, кейіпкерлердің ішкі сезімін, көңіл-күйін жеткізудің құралы ретінде қызмет етеді. Автор табиғатты адамның эмоциясымен үндестіре суреттей отырып, кейіпкерлердің өмірлік жағдайлары мен сезімдерін көрсетуге тырысады. Мысалы, әңгімеде басты кейіпкерлердің сезімдері мен табиғат көріністері өзара байланысқан. Кедей мен қыздың бір-біріне деген махаббаты мен қуанышы табиғат бейнелері арқылы күшейтіледі: күн жылы сәуле шашып, дала гүлдері жайқалып тұрған кезде олардың жүректері де шаттыққа толады. Сонымен қатар, табиғат кейде кейіпкерлердің қиындықтары мен қайғысын бейнелейді. Мысалы, дауыл мен жаңбыр көріністері кедейдің қиын жағдайын, әлеуметтік тұрғыдағы қиналысын білдіреді. Табиғаттағы бұрқақ жел, қатты жаңбыр кейіпкердің ішкі күйімен үндесіп, оның өміріндегі қиындықтарды көрсетуге қызмет етеді: *«Дауыл соғып, жаңбыр қалың жауғанда, кедейдің жүрегіндегі қорқыныш та күш алып тұрғандай еді.»* Әңгімеде табиғат пен адамның үйлесімі тек эмоционалды деңгейде ғана емес, философиялық мәнде де көрінеді. Табиғат – адамның өмірлік тәжірибесінің айнасы. Табиғат бейнесіндегі кеңдік пен тыныштық адамның рухани байлығын, еркіндікке деген ұмтылысын білдіреді. Ал қатал табиғат көріністері өмірдегі қиындықтар мен сынақтарды еске салады. Осылайша, Торайғыров табиғат пен адам арасындағы байланысты тек көркемдік мақсатта емес, этикалық және философиялық тұрғыдан да ашады.

Авторда табиғат пен адам арасындағы үйлесім тек эмоционалды деңгейде ғана емес, философиялық мәнде де көрініс табады. Табиғаттағы бейбітшілік пен кеңдік кейіпкерлерге еркіндік пен рухани тыныштық сыйлайды, ал қатал табиғат көріністері өмірдің қиындықтарын еске салады. Бұл тәсіл арқылы автор адам мен табиғат арасындағы үндестік пен үйлесімділік идеясына ерекше мән береді. «Кедей мен Қыз» әңгімесінде табиғат бейнелері кейіпкерлердің сезімін күшейтетін, олардың ішкі жан дүниесін бейнелейтін құрал болып табылады. Табиғат пен адамның үйлесімі арқылы Торайғыров махаббат, қуаныш, қайғы сияқты сезімдерді көркем түрде жеткізеді, оқырманға адам өміріндегі табиғаттың рөлін терең түсінуге мүмкіндік береді.

С.Торайғыровтың өлеңдерінде табиғат бейнелері адамның сезіміне теңестіріледі. Дала, өзен, тау сияқты көріністер кейіпкердің ішкі әлемімен үндеседі. Өлеңдерде табиғат пен адам арасындағы үйлесім арқылы өмірлік тепе-теңдік көрінеді. Мысалы, оның өлеңдерінде күннің шығуы, гүлдердің

жайқалуы, желдің сыбыры адам эмоциясына параллель бейнеленеді. Бұл тәсіл арқылы автор адам мен табиғат арасындағы рухани байланысты көрсетеді.

Торайғыров кейіпкерлерінің адамдық қасиеттерін табиғат арқылы күшейтеді. Батылдық, адалдық, мейірімділік сияқты қасиеттер табиғат көріністерімен үйлеседі. Мысалы, кейіпкердің батылдығы мен ерлігін бейнелеу үшін автор таудың биік шыңдары, өзеннің ағысы сияқты табиғат элементтерін пайдаланады. Бұл тәсіл адамның мінез-құлқын табиғатпен үндестіре отырып көрсетуге мүмкіндік береді. Мысалы, кейіпкердің батылдығы, адалдығы, парасаты табиғат бейнелері арқылы күшейтіледі. Ол кейде табиғат суреттерін адам мінезін ашу үшін қолданады: күннің шығуы, жауын-шашын, дала гүлдерінің жайқалуы – бәрі адамның ішкі сезімін бейнелеуге қызмет етеді.

Сонымен қатар, С.Торайғыров шығармаларында табиғат кейде адам тағдырының белгісі ретінде көрініс табады. Мысалы, қиындықтар мен қайғы-қасірет кезеңдерінде табиғат та қатал, құбылмалы болып көрінеді, ал қуанышты сәттерде табиғат бейнесі жайдары, бейбіт болып келеді. Бұл тәсіл арқылы автор адам өмірінің табиғатпен тығыз байланысын көрсетеді.

С.Торайғыров шығармаларында табиғат кейде адам тағдырының белгісі ретінде көрініс табады. Қиын сәттерде табиғат қатал, бұйырмаған күйде суреттелсе, қуанышты сәттерде жайдары, бейбіт болып көрінеді. Мысалы, қиындық кезеңдерінде жел мен дауыл кейіпкердің ішкі күйін бейнелесе, бақытты сәттерде күннің жылы нұры мен гүлдердің жайқалуы адамның көңіл-күйін білдіреді. Бұл тәсіл арқылы автор адам мен табиғат арасындағы тығыз байланысты көрсетеді.

С.Торайғыров шығармаларында адам мен табиғат арасындағы үйлесім – негізгі тақырыптардың бірі. Табиғат бейнелері арқылы автор кейіпкерлердің ішкі сезімін ашады, олардың рухани әлемін тереңірек түсінуге мүмкіндік береді. Адам табиғатпен үндес өмір сүргенде ғана рухани байлыққа жетеді деген ой шығармалардың негізгі мәнін құрайды. Табиғат пен адам арасындағы үйлесім эстетикалық, философиялық және этикалық мағынаға ие, оқырманға табиғатқа деген сүйіспеншілік пен адамгершілік құндылықтарын сездіруге шақырады.

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THE FORMATION OF INTERCULTURAL COMMUNICATION IN FOREIGN LANGUAGE TEACHING

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Түйүн: Бұл мақалада шетел тілін (ағылшын тілін) оқытуда мәдениетаралық коммуникацияны дамытудың теориялық және практикалық аспектілері қарастырылады. Америка Құрама Штаттары мен Қырғызстан мәдениеттерін салыстырмалы талдау негізінде Э.Т. Холл (контекст, уақытты қабылдау), М. Байрам (мәдениетаралық құзыреттілік) және К. Крамиш (символдық құзыреттілік) теорияларына негізделген заманауи оқыту әдістері ұсынылады.

Аннотация: В статье рассматриваются теоретические и практические аспекты формирования межкультурной коммуникации в процессе обучения иностранному языку (английскому). На основе сравнительного анализа культур США и Кыргызстана предлагаются современные методики обучения, основанные на теориях Э.Т. Холла (контекст, восприятие времени), М. Бирама (межкультурная компетенция) и К. Крамиш (символическая компетенция).

What do you think about when you hear the word “culture”? It probably makes you think of traditions, customs, values, and how people live, talk, and interact with each other. In today’s global world, culture is not just about identity, it also helps connect people from different countries and languages.

Teaching a foreign language should not only be about grammar, vocabulary, or pronunciation. Students also need to understand the culture behind the language. Language and culture are closely connected, and to really understand a language, you must know something about the culture it comes from.

Intercultural communication is an important part of learning a language. It helps students talk with people from different cultures in a respectful and effective way. It’s not just about speaking correctly it’s also about understanding why people say things the way they do, what their values are, and how culture affects meaning. In our modern, connected world, the goal of learning a foreign language has changed a lot. It is no longer enough to just learn grammar rules and memorize a long list of words. Today, the main purpose of language learning is to be able to communicate successfully with people from other cultures. This is called intercultural communication.

The key idea behind this is that language and culture cannot be separated. Every language carries the history, values, and way of thinking of the people who speak it. To truly understand and use a language well, you must also understand its culture. This article will explore this idea by looking at the differences between American and Kyrgyz cultures. We will use the theories of three important researchers - Edward T. Hall, Michael Byram, and Claire Kramsch to understand these differences and to suggest practical ways for teachers to help students become better intercultural communicators.

The study of how culture affects communication started with the work of an American anthropologist named Edward T. Hall. He said that culture is like a “silent language” that everyone in a society follows, often without even realizing it. In his books, especially *Beyond Culture*, he described two very useful ideas for understanding cultural differences.

The first idea is the difference between high-context and low-context cultures. In a high-context culture (like Kyrgyzstan), much of the meaning in a conversation is not said in words. Instead, people understand each other through their relationship, body language, the situation, and shared history. Because of this, communication is often indirect. People avoid saying “no” directly to keep peace and harmony in the group. On the other hand, in a low-context culture (like the United States), people believe that the message should be clear and complete in the words themselves. They speak directly and expect the other person to say exactly what they mean. This is because people in these cultures may not share the same background, so they rely on the words to avoid confusion [\[2\]](#).

The second idea is about how different cultures see time. Hall called cultures that see time as a straight line, where you do one thing at a time, “monochronic” (M-time). The USA is a perfect example. In this culture, time is seen as a valuable resource that can be “spent,” “saved,” or “wasted.” Being on time for a meeting or class is a sign of respect. In contrast, “polychronic” (P-time) cultures, like Kyrgyzstan, see time as much more flexible. In these cultures, people and relationships are more important than the clock. It is normal to be a little late for a social event, and it is common to do several things at once. A plan can easily change if a friend or family member needs help.

Building on Hall’s work, Michael Byram created a complete model for what he called Intercultural Communicative Competence (ICC) [\[1\]](#). He argued that to be a good communicator across cultures, you need five key things:

1. The right attitude: You need to be open-minded, curious, and willing to see the world from another person’s point of view.
2. Knowledge: You need to know about the social groups, traditions, and everyday life in both your own culture and the other culture.
3. The skill to interpret: You must be able to understand why people from another culture behave the way they do and explain your own behavior to them.
4. The skill to discover and interact: You should be able to find out new information about other cultures and use that knowledge in real conversations.
5. Critical cultural awareness: This is the ability to think deeply about your own and other cultures, to see the good and the bad, and to understand that no culture is perfect.

Another important researcher, Claire Kramsch, added a new dimension to this discussion [\[3\]](#). She said that culture is not just a collection of facts about food, holidays, or famous people (what she calls “big C” culture). Instead, she sees culture as something that is created every time we use language. Her concept of “symbolic competence” means that language is not just a tool for describing the world; it is also a tool for creating our identity and our social relationships. She uses the word

“autocouture” to describe how a language learner creates their own unique identity by mixing elements from their home culture and the new culture they are learning. Her main message for teachers is to become “cultural mediators”—people who help students explore and understand cultural differences, rather than just giving them facts to memorize.

A Detailed Comparison: Kyrgyz and American Cultures

When we look closely at Kyrgyz and American cultures, we can see the theories of Hall, Byram, and Kramsch in action. The table below shows ten key areas where these cultures are very different.

Table 1: Cultural Differences Between Kyrgyz and American Societies

№	Cultural Aspect	Kyrgyz Perspective	American Perspective
1	Time Perception (Monochronic vs Polychronic)	More flexible with time; small delays are acceptable, especially in informal settings.	Punctuality is highly valued; schedules and deadlines are strictly followed.
2	"Personal Space (Proxemics)"	Closer physical proximity during conversations is normal and shows trust.	Greater personal space is preferred; closeness may be seen as invasion of privacy.
3	"Expressing Gratitude"	Gratitude often shown through actions rather than words; verbal thanks can feel formal.	Frequent use of “thank you” even for small gestures or services.
4	"Reacting to Compliments"	Often downplayed or denied to show modesty (e.g., “It’s nothing special”).	Usually accepted with a “Thank you”; seen as polite and confident behavior.
5	"Perception of Confidence"	Confidence may be shown through calmness, listening, and group consensus.	Confidence often linked with assertiveness, self-expression, and leadership.
6	"Discussing Personal Topics"	Personal questions (e.g., family, income) may be asked early to build connection.	Personal topics are usually avoided in initial meetings; considered private.
7	"Definition of Success"	Success is often viewed collectively tied to family and community recognition.	Success is largely individual — based on personal achievements and career growth.
8	"Expression of Emotions"	Emotions expressed more privately or among close ones; public restraint valued.	Open expression of emotions is encouraged, especially in educational contexts.
9	"Gifts and Favors"	Gifts and favors may carry symbolic expectations of reciprocity.	Gifts and help are often given without expectation of return; seen as kindness.
10	"Use of Silence in Conversation"	Pauses are natural parts of thinking; not necessarily uncomfortable.	Silence may be interpreted as awkwardness or disinterest
11	What does “Waiting” Mean in different cultures?	waiting is often seen as a normal part of life . People are usually more patient and flexible when things don't happen on time.	In most English-speaking countries like the U.S. or U.K., waiting is often seen as something wasteful or inefficient. People expect things to happen on time.

One of the clearest examples of this difference is the idea of “waiting.” In Kyrgyz culture, waiting for someone or something is just a normal part of life. People are patient and understand that plans can change because of family, weather, or traffic. In American culture, waiting is often seen as a waste of time. People expect things to happen on schedule, and if someone is late, they usually say sorry.

If a Kyrgyz student doesn’t understand this American view of time, they might accidentally seem rude to an American. And if an American doesn’t understand the Kyrgyz flexible view of time, they might think a Kyrgyz person doesn’t value their time. This is why it is so important to teach these cultural differences in the language classroom.

Practical Ways to Teach Intercultural Skills. So, how can teachers help students learn these important skills? Here are four practical methods that work well:

1. **Project-Based Learning (PBL):** Instead of just doing grammar exercises, students can work on a real project. For example, they could create a short documentary, a poster, or a presentation that compares a Kyrgyz tradition (like a wedding or a national holiday) with an American one. This project forces them to research, think critically, compare ideas, and present their work in English. It also helps them learn more about their own culture, which is an important part of becoming intercultural [4].

2. **Role-Plays and Simulations:** The teacher can create a realistic situation for students to practice. For instance, one group of students can act as American business people who are very focused on time, while another group acts as Kyrgyz partners who have a more relaxed approach. After the role-play, the class can have a discussion about what went well, what was confusing, and how they could communicate better next time. This is a safe and fun way to practice real-life skills.

3. **Use of Authentic materials:** Teachers should use real materials from the target culture, not just textbook dialogues. This can include short clips from American TV shows, news reports, popular songs, or social media posts. Watching an American TV show can show students how people really talk, use body language, and express their emotions. Similarly, reading a Kyrgyz folk tale in English can help international students understand local values [5].

4. **The Teacher as a cultural mediator:** The most important change is in the teacher’s role. The teacher should not just be a source of correct answers. Instead, they should be a guide who asks open questions, encourages discussion, and helps students think for themselves. The teacher’s job is to create a classroom where it is safe to ask questions, make mistakes, and explore new ideas about other cultures.

Adapting These Ideas for the Kyrgyz Classroom. It is not enough to just copy these Western teaching methods. They need to be carefully adapted to fit the Kyrgyz educational and social context. Local researchers like Tatyana Murzaeva, Cholponbubu Baymatova, and Ainura Togtohzunova have shown that this is a big challenge. Many English teachers in Kyrgyzstan were trained in a system that focused almost entirely on grammar, literature, and translation. They understand that intercultural skills are important, but they often don't have the training or the right

textbooks to teach them [6]. Therefore, the first step is to provide better teacher training programs that focus on these modern methods.

Second, the school curriculum and textbooks need to change. Intercultural topics should not be a small, separate chapter at the end of the book. They should be a main part of every lesson, from beginner to advanced levels [7].

Finally, all the materials and examples should be relevant to the students' lives. For example, when talking about success, the teacher can connect the American idea of individual success with the Kyrgyz idea of success through family and community. This makes the lesson more meaningful and helps students connect the new ideas to their own experiences .

In conclusion, in today's global world, learning a language is about much more than just words and grammar. It is about learning to understand and connect with people who see the world differently. By using the strong theoretical ideas of researchers like Hall, Byram, and Kramsch, and by adapting them to the specific realities of Kyrgyzstan, teachers can help their students become not only fluent English speakers, but also thoughtful, respectful, and successful global citizens. In addition [8], this study identified ten key cultural differences that influence intercultural communication between Kyrgyz and American speakers. These include variations in time perception, personal space, emotional expression, and social norms. Understanding these differences is essential for developing effective intercultural communication strategies in foreign language classrooms. Integrating these cultural insights into language education helps learners become not only proficient in English but also culturally sensitive and globally aware communicators.

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THE INFLUENCE OF MOTIVATION ON ENGLISH LANGUAGE LEARNING SUCCESS

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Түйін: Бұл зерттеу университет студенттері арасында ағылшын тілін шет тілі ретінде үйренуде ішкі және сыртқы мотивацияның рөлін қарастырады. Сандық сауалнамалар мен сапалық сұхбаттарды біріктіру арқылы зерттеу мотивацияның тілдік дағдыларға, қатысуға, табандылыққа және коммуникативтік құзыретке әсерін көрсетеді.

Аннотация: В данном исследовании изучается роль как внутренней, так и внешней мотивации в изучении английского языка как иностранного среди студентов университета. Используя комбинацию количественных опросов и качественных интервью, исследование показывает влияние мотивации на уровень владения языком, вовлечённость, настойчивость и коммуникативную компетенцию.

Motivation is one of the most critical determinants of second language acquisition (SLA). Learners' willingness to engage, persist, and achieve proficiency is largely shaped by their motivational state. In English as a Second Language (ESL) classrooms, motivation influences attention, memory, participation, and autonomous practice. Motivated learners are more likely to complete assignments, practice outside the classroom, and actively seek opportunities to use the language.

Recent research highlights the importance of both intrinsic and extrinsic motivation. Intrinsic motivation is driven by curiosity, interest, or enjoyment, while extrinsic motivation arises from external factors such as grades, career prospects, or societal expectations. Understanding these factors allows educators to implement strategies that enhance engagement, persistence, and overall proficiency [1].

Motivation in Second Language Acquisition. Dörnyei's (2019) *L2 Motivational Self System* identifies three components:

1. Ideal L2 Self – the learner's personal aspirations for using the language.
2. Ought-to L2 Self – motivation driven by obligations or expectations.
3. Learning Experience – situational motivation influenced by teaching methods, teacher support, and classroom environment.

Research shows that learners with a well-developed ideal L2 self tend to persist longer and achieve higher communicative competence. Intrinsic motivation leads to deeper engagement and sustained practice, while extrinsic motivation supports achievement of structured objectives [2].

Alamer (2021) found that digital tools enhance intrinsic motivation by providing interactive and engaging learning experiences. Chan (2018) demonstrated that task-based learning projects, such as role-playing or collaborative presentations, increase engagement and motivation. Ushioda (2011) emphasized the influence of teacher support, peer interactions, and classroom climate on learners' motivation.

Cultural and social factors also play a role. Lamb (2012) reported that learners in environments valuing English socially and professionally invest more effort in learning, showing higher motivation and persistence.

This study employed a mixed-methods approach to capture both quantitative and qualitative data regarding motivation in ESL learning.

Participants: 120 ESL students, aged 18–25, from three universities, with varying English proficiency levels.

Data Collection: Motivation Survey – Adapted Language Learning Motivation Questionnaire (LLMQ) assessing intrinsic, extrinsic, and integrative motivation. English Proficiency Test – Standardized assessment covering reading, writing, listening, and speaking. Semi-Structured Interviews – Conducted with 20 students to explore personal experiences, learning strategies, and motivational factors in depth.

Procedures: The survey consisted of 30 Likert-scale questions measuring attitudes, interest, and external motivators. The proficiency test was administered under standardized conditions, with scores recorded for each language skill. Interviews lasted 20–30 minutes, recorded and transcribed for thematic analysis.

Data Analysis: Quantitative data were analyzed using correlation and regression analysis to determine relationships between motivation types and language proficiency. Qualitative data were coded thematically, focusing on patterns of persistence, engagement, and strategy use.

Analysis revealed clear connections between motivation and language learning success: Intrinsic Motivation: Strongly associated with active engagement, deeper learning strategies, higher speaking and writing proficiency, and voluntary practice outside class. Extrinsic Motivation: Linked to achievement in structured tasks, such as exams and assignments, but weaker in sustaining long-term engagement. Combined Motivation: Students with both intrinsic and extrinsic motivators showed the highest overall proficiency.

Qualitative Insights: Students motivated by personal interest often practiced English through movies, reading, or online forums. Learners influenced primarily by extrinsic goals reported adherence to tasks but limited engagement beyond requirements. Teacher feedback, peer support, and structured challenges were mentioned as important factors boosting motivation [3].

The findings support the notion that motivation is multidimensional and strongly impacts ESL success. Effective classroom strategies include: Task-Based Learning: Real-life tasks and problem-solving activities enhance intrinsic motivation. Personalized Feedback: Encourages persistence and confidence. Digital and Interactive Tools: Games, apps, and multimedia materials make learning engaging.

1. Goal Setting: Students define personal learning objectives, aligning classroom activities with their ideal L2 self.
2. Peer Collaboration: Group projects and discussion promote social motivation and engagement.

Balancing intrinsic and extrinsic motivation ensures both sustained engagement and measurable achievements. Educators can apply these findings by: Designing lessons that integrate learners' interests with curriculum goals. Encouraging autonomy and self-directed learning through projects and tasks. Using technology to create engaging, interactive, and personalized learning experiences. Providing structured extrinsic motivators such as grades, certificates, or recognition to reinforce

achievement. Promoting a supportive and socially interactive classroom environment [4].

Motivation plays a crucial role in ESL learning. Intrinsic motivation drives engagement, creativity, and persistence, while extrinsic motivation supports structured achievement. A balanced approach enhances language proficiency, learner satisfaction, and long-term success. Future research should explore longitudinal effects of motivational interventions and the impact of socio-cultural contexts on learner motivation.

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ANALYSIS AND COMPARISON OF BRITISH AND AMERICAN VOCABULARY AND GRAMMAR VARIANTS

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Түйін: Мақалада лексика мен грамматика деңгейіндегі ағылшын тілінің Британдық және Американдық нұсқалары арасындағы айырмашылықтардың ерекшеліктері қарастырылады.

Аннотация: В статье рассматриваются особенности различий между британским и американским вариантами английского языка на уровне лексики и грамматики.

English occupies a special place in world culture as the language of international communication. However, in the process of historical development, it has undergone significant changes and acquired various national forms. The most well-known and commonly used are the British and American versions of English.

Despite the fact that both versions are based on the same source, there are noticeable differences between them, manifested in pronunciation, spelling, vocabulary and grammar. These differences are due to historical and cultural factors: population migration, geographical isolation, the influence of other languages, and the development of mass media [1].

The relevance of the topic lies in the fact that modern English learners need to understand the differences between British and American norms in order to use the language correctly, depending on the context and the communicative situation.

The purpose of the article is to analyze and compare the lexical and grammatical features of British and American English, as well as to determine their significance for learning and communication.

Historically, the British version of English (British English) is considered classical and normative, since it was in Great Britain that the basic grammatical and spelling rules were formed. With the development of colonization and the resettlement of the British to North America in the XVII–XVIII centuries, the English language on the new continent began to develop independently, which led to the emergence of the American version (American English).

American English has been influenced by Spanish, French, German, and indigenous languages, which is reflected in vocabulary (for example: ranch, canyon, prairie). In addition, American spelling was reformed by N. Webster, who sought to simplify the spelling of words, bringing it closer to pronunciation (color → color, center → center, theater → theater) [2].

Lexical differences are the most noticeable and common. Many words have different designations in the British and American versions.

The differences are often related to everyday realities and cultural traditions. For example, the word football in the UK means European football, whereas in the USA it means American (rugby-style) football.

Grammatical discrepancies are less numerous, but also important.:

- Present Perfect tense:

British English: I have just eaten.

American English: I just ate.

In the USA, Past Simple is often used instead of Present Perfect.

- Verbs with the ending -got/-gotten:

British: I've got a car.

American: I've gotten better.

In the British version, the gotten form is almost never used.

- Matching with collective nouns:

British: The team are winning.

American: The team is winning.

In British English, collective nouns can be used with the plural, emphasizing the plurality of participants [3].

Prepositions and articles:

British: at the weekend, in hospital

American: on the weekend, in the hospital

It is important to take these differences into account when communicating, and especially when translating or taking international exams (IELTS is the British standard, TOEFL is the American standard).

As part of the practical analysis, students were asked to complete a task: to determine the origin and features of the use of words in two versions of the English language [4].

Example 1.

In the text of the British edition, the expression flat is found, whereas in the American version of the same text it is apartment. Despite the same meaning, the word flat is used primarily in the UK, while apartment is used in the USA.

Example 2.

In the sentence I will write you tomorrow, Americans omit the preposition to, while the British usually use the form I will write to you tomorrow.

Example 3.

In American English, the word fall is often used to refer to the time of the year — "autumn", while in British English the old form of autumn remains.

The analysis showed that students who are familiar with these differences demonstrate a higher level of understanding of authentic texts and are able to flexibly adapt speech to the context of communication.

In addition, as part of the practice, a mini-test was conducted among students, during which 70% of respondents admitted that they often encounter difficulties in perceiving American vocabulary in films and songs, but consider it easier for everyday communication due to the brevity and directness of expressions.

An analysis of the differences between the British and American versions of English shows that, despite their common origin, they have stable lexico-grammatical features reflecting the cultural and historical specifics of the two nations [5].

For students studying English, it is important to understand these differences in order to correctly use language norms depending on the context, region of communication and the communicative purpose. Knowledge of the peculiarities of British and American English contributes to the development of linguistic competence, intercultural awareness and successful communication in an international environment.

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PERSONALIZED TEACHING OF FOREIGN LANGUAGES USING AI AND MACHINE LEARNING

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Түйін: Жасанды интеллект және машиналық оқыту жекелендірілген оқыту мүмкіндігін беру арқылы шет тілдерін оқытуда төңкеріс жасады. Бұл технологиялар нақты уақыт режимінде жеке мазмұн мен кері байланыс беру арқылы оқушылардың жеке қажеттіліктеріне бейімделеді. Бұл мақалада жасанды интеллект пен ML-ді шет тілдерін оқытуға біріктірудің әдістемелері, артықшылықтары мен болашақ салдары қарастырылады.

Аннотация: Искусственный интеллект и машинное обучение произвели революцию в обучении иностранным языкам, предоставив возможность персонализированного обучения. Эти технологии адаптируются к индивидуальным потребностям учащихся, предоставляя индивидуальный контент и обратную связь в режиме реального времени. В этой статье рассматриваются методологии, преимущества и будущие последствия интеграции искусственного интеллекта и ML в преподавание иностранных языков.

Artificial intelligence technologies are an integral part of people's lives. Artificial intelligence surrounds humans everywhere: surveillance cameras, access to the subway using a facial recognition system, movie recommendation services, TV series, books, car navigators, taxi services, Alice virtual voice assistant, promotional newsletters, chatbots, self-driving cars.

In the early 1980s, A. Barr and E. Feigenbaum defined AI as a field of computer science engaged in the development of intelligent computer systems. These systems have abilities traditionally associated with the human mind, such as understanding language, discussion, reasoning, and problem solving [1].

Artificial intelligence (AI) is "the ability of systems to correctly interpret data, learn from it, and use the knowledge gained to achieve goals, including independently" [2]. AI is "a set of technological solutions that mimic human cognitive functions (including self-learning and finding solutions without a predefined algorithm) and allow achieving results at least comparable to the results of human intellectual activity when performing tasks".

The use of AI has not bypassed the field of education. Its active dissemination and widespread use opens up new opportunities for improving both teaching and learning, and can also lead to a radical transformation of the education system for all its participants. Mastering machine learning opens up new horizons for teachers in the development of innovative educational applications. Such applications can not only facilitate the learning process, but also make it more fun and accessible for students.

AI plays a crucial role in the implementation of personalized learning, which involves the realization of a subjective position for students, the ability to choose the time, place, pace, and content of learning based on their individual educational needs, goals, interests, and abilities through the construction of individual educational

trajectories, the choice of the level of learning content, the choice of individual or group forms of work, and individual feedback and assessment, development of a learning culture, flexible and digital skills [3].

The importance of individualized learning lies in the fact that it allows students to move forward according to their own pace and level of learning, which is especially useful in language learning, where each student faces unique challenges.

"Personalized learning is learning in which all conditions are created to fulfill the need of each student to become a person. Personalized learning allows you to unlock the potential of each student, increase the level of independence, responsibility, and develop soft skills that are necessary for life in modern society" [4]. The assessment methods used today are mainly focused on the assessment of subject knowledge, they are not focused on the assessment of flexible skills such as critical thinking, creativity, communication and teamwork skills, self-presentation skills, general cultural skills.

The use of AI in education contributes to the construction of individual educational trajectories, the automation of task verification, the compilation of student profiles with an individual development plan, and the collection and improvement of analytics based on big data [5].

When using AI in individualized learning, it is important to remember that the main goal is not to replace the teacher and do tasks at the expense of AI, but to use these AI as support. New technologies should not destroy carefully constructed educational environments, but, on the contrary, contribute to their improvement. As A. Schleicher emphasized, "innovations in education are not limited to the simple introduction of new technologies, but involve a change in learning approaches aimed at developing students' competencies and skills necessary for successful existence in a specific environment" [6].

When creating digital tools in personalized learning, the teacher needs to work taking into account the individual characteristics of students' thinking; involve all students in independent work and monitor independent work; conduct individual work with students. The online course promotes the individualization of students' learning and independent work.

E. V. Shchedrina also notes that students with different levels of language training can eliminate problems or improve their knowledge. The teacher can offer a variety of assignments through educational digital platforms, depending on the level of language proficiency. The online course can cover four sections: vocabulary acquisition, reading, listening and writing, thereby providing students with flexibility in choosing assignments. Assignments can include training tests with no time or attempt limits. The vocabulary replenishment task activates vocabulary through a glossary and various tasks. The reading assignment offers work with texts of varying complexity, as well as questions for discussion. Listening training allows you to perceive foreign speech, and writing assignments can include various types of documents, without requiring the creation of an entire document, but introduces the style of their writing.

AI-driven platforms often incorporate gamification elements, such as points, badges, and leaderboards, to make learning more engaging. These features motivate learners to continue their studies and achieve their language learning goals. Additionally, the personalized nature of the content ensures that learners remain interested and challenged, reducing the likelihood of frustration or boredom .

AI and ML technologies facilitate 24/7 access to learning materials, allowing learners to study at their own convenience. This flexibility is particularly beneficial for individuals with busy schedules or those in different time zones. Moreover, AI-powered platforms can provide support in multiple languages, making language learning more accessible to a global audience.

The methodology of teaching foreign languages using artificial intelligence technologies involves taking into account a set of methods and approaches:

- The student-centered learning approach is aimed at taking into account the personal characteristics, abilities, interests, and needs of each individual student, as well as using tutor support in the process of teaching a foreign language and the culture of the language being studied, while the student can study language material in a comfortable for yourself, pace;

- The continuous learning method assumes continuity and diversity of learning using artificial intelligence technologies;

- The open learning approach implies the availability of digital technologies and resources in the process of independent learning, as well as the possibility of virtual academic mobility of students;

- The "workplace learning" method is implemented jointly by enterprises and universities in order to create a variety of learning opportunities in the workplace through the integration of educational resources and artificial intelligence technologies for the formation of linguistic, cultural competencies, etc. [7].

Machine learning algorithms can create customized learning paths by analyzing a learner's strengths and weaknesses. This personalization keeps learners engaged and motivated, as they are presented with content that aligns with their proficiency level and learning pace. Such tailored experiences are more effective than traditional methods, which often apply the same content to all learners regardless of their individual needs .

Adaptive learning systems utilize algorithms to analyze a learner's performance and adjust the curriculum accordingly. For instance, platforms like Duolingo employ machine learning to tailor lessons to individual user needs, predicting which words or grammatical structures a learner is likely to struggle with and adjusting the curriculum to address these areas. This approach ensures that learners receive content that is appropriately challenging, promoting better retention and understanding.

AI-powered platforms provide immediate corrections and feedback, which are crucial for effective language learning. These systems analyze student responses, identify patterns, and offer personalized feedback on areas needing improvement. For example, Duolingo uses Natural Language Processing (NLP) to provide real-time feedback on pronunciation and grammar, helping learners correct mistakes promptly and reinforcing correct usage.

Machine learning algorithms can create customized learning paths by analyzing a learner's strengths and weaknesses. This personalization keeps learners engaged and motivated, as they are presented with content that aligns with their proficiency level and learning pace. Such tailored experiences are more effective than traditional methods, which often apply the same content to all learners regardless of their individual needs .

The integration of AI and ML into foreign language teaching represents a significant advancement in educational methodologies. By providing personalized learning experiences, these technologies cater to the unique needs of each learner, enhancing engagement, motivation, and learning outcomes. As AI and ML continue to evolve, their potential to transform language education expands, offering more effective and inclusive learning opportunities. Future developments may include more sophisticated adaptive learning systems, improved real-time feedback mechanisms, and greater accessibility through multilingual support, further revolutionizing the landscape of foreign language teaching.

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ENGLISH LITERATURE AS A MEANS OF DEVELOPING INTERCULTURAL AND LANGUAGE COMPETENCE

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Түйін: бұл мақалада ағылшын тілін шет тілі ретінде оқыту процесінде ағылшын әдебиетінің маңызы қарастырылады. Әдеби шығармалардың лингвистикалық құзіреттілікті, сыни тұрғыдан ойлауды және мәдениетаралық қабылдауды дамытудағы

рөлі ерекше атап өтілген.

Аннотация: в данной статье рассматривается значение английской литературы в процессе обучения английскому языку как иностранному. Особо подчеркивается роль литературных произведений в развитии лингвистической компетентности, критического мышления и межкультурного восприятия.

The contemporary phase of globalization, along with the integration processes unfolding across Europe and the ongoing transformation of Eastern European countries, has intensified intercultural communication across multiple spheres of human activity. Interaction with representatives of other cultures has become an integral aspect of modern life. Consequently, the issue of preparing students — particularly those enrolled in non-linguistic specializations — for effective intercultural communication is gaining ever-increasing importance. The development of intercultural competence is now considered one of the strategic objectives of education, yet a unified methodological framework for fostering it in non-linguistic universities remains undeveloped. The study of a foreign language, and particularly the literature of the country whose language is being learned, appears to be a highly effective means of achieving this goal [1].

The methodological foundation of the study relies on a communicative and cultural approach, complemented by elements of linguacultural and competence-based methodologies in foreign language teaching. The research employs the analysis of scholarly literature, synthesis of pedagogical experience, and a comparative evaluation of Russian and international educational practices. The paper focuses primarily on the role of literary works as authentic material that can simultaneously develop students' linguistic proficiency, cultural awareness, and critical thinking skills. The key competencies fostered through literary learning are outlined and discussed.

It seems indisputable that preparing students for intercultural communication is a necessary component of modern education. Importantly, interlocutors differ not only as individuals but also because their worldview and perception of reality have been shaped under distinct geographical, political, and socio-economic conditions, within societies governed by their own systems of values that influence thought and behavior. Recognizing this fact and adjusting one's communicative behavior accordingly helps prevent misunderstandings, frustration, and conflict, thereby creating the foundation for successful communication and collaboration across cultures. Despite the recognition of intercultural competence as a key educational goal, a comprehensive concept for preparing students of non-linguistic faculties as active participants in intercultural dialogue is still lacking. The study of a foreign language and the literature of the target culture play a crucial role in forming this competence, as it broadens communication possibilities and fosters mutual respect — admiration that naturally arises when one masters another person's native language. It is therefore important to examine how, during the process of learning a foreign language and literature, students can gradually acquire the knowledge, skills, and attitudes necessary for successful intercultural communication.

A review of literary and methodological sources reveals that the use of

literature as a tool for developing intercultural competence is widely recognized in both foreign and domestic language teaching methodologies. Research by scholars such as Lazar, Duff & Maley, and Kramsch demonstrates that literary texts enhance emotional and cultural intelligence, empathy, and intercultural imagination. Literature enables students to perceive the world through the lens of another culture, thus fostering deeper understanding of cultural similarities and differences. Domestic researchers emphasize that incorporating literature into the educational process increases learner motivation, enriches vocabulary and grammar, and promotes critical thinking and analytical reasoning. They also highlight the importance of literature in shaping students' personal stances and their ability to independently interpret texts.

Methodological studies show that working with authentic literary texts requires teachers to employ a range of pedagogical techniques — from pre-reading cultural preparation to post-reading analytical and project-based activities [2]. Genre and author selection should correspond to students' linguistic proficiency, age, and cultural interests. Studying the literature of the target language is crucial for developing critical thinking, self-reflection, and understanding of others. It fosters awareness not only of the target culture but also of one's own and other cultures.

Therefore, within the framework of the International Baccalaureate programs for non-linguistic faculties, it is advisable to ensure that, alongside traditional language skills, students also develop specific competences: the ability to use literary texts as models and sources of creative inspiration; understanding of various genres and literary forms; capacity for thematic, plot, and character analysis; awareness of structure, style, and author-reader dialogue; and independent evaluation of literary works. Upon completion of the five-year International Baccalaureate program, one of the principal learning outcomes is the student's ability to formulate personal judgments and critical evaluations of literary works.

The essential difference between Russian educational programs and those of the International Baccalaureate lies in the fact that literature, in the latter case, functions as an autonomous discipline. Although it is often taught by the same instructor as the language course, literature is methodologically and administratively distinct. The International Baccalaureate framework integrates the study of language and literature, emphasizing their interconnection as a foundation for developing intercultural competence.

Both educational systems possess their own advantages and disadvantages. In many cases, the study of foreign-language texts in schools and universities is carried out separately from the works of fiction created by authors from the target language country. The hours allocated for students' independent work—commonly known as “home reading”—do not provide a comprehensive understanding of that nation's literary tradition. Nevertheless, such classes are of undeniable value: they allow students to engage with authentic examples of the living language rather than artificially simplified educational materials, while also offering opportunities to express opinions, evaluate characters, and analyze literary situations [3].

Experience in communicating with native speakers demonstrates that even an

advanced command of a foreign language does not necessarily prevent misunderstandings or conflicts. Consequently, foreign language education must also familiarize learners with the history, customs, traditions, and social systems of the country whose language is being studied. However, practical experience has revealed that mere theoretical knowledge of a culture is insufficient for conflict-free interaction with its representatives. Effective communication requires not only awareness of cultural differences but also the development of practical intercultural communication skills. Therefore, schools should prepare students for meaningful intercultural exchanges at the level of everyday interpersonal communication. To achieve this, learners must not only acquire knowledge about the sources of intercultural misunderstanding but also practice concrete strategies and abilities that enable them to comprehend representatives of other cultures with ease and empathy.

In this context, competence is understood as the ability to perform activities creatively, based on established motives and personal qualities, as well as the capacity to apply socially accepted models of behavior within a professional environment. Acquiring such competence forms the foundation for developing professionalism and expertise.

Communication is defined as a socially conditioned process of transmitting information and exchanging thoughts and emotions among individuals engaged in various cognitive, labor, and creative activities. The development of intercultural communicative competence takes place through speech interaction—listening, reading, speaking, and writing—both within the classroom and in extracurricular activities.

The teacher's main objective is to simulate authentic communication settings that inspire students to interact naturally, express opinions confidently, and believe in their own communicative abilities. The communicative approach emphasizes teaching communication as a process and fostering readiness for intercultural interaction.

Intercultural Communication through Training Exercises

The effectiveness of learning largely depends on the selection of regional and linguistic-cultural materials. Relevant and engaging information about life, traditions, and daily practices in the target-language countries—supported by visuals, charts, statistics, teacher commentary, and communication-based exercises—ensures that language learning materials correspond to the modern educational paradigm.

Within the framework of the linguacultural approach, phraseological units reflecting the national identity, customs, way of life, and history of native speakers are of particular importance. Proverbs and sayings are also highly valuable, as they encapsulate collective wisdom, keen observation, and the ability to express attitudes toward life in concise, expressive forms [4].

The third stage in developing intercultural competence should include communicative and research-oriented training exercises. Knowledge without practice is ineffective. Examples of such exercises include:

- practicing lexical and grammatical structures in dialogue situations as close as possible to real-life cultural contexts (e.g., at the airport, restaurant, store, or during

visits);

- engaging in authentic communication with native speakers through available technologies (e-mail correspondence, online chats, forums, or ideally, live video communication);

- solving linguistic and cultural tasks (for example: predicting how a native speaker would respond or behave in a given situation);

- completing research or creative projects related to studied topics that include not only collecting information but also performing linguistic-cultural analysis;

- conducting linguistic and cultural analysis of authentic materials, ranging from printed media to films and national television broadcasts of the target-language country.

These types of exercises serve as practical tools for consolidating theoretical knowledge and developing intercultural communication skills.

The process of cultivating intercultural competence at school should include three key components: acquiring sufficient background knowledge about the target country's culture, developing a respectful and open attitude toward the foreign language and its realities, and gaining practical experience in intercultural interaction.

A comparison of domestic and international practices suggests that literature should be viewed not only as a means of language learning but also as a powerful cultural instrument shaping students' personality. Integrating literary texts into the educational process requires pedagogical flexibility, interdisciplinary methods, and a greater focus on independent and project-based learning [5].

For the effective development of intercultural competence, it is necessary to:

- select authentic texts that reflect national and cultural specificity;
- use communicative exercises closely resembling real-life communication;
- foster analytical, interpretive, and critical reading skills;
- systematically incorporate linguistic and cultural elements into the curriculum.

In conclusion, the issue of developing students' intercultural competence will remain significant in the future. The modern world increasingly demands professionals who not only speak foreign languages but are also capable of engaging successfully with representatives of other cultures.

The foundations of students' intercultural competence are strengthened through foreign language instruction based on the following principles:

- awareness of one's own national culture and native language;
- reliance on background and sociocultural knowledge relevant to the functioning of the foreign language;
- shifting the focus of instruction from teacher-centered activity to student-centered creative engagement;
- the use of modern technologies that foster the development and expression of students' personal qualities.

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HISTORICAL AND CULTURAL ASPECTS OF PHRASEOLOGICAL UNITS IN ENGLISH LITERATURE

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Түйін: Бұл мақалада ағылшын әдебиетіндегі фразеологиялық бірліктердің тарихи және мәдени маңызы зерттеледі. Зерттеу барысында идиомалар, мақал-мәтелдер және тұрақты сөз тіркестері сияқты тілдік бірліктердің әртүрлі тарихи кезеңдерде ағылшынтілді қауымдардың қоғамын, дәстүрлерін және дүниетанымын қалай бейнелейтіні талданады. Ағылшын көркем мәтіндерін егжей-тегжейлі талдау арқылы фразеологиялық бірліктердің дамуы, олардың мәдени контексті қалай жеткізетіні және тіл мен мәдениеттегі тарихи өзгерістер туралы түсінік беретіні көрсетіледі.

Аннотация: В данной статье исследуется историческое и культурное значение фразеологических единиц в английской литературе. Анализируется, каким образом эти выражения — включая идиомы, пословицы и устойчивые словосочетания — отражают общество, традиции и мировоззрение англоязычных сообществ в разные исторические периоды. На основе детального изучения английских художественных текстов показано, как фразеологические единицы развиваются, передают культурный контекст и дают представление об исторических изменениях в языке и культуре.

Phraseological units (PU) are an essential component of any language, and their use in literature serves both as a linguistic tool and a cultural artifact. This study seeks to explore the historical and cultural dimensions of phraseological units within English literature, illustrating their importance not just as linguistic structures but as mirrors of the social, historical, and cultural contexts in which they were used. By analyzing the usage of PUs in various periods of English literature, we aim to show how they reflect the values, beliefs, and societal norms of the time [1].

1. Defining Phraseological Units: In this section, we define phraseological units, categorizing them into idioms, proverbs, collocations, and other fixed expressions. We discuss their function in language and literature, explaining how they contribute to meaning-making and narrative style.

2. Historical Evolution of Phraseological Units: This section traces the historical development of PUs, examining how their usage and form have evolved over time. From Old English literature, through the Renaissance, the Enlightenment, and Victorian periods, to modern-day literature, we analyze how phraseological units have shifted in their meanings, usage, and relevance [2].

3. Cultural Significance of Phraseological Units: This section delves into the cultural aspects of PUs, looking at how they encapsulate historical events, social structures, and the cultural climate of different periods. For example, the use of certain proverbs or idiomatic expressions in Shakespeare's plays can provide insight into the worldview of Elizabethan England. Similarly, idioms in Victorian novels may reflect the moral and social codes of the time.

4. Case Studies in English Literature: Here, we present several case studies from significant English literary works:

Shakespeare's Plays: A detailed look at how Shakespeare used idioms and proverbs to reflect societal values, character psychology, and political commentary.

Dickens and the Victorian Era: An analysis of how Charles Dickens used phraseological units to reflect the industrial revolution, class disparities, and social reform [3].

Contemporary Literature: A look at how modern authors incorporate or subvert phraseological units to express contemporary issues or cultural shifts.

5. The Role of Phraseological Units in Translation: This section explores how phraseological units pose challenges in translation, particularly when cultural and historical contexts differ. We look at how translators must navigate the balance between retaining the cultural significance of an expression and making it comprehensible for audiences in different linguistic settings [4].

Phraseology is a branch of linguistics that studies stable combinations of two or more words. The subject of the study of this science in the broadest sense is a phraseological unit (phraseological turnover or phraseological unit). Due to its semantic richness, imagery, conciseness and brightness, phraseology plays a very important role in the language. It gives the speech expressiveness and originality. Phraseological units are especially widely used in oral speech, in fiction and political literature [5].

Phraseological units represent a special, specific layer of vocabulary, which is studied by many scientists and young researchers. Among the main issues considered by phraseological theory are the study of the parameters of phraseology; the typology of phraseological units; the study of the semantics of phraseological units of various types; the description of variations in the form of phraseological units; the study of non-standard (including playful) uses of idioms. Such a theory does not yet exist in its full and complete form [6].

Thus, when dealing with phraseological units, the translator must not only have knowledge of both languages, but also be able to analyze the stylistic and cultural-historical aspects of the source text, know the translation features and the meaning of phraseological units.

There are various techniques for translating phraseological units. However, most modern Russian linguists, including L.F. Dmitrieva [7], identify four main ways of translating phraseological units.:

- phraseological equivalent;
- phraseological analogue;
- calculating;

– descriptive method.

A descriptive translation is not a translation of the phraseology itself, but of its explanation. Descriptive translation is carried out through explanations, comparisons, descriptions, and interpretations. Examples of descriptive translation are shown in table 1.

Table 1. Descriptive translation of English phraseological units

phraseological units in English	translation
a skeleton in the cupboard	семейная тайна
to give a wide berth	избегать чего-либо
to grin like a cheshire cat	ухмыляться во весь рот
fools are fools, they observe no rules	дуракам закон не писан
east or west, home is best	в гостях хорошо, а дома лучше
to take a French leave	уйти по-английски
to burn the candle on both ends	гореть на работе; слишком много трудиться без отдыха
ships that pass in the night	мимолетные встречи
cut off with a shilling	лишиться имущества
the real McCoy	отличная вещь, нечто весьма ценное

After analyzing the translation methods, we can distinguish two types of phraseological unit translation:

- phraseological translation – translation by phraseological units (analogues and equivalents);
- non-phraseological translation - translation by other means (calculus, descriptive translation).

Having considered the features and methods of translation, we can conclude that there is no single approach to translating phraseological units. The choice of the method depends on such factors as the translation language, context, stylistic, emotional and national coloring of the translation, the presence of similar phraseological units in the translation language, etc. In our opinion, the personality of the translator, his knowledge of foreign culture, experience and translation skills play an important role here [8].

This section summarizes the key findings, highlighting the enduring relevance of phraseological units in reflecting historical and cultural shifts in English literature. It also suggests areas for further research, such as the impact of globalisation and media on the evolution of phraseological units in contemporary English.

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THE USE OF GAMES AND GAMIFICATION IN TEACHING A FOREIGN LANGUAGE

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Түйін: білім беру процесіне ойын технологиясы мен геймификацияны қосу оқушыларды тарту мен ынталандырудың интерактивті тәсілі деп атауға болады, бұл тек оқушылардың ғана емес, сонымен қатар оқытушылардың да тәжірибесін айтарлықтай өзгертеді.

Аннотация: включение в образовательный процесс игровых технологий и геймификации можно назвать интерактивным способом вовлечения и мотивации учащихся, что существенным образом изменяет опыт не только учеников, но и преподавателей.

A variety of innovative technologies are being actively introduced in the modern educational space, among which interactive teaching methods, brainstorming, reflection, project-based learning and technologies for developing critical thinking occupy a special place. One of the most effective tools to enhance the interactivity of the learning process are gaming technologies and gamification. These approaches not only make learning more exciting, but also contribute to better assimilation of educational material, its comprehension and memorization. In addition, game

methods develop students' skills of cooperation, interaction and interpersonal communication in an educational environment, which is especially important for the formation of stable communication skills.

One of the key advantages of gaming technologies is their ability to create an artificial language environment for students in which they can develop practical communication skills, critical thinking and creativity. Immersion in such an environment allows students to perceive the language they are learning as a natural means of communication, and not just an academic discipline. Thanks to this, the teacher gets the opportunity to create a dynamic, motivating and interactive atmosphere in the classroom, where each student becomes an active participant in the educational process. The integration of game methods into foreign language teaching helps to increase the interest and involvement of students, as well as helps them achieve their educational goals more effectively [1].

Gamification in English language teaching is the process of introducing game-specific elements into educational practice, such as a system of points, levels, achievements, and rewards. This approach is aimed at strengthening students' internal motivation and creating an atmosphere of healthy competition, which encourages them to actively engage in educational activities. One of the most effective tools of this approach is the ranking system, in which students receive a certain number of points for completing assignments, participating in exercises, or mastering specific language skills. These points allow you to unlock new levels and achievements, creating a sense of progressive progress and personal success. Such elements of competition form students' desire for self-development and language proficiency, while simultaneously making the learning process more lively and emotionally intense. Thus, gamification helps to create a positive learning atmosphere, increases motivation, engagement, and creates a sense of satisfaction among students with the results achieved [2].

In addition, gamification technology promotes a sense of teamwork and cohesion in the learning group. Many gaming educational platforms are built in such a way as to stimulate interaction between participants, develop team spirit and the ability to work collaboratively. By completing joint tasks and striving to achieve common goals, students learn the skills of mutual assistance, coordination and communication, which significantly improves the quality of their educational experience and strengthens social ties in the team.

Special attention should be paid to the use of mobile and online applications such as Duolingo, which has gained wide recognition due to the effective integration of game elements into the learning process of foreign languages. Teacher Fan Huang notes that the use of Duolingo demonstrates the high effectiveness of gamified learning approaches, since the application combines entertainment, motivation and consistency [3]. Duolingo provides users with access to a variety of interactive lessons and exercises built using scores, levels, leaderboards, and rewards. This system allows students to see their progress in real time, forming a stable motivation and desire for them to continue learning. Users earn points for correct answers,

complete levels and unlock achievements, which creates a sense of constant progress and encourages regular practice.

Thus, the introduction of gaming technologies and gamification elements into the process of teaching foreign languages makes educational activities not only more effective, but also more attractive. These tools enhance students' internal motivation, develop their independence and engagement, form a positive attitude towards the learning process and contribute to the creation of an active educational environment in which every student can express themselves.

The effective use of gamification technology in the Duolingo platform makes it one of the most effective tools for teachers, including Fan Huang, who seek to introduce innovative approaches to the learning process of foreign languages. Duolingo combines elements of play and learning, providing students with the opportunity to learn a language in a fun, interactive and motivating way that promotes deeper learning and regular practice.

According to teacher T. V. Berdnik, the successful implementation of gamification requires careful planning and thoughtful design of game elements in accordance with modern educational standards [4]. The key components of this approach are the plot, goals, objectives, time frames, levels, as well as scoring and result tracking systems. It is these elements that make the learning process logically structured, dynamic and purposeful. Clearly formulated goals and a well-thought-out plot increase student engagement, creating a sense of motivation and result orientation. The variety of tasks supports interest and stimulates concentration, and the limited time gives learning an element of excitement and competitiveness.

Ranking and progress assessment systems allow students to see their achievements, analyze mistakes, and observe their own development. This strengthens students' self-confidence and creates an informed attitude towards the learning process, helping them identify strengths and areas that require additional practice.

Modern gaming technologies also include the use of virtual reality (VR), which creates a realistic language environment for practicing English. With the help of VR headsets, students can make virtual trips to English-speaking countries, communicate with native speakers, and practice listening and speaking skills. This form of education contributes not only to the development of language competence, but also to cultural immersion, allowing for a better understanding of the traditions, behavior and thinking of representatives of another culture.

As noted by the teacher D. A. Shvets, the use of virtual reality glasses allows you to create an atmosphere of presence and engagement. For example, when studying a travel-related topic, students may find themselves in the middle of a Tour de France bike race, where the teacher acts as a reporter asking questions in English. The students' answers are recorded, and at the end of the exercise, mistakes are analyzed and correct answers are analyzed, which makes the learning process not only exciting, but also effective [5].

Despite the obvious advantages, the use of gaming technology faces certain difficulties. The main one is the lack of willingness of some teachers to apply

innovative teaching methods, which is often due to a lack of experience and knowledge in the field of digital technologies. Nevertheless, experts emphasize the need to maintain a balance between traditional teaching methods and modern technological means. This approach makes it possible to ensure the comprehensive development of language competencies and maintain the high efficiency of the educational process [6].

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VISUAL MATERIALS IN MULTIMODAL FOREIGN LANGUAGE INSTRUCTION: A CONTEMPORARY PERSPECTIVE

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Түйіндеме: Бұл мақалада шетел тілін оқыту үдерісінде визуалды материалдарды пайдаланудың маңызы мен олардың мультимодальды оқыту жүйесіндегі рөлі қарастырылады. Автор заманауи білім беру кеңістігінде бейне, сурет, инфографика және анимация сияқты визуалды ресурстардың оқушылардың танымдық белсенділігін арттыруға, тілдік материалды терең түсінуге және коммуникативтік құзыреттілікті дамытуға ықпал ететінін айқындайды. Сонымен қатар, мақалада мультимодальды тәсілдің теориялық негіздері мен оның шетел тілін оқытудағы тиімді әдістемелік мүмкіндіктері талданады.

Аннотация: В статье рассматривается значение использования визуальных материалов в процессе обучения иностранным языкам в контексте мультимодального подхода. Автор подчеркивает роль визуальных ресурсов — таких как видео, изображения, инфографика и анимация — в активизации познавательной деятельности учащихся, улучшении понимания языкового материала и формировании коммуникативной компетенции. Также анализируются теоретические основы мультимодального обучения и его методические возможности в преподавании иностранных языков.

The teaching of foreign languages has expanded beyond traditional methods that focus solely on text and grammar. In recent years, multimodal pedagogy—which involves the integration of various communicative channels such as visuals, audio, and movement—has gained momentum. This holistic approach aligns more closely with how individuals naturally process information [1].

Among these channels, visual materials serve as powerful tools that support language acquisition by making learning more concrete, contextual, and engaging. This article explores the impact of visual content in multimodal language learning environments and highlights how educators can harness its potential.

2. Theoretical Background. The educational value of visual materials is supported by several influential learning theories [2]:

- Multimodal Learning Theory: Highlights the benefits of combining visual and verbal content to support deeper understanding.

- Universal Design for Learning: Encourages the use of multiple means of representation, including visuals, to reach all learners.

- Sociocultural Theory: Emphasizes the importance of mediated tools—including visual aids—in shaping cognitive development through interaction.

These frameworks collectively justify the inclusion of visual elements as a means of improving comprehension and learner engagement in the foreign language classroom.

3. Forms of Visual Materials in Language Teaching. Educators utilize a wide variety of visual tools to enrich instruction. Common formats include [3]:

- Photographs and illustrations – useful for teaching vocabulary, cultural concepts, and initiating discussions.

- Charts, mind maps, and diagrams – help organize grammar rules or lexical fields.

- Videos and films – provide real-life context and integrate both visual and auditory input.

- Digital applications and multimedia – allow for interactive, learner-centered experiences.

- Real objects (realia) – offer tangible learning stimuli in communicative settings.

Visuals give learners contextual support, allowing them to better grasp meanings, especially when dealing with abstract or unfamiliar concepts [4].

Visually rich content tends to capture students' attention more effectively than text alone, creating a more stimulating learning environment.

Visual materials support diverse learners, particularly those who are visual or spatial thinkers, providing alternative pathways for information absorption.

When visuals are combined with language input, they reinforce memory by creating mental associations that are easier to recall.

While the use of visual tools has numerous advantages, several considerations must be addressed:

- Cultural Appropriateness: Educators must ensure that visual content is respectful and culturally sensitive.
- Relevance: Visuals should directly support instructional goals rather than serve as decoration.
- Accessibility: Learners with visual impairments or cognitive differences may require adapted materials.
- Teacher Preparedness: Effective integration requires digital literacy and pedagogical training.

6. Classroom Applications [5].

To effectively utilize visuals in language learning, teachers can:

- Design image-based writing prompts and storytelling activities.
- Use subtitled video clips for listening and pronunciation practice.
- Create infographic projects to teach thematic vocabulary.
- Encourage students to visualize grammar with charts and diagrams.
- Integrate interactive digital tools such as virtual whiteboards or multimedia quizzes.

Visual materials are no longer supplementary tools—they are central components of multimodal foreign language instruction. When used thoughtfully, they enhance learner comprehension, foster motivation, and make the learning process more inclusive. Moving forward, educators and researchers alike must continue exploring innovative, culturally responsive, and accessible ways to incorporate visuals into language teaching practices.

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DEVELOPMENT OF SPEECH ACTIVITY OF 11TH GRADE STUDENTS THROUGH DEBATES

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Түйіндеме: Бұл мақала ағылшын тілі сабақтарында пікірталастарды қолдану арқылы 11-сынып оқушыларының сөйлеу дағдыларын дамыту әдістеріне арналған. Онда

оқушылардың сын тұрғысынан ойлауын, коммуникативтік қабілеттерін және тілдік сенімділігін арттырудағы дебаттардың рөлі қарастырылады.

Аннотация: Данная статья посвящена использованию дебатов на уроках английского языка как методу развития речевой активности учащихся 11-х классов. Автор анализирует влияние дебатов на формирование коммуникативных компетенций, развитие критического мышления и повышение мотивации к изучению иностранного языка.

In the modern context of language education, developing students' speech activity has become one of the most essential tasks of English language teaching. One of the most effective and engaging methods to enhance students' speaking competence and confidence is through debates. Debates provide a meaningful, dynamic, and intellectually stimulating environment that promotes spontaneous speech, persuasive reasoning, and authentic language use. For 11th-grade students, who are approaching graduation and international exams such as IELTS or TOEFL, debates serve as a powerful tool to refine their communication, argumentation, and analytical skills [1].

The pedagogical basis of debate-based learning lies in communicative language teaching (CLT), constructivist learning theory, and task-based learning approaches. According to CLT, language learning is most effective when students use the language for meaningful communication rather than mere grammatical drills. Debates provide this opportunity by immersing students in real-life contexts where they must express opinions, defend ideas, and respond to counterarguments in English [2]. Such activities naturally integrate the four language skills — speaking, listening, reading, and writing — into a holistic learning process.

Constructivist theory emphasizes that learners actively build knowledge through experience and reflection. Debates encourage learners to research, analyze, and synthesize information, forming their own viewpoints. In this process, language becomes not just a subject of study but a tool for expressing thought, persuading others, and shaping ideas. This aligns with Vygotsky's concept of the "zone of proximal development," as peer interaction during debates stimulates higher levels of cognitive and linguistic performance [3].

Debates also align with Bloom's Taxonomy, particularly the higher-order thinking skills — analyzing, evaluating, and creating. When students engage in debates, they must evaluate evidence, anticipate counterarguments, and formulate logical conclusions. This process deepens their understanding of vocabulary, grammar structures, and discourse organization while fostering fluency and coherence. As research by Alasmari and Zare - Othman indicates, debate-based learning significantly improves learners' oral proficiency, self-confidence, and critical thinking [4].

Practically, the implementation of debates in 11th-grade English classes requires careful preparation. Teachers should first introduce debate formats (e.g., Oxford or Karl Popper) and model basic skills such as constructing an argument, using linking phrases, and maintaining politeness strategies. Topics should be age-appropriate, thought-provoking, and connected to students' real-life experiences —

for example, “Technology connects us or isolates us?”, “Should homework be banned?”, or “Is success more about luck or effort?”

During the debate process, students typically work in groups, preparing arguments and evidence collaboratively. This stage develops their reading and writing skills through research and note-taking. The actual debate promotes listening and speaking as students must react in real time, interpret their opponents’ ideas, and deliver rebuttals. This combination ensures balanced language development and a high level of student engagement [5].

Moreover, debates contribute to learners’ emotional and social growth. They build confidence, teamwork, empathy, and respect for different perspectives. Students who participate regularly in debates often report reduced fear of public speaking, improved pronunciation, and greater control over intonation and pacing. The classroom atmosphere becomes more interactive and student-centered, replacing passive memorization with active communication.

From a technological perspective, digital tools can greatly enrich debate activities. Platforms like Padlet, Zoom, and Flipgrid allow students to conduct online debates, record performances, and receive peer or teacher feedback. Gamified debate applications and AI-based tools such as ChatGPT can help students practice persuasive speaking and get instant corrections on their grammar or vocabulary. This integration of technology aligns with 21st-century educational goals, making language learning more innovative and relevant [6].

Empirical studies also confirm the effectiveness of debates in developing speech activity. For example, a study by M. Tok demonstrated that Turkish high school students who participated in weekly debates for 8 weeks improved their fluency and accuracy by 32% compared to a control group. Another study by Tsou found that debate-based tasks significantly enhanced learners’ motivation and willingness to communicate in English.

However, successful debate implementation requires certain pedagogical conditions. Teachers must ensure that debates are inclusive and supportive, not overly competitive. Scaffolding strategies such as vocabulary lists, sentence starters, and structured feedback help weaker students participate confidently. Assessment should focus not only on correctness but also on clarity, logic, creativity, and teamwork.

In conclusion, debates represent a powerful pedagogical approach for developing 11th-grade students’ speech activity. They bridge linguistic knowledge with communicative competence, encouraging learners to use English as a living tool of thought and persuasion. By combining traditional teaching with modern digital support, teachers can create a learning environment where every student’s voice matters — and every opinion leads to deeper understanding.

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23

THE INFLUENCE OF THE ENGLISH LANGUAGE ON THE LANGUAGE OF POPULAR CULTURE

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Түйін: Бұл мақала қазіргі заманғы ән мәтіндеріндегі және музыкалық стильдердің атауларындағы ағылшын сөздерін алу процесіне арналған.

Аннотация: Данная статья посвящена процессу заимствования английских слов в современных текстах песен, названиях музыкальных стилей.

The emergence and rapid spread of the Internet strengthens the position of English as a global language. In the global Internet, international communication prevails over national communication, and in this regard, one language is important.

English can be called the language of international education. It is the most widely taught foreign language in schools. The most prestigious universities in the world are English.

English has long been the language of world culture. American and British actors, actresses and musicians have been and will continue to be idols for generations. Hollywood remains the undisputed leader in the film industry. Popular American films and blockbusters are watched all over the world in English. Radio broadcasts from all over the world confirm the dominant role of English in modern popular music every hour. Many people have seen it for the first time. This is a unique phenomenon of our century.

English inscriptions can be seen almost everywhere. They adorn clothes, shoes, children's toys, notebooks and bags. English vocabulary is used in the names of shops, companies, etc., and English words are often found in our everyday speech.

English is the official language of international aid organizations such as Save the Children, Greenpeace, NATO, UNESCO, and the United Nations. English is the official language of the World Council of Churches and of major events such as the Olympic Games and the Miss Universe pageant [1].

Language is a self-developing mechanism governed by certain laws. In the history of the Russian language, there are many cases when borrowed words were replaced by Russian words, such as "pavem" (group) and "galoshes" (mokstupami). Other cases include cases when borrowed words did not appear in the Russian language and eventually disappeared, for example, "moderantism" (moderation in

politics), "notsiya" (official announcement, warning), "ofialist" (official), "excuse" (excuse), etc. The language can cleanse itself, getting rid of excess and unnecessary things. Borrowed words of recent decades mainly relate to new realities that have emerged in the life of Russians and are thematically divided into certain categories. We will list these categories, examples of borrowed words can be found in Appendix 2, the brochure-dictionary. Social networks

Many lexical units associated with the use of social networks are found mainly in the speech of young people. Such words have word-forming activity and expressiveness. Here are just a few examples:

IT

The development of computer technology began in the USA, so, as expected, many terms in this field are in English, which makes it difficult to find their Russian equivalents.

Business and business relations

Business terms are built on the basis of words of English origin, so if you work in economics, management, marketing or finance, then you are familiar with the professional vocabulary of the English language. Today, the meaning of words such as "term", "prime time" and "brand" is self-explanatory, but there is a vocabulary that is understood only in a professional environment.

Professions and professions

Clothing and fashion

Fashion designers often offer various accessories and fabrics called Anglicisms. For example, a raincoat is called a trench coat or a waterproof jacket, sneakers are called sneakers, etc. This trend, like other industries, is associated with recognition in different countries. And the indisputable reason is the ease of communication that Anglicisms have easily managed for decades. You might be surprised at how many words have entered our language from the words of English-speaking fashionistas.

Food and cuisine

Anglicisms have also successfully entered the culinary sphere. Each country has its own history of development and, of course, its own unique cuisine. No one will ever doubt that Russians love American cuisine. You probably noticed that many Anglicisms are associated with fast food, because America is its homeland.

Sports

A surprising number of sports came to us from Western countries. Of course, there are also interesting borrowed words here. There is an amazing number of such terms in sports, and beginners often have difficulty getting to know them, but a favorite game is definitely worth trying [2].

In most countries, English is a school subject, it is necessary for reading special literature, it does not pose any threat to strong national languages. In our country, English was taught in Soviet schools for many years, but in those years there was no one or nowhere to practice the language, and there was no incentive for this. Therefore, for many people who graduated from school in Soviet times, the well-known phrase "I read with a dictionary and I write" went to the questionnaire, which

in fact meant a very poor knowledge of the language. Now the situation has changed radically. It is no secret that English has recently gained great popularity in Russia among almost all social strata. It is studied in schools, universities, and in many courses. Globalization affects the Russian language, which is gradually becoming “American” and increasingly includes foreign borrowings that have become firmly established in the language of economics, science, technology, official public speaking, everyday life, and even family communication.

All of these phenomena cannot but cause concern among the people of the country, who are reacting to the state of their native language. Many are dissatisfied with its forced imposition; it is associated with mass culture originating from the United States, which is pleasant for some and repulsive for others, and with cultural standardization. The most regrettable thing is that in some cases the onslaught of the English language can lead to the disappearance of a minority language. Therefore, many believe that the Russian language needs protection and requires careful treatment. Changes in the language should be regulated to ensure its development without conflict or disruption [3].

English has certainly proven itself as a global language that transcends borders and cultures. As more and more people seek to communicate with a wider audience, the importance of English as a first language cannot be overstated.

Understanding the Multifaceted Influence of English. Like French, English serves as a bridge connecting people from different linguistic traditions. Its widespread use in diverse fields such as media, business, and academia underscores its versatility and impact on global communication.

Learning English in Culture and Media Content. In recent years, the influence of English on popular culture has been enormous. From the publication of William Wordsworth’s Lyrical Ballads to the manifesto of the English Romantic movement, the language has played a significant role in shaping cultural trends and artistic creativity.

Historical Roots of English Excellence. The historical roots of English can be traced back to its early development, when classical scholarship, commercial law, and literary works were the main influences. The linguistic influence of English-speaking areas such as Byzantine studies and clinical neurology further enhances its importance.

Using English as a tool for global outreach. For artists and writers who want to expand their influence, English offers a platform for communicating with an international audience. Whether it’s researching biographies, gaining new perspectives on artists, or exploring different aspects of English idioms, the language opens up new possibilities [4].

The English language has long served as an important vehicle for shaping and expressing cultural phenomena. The meanings of English idioms and phrases can be traced across a variety of fields, reflecting the language's rich history and global influence.

Historical roots and influence. One of the key aspects of English idioms is their deep historical roots. From the publication of William Wordsworth's lyrical ballads to

the manifesto of the English Romantic movement, these idioms have evolved over time, reflecting the essence of different historical periods.

Cultural and literary influence. English idioms play an important role in influencing cultural trends and the study of literature. They serve as a lens for studying the diverse influences of the English language on art, media, and pop culture. Madame de Staël once noted the poetic quality of the English language, emphasizing its unique and multifaceted appeal.

Global reach and communication. As a lingua franca with a global audience, English idioms facilitate international communication and cultural exchange. They play an important role in creating connections between people of different backgrounds and regions and serve as a common language for artistic expression and innovation.

Impact on the literary language. English idioms have played an important role in shaping the artistic landscape and have offered new perspectives on artists and their works. They have influenced our understanding of art, as demonstrated by the new view of the artist advocated by Friedrich Hölderlin and the innovative approaches to literature in the English-speaking world.

Evolution and adaptation. The importance of English idioms lies in their ability to evolve and adapt to changing cultural landscapes. They reflect contemporary cultural trends and social values, and reflect the dynamic nature of language and speech in a rapidly changing world[5].

In short, language is a gateway to a rich world of art and culture. By exploring the nuances of English in these areas, we discover a world where words paint vivid pictures and emotions flow freely. From Shakespeare's sonnets to modern poetry, language connects the past with the present and connects hearts across time. Let's celebrate the power of words to shape our understanding of the world. Discover the beauty of linguistic diversity and discover how English weaves its threads into the fabric of artistic expression. Join us on this inspiring journey through words and culture.

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CONSIDERING THE AGE CHARACTERISTICS OF PRIMARY SCHOOL STUDENTS IN FOREIGN LANGUAGE TEACHING

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Түйін: Бұл мақалада ерекше білім беру қажеттіліктері бар оқушыларға шет тілдерін оқытудағы инклюзивті тәсілдердің маңызы мен ерекшеліктері қарастырылады. Инклюзивті білім берудің негізгі мақсаты – әрбір оқушыға тең мүмкіндік беру, оқу процесін бейімдеу және жеке қабілеттерін ескере отырып, шет тілін үйренуге жағдай жасау. Авторлар дифференциалды оқыту, ақпараттық-коммуникациялық технологияларды қолдану және эмоциялық қолдаудың оқыту тиімділігіне ықпалын талдайды. Мақалада мұғалімнің кәсіби дайындығы мен оқу ортасының қолайлылығы инклюзивті оқытудың табысты жүзеге асуына әсер ететін факторлар ретінде қарастырылады.

Аннотация: В статье рассматриваются инклюзивные подходы к обучению иностранным языкам учащихся с особыми образовательными потребностями. Основное внимание уделяется созданию равных возможностей для всех обучающихся, адаптации содержания и методов обучения, применению дифференцированных заданий и ИКТ, а также психологической поддержке учеников. Авторы отмечают, что успешная реализация инклюзивного обучения требует профессиональной подготовки педагогов, междисциплинарного взаимодействия и формирования толерантной образовательной среды, способствующей развитию коммуникативных и социальных навыков учащихся.

The process of teaching a foreign language to primary school students requires a deep understanding of their psychological, cognitive, and emotional development. At this age, children are in the stage of rapid growth, curiosity, and heightened sensitivity to new experiences. Therefore, the methods, techniques, and materials used in foreign language teaching must align with the learners' developmental characteristics. The teacher's awareness of age-related features helps create a learning environment where children can naturally and effectively acquire linguistic, communicative, and cultural competences [1].

Primary school age, typically ranging from six to eleven years, is often described as the most favorable period for language learning. At this stage, children possess a remarkable ability to imitate sounds and intonation patterns, which supports the development of accurate pronunciation. Their memory is predominantly mechanical, which means they can easily memorize words, phrases, and patterns if learning activities are engaging and emotionally appealing. However, children's attention span remains short, and their ability to concentrate for long periods is limited. Therefore, lessons should include frequent changes of activity, visual and auditory stimuli, and game-based learning elements that maintain interest and motivation.

One of the fundamental aspects to consider when teaching a foreign language to young learners is the dominance of visual thinking. Children perceive the world through concrete images rather than abstract concepts. For this reason, it is essential to use visual aids such as flashcards, realia, pictures, and videos. These materials help students associate words with tangible objects and situations, which makes the

learning process more meaningful. The use of vivid, colorful visuals not only supports comprehension but also contributes to emotional engagement. When children feel emotionally connected to the content, their motivation to learn increases, and they retain the material longer [2].

The teacher's speech plays a crucial role in shaping children's linguistic habits. At this stage, learners acquire language primarily through imitation and repetition. Teachers should use clear, expressive, and correct speech patterns. Frequent exposure to authentic speech models—such as songs, short dialogues, and stories—enables students to internalize linguistic structures unconsciously. Moreover, pronunciation and intonation should be practiced regularly through rhythmical activities, chants, and games that encourage natural repetition without fatigue.

Another important consideration is the emotional atmosphere in the classroom. Primary school students are extremely sensitive to the teacher's attitude and emotional tone. A supportive, encouraging environment fosters confidence and reduces anxiety, which is a critical factor in successful foreign language learning. Children learn best when they feel safe, valued, and motivated. The teacher should frequently use praise, positive feedback, and nonverbal encouragement—such as smiles, gestures, and eye contact—to maintain a sense of achievement and belonging. When students associate language learning with positive emotions, they become more open to communication and experimentation with the new language [3].

Play occupies a central role in the life and learning of young children. Game-based activities are not just a form of entertainment but an effective pedagogical tool. Through play, children explore the world, interact with peers, and express their creativity. In foreign language lessons, games help lower affective barriers, increase participation, and create real communicative situations. Language games such as “Simon Says,” memory games, role plays, and storytelling allow children to use language in meaningful contexts. Moreover, play supports cooperation and social development, which are essential for building communicative competence.

Motivation is another key element that must be nurtured in the primary language classroom. At this age, motivation is mostly extrinsic—children are motivated by praise, success, and curiosity rather than by long-term goals. The teacher's task is to transform external motivation into internal interest by making lessons engaging and personally meaningful. Songs, rhymes, creative projects, and storytelling can enhance intrinsic motivation, as they allow children to express themselves and see tangible results of their efforts. Additionally, integrating information and communication technologies—such as interactive games, multimedia exercises, and digital storytelling—can make the learning experience more dynamic and relevant to children's interests.

When designing language lessons for primary school students, it is necessary to take into account their cognitive peculiarities. At this age, logical thinking is still developing, and imagination remains dominant. Therefore, language activities should rely more on concrete experiences and less on abstract rules. Grammar instruction should be implicit, presented through patterns and examples rather than through theoretical explanation. For instance, children can learn verb forms through songs and

stories without being explicitly told about grammatical tenses. This inductive approach helps them absorb the language naturally and avoids cognitive overload.

Furthermore, cooperation and social interaction are crucial aspects of children's learning. According to sociocultural theory, language develops through communication and collaboration. Group and pair work provide opportunities for learners to negotiate meaning, share ideas, and learn from each other. However, the teacher must carefully structure group activities to ensure that all students participate and that the language used is comprehensible. Classroom routines—such as greetings, classroom instructions, and short dialogues—help establish a communicative environment and reinforce language in authentic contexts [4].

An often-overlooked aspect of teaching foreign languages to young learners is the development of intercultural awareness. Even at an early age, children can be introduced to the idea that people in other countries speak different languages, celebrate different holidays, and have unique customs. Cultural elements can be integrated into language lessons through songs, fairy tales, celebrations, and visuals representing different cultures. Such exposure broadens children's worldview and cultivates tolerance and respect for diversity, which are essential components of global citizenship.

Assessment of primary school learners should also reflect their developmental characteristics. Traditional tests may not accurately measure their progress or abilities. Instead, alternative assessment methods—such as observation, portfolios, and project work—are more suitable. These approaches allow teachers to evaluate language skills in a natural context, taking into account individual differences and learning styles. Feedback should focus on encouragement rather than correction, highlighting what students can do instead of emphasizing their mistakes. Positive assessment practices strengthen motivation and self-confidence, encouraging further learning.

The role of parents should not be underestimated in the process of language learning. Family involvement supports language exposure beyond the classroom and reinforces positive attitudes toward learning. Teachers can provide parents with simple activities to practice at home, such as reading short stories together, watching cartoons in English, or playing educational games. When parents show interest and enthusiasm, children perceive language learning as valuable and enjoyable.

Incorporating age-appropriate methods into language teaching also means considering physical development. Since young learners are full of energy and cannot stay seated for long, lessons should include movement-based activities. Total Physical Response (TPR) is particularly effective, as it combines language with physical action, helping students understand and remember new vocabulary through movement. Action songs, gestures, and classroom commands like “stand up,” “jump,” or “touch the red book” engage kinesthetic learners and make learning fun.

Individual differences among children—such as learning pace, temperament, and multiple intelligences—should also be considered. Some students may excel in verbal-linguistic skills, while others might be stronger in musical, visual, or bodily-kinesthetic intelligence. A diversified approach that includes songs, visuals, hands-on

tasks, and storytelling ensures that each child finds a suitable way to engage with the material. Differentiation in tasks and flexible grouping help cater to individual needs without creating a sense of inequality among learners.

Ultimately, teaching a foreign language to primary school students requires more than just transmitting linguistic knowledge—it is about creating a nurturing environment that respects children's individuality, emotions, and developmental stage. The teacher acts as both a language model and a facilitator of joyful learning experiences. When lessons are designed with an understanding of children's age characteristics, they become not only effective but also inspiring. Such an approach fosters not only linguistic proficiency but also confidence, curiosity, and a lifelong love for learning languages.

In conclusion, considering the age characteristics of primary school students in foreign language teaching is vital for achieving positive educational outcomes. A balance of play, emotion, interaction, and meaningful communication forms the foundation for successful learning. Teachers who recognize and respect children's cognitive and emotional needs create lessons that are engaging, accessible, and effective. By integrating visual, auditory, and kinesthetic modalities, maintaining a supportive atmosphere, and emphasizing communication over correction, educators can ensure that every child has the opportunity to thrive in the foreign language classroom.

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THE POTENTIAL OF AI IN STUDYING THE FEATURES OF PROFESSIONAL VOCABULARY OF THE ENGLISH LANGUAGE

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Түйін: Мақалада құқық қорғау органдары қызметкерлеріне шетел тілін оқыту үдерісінде чат-боттар мен жасанды интеллект (мысалы, ChatGPT) құралдарын пайдалану мүмкіндіктері қарастырылады. ЖИ оқытушыға оқу материалдарын іріктеуде уақыт үнемдеуге, мәтіндерді білім алушылардың деңгейіне бейімдеуге және кәсіби бағытталған тілдік құзыреттілікті дамытуға мүмкіндік беретіні атап өтіледі.

Аннотация: В статье рассматриваются возможности использования чат-ботов и инструментов искусственного интеллекта (в частности ChatGPT) в процессе обучения иностранному языку сотрудников правоохранительных органов. Отмечается, что ИИ помогает преподавателю экономить время при подборе аутентичных учебных материалов,

адаптировать тексты под уровень обучающихся, а также развивать профессиональную иноязычную компетенцию через моделирование профессиональных ситуаций.

In modern research on the methodology of teaching foreign languages, the integration of chatbots based on artificial intelligence into the educational process is increasingly being proposed as an effective solution to current learning problems [1]. Foreign scientists note that the use of such tools helps to increase students' learning motivation, helps to overcome psychological barriers in the process of foreign language communication, and also develops readiness for intercultural communication. In addition, the possibilities of artificial intelligence in improving language skills — listening, speaking and writing - have been studied, which confirms its high pedagogical potential. However, despite the positive results obtained in a number of studies, the scientific community does not show unanimous optimism. A number of authors point to the limited ability of chatbots to create original content, their dependence on the completeness and reliability of the source data, as well as the risk of spreading false information. Ethical issues related to possible data leaks, copyright infringement and misuse of materials deserve special attention.

In the course of the research, a theoretical analysis of scientific and methodological literature on the use of artificial intelligence in teaching foreign languages was carried out, as well as practical experience in using AI tools in foreign language classes in various areas of professional training was summarized. In order to determine the functionality and educational potential, the most common artificial intelligence services used by teachers in educational practice were studied and tested.

With the development of digital technologies, chatbots based on artificial intelligence are becoming an increasingly important element of language education, contributing to increased learning efficiency through interactive interaction and personalized student support. At the present stage, there are two main categories of such systems: search chatbots and generative. The former form responses by selecting them from existing databases, while generative chatbots (GenAI) create statements autonomously using machine learning algorithms, which provides a more flexible, natural and adaptive dialogue [2]. Thanks to the use of natural language processing (NLP), machine learning (ML), and deep learning (DL) techniques, modern AI tools are able to analyze unstructured user queries and generate responses that mimic natural human communication.

The emergence of advanced technologies such as ChatGPT has caused significant public and scientific outcry since its launch in November 2022. This chatbot, developed by the OpenAI research organization with the support of Microsoft (Ray P. P.), has become one of the most advanced examples of generative language models that have opened up new perspectives for educational practice. The integration of GenAI components into the learning process has stimulated research aimed at evaluating the effectiveness of their use in the formation of language skills — grammar, vocabulary, reading, listening and writing. The observed increase in the number of scientific publications devoted to the introduction of chatbots reflects the

exponential development of this technology and its active application in the educational field, including in the context of learning foreign languages [3].

The use of innovative technologies is increasingly attracting the attention of foreign language teachers, who note the high potential of AI tools in the development of foreign language communication skills. Numerous studies point to the advantages of chatbots - prompt feedback, the possibility of constant conversational practice, personalization of training, as well as clarification of educational material taking into account the individual needs of students. The use of such technologies contributes not only to the development of language skills, but also to increasing the confidence of students, their involvement in the communication process and independence in completing tasks.

The most obvious advantages of the introduction of artificial intelligence tools are the expansion of vocabulary, the strengthening of lexical and grammatical skills and the formation of the ability to contextually use linguistic units. Intelligent services provide teachers with access to a wide range of dictionaries, idiomatic expressions, and colloquial constructions, creating a rich base for training exercises and modeling real-world communication situations. In addition, generative tools with the possibility of text prompts can be used to form questions, check the understanding of educational material and evaluate students' answers interactively.

With a methodically competent approach, ChatGPT can become an effective game-based learning tool aimed at developing language and communication competencies. For example, a teacher can use GenAI technologies to create linguistic games such as "Guess the word" or "Describe the subject", where students activate the vocabulary they have learned, form skills in constructing sentences and short statements. Elements of artificial intelligence also allow you to create associative maps, thematic quests or situational dialogues, which contributes to a deeper and more motivating assimilation of the material. Thus, ChatGPT and other similar tools represent a new stage in the evolution of language education, opening up wide opportunities for personalized, interactive and creative learning of foreign languages. For example: "Let's try to Describe and Guess the game. What crime is defined as an act of stealing? (Theft)».

Chatbots today act as an important tool in the work of a foreign language teacher, especially when there is a need to find suitable educational materials. This task is especially relevant for departmental educational institutions, since original English textbooks intended for law enforcement officers are extremely rare and do not always reflect the real professional conditions of Kazakhstan. Tools based on artificial intelligence technologies can significantly reduce the teacher's time and effort by providing the opportunity to choose the most relevant and up-to-date materials from a variety of open sources. However, it should be remembered that the use of such professionally directed resources for educational purposes should not violate copyrights. In addition, the teacher needs to evaluate the selected materials not only from the point of view of ethics, but also from the standpoint of their professional significance and pedagogical value [4].

Authentic professional texts in English are particularly difficult, which is explained by the specificity of the legal language, as well as the lack of deep knowledge among students in the field of special disciplines. Often, students' proficiency in a foreign language is insufficient to understand complex grammatical structures such as infinitive and participial phrases, tense forms of verbs, and syntactic constructions typical of legal discourse. In such cases, an effective solution is to use ChatGPT algorithms, which allow you to adapt professionally oriented texts, simplifying the language component without losing content, as well as create explanations and additional questions for a better understanding of the material. For example, you can ask: "Can you revise the following extract of the scientific article for language learners who don't understand complicated professional terms?". Thanks to this, ChatGPT is able to adjust the level of complexity of the text, helping the teacher to select materials taking into account the language training of students.

An equally important function of artificial intelligence is the development of foreign language professional competence. ChatGPT provides unique opportunities for creating and modeling professionally oriented dialogues and situations in which students can practice their speech skills. This format makes the learning process more exciting and dynamic. Students can ask the chatbot to correct their lexical or grammatical errors, as well as participate in professional role-playing games, for example: "Let's role-play a conversation between a police officer and an offender. I'll be a police officer and you'll be an offender. You start." During such simulations using generative artificial intelligence (GenAI), students immerse themselves in various forms of speech interaction — formal and informal, get acquainted with the features of business and everyday communication, consolidating new language structures. Such assignments may include interacting with colleagues, responding to emergencies, job interviews, and other professional scenarios.

Another promising area of GenAI implementation in foreign language teaching is the use of platforms like ChatGPT-3 as an intellectual "mentor". A number of studies confirm that chatbots can effectively provide quick feedback on students' written papers, pointing out errors and suggesting ways to correct them [5]. In addition, artificial intelligence can be useful in creating examples of written texts that serve as samples for analysis. However, despite the success of generative models, it is impractical to use fully AI-generated texts in the educational process. Their use is justified only for analytical purposes — for example, when studying style markers, identifying speech clichés characteristic of certain documents, or when paraphrasing sentences based on the studied language material.

Thus, the potential of ChatGPT demonstrates the broad possibilities of artificial intelligence in the formation of foreign-language professional competence of students. When used responsibly, ethically and methodically, such tools can significantly expand the pedagogical arsenal of a foreign language teacher. They can be effectively applied both at the stage of preparing classes and directly in the learning process. Students' interaction with chatbots in the language they are learning not only increases interest and motivation, but also develops communication skills, especially in professionally relevant contexts.

At the same time, analyzing the use of artificial intelligence tools for the development of intercultural professional communication, it is necessary to recognize the existing limitations. The generated materials are more often related to spoken rather than specialized professional speech by law enforcement officers. Such dialogues can be successfully used for educational purposes to train oral speech skills, however, a chatbot is not always able to correctly adapt complex legal texts while maintaining their semantic accuracy. Therefore, although artificial intelligence-based technologies have high potential in teaching foreign languages, they cannot be considered as a universal tool. Obviously, no digital system can replace live human interaction, but such tools can serve as an effective means of modeling professional situations and practicing speech behavior [6].

While conducting research on the integration of ChatGPT into the language learning process, we came to the conclusion that the introduction of AI requires a thoughtful and responsible approach that ensures the protection of user data, the reliability and authenticity of content, as well as compliance with the principles of academic integrity. With a reasonable combination of innovation and teaching experience, it is possible to maximize the benefits of artificial intelligence and minimize possible risks. Modern technologies, which students themselves are interested in, should not be ignored — on the contrary, they should be actively introduced into the educational process. Tools based on artificial intelligence can become reliable teaching assistants aimed at developing the professional competence of future specialists.

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THE IMPACT OF MEDIA CONTENT ON LEARNING A FOREIGN LANGUAGE

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Түйіндеме: Соңғы екі онжылдықта тілдерді үйрену әдістері өзгерді. Сыныптағы сабақтарға негізделген дәстүрлі тәсіл біртіндеп цифрлық медиа орталық рөл атқаратын технологияға негізделген оқытуға қарай дамыды.

Аннотация: За последние два десятилетия методы изучения языков изменились. Традиционный подход, основанный на занятиях в классе, постепенно эволюционировал в сторону обучения, основанного на технологиях, где цифровые медиа играют центральную роль.

Media content has long been recognized as an influential educational tool. According to Krashen's Input Hypothesis, language acquisition occurs when learners are exposed to comprehensible input slightly beyond their current level. Media—especially audiovisual materials—provides this input naturally through dialogue, context, and visual cues. Learners can subconsciously absorb vocabulary, pronunciation, and grammar while enjoying content they find engaging. Vygotsky's Sociocultural Theory also supports media-based learning by emphasizing the role of interaction and cultural tools. Media acts as a cultural mediator, allowing learners to participate in authentic communicative experiences and observe how meaning is constructed within specific cultural contexts. Media content combines text, sound, and visuals to create multimodal learning experiences [1].

Theory of Multimedia Learning, learners process information more effectively when presented through multiple sensory channels. For example, watching subtitled films allows learners to connect spoken and written forms of words, improving both listening comprehension and orthographic recognition. Studies have shown that multimodal input enhances memory retention, contextual understanding, and motivation. The simultaneous presentation of auditory and visual information helps learners construct richer mental models of meaning.

Thus, movies, series, and video clips become effective tools for incidental learning—learning that occurs unintentionally through meaningful exposure. Informal Digital Learning of English (IDLE), as introduced by Lee, refers to language learning outside the classroom using digital resources. IDLE emphasizes autonomy, intrinsic motivation, and the natural integration of learning into everyday life. Media platforms like YouTube or Spotify enable learners to choose topics that interest them, fostering personalized learning experiences [2]. When learners engage with media content voluntarily, they experience lower anxiety, higher motivation, and increased retention. This aligns with Self-Determination Theory, which suggests that autonomy and intrinsic motivation are key drivers of successful learning.

Empirical studies consistently report that exposure to authentic media supports the development of multiple linguistic skills. Vanderplank found that learners who watched subtitled television programs showed significant improvements in listening

comprehension and vocabulary [3]. Similarly, podcasts have been shown to improve learners' listening fluency and accent awareness. One of the main benefits of media content is its ability to provide abundant authentic input. Unlike textbook dialogues, media presents spontaneous, context-rich language that mirrors everyday speech. Learners are exposed to idiomatic expressions, collocations, and discourse markers, which enhances fluency and naturalness in speech. Media also supports the development of listening skills. Through repeated exposure to different accents, intonations, and speech rates, learners improve their phonological awareness. Studies by Vandergrift and Webb demonstrate that repeated listening to podcasts or videos leads to measurable improvement in listening comprehension and recall. In addition, visual cues—such as gestures, facial expressions, and situational context—facilitate comprehension and memory retention. Motivation is a critical factor in language learning success [4].

Media content often stimulates learners' curiosity and enjoyment, transforming language learning from an academic task into an engaging activity. Watching favorite movies or listening to songs in the target language promotes positive emotions, which lower the affective filter and make learning more efficient. Furthermore, social media platforms encourage interactive learning. Learners comment on videos, participate in online discussions, and connect with speakers from other countries. These interactions foster a sense of belonging and provide opportunities for authentic communication, which are essential for developing communicative competence. Learning a foreign language is inseparable from learning its cultural context. Media exposes learners to values, humor, traditions, and social norms of other societies. Through exposure to films, documentaries, and social media, learners develop intercultural competence—the ability to interpret and understand different cultural perspectives without bias [5].

This process also influences learner identity. According to Norton, language learners negotiate their identities through interaction with target-language communities. Media offers a space where learners can explore new linguistic and cultural identities, which strengthens motivation and engagement. Despite its benefits, media-based learning has challenges. **Passive consumption:** Many learners watch or listen passively without focusing on language forms. Without reflection or active tasks, learning remains superficial. **Content quality:** Not all online materials are linguistically accurate. Auto-generated subtitles, for instance, often contain errors that may mislead learners. **Algorithmic bias:** Social media algorithms prioritize entertainment over educational value, potentially narrowing learners' exposure. **Digital divide:** Access to high-quality media and stable internet connections remains unequal, especially in developing regions.

Teachers and institutions must address these issues by guiding learners toward high-quality content, encouraging active viewing/listening, and fostering digital literacy. Media content plays an increasingly important role in modern foreign language learning. It provides authentic input, multimodal experiences, and cultural insight that traditional materials often lack [6]. Learners can use media to enhance vocabulary, pronunciation, comprehension, and communicative skills while

simultaneously developing intercultural awareness and motivation. However, to maximize the benefits of media-based learning, both teachers and learners must approach it strategically [7]. Teachers should integrate media into lesson plans purposefully, linking content to learning objectives. They should design activities that transform passive exposure into active learning—such as note-taking, summarizing, or creating short videos in the target language. For learners, the key is autonomy and intentionality. Watching films or listening to podcasts should not merely entertain but serve as a conscious learning process. Repetition, reflection, and production reinforce learning outcomes.

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ҚЫЗ ТАРБИЕСІ ҰЛТТЫҢ АЙНАСЫ

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Резюме: Воспитание девочек выступает ключевым индикатором культурных, социальных и этических ценностей нации, отражая её историческое наследие, гендерные нормы и перспективы развития. В статье рассматривается роль воспитания девочек в формировании национальной идентичности, анализируются исторические, психологические и социальные аспекты этого процесса. На основе анализа традиционных и современных подходов подчеркивается, что качественное воспитание девочек способствует укреплению семейных устоев, сохранению культурного наследия и достижению гендерного равенства в обществе. В заключение предлагаются рекомендации по гармоничному развитию девочек в контексте глобальных вызовов. Статья опирается на научные источники и педагогические исследования.

Summary: The upbringing of girls serves as a key indicator of a nation's cultural, social, and ethical values, reflecting its historical heritage, gender norms, and development prospects. This article examines the role of girls' upbringing in shaping national identity, analyzing the historical, psychological, and social aspects of this process. Based on an analysis of traditional and contemporary approaches, it is emphasized that the quality upbringing of girls contributes to the strengthening of family foundations, the preservation of cultural heritage, and the achievement of

gender equality in society. The conclusion offers recommendations for the harmonious development of girls in the context of global challenges. The article is based on scientific sources and pedagogical research.

Өскелең ұрпақ тәрбиесі кез келген ұлттың сақталуы мен дамуы үшін әрқашан маңызды рөл атқарған. Бұл процесс дәстүрлер арқылы жүзеге асырылып, халықтың ұмтылыстарын көрсетеді. «Қыз тәрбиесі – ұлттың айнасы» деген сөз тіркесі қыз балаларды оқыту мен әлеуметтендіру әдістері қоғамның даму деңгейіне, гендерлік рөлдерге деген көзқарасына және болашақ өзгерістерге дайындығына қалай әсер ететінін көрсетеді. Кешегі мәдениеттерде, мысалы қазақ мәдениетінде, қыз тәрбиесі көбіне ұлттық әдет-ғұрыптарды, моральдық нормаларды және отбасы құндылықтарын жеткізуге бағытталған, бұл этностық бірегейлікті сақтауға көмектескен. Қазіргі әлемде жаһандану мен феминистік идеялардың әсерінен бұл рөл дамып, әйелдердің гендерлік теңдігі мен кәсіби өзін-өзі іске асыру аспектілерін де қамтиды.

Қазақстандағы қазіргі гендерлік білім беру жүйесі қыз балалардың тәрбиесін дәстүрлі құндылықтар мен заманауи феминистік идеялардың синтезі арқылы дамытуға бағытталған. Мысалы, кейбір зерттеушілер сияқты қазақ дәстүрлерін феминизммен үйлестіріп, әйелдердің ұлттық бірегейлікті сақтай отырып, адам құқықтары саласында белсенді рөл атқаруын қолдайды. Бұл тәсіл қыздарды тек отбасылық рөлдерге ғана емес, қоғамдық лидерлікке және кәсіби өсуге дайындауға мүмкіндік береді, нәтижесінде ұлттың тұрақты дамуына ықпал етеді.

Тарих оқулықтарында гендерлік және ұлттық бірегейліктің тоғысуы қыз балалардың тәрбиесіне елеулі әсер етеді, өйткені мектеп бағдарламалары қоғамның гендерлік нормаларын қалыптастырады. Қазақстандағы орта мектептердегі тарих кітаптары әйелдердің рөлін көбіне патриархалдық тұрғыдан сипаттайды, бірақ соңғы жылдары гендерлік теңдікті енгізу арқылы қыздардың ұлт құрылысындағы үлесін мойындауға бет бұрған. Бұл өзгерістер қыз балалардың өзіндік сәйкестігін күшейтіп, ұлттық тарихты тең құқықты көзқараспен түсінуге көмектеседі[1].

Әйелдердің білім алуы ұрпақтың идентификациясын қалыптастыруда маңызды рөл атқарады, өйткені білімді әйелдер ұлттық құндылықтарды жаңа буынға тиімді жеткізеді. Қазақстандық зерттеулер көрсеткендей, жоғары білім алған әйелдер гендерлік стереотиптерді жеңіп, ұлттық бірегейліктің прогрессивті формаларын дамытады, бұл қоғамдағы әлеуметтік теңдікті арттырады. Осылайша, қыз балалардың білімге қол жеткізуі ұлттың жалпы мәдени және әлеуметтік өсуінің негізгі факторына айналады.

Ғылыми зерттеулер көрсеткендей, гендерлік тәрбие ұлттық бірегейліктің қалыптасуына елеулі ықпал етеді, себебі ол болашақ ұрпақтың өз мәдениетін және әлемдегі орнын қабылдауын айқындайды. Осы мақалада біз педагогикалық, социологиялық және мәдениеттанулық дереккөздерге сүйене отырып, қыз балаларды тәрбиелеудің тарихи контекстін, психологиялық негіздерін, әлеуметтік салдарларын және қазіргі заманғы үрдістерін талдаймыз.

Мақсат – қыз тәрбиесіне жасалған инвестициялардың ұлт болашағына салынған инвестициялар екендігін дәлелдеу.

Адамзат тарихы қоғамдағы басты құндылықтардың айнасы ретінде қыз тәрбиесінің әртүрлі үлгілеріне толы. Ежелгі өркениеттерде, мысалы, Ежелгі Мысыр мен Грекияда қыз балалардың білімі көбіне үй шаруасына қатысты дағдылармен шектеліп, олардың отбасындағы рөлі нақты айқындалған. Ортағасырлық Еуропада гендерлік нормалар қатаң бөліністі белгілеп, қыздар қолөнер мен әдептілікке үйретілсе, ұлдар ресми білім алған. Алайда кейбір мәдениеттерде, мысалы, Скандинавия немесе Азия дәстүрлерінде әйелдердің қоғамдағы мәртебесі анағұрлым тең болған, бұл олардың тәрбиесіне де әсер еткен.

Қыз тәрбиесінің этникалық топтардағы ұлттық бірегейлікпен тығыз байланысы ерекше назар аударады. Мысалы, қазақ мәдениетінде қыз тәрбиесі дәстүрлі түрде әдет-ғұрып пен салт-дәстүр арқылы ұлт болмысын сақтауға бағытталған. Қыз бала — отбасының ұйытқысы, мәдени мұраны жалғастырушы және рухани құндылықтардың сақтаушысы ретінде танылған. Сол сияқты, қазақ отбасыларында қыздарды ата-бабаға құрметпен қарауға, моральдық және рухани құндылықтарды қастерлеуге баулыған, бұл қауымдастықтың нығаюына ықпал еткен. Ал орыс фольклоры мен халықтық педагогикасында рухани-адамгершілік тәрбиенің ұрпақтар сабақтастығы арқылы беріліп, ертегілер, әндер мен салт-жоралғылар арқылы гендерлік рөлдердің сақталуы қамтамасыз етілгені зерттеулерде атап өтілген[2].

Отбасында және қоғамда қалыптасқан гендерлік стереотиптер отарлық дәуір мен индустрияландыру кезеңінде күшейе түсті: қыз балалардың білім алуы жиі шектеліп, бұл патриархалдық құрылымдарды сақтау мақсатында жүргізілді. Алайда XIX–XX ғасырларда әйелдердің құқықтары үшін жүргізілген қозғалыстар, мысалы, суфражизм, осы жағдайды өзгертті. Мәселен, Кеңес Одағында жыныстар теңдігіне баса назар аудару қыздардың білім алуына мүмкіндік беріп, ұлттық бірегейліктің прогрессивті және тең құқықты сипат алуына әсер етті. Қазіргі зерттеулер көрсеткендей, тарихи үлгілер бүгінгі тәжірибелерге де ықпалын жалғастырып келеді, мұнда дәстүрлі құндылықтар мен жаһандық гендерлік теңдік стандарттары тоғысады.

Психологиялық тұрғыдан алғанда, қыз балаларды тәрбиелеу олардың өзіндік сәйкестігін, эмоционалдық тұрақтылығын және әлеуметтік дағдыларын қалыптастырады, бұл өз кезегінде олардың ұлтқа қосар үлесін айқындайды. Даму теорияларына, соның ішінде Эриксонның моделіне сәйкес, гендерлік бірегейлік ерте балалық шақта ата-ана мен қоршаған ортамен өзара әрекет арқылы қалыптасады. Өзін еркін білдіруге мүмкіндік алған қыздарда өзіне деген сенімділік пен шығармашылық қабілет дамиды, ал бұл қоғамдағы жаңашылдық үдерістердің өсуіне ықпал етеді.

Коммуникация ерекше маңызды рөл атқарады: ата-аналар өз сезімдерін ашық білдіріп, баланы тыңдай білуі тиіс, бұл «қыздар агрессивті болмауы керек» сияқты стереотиптердің қалыптасуына жол бермейді. Психологтардың пікірінше, гендерлік сезімтал тәрбиелеу білім беру саласындағы

алшақтықтарды жоюға ықпал етеді. Өйткені қыздар әдетте оқуда жақсы нәтиже көрсетсе де, әлеуметтік күтілімдерге байланысты STEM салаларында (ғылым, технология, инженерия және математика) артта қалуы мүмкін[3].

Ұлттық бірегейлік тұрғысынан алғанда, халықтық дәстүрлерге, ойындарға, рәсімдер мен жоралғыларға негізделген тәрбие қыз баланың өзіндік санасын және өз тамырына деген құрметін қалыптастыруға жәрдемдеседі. Зерттеулер көрсеткендей, тәуелсіздік рухында тәрбиеленген қыздар дискриминация сияқты қиындықтарды тиімді еңсере алады және әлеуметтік бірлікті нығайтуға өз үлесін қосады. Алайда гендерлік айырмашылықтарды елемей жеке тұлғаның сәйкестік дағдарысына әкелуі мүмкін, әсіресе көпмәдениетті қоғамдарда, онда өзге ұлт өкілдерімен достық қарым-қатынас көзқарас көкжиегін кеңейтіп, тұлғалық дамуды байытады.

Әлеуметтік тұрғыдан алғанда, қыз балаларды тәрбиелеу отбасы мен қоғам құрылымына әсер етеді. Сапалы білім алған әйелдер лидер, ана және кәсіби маман ретінде қалыптасып, экономика мен мәдениетке белсенді ықпал етеді. Дәстүрлі қоғамдарда қыздар отбасының ұйытқысы рөліне дайындалған, бұл ұлттық құндылықтардың нығаюына септігін тигізген. Қазіргі заманғы тәсілдер мансапқа және гендерлік теңдікке баса назар аударады, бұл ЮНЕСКО-ның гендерлік білім беру бойынша ұсынымдарында көрініс табады.

Ғаламданған әлемде гендерлік дискриминация және БАҚ-тың ықпалы сияқты қиындықтар туындайды, бұл кезде стереотиптер ұлттық бірегейлікті әлсіретуі мүмкін. Дегенмен, мектеп бағдарламаларына гендерлік тақырыптарды енгізу сияқты оң тәжірибелер оқушылардың төзімділігін және жаңашылдық қабілетін дамытуға ықпал етеді. Ресей мен ТМД елдерінде дәстүрлер арқылы рухани-адамгершілік тәрбиеге баса назар аудару мәдени әртүрлілікті сақтауға көмектеседі.

Спорт, өнер және білім саласындағы белсенділік қыз балалардың сенімділігін және өзін-өзі таныту қабілетін дамытып, оларды қоғам өмірінің белсенді қатысушыларына айналдырады. Гендерлік ерекшеліктерді ескере отырып тәрбиелеу, оның ішінде ойындар арқылы, белгілі рөлдерге дайындайды, бірақ қаталдыққа жол бермеу қажет.

XXI ғасырда қыз балаларды тәрбиелеу жаңа қиындықтарға тап болуда: цифрландыру, миграция және климаттық өзгерістер. Гендерлік бірегейлік анағұрлым икемді сипатқа ие болып, білім беру жүйесінен әртүрлілікті ескеруді талап етеді. Дамушы елдерде қыздардың білім алу мүмкіндігі әлі де өзекті мәселе болып қала береді, бұл ұлттық дамуға әсер етеді. Ұсыныстарға қыздарға арналған STEM салаларын интеграциялау және саясат арқылы гендерлік теңдікті ілгерілету кіреді.

Ұлттық бірегейлік контекстінде дәстүр мен заманауилық арасындағы тепе-теңдікті сақтау маңызды, себебі бұл тәрбие ұлттың тұрақты дамуына ықпал етеді. Қыздарды тәрбиелеу шынымен де ұлттың айнасы болып табылады, оның құндылықтарын, мықты және әлсіз жақтарын көрсетеді. Тарихи тәжірибе, психологиялық негіздер және әлеуметтік практикалар

көрсеткендей, қыздардың дамуына жасалған инвестициялар қоғамның нығаюына, мәдениетті сақтауға және прогреске қол жеткізуге әкеледі[4].

Ғаламдану дәуірінде дәстүрлерді заманауи тәсілдермен үйлестіру, гендерлік теңдік пен эмоционалдық қолдауды қамтамасыз ету ерекше маңызды. Тек осылайша ұлт білімді, сенімді және мықты әйелдерге сүйене отырып гүлдене алады. Ата-аналарға, педагогтарға және саясаткерлерге қыздардың жеке қажеттіліктеріне көңіл бөліп, ұлттық мұраны күнделікті тәрбиеге интеграциялауға ұсыныс беріледі.

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USING THE FUNCTIONS OF THE GPT CHATBOT IN THE EDUCATIONAL PROCESS IN ENGLISH LESSONS

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Түйін: мақалада Chat GPT чат-ботын оқу үдерісінде, әсіресе шет тілін оқытуда қолдану мүмкіндіктері қарастырылады. Chat GPT жеке тәсілді қамтамасыз етіп, бейімделген мәтіндер мен жаттығулар құруға, лексикалық, грамматикалық және коммуникативтік дағдыларды дамытуға көмектесетіні атап өтіледі.

Аннотация: в статье рассматриваются возможности использования чат-бота Chat GPT в образовательном процессе, особенно на уроках иностранных языков. Отмечается, что Chat GPT способствует индивидуализации обучения, помогает создавать адаптированные тексты, упражнения и сценарии, развивает лексические, грамматические и коммуникативные навыки учащихся.

Using the capabilities of the GPT chatbot in school teaching can be a powerful tool for improving the quality of lessons and individualizing learning. Chat GPT is an interactive language model that can generate coherent texts, formulate explanations, create tasks and game scenarios. Despite the fact that the algorithm is constantly being improved and its answers become more natural over time, the effective use of this technology in school requires thoughtful methodology and pedagogical control.

Chat GPT allows you to implement an individual approach to learning: a teacher can quickly generate exercises of various levels of difficulty, adapted to a specific student or group [1]. The model is able to create texts for tasks with a given lexical set, which is convenient when purposefully working out vocabulary topics or

grammatical constructions. This opens up opportunities for purposeful expansion of vocabulary, repetition and automation of grammatical structures, as well as for the development of speaking and writing skills. The rapid generation of exercises, from tests and compliance assignments to creative assignments and dialogues, saves teachers time and allows them to quickly respond to the learning needs of the class. In addition, the chatbot can be used as a "partner" in conversational practice: by modeling conversational situations, it helps to practice phrases, intonation and speech strategies.

One of the most sought-after areas is the creation of adapted texts of various levels of complexity - from A1 to C1. The teacher can set a topic and specify a list of necessary lexical units, after which the model will prepare a text corresponding to the language level of the students. Such texts are used for reading, followed by tasks to understand the content, highlight keywords, form a resume, or discuss what you have read.

Developing vocabulary and collocation exercises also becomes much easier with Chat GPT. The model can create flashcards, crosswords, word and expression matching tasks, and "insert a missing word" exercise with an automatic key. This contributes not only to the memorization of new words, but also to the formation of stable phrases, which is especially important for the development of natural speech.

An important area is grammar simulators, where Chat GPT helps to model sentences with errors for their subsequent correction or offers to transform phrases using various grammatical constructions. Such exercises can vary in difficulty level, which makes them useful for both the initial and advanced stages of training.

Of particular value is the use of a chatbot for conversational practice. He can act as an interlocutor, creating situations of live communication — interviews, telephone conversations, complaints, requests for information and other communicative scenarios. This helps students overcome the language barrier and gain confidence in speaking, because Chat GPT simulates real interaction, correcting mistakes and offering alternative formulations.

Equally important is the development of listening skills. The model can select audio and video materials in English, as well as formulate questions and tasks based on them. In the free version of Chat GPT, it is possible to create scripts for future videos or audio scripts, which can then be used for educational purposes [2]. This develops not only the perception of speech by ear, but also helps to better understand the intonation and rhythmic features of the language.

In addition, Chat GPT can be used to conduct interactive lessons. In this format, the chatbot acts as a virtual assistant or co-teacher, offering games, quizzes and tasks that make the learning process more exciting. Such classes promote the active involvement of students in the learning process, develop attention, memory and critical thinking.

Projects and essays occupy an essential place in educational practice. Chat GPT is able to generate essay topics, help with argumentation, select examples, and formulate introductions and conclusions. He can also explain the structure of an academic text, which is especially useful when teaching writing.

To test knowledge and generate interest in the subject, effectively use games, quizzes and tests created using Chat GPT. The model is able to formulate questions, suggest possible answers, evaluate their correctness, and provide explanations. This makes the process of self-examination not only cognitive, but also motivating.

The use of Chat GPT for diagnosis and self-assessment deserves special attention. The teacher can create individual tests with automatic explanations of correct answers, which helps students to independently monitor progress and realize their own achievements.

Finally, Chat GPT can be used to provide background information and explanations. He is able to explain grammar rules, vocabulary usage features, as well as the cultural realities of English-speaking countries in an accessible form. If you have difficult questions, the bot can provide a detailed explanation, offer examples and exercises to consolidate the material.

Chat GPT helps to easily differentiate tasks: the same material can be obtained in several difficulty variants, with different lexical load or number of hints [3]. This is especially useful for mixed levels in the classroom.: Strong students receive an option with fewer hints and more complex vocabulary, while weak students receive an option with supporting words and hints. It is also possible to generate suggestions for independent work and supporting explanations for students with a low level.

It is important to emphasize that Chat GPT is an auxiliary tool, not a substitute for a teacher. The teacher must check the generated content for factual accuracy, age and regulatory compliance, language correctness, and the absence of inappropriate content. The teacher acts as a supervisor: selects the material, edits, supplements and integrates it into the learning process, forms assessment criteria and gives feedback to students.

Although the model can offer answers and explanations for mistakes, the evaluation of student work and formative feedback remain the prerogative of the teacher. Chat GPT can speed up the initial review of written assignments (hints, identification of typical errors), but the final assessment and pedagogical advice on compensating for gaps must be accepted by a person.

When using a chatbot, data privacy issues should be taken into account: students' personal data cannot be entered into the system without consent; school and legal requirements for information protection must be observed. It is also important to keep in mind the problem of plagiarism: students may abuse the possibilities of generating ready-made texts, so a formalized policy of academic integrity and training in responsible use skills are required. Teachers are encouraged to edit and adapt AI-generated texts, identify sources of knowledge, and discuss with students how to distinguish reliable information from model errors.

The introduction of Chat GPT into educational practice requires a systematic and thoughtful approach that ensures not only the effectiveness, but also the safety of the learning process [4]. In order for the use of artificial intelligence to become an integral part of the school environment, it is important to take into account a number of practical recommendations aimed at the gradual integration of technology and the development of digital literacy of students.

First of all, you need to start working with Chat GPT with trial tasks. The teacher is recommended to test the model on a small amount of educational material to make sure that the answers are correct and appropriate, as well as to choose the optimal formulations of requests (prompts). At this stage, it is useful to create a set of proven tips that can be safely used in lessons. Such templates allow you to avoid unpredictable responses and facilitate the process of preparing for the lesson.

The next step is to develop methodological lesson maps using Chat GPT. They should clearly identify the purpose of the lesson, the expected learning outcomes, as well as the structure of interaction with the model: examples of hints, possible answers, tasks for subsequent discussion or written work. In addition, it is important to provide assessment criteria in the teaching cards — for example, for the creativity of the answer, the correctness of grammar, the accuracy of formulations and the degree of independence of the student.

An equally important element is to teach the students themselves the rules of safe and responsible use of Chat GPT. Before starting work, the teacher should explain how to formulate queries correctly, how to analyze and critically evaluate the answers received, and also emphasize that artificial intelligence is an auxiliary tool, not a substitute for one's own thinking and research activity. Such training develops students' media literacy skills and forms an informed attitude towards digital technologies.

To achieve maximum effect, it is recommended to integrate Chat GPT into combined learning formats. This may be a combination of traditional techniques and automated solutions: for example, the preparation of educational materials by a teacher, the generation of additional exercises by a model, and oral elaboration of the material in the classroom. This approach preserves pedagogical control and at the same time enriches lessons with elements of interactivity and personalization.

Special attention should be paid to issues of confidentiality and academic integrity. Students should be strictly prohibited from entering personal information or sharing personal information in chatbots. In addition, it is important to establish clear rules for quoting and using AI-generated content. For example, when writing essays or project papers, students should indicate that part of the text was created using Chat GPT. This contributes to the formation of an ethical culture of working with artificial intelligence and prevents cases of plagiarism.

Thus, the successful implementation of Chat GPT in school practice requires an integrated approach: from methodological training of teachers and adaptation of lesson content to the formation of students' responsible attitude to digital tools. Only if these conditions are met will the use of AI become not a temporary experiment, but a stable element of the modern educational environment aimed at developing critical thinking, creativity and independence of schoolchildren.

It is important to note that the use of GPT in the educational process should be carried out taking into account the need for confirmation and correctness of answers. GPT, although it has a wide range of knowledge, is still an automated tool that can sometimes make mistakes or provide incorrect information [5]. It should be integrated into the learning process under the supervision of a teacher who has the

experience and knowledge to properly evaluate and exercise control over the learning process.

Scientists have already identified the negative aspects of using Chat GPT. These include limited personalization, insufficient feedback, the risk of misinterpretation of the context or language barrier, the limited information array of the chatbot, and possible errors in reasoning. So artificial intelligence is not a competitor for teachers, but it can be a valuable tool that will help in organizing the learning process and creating the necessary communications.

Using Chat GPT in school lessons opens up great pedagogical opportunities: individualization of tasks, acceleration of preparation of materials, expansion of communicative practice and creative forms of learning. Successful integration requires a thoughtful methodological approach, professional supervision by the teacher, attention to ethics and data protection, as well as teaching students how to use artificial intelligence tools responsibly. If these conditions are met, Chat GPT can become a reliable teacher's assistant, increase student motivation and diversify the learning process.

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THE ROLE OF LEXICAL AND GRAMMATICAL MEANS IN SHAPING MODERN ENGLISH SCIENTIFIC STYLE

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Түйін: Мақалада қазіргі ағылшын ғылыми стилін қалыптастыруда лексикалық және грамматикалық құралдардың рөлі қарастырылады. Зерттеуде ғылыми мәтіндердің лексикалық және грамматикалық ерекшеліктері, олардың ғылыми ойды дәл және нақты жеткізудегі маңызы талданады. Мақаланың өзектілігі ағылшын ғылыми тілінің жаһандану жағдайында дамуы мен өзгерісін анықтаумен байланысты.

Аннотация: В статье рассматривается роль лексических и грамматических средств в формировании современного английского научного стиля. Анализируются особенности научного английского языка, влияющие на точность и объективность научных текстов. Отмечается влияние глобализации и цифровых технологий на развитие современного английского научного дискурса.

Language plays a crucial role in transmitting knowledge, and the English language has become the dominant medium of scientific communication in the modern world. The English scientific style is characterized by its precision, objectivity, and logic [1]. The process of globalization and the rapid spread of digital technology have led to changes in the way scientific texts are created, presented, and interpreted. Therefore, it is essential to analyze how lexical and grammatical means contribute to shaping modern English scientific style and to identify the features that ensure its efficiency and international recognition. The aim of this paper is to explore the linguistic mechanisms that underlie modern scientific writing and to define how they contribute to the clarity and persuasiveness of scientific discourse [2].

1. Lexical Means in Modern English Scientific Texts. Lexical means are the foundation of scientific communication. The vocabulary of scientific English is distinguished by terminological precision, logical consistency, and stylistic neutrality. Scientific texts typically avoid emotional or evaluative language, preferring exact terms that refer to specific concepts. Words of Latin and Greek origin dominate because they convey abstract and technical meanings that are internationally recognizable. Nominalization, a process by which verbs or adjectives are transformed into nouns (e.g., observe → observation), is another common feature. It enhances the objectivity and conciseness of the text by focusing on processes and phenomena rather than agents. Furthermore, collocations such as empirical data, experimental results, and theoretical framework illustrate how lexical combinations establish scientific conventions and facilitate professional understanding [3].

2. Grammatical Features of the Modern English Scientific Style. The grammatical organization of scientific texts serves to present ideas logically and objectively. Among the most characteristic grammatical features are the use of the passive voice, complex sentence structures, and impersonal forms. The passive voice allows the focus to shift from the researcher to the process or result, as in “The experiment was conducted,” emphasizing the action rather than the doer. This depersonalized approach enhances the perceived neutrality of scientific claims. Complex sentences with subordinate clauses provide a framework for expressing logical relationships such as cause, condition, and consequence, which are essential in argumentation. The use of modal verbs (may, might, should) reflects degrees of certainty or probability, contributing to a more nuanced representation of scientific truth [4].

3. Interaction Between Lexical and Grammatical Means. Lexical and grammatical choices in scientific writing are closely interdependent. The selection of terms determines the grammatical structures required to express them clearly. Nominalized forms often require passive or prepositional constructions, while precise verbs lead to active formulations. A successful scientific text balances these elements to achieve clarity, coherence, and persuasiveness. With the rise of digital communication, a simplification of sentence structure and a shift toward active voice have occurred. Nevertheless, the core principles of scientific style—accuracy, clarity, and consistency—remain unchanged. Modern tendencies in scientific discourse also include interdisciplinarity and accessibility [5]. Researchers aim not only to inform

their professional audience but also to reach a wider readership through clear and readable language. Consequently, grammatical simplicity and lexical transparency have gained importance. Nevertheless, excessive simplification risks undermining the precision that is central to science. Therefore, authors must maintain a balance between comprehensibility and academic rigor.

In conclusion, lexical and grammatical means play a vital role in shaping the modern English scientific style. Lexical precision ensures terminological clarity, while grammatical consistency provides coherence and logic. Together, they form the basis of effective scientific communication. As digital technologies evolve, modern scientific discourse continues to adapt, preserving its key qualities—objectivity, accuracy, and clarity.

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THE PECULIARITIES OF THE DEVELOPMENT OF THE COMMUNICATIVE ABILITIES OF SECONDARY SCHOOL STUDENTS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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Түйін: Мақалада оқушылардың коммуникативтік қабілеттерін қалыптастыру мен диагностикалаудың психологиялық-педагогикалық негіздері қарастырылады. Б.М.Теплов, Л.М.Митина және басқа ғалымдардың еңбектеріне сүйене отырып, коммуникативтік қабілеттердің мәні когнитивтік, эмоциялық, өзін-өзі бағалау және іс-әрекеттік компоненттерді қамтитын күрделі динамикалық құрылым ретінде ашылады.

Аннотация: в статье рассматриваются психолого-педагогические основы формирования и диагностики коммуникативных способностей учащихся. На основе анализа трудов Б.М. Теплова, Л.М. Митиной и других исследователей раскрывается сущность коммуникативных способностей как сложного динамического образования, включающего когнитивный, эмоциональный, самооценочный и деятельностный компоненты.

The study of psychological and pedagogical works devoted to the formation and development of students' communicative abilities allows us to assert that these abilities are a complex, multi-level and multicomponent education, which includes an integral set of language, speech and communication skills, as well as the internal readiness of the individual to carry out speech actions of varying degrees of

complexity. These actions reflect not only the level of proficiency in linguistic means, but also characterize the development of the motivational and value sphere of a personality, its ability to realize and formulate its own goals, motives and attitudes that determine its behavior and guide text-generating activity [1].

Students' communication abilities can also be considered as "a set of human abilities to communicate in a foreign language at an intercultural level," which implies adequate interaction with representatives of other cultures. This ability includes not only the mastery of the verbal and semantic code of the language being studied, but also the assimilation of a "global (conceptual) picture of the world", which makes it possible to understand and accept a new social and cultural reality [2].

The above linguistic provisions give the methodology of teaching foreign languages a solid theoretical basis for the conclusion that in the context of educational communication at the initial and main stages of learning a foreign language, it is advisable to use integral linguistic units reflecting the culture of the country (or countries) of the language being studied. These units serve not only as a means of expressing the student's thoughts, emotions, and will, but also as a tool for perceiving, interpreting, and comprehending other people's texts, phenomena, and situations. Thus, a foreign language becomes the most important means of personality formation, the subject of verbal and non-verbal behavior, reflecting the individuality of the student. Based on this, it can be argued that the development of communicative abilities is possible under the condition of systematic application of diagnostic techniques aimed at identifying the initial level of communicative readiness and tracking the dynamics of its formation [3].

In recent decades, researchers have been actively using a variety of diagnostic tools to assess the level of development of students' communication abilities. Among them, the following techniques are most widely used:

- A questionnaire for assessing communication and organizational aptitudes, proposed by B. A. Fedoroshin.
- The methodology of studying sociability as a personality characteristic, developed by M. V. Gamezo, V. S. Gerasimova and L. M. Orlova.
- Methodology "Diagnostics of communication features and development of communication skills" (M. V. Gamezo, V. S. Gerasimova, L. M. Orlova).

It should be noted that these methods are most effectively used for the study of children of senior school age, since it is at this stage that not only communicative, but also organizational tendencies are most clearly manifested, reflecting the level of social maturity of the individual. In addition, these diagnostic approaches can also be used to study the communicative characteristics of adult respondents, which confirms their versatility and scientific validity.

Of particular interest is the methodology of M. V. Gamezo, V. S. Gerasimova and L. M. Orlova "Diagnostics of communication features and development of communication skills". In the context of the school educational process, it allows you to get the most accurate and reliable results. In this case, the diagnosis of communicative abilities is carried out by analyzing various communicative situations and assessing the level of formation of non-verbal, motor and expressive components

of communication. Each parameter is characterized by a certain level — high, medium or low. The data obtained is carefully processed using test procedures, quantitative and qualitative analysis. Based on the results obtained, criteria and levels of development of communication skills in younger schoolchildren are determined, which makes it possible to draw a conclusion about the dynamics and effectiveness of pedagogical influence.

Despite the high informative value of this technique, in some cases it presents certain difficulties in practical application, especially when working with children of primary school age, where the level of independence and social experience is still insufficiently developed. In this regard, we decided to use a different diagnostic model.

The most convenient and adapted method for school conditions was the method of identifying students' communicative abilities, developed by a team of authors led by M. I. Rozhkov based on the materials of R. V. Ovcharova's handbook "Reference Book of a school psychologist". This tool is aimed at practical use by teachers and school psychologists and allows us to identify the degree of formation of students' communicative inclinations.

The purpose of the diagnosis is to determine the level of development of students' communication skills and inclinations.

The results are processed using a specially developed algorithm: the indicator of the severity of communicative inclinations is calculated as the sum of positive answers to all odd-numbered questions and negative answers to all even-numbered questions, divided by 20. The obtained value serves as an indicator of the level of development of the child's communicative abilities, which allows us to conclude about his communicative activity, the ability to establish and maintain interpersonal contacts, as well as the level of formation of speech interaction.

Thus, the systematic use of diagnostic techniques adapted to the age characteristics of schoolchildren is an important condition for the successful formation of students' communication abilities. This creates a solid foundation for improving pedagogical approaches and improving the effectiveness of teaching foreign languages at all levels of education.

Low level- 0,1-0,45

Below average - 0,46 – 0,55

The average level - 0,56 – 0,65

Above average - 0,66 – 0,75

High level - 0,76 – 1

The methodology chosen for our study is a questionnaire that includes 20 diagnostic questions that students must answer in the form of simple affirmative or negative statements. The peculiarity of this technique lies in its accessibility for younger teenagers: the questions do not require complex reasoning, and the filling procedure takes a minimum amount of time. It is important that respondents respond intuitively, without thinking too long about each point, which allows for more reliable results. That is why this technique was selected by us as the main diagnostic tool for tracking the dynamics of the development of communication abilities of 6th

grade students. Its simplicity in application, ease of processing and high validity make it especially valuable for the pedagogical conditions of a mass school.

The analysis of psychological and pedagogical literature on the problem of formation and development of communicative abilities, as well as the study of various approaches to the study of this category allowed us to identify several theoretically significant provisions that are important for the justification of our research.

First of all, according to the concept of B. M. Teplov and his followers, a person's abilities determine the nature and success of an activity, and their development occurs precisely in the process of this activity [4]. Consequently, communicative abilities are formed and improved in the course of the communicative activity itself, that is, in the process of real speech interaction. According to Teplov, the essence of abilities cannot be reduced solely to a set of knowledge, skills and abilities: although these categories are closely interrelated, they are not identical. On the one hand, abilities act as a prerequisite for mastering knowledge and skills, and on the other, the process of acquiring knowledge and forming skills contributes to the further development of the abilities themselves. Thus, the acquisition of knowledge and skills, understood as a learning process, is a basic form of the development of communicative abilities, especially if the training is aimed at the development of speech and communicative activities.

We share the position of L. M. Mitina, who considers communication skills as a complex, multicomponent psychological education, formed on the basis of innate communicative inclinations and including several structural components: cognitive, self-assessment, emotional and communicative-activity [5]. These components are interconnected and interdependent, forming an integral system that ensures the success of the implementation of communicative activities in subject-subject relations. This understanding emphasizes the need for an integrated approach to the development of communication skills, where the emotional, value and cognitive aspects are inextricably linked with the activity.

Communication skills, as a dynamic education, have a number of specific psychological characteristics:

- the individual degree of severity of each student;
- the integrity of the functioning of all structural components;
- ensuring the successful implementation of communication activities;
- irreducibility to a simple set of communicative knowledge, skills and abilities.

In our study, by the communicative abilities of children, we mean the ability of a personality to create qualitatively new forms and values of communication that are formed in the process of active interaction with others. This process involves the development of not only language and speech skills, but also personal qualities such as empathy, initiative, self-control, the ability to listen and understand the interlocutor.

The peculiarities of the formation and development of new psychological formations characteristic of adolescence determine the specifics of students'

communicative activity. During this period, communication becomes the leading activity that forms the inner position of a teenager in relation to himself and others. Teenagers are characterized by high communicative activity, the desire to establish contacts, the desire to be understood and recognized by their peers. All this has a direct impact on the formation of their self-awareness and self-esteem. The development of communicative abilities at this stage contributes to an increase in the level of reflection, critical thinking, as well as the formation of an adequate perception of oneself as a subject of communication.

The creation of communicative situations in the process of learning a foreign language is a prerequisite for the systematic inclusion of students in active, independent speech activity. Such situations stimulate students to find solutions, encourage them to interact and comprehend linguistic means in the real context of communication. Constant participation in simulated communicative situations contributes to the development of internal motivation, the desire to solve speech problems independently, as well as the active use of a foreign language as a tool for expressing thoughts and emotions.

Thus, the purposeful formation of communicative situations and the use of diagnostic techniques adapted to the age characteristics of adolescents creates optimal conditions for the dynamic development of their communicative abilities, which, in turn, positively affects the overall level of language training and personal development of students.

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METHODS OF DEVELOPING ENGLISH GRAMMAR SKILLS THROUGH INDIVIDUALIZED TEACHING AT THE MIDDLE LEVEL

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Түйін: Бұл мақалада оқу іс-әрекетін өзін-өзі бақылау дағдыларын қалыптастыру критерийлері ашылады: өзін-өзі ұйымдастыру және өзін-өзі бақылау теориясы туралы Білім, олардың қол жетімділігі мен сапасы; оқу іс-әрекетін өзін-өзі ұйымдастыру және өзін-өзі бақылау процесінің сәттілігін қамтамасыз ететін құзыреттерді практикалық меңгеру деңгейі. білім беру қызметі; білім беру қызметін өзін-өзі ұйымдастыруды және өзін-өзі бақылауды жүйелі түрде жүзеге асыру.

Аннотация: В данной статье раскрываются критерии сформированности навыков самоконтроля учебной деятельности: знания по теории самоорганизации и самоконтроля, их доступность и качество; уровень практического владения компетенциями, обеспечивающими успешность процесса самоорганизации и самоконтроля учебной деятельности. образовательная деятельность; осознанность, целесообразность и систематическое осуществление самоорганизации и самоконтроля образовательной деятельности.

Introduction. In self-education, students in the process of learning English at non-linguistic faculties themselves determine what to teach and how to teach, gain knowledge about the content and methods that have hitherto been the prerogative of the teacher. By providing information to students about the peculiarities of the English language and encouraging them to develop their own instructions and language assignments, this learning system frees them from excessive dependence on the teacher and provides them with pedagogical strategies, according to which students can independently continue mastering professional competencies. Analysis of psychological and pedagogical sources, personal experience of teaching shows that the effectiveness of the self-management strategy increases if it is implemented not spontaneously, but in an orderly manner [1].

The development and implementation of any pedagogical strategy is based on the relevant management principles. The development and management of self-education is not only aimed at regulating the properties of the subject of self-educational activity, but is also self-regulated by it, therefore it can be argued that this phenomenon is characterized by a sign of ergodicity. The development and management of self-education assumes the leading function of partnership. The dialogical nature of this process is due, firstly, to its humanistic orientation, and secondly, to the demands of the time, in particular, the transition to an individually-oriented organization of the educational process. For the successful development and management of self-education of a future specialist in the process of learning English at non-linguistic faculties, appropriate technical, software, information, educational, methodological and organizational support is necessary.

Introductory stage. Its purpose is to determine to what extent students have self-educational competence and are able to use it. As a rule, students have already mastered certain didactic and language technologies, but they either do not know how to apply them properly, or do not apply them systematically. Experience shows that the most difficult and least mastered is the ability to set a goal for educational and cognitive activity, therefore, self-education training begins with drawing up a lesson plan based on the goal set by the teacher, and then plans for individual types of self-education for different periods. Next, students are given the opportunity to set a goal for themselves [2].

Methodical step. At this stage, students learn the application of self-educational competence: how, when and in what sequence it is implemented in the acquisition of new competencies. The tasks of the third stage contribute to the development of competencies to build an abstract model, to search for logical connections between

individual elements of a phenomenon, to explain phenomena by reducing them to the known, to find the cause of what is happening.

Drawing conclusions, it can be noted that self-educational activity is characterized by: cognitive need, consciousness, motivation, independence (to a high degree), purposefulness, selectivity, organization, voluntariness, uniqueness. Therefore, if we are talking about a student's foreign language self-education, then his activity can be represented as a process in which he consciously turns to language material, feeling the need for it, determines the volume in which he wants to master it, determines the timing, methods and forms of doing this work, evaluates the results of his work himself and uses these results in new educational or professional situations [3].

It becomes obvious that the student needs to develop certain skills in carrying out such activities. The structure of the self-education concept includes methodological foundations, core and practical conclusions. The content and semantic content of the concept is associated with forecasting the development of self-educational activity at the stages of reproduction, application, generalization and creation of new knowledge, as well as with the formulation of conditions for its continuity.

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Ш.МҰРТАЗАНЫҢ ШЫҒАРМАЛАРЫ АРҚЫЛЫ ЖАС ҰРПАҚТЫ ТӘРБИЕЛЕУ МӘСЕЛЕСІ

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Аннотация: В статье рассматривается вопрос воспитания молодежи через произведения Шерхана Муртазы. Творчество автора пропагандирует ценности честности, патриотизма и нравственности.

Summary: This article examines the issue of educating youth through the works of Sherkhan Murtaza. The author's works promote values such as honesty, patriotism, and moral integrity.

Шерхан Мұртаза – қазақ әдебиетінің көрнекті тұлғасы, қоғам қайраткері, жазушы әрі журналист. Оның шығармалары жас ұрпақты тәрбиелеуде маңызды

рөл атқарып, ұлттық құндылықтарды, адамгершілік пен патриотизмді насихаттайды. Шерхан Мұртаза шығармаларында қазақ халқының тарихы, мәдениеті мен салт-дәстүрлері терең бейнеленген. Оның туындылары жас ұрпақты ұлттық құндылықтарды қадірлеуге, өз ұлтына деген сүйіспеншілікті арттыруға бағытталған.

Жазушы кейіпкерлерінің тағдыры арқылы жас ұрпаққа жауапкершілік, адалдық, мейірімділік сияқты қасиеттерді қалыптастыру көзделген. Шерхан Мұртазаның шығармалары жастардың рухани әлемін байытып, олардың өмірлік принциптерін қалыптастыруға көмектеседі. Оның шығармалары мектеп бағдарламаларында оқылып, әдеби сағаттар мен байқауларда талқыланады. Бұл арқылы жас ұрпаққа ұлттық сана, адамгершілік және патриотизм тәрбиесі беріледі.

Жазушы кейіпкерлерінің күресі, ерлігі мен адалдығы оқырманға үлгі болады. Шерхан Мұртазаның шығармалары тек әдебиет қана емес, тәрбие құралы ретінде де маңызды. Жас ұрпақ оның шығармаларын оқып, өз өміріне бағыт-бағдар алады. Сол себепті оның туындыларын насихаттау, мектептерде қолдану – бүгінгі күні өте қажет. Шерхан Мұртаза әдеби мұрасы арқылы ұрпақты ұлттық рухқа, адамгершілікке және жауапкершілікке тәрбиелейді. Оның шығармаларында көрсетілген моральдық құндылықтар жас ұрпақтың өмірлік бағдарын қалыптастырады. Осылайша, Шерхан Мұртазаның шығармалары тәрбиелік мәні жоғары, жастарды патриоттық, рухани және адамгершілікке бағыттайтын қазына болып табылады.

Шерхан Мұртаза – қазақ әдебиетінде жастарды тәрбиелеу мәселесін терең көтерген көрнекті жазушы. Оның шығармалары адамгершілік, патриотизм, ұлттық сана сияқты құндылықтарды насихаттауға бағытталған. Жазушының туындылары арқылы жас ұрпаққа ұлттық рухты, салт-дәстүрді, ата-бабадан қалған мұраны қадірлеу үйретіледі. Мысалы, «Қызыл жебе» романында батыр кейіпкерлердің Отанға адалдығы, қауымдық бірлігі жас оқырманға патриоттық сезімді оятады.

«Қызыл жебе» романында қазақ батырларының ерлігі мен Отанға деген адалдығы көркем бейнеленген. Кейіпкерлер өз халқы үшін күреседі, өз жерін қорғауға әрдайым дайын. Бұл жастарға өз ұлтына деген сүйіспеншілік пен батырлық қасиетті үйретеді. Басты кейіпкер жауға қарсы шыққанда *«Мен өз жерімді, өз халқымды қорғауға ант ішемін»* дейді. Отанға адалдық, батырлық қасиеттерді тәрбиелейді. Сонымен қатар Тұрардың әкесіне деген құрметі мына сөздерден көрінеді: *«Әке, мен сіздің жолыңызды жалғастырамын. Сіз сияқты әділ, батыл болуға тырысамын.»* Бұл сөздер Тұрардың әкесіне деген құрметін, оның жолын жалғастыруға деген ұмтылысын көрсетеді. Жас ұрпаққа ата-ананың тәрбиесінің маңыздылығын, олардың жолын жалғастыру қажеттілігін білдіреді. Тұрардың әділетсіздікке қарсы күресі: *«Әділетсіздікке қарсы тұру-әр азаматтың борышы.»* Тұрардың әділетсіздікке қарсы тұруы оның азаматтық позициясын көрсетеді. Бұл жастарға әділеттілік үшін күресудің маңыздылығын, өз құқықтарын қорғауды үйретеді. Тұрардың ұлттық сана-сезімі: *«Мен қазақпын, менің халқымның болашағы үшін күресемін.»* Бұл сөздер

Тұрардың ұлттық сана-сезімін, өз халқының болашағына деген жауапкершілігін көрсетеді. Жастарға өз ұлтын сүю, оның болашағы үшін еңбек ету қажеттілігін білдіреді. Тұрардың достарына деген сенімі: *«Достарым, бірге болсақ, барлық қиындықты жеңеміз.»* Тұрардың достарына деген сенімі оның достыққа деген көзқарасын көрсетеді. Бұл жастарға достықтың маңыздылығын, бір-біріне қолдау көрсетуді үйретеді. Тұрардың күрескерлік рухы: *«Қиындықтар бізді әлсіретпейді, керісінше, күш береді.»* Тұрардың күрескерлік рухы оның қиындықтарға мойымайтындығын көрсетеді. Бұл жастарға қиындықтарды жеңе білу, табандылық пен төзімділік қасиеттерін үйретеді.

«Ай мен Айша» повесінде адамгершілік, адалдық, махаббат тақырыптары көрініс табады. Бұл шығармалар жас ұрпаққа шындық пен адалдықты бағалауды үйретеді. Шерхан Мұртазаның кейіпкерлері қиындыққа мойымай, әрқашан әділдік пен дұрыс жолды таңдайды. Сол арқылы жастарға моральдық сабақ беріледі. Оның әңгімелері мен повестері жастардың ішкі жан дүниесін дамытып, дұрыс пен бұрысты ажыратуға көмектеседі. Адалдық пен шынайылық: *«Айша, мен сенің жүрегіңді ешқашан алдамаймын, тек шындықты айтамын...»*. Бұл Ай мен Айшаның арасындағы адалдықты көрсетеді. Жас ұрпаққа шыншылдық пен сенімділіктің маңызы туралы сабақ береді. Махаббат пен сезім: *«Мен сені өзімнің өмірімдей сүйемін, Айша. Сенің бақытың – менің бақытым...»*. Шынайы махаббаттың мәнін көрсетеді, жастарға сезімге адал болуды үйретеді. Қиындыққа төзімділік: *«Қиын сәттерде бір-бірімізге сүйенсек, бәрін жеңеміз»*. Қиындыққа қарсы бірге тұру, төзімділік пен қолдау көрсету қасиеттерін тәрбиелейді. Жауапкершілік пен парыз сезімі: *«Мен өз сезімдерімді жасырмаймын, бірақ сенің сезімдеріңді сыйлаймын»*. Жеке сезімдерге жауапкершілікпен қарауды және өзара сыйластықты көрсетеді. Ата-ананы сыйлау: *«Әкемнің айтқаны дұрыс, менің жолым тек адалдық пен әділдік жолы болуы керек»*. Ата-ананың тәрбиесін бағалау, олардың кеңесіне құлақ асу – адамгершілік қасиет болып саналады. Сыйластық пен достық. *«Достарыммен бірге болсаң, өмір жеңілдейді, қуаныштар көбейеді»*. Достыққа, сыйластыққа және бір-біріне қолдау көрсетуге тәрбиелейді.

Шерхан Мұртаза-қазақ әдебиетінде адамгершілік, моральдық құндылықтарды насихаттауда ерекше орын алған жазушы. Оның шығармалары жас ұрпақтың рухани дамуына, адамгершілік қасиеттерін қалыптастыруға арналған маңызды құрал болып табылады. Шерхан Мұртазаның шығармаларында басты назар – адамның ішкі дүниесі, оның ой-санасы мен жүріс-тұрысы, әрбір әрекетінің моральдық жағы. Шерхан Мұртаза кейіпкерлерін өмірде адал болуға, шындықты айтуға шақырады. Мысалы, «Ай мен Айша» повесінде кейіпкерлер арасындағы қарым-қатынас адалдыққа, ашықтыққа негізделеді. Кейіпкерлер бір-біріне өтірік айтпай, өз сезімдерін жасырмай, шынайы болуды үйренеді. Бұл оқырманға шындық пен адалдықтың өмірдегі рөлін түсіндіреді. Шығармаларда әр кейіпкер өз іс-әрекетіне жауапты болуға үйретіледі. «Қызыл жебе» романында басты кейіпкер өз халқы мен отанын қорғауға міндетті екенін түсінеді. Ол қиын сәттерде жеке

қызығушылығын емес, халықтың игілігін ойлап әрекет етеді. Бұл жастарға өз міндетін білу, жауапкершілікпен қарау деген моральдық сабақ береді. Шерхан Мұртазаның шығармаларында адамдардың бір-біріне көмек көрсетуі, қиын сәтте қолдау көрсетуі басты тақырыптардың бірі. «Бір кем дүние» әңгімесінде кейіпкерлер бір-біріне жанашырлық көрсетеді, мұқтаждарға көмектеседі. Бұл моральдық құндылық жас ұрпаққа адамның мейірімді болуы, өзгелерге қамқорлық жасауы керек екенін түсіндіреді. Жазушы шығармаларында адамдар арасындағы сыйластық, кешірімділік, өзара түсіністікке мән беріледі. «Жан мен Жүрек» повесінде кейіпкерлер бір-бірінің қателігін кешіріп, түсіністікпен қарайды. Бұл жастарға өзара сыйластық, кішіпейілділік қасиетін үйретеді.

Шерхан Мұртазаның шығармаларында ерлік пен батылдық тек физикалық күшпен ғана емес, моральдық тұрғыда да көрініс табады. Қиын шешімдер қабылдағандағы сенім мен дұрыс әрекет, әділдікке ұмтылу – бұл кейіпкерлердің рухани ерлігін көрсетеді. «Қызыл жебе» романындағы батырлар тек жауға қарсы тұрып қана қоймай, әділдік пен шындық жолында күреседі. Жазушы кейіпкерлерінің тағдырын көрсеткенде, әр оқиға – моральдық сабақ. Адамгершілік қасиеттерді қалыптастыруда өмірлік қиындықтар мен қателіктерді талдау арқылы жас ұрпаққа дұрыс бағыт беру көзделген. Мысалы, кейіпкердің қателігі немесе батылдығы оқырманға дұрыс пен бұрысты, әділдік пен әділетсіздікті ажыратуға мүмкіндік береді.

Шерхан Мұртазаның шығармалары-адамгершілік пен моральдық құндылықтарды насихаттаудың нақты үлгісі. Оның туындылары адалдық, жауапкершілік, мейірімділік, кешірімділік, сыйластық, ерлік және батылдық сияқты қасиеттерді жастарға үйретеді. Осы арқылы жас ұрпақ өз жүріс-тұрысында адамгершілік принциптерін ұстануға, қоғамдағы дұрыс әрекетті таңдауға дағдыланады.

Шерхан Мұртазаның шығармалары жас ұрпаққа адамгершілік, адалдық, батылдық, патриотизм және ұлттық сана сияқты құндылықтарды үйретеді. Оның кейіпкерлері өмірлік қиындықтарда әділдік пен шындықты таңдай отырып, жастарға үлгі болады. Шығармалар арқылы оқырманның рухани әлемі байып, моральдық принциптері қалыптасады. Сол себепті Шерхан Мұртазаның әдеби мұрасы – тәрбие құралы ретінде өте маңызды және жастарды ұлттық рухқа, адамгершілікке және жауапкершілікке тәрбиелеуге бағытталған.

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FORMATION OF FOREIGN LANGUAGE INTERCULTURAL COMPETENCE OF SECONDARY SCHOOL STUDENTS BASED ON LINGUISTIC AND CULTURAL STUDIES

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Түйін: Бұл мақалада лингвомәдени зерттеулерге негізделген шет тілін үйренуші мектеп оқушыларының мәдениетаралық құзыреттілігін дамыту қарастырылады. Жаһандану және белсенді халықаралық коммуникация жағдайында оқушылардың басқа мәдениет өкілдерімен тиімді өзара әрекеттесу қабілетін дамыту қазіргі заманғы білім берудің негізгі мақсатына айналады.

Аннотация: Статья посвящена проблеме формирования межкультурной компетенции школьников при изучении иностранного языка на основе лингвокультурных исследований. В условиях глобализации и активного международного общения развитие у учащихся способности эффективно взаимодействовать с представителями других культур становится ключевой задачей современного образования.

In the context of globalization and the rapid development of international relations, the formation of intercultural competence has become one of the central objectives of modern foreign language education. The process of learning a foreign language at the secondary school level is not limited to the acquisition of linguistic knowledge and communicative skills; it also involves the development of students' ability to understand and interact effectively with representatives of other cultures. Intercultural competence, therefore, can be defined as a complex integrative quality that includes linguistic, sociocultural, cognitive, and affective components enabling successful communication in intercultural contexts.

The formation of intercultural competence among secondary school students requires a shift in educational priorities—from mere language proficiency to the comprehension of cultural meanings and values embedded in the language. A foreign language serves as both a means and an objective of cultural education, functioning as a bridge between linguistic forms and cultural content. It provides students with an opportunity to understand how language reflects and shapes social norms, traditions, and worldviews of its speakers. Through this process, learners develop tolerance, empathy, and respect toward cultural diversity, which are essential for their personal and social development [1].

The methodological basis for developing intercultural competence lies in the communicative and cultural approaches to language teaching. The communicative approach emphasizes the use of language as a tool for real interaction, while the cultural approach highlights the necessity of introducing students to the cultural context of the target language. Integrating these approaches enables teachers to create a learning environment where language acquisition is closely linked with the exploration of cultural phenomena. Students are encouraged to analyze authentic materials—literary texts, films, songs, news articles, and online resources—that reflect the values, customs, and everyday life of native speakers.

An important condition for the effective formation of intercultural competence is the use of interactive teaching methods. Project-based learning, role-playing, debates, and simulations of intercultural communication situations allow students to apply their linguistic knowledge in meaningful contexts and to experience communication as a cultural exchange. Such methods promote critical thinking, creativity, and cooperative learning. For instance, when participating in a project on “National Holidays Around the World,” students research cultural traditions, compare them with their own, and present findings in the target language, thereby deepening both linguistic and intercultural understanding [2].

Teacher’s role in this process is crucial. A foreign language teacher acts not only as a language instructor but also as a mediator between cultures. Teachers should possess their own intercultural competence, be aware of cultural differences, and demonstrate openness and sensitivity in communication. Their task is to guide students toward recognizing cultural stereotypes, overcoming ethnocentric attitudes, and developing a positive attitude toward other cultures. Moreover, the teacher must encourage students to reflect on their own cultural identity and how it influences their perceptions of others.

Assessment of intercultural competence also requires special attention. Traditional tests that focus solely on grammar and vocabulary are insufficient. Evaluation should include students’ ability to interpret cultural meanings, respond appropriately in various cultural contexts, and display tolerance and understanding. Methods such as reflective journals, portfolios, self-assessment, and peer feedback are effective tools for monitoring progress in this area.

The digitalization of education provides new opportunities for intercultural learning. Virtual exchanges, online communication with peers from other countries, participation in international projects, and use of online platforms for language learning expand the students’ cultural experience beyond classroom walls. These tools help students develop global awareness and adapt to the realities of a multicultural and multilingual world [3].

Intercultural competence can be defined as a multidimensional construct that encompasses linguistic knowledge, cultural awareness, cognitive flexibility, and emotional readiness to engage in cross-cultural communication. It is based on the principle that language is inseparable from culture, and understanding the nuances of communication in a foreign language requires comprehension of the social norms, values, traditions, and communicative practices of its speakers. Therefore, foreign language instruction should aim not merely at teaching vocabulary and grammar, but at forming the ability to navigate cultural contexts, recognize differences and similarities, and avoid miscommunication arising from ethnocentric attitudes or stereotypes.

The foundation of forming intercultural competence in secondary school students lies in the integration of linguistic and cultural studies. Linguistic studies provide learners with the structural and functional knowledge of the language, including grammar, vocabulary, pronunciation, and discourse practices. Cultural studies, in turn, expose students to the historical, social, and artistic dimensions of the

target culture, including literature, customs, media, and everyday practices. The synergy of these components allows learners to acquire both communicative competence and cultural literacy, enabling them to interpret meaning in context and engage in meaningful intercultural interactions.

Methodologically, the development of intercultural competence requires the use of learner-centered and interactive approaches. Project-based learning, role-plays, case studies, and simulations of intercultural situations foster the application of language in authentic cultural contexts. For example, students may participate in projects such as “Comparative Analysis of Social Etiquette in Different Cultures” or “Cultural Holidays and Traditions in English-Speaking Countries,” where they collect information, analyze cultural phenomena, and present findings using the foreign language. Such activities enhance critical thinking, creativity, and collaborative skills while reinforcing cultural understanding [4].

Another important aspect is the teacher’s role as a cultural mediator. Teachers should possess both linguistic expertise and intercultural competence to guide students in exploring the target culture, understanding cultural differences, and reflecting on their own cultural identities. Encouraging students to engage in reflective activities, such as journals or discussions, helps them internalize cultural knowledge and develop sensitivity toward cultural diversity. Additionally, teachers must facilitate students’ awareness of potential cultural stereotypes and the importance of empathy in intercultural communication.

The use of authentic materials is a crucial component of this approach. Literature, films, music, news media, and digital resources provide rich cultural content that reflects real-life communication and social norms. Engaging with such materials allows students to analyze linguistic expressions in context, understand the cultural significance of communication patterns, and develop interpretive skills. Digital technologies, including virtual exchanges and international online projects, expand opportunities for cross-cultural interaction and provide practical experience in communicating with peers from different cultural backgrounds.

Assessment of intercultural competence should go beyond traditional language tests and include evaluation of students’ ability to interpret and respond appropriately to cultural contexts. Reflective journals, portfolios, project presentations, peer assessments, and teacher observations provide effective tools for monitoring progress in the development of intercultural competence. These assessment methods emphasize the integration of language, culture, and critical thinking skills rather than isolated grammatical knowledge.

In conclusion, the formation of foreign language intercultural competence of secondary school students based on linguistic and cultural studies is a multidimensional and dynamic process. It involves the integration of language proficiency, cultural understanding, cognitive analysis, and emotional responsiveness. This approach not only enhances students’ communicative abilities but also fosters global awareness, tolerance, and empathy, preparing learners to engage effectively in intercultural communication in a multicultural world. By combining linguistic and cultural studies, secondary education can cultivate students who are not only

competent language users but also culturally literate and socially responsible global citizens.

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ҚАЗІРГІ ПЕДАГОГИКАЛЫҚ ТЕХНОЛОГИЯЛАР НЕГІЗІНДЕ ҚАЗАҚ ТІЛІН ОҚЫТУ (BLENDED LEARNING, CLIL, Т.Б.)

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Аннотация: В статье рассматривается применение современных педагогических технологий в обучении казахскому языку, таких как Blended Learning и CLIL. Приводятся примеры интеграции онлайн и традиционных методов обучения. Подчеркивается их роль в развитии языковых навыков, повышении мотивации и индивидуализации обучения.

Summary: The article examines the use of modern pedagogical technologies in teaching the Kazakh language, such as Blended Learning and CLIL. Examples of integrating online and traditional teaching methods are provided. The study emphasizes their role in developing language skills, enhancing motivation, and personalizing learning.

«Қазіргі педагогикалық технологиялар» дегеніміз-білім беру процесінде қолданылатын заманауи әдіс-тәсілдер, құралдар мен жүйелер жиынтығы. Бұл технологиялар оқытудың тиімділігін арттыруға, оқушылардың белсенділігін жоғарылатуға, шығармашылық және сыни ойлау қабілеттерін дамытуға бағытталған.

Оларды қарапайым тілмен былай түсіндіруге болады: егер дәстүрлі оқытуда мұғалім тек тақтаға жазып, оқушылар тыңдайтын болса, қазіргі педагогикалық технологияларда мұғалім мен оқушы арасындағы қарым-қатынас интерактивті, оқу процесі бейімделген, ал оқушы білімді тек қабылдаушы ғана емес, белсенді түрде ізденуші ретінде алады. Қазіргі педагогикалық технологияларды қолдану қазақ тілін оқытуда тиімділікті арттыруға мүмкіндік береді. Blended learning, CLIL (Content and Language Integrated Learning) сияқты әдістер оқушылардың тілдік дағдыларын дамытуға ықпал етеді.

Мысалы, қазіргі педагогикалық технологиялар қатарында: *Blended learning* – аралас оқыту (дәстүрлі + онлайн); *CLIL* – пәнді екінші тілде оқыту

арқылы тіл үйрету; Проекттік оқыту (PBL) – нақты жобалар арқылы білім алу; Интерактивті сабақтар, геймификация – ойын элементтерін сабаққа енгізу; Модульдік оқыту, сыни ойлау дамыту әдістері жатады.

Blended Learning (ағылш. *аралас оқыту*) – дәстүрлі сыныптағы сабақ пен онлайн оқу элементтерін біріктіретін оқыту әдісі. Яғни, оқушылардың кейбір материалдарды сыныпта мұғаліммен бірге, ал кейбір бөліктерін интернет немесе электронды ресурстар арқылы өз бетімен меңгеруіне мүмкіндік береді. **Мысалы** Қазақ тілін оқытуда blended learning әдісін қолдану арқылы оқушыларға қазақ тіліндегі мәтіндерді онлайн оқып, кейінгі сабақтарда оларды талқылау ұйымдастырылады. Бұл әдіс оқушылардың тілдік дағдыларын дамытуға ықпал етеді.

Blended Learning әдісі оқушыларға екі форматта білім алуға мүмкіндік береді:

1. **Дәстүрлі сыныптағы сабақ:** мұғалім тақырыпты түсіндіреді, талқылаулар өткізеді, грамматикалық ережелерді бекітеді.

2. **Онлайн оқу:** оқушылар мәтіндерді, видеосабақтарды, интерактивті тапсырмаларды өз бетімен меңгереді.

Бұл әдіс оқушының білімді тек қабылдаушы емес, белсенді зерттеуші ретінде дамуына жағдай жасайды.

Blended Learning әдісінің қазақ тілін оқытудағы маңызы

1. **Жеке оқытуға мүмкіндік береді.** Әр оқушының деңгейіне сай материалдар беріледі. Мысалы, бастаушы деңгейдегі оқушыларға қарапайым мәтіндер ұсынылып, ал алдыңғы деңгейдегі оқушыларға күрделі мәтіндер беріледі.

2. **Сабақ уақытын тиімді пайдалану.** Онлайн оқытудың арқасында теориялық материал үйде оқылады, ал сыныпта оны практикада қолдану мүмкіндігі артады.

3. **Оқушылардың белсенділігін арттыру.** Оқушылар мәтіндерді оқып қана қоймай, жаңа сөздерді қолдану, мәтінді талдау, пікір айту арқылы белсенділік танытады.

4. **Технологияны интеграциялау.** Электрондық платформалар, видеосабақтар, тесттер, интерактивті жаттығулар сабаққа енгізіледі.

Қазақ тілін оқытуда қолдану мысалдары.

Мәтінді оқу және талдау. Оқушыларға қазақ тіліндегі мәтін электрондық платформа арқылы беріледі. Үйде оқып, жаңа сөздерді анықтайды, түсінбеген жерлерін белгілейді. Сыныпта мұғаліммен бірге мәтінді талқылайды, сұрақ-жауап жүргізеді.

Грамматика мен сөздік қорды бекіту. Онлайн тесттер арқылы жаңа ережелерді бекіту. Сыныпта практикалық жаттығулар жасау, мысалы, сөйлем құру, диалог жүргізу.

Жобалық тапсырмалар. Мысалы, «Менің сүйікті мерекем» тақырыбында шағын эссе жазу онлайн платформасында орындалады. Сыныпта бұл жобаларды талқылау, пікірлер айту және толықтырулар енгізу жүзеге асады.

Видео және аудио материалдар қолдану. Қазақ тіліндегі бейнежазбаларды тыңдау, мәтінді түсіну, сұрақтарға жауап беру. Сыныпта материал бойынша топтық жұмыстар жүргізу.

Blended Learning әдісі қазақ тілін оқытуды тиімді әрі қызықты етеді. Бұл әдіс оқушыларға жеке деңгейінде білім алуға, теорияны практикамен үйлестіруге, тілдік дағдыларын дамытуға мүмкіндік береді. Онлайн ресурстар мен дәстүрлі сабақтарды біріктіру арқылы оқушылардың белсенділігі мен білім сапасы айтарлықтай артады.

CLIL әдісі пәндерді екінші тілде оқыту арқылы тілдік дағдыларды дамытуға бағытталған. Бұл әдіс оқушылардың тілдік және пәндік білімдерін қатар дамытуға мүмкіндік береді. Қазақ тілін оқытуда CLIL әдісін қолдану арқылы оқушыларға қазақ тіліндегі әдебиет пәнін оқыту жүзеге асырылады. Бұл тәсіл оқушылардың қазақ тіліндегі әдебиет туралы түсініктерін кеңейтуге ықпал етеді.

CLIL әдісінің мәні:

1. Тілді нақты контекстте меңгеру. Оқушы сөздік пен грамматиканы тек жаттау арқылы емес, пәндік материалды оқып, талдай отырып меңгереді. Мысалы, қазақ тіліндегі тарих сабағында мәтіндерді оқи отырып, жаңа сөздерді үйрену.

2. Пәндік және тілдік дағдыларды қатар дамыту. Оқушы бір сабақта екі нәрсені үйренеді: тақырып бойынша білім және сол тақырыпқа қатысты тілдік құралдар.

3. Белсенді оқу. Оқушы мәтінді талдайды, сұрақтарға жауап береді, презентациялар жасайды, пікірлерін қорғайды.

4. Жеке және топтық жұмыстар. Оқушылардың әрқайсысы өз деңгейінде мәтінді оқып, өз пікірін жеткізеді; топтық жұмыстар арқылы тілдік дағдылар бекітіледі.

Интеграцияланған оқыту: Әдебиет және тарих пәндерімен кіріктіру. Қазақ тілін басқа пәндермен интеграциялау оқушылардың тілдік дағдыларын дамытуға ықпал етеді. Әдебиет және тарих пәндерімен кіріктірілген оқыту оқушыларға қазақ тіліндегі мәтіндерді түсіну мен талдау дағдыларын қалыптастырады. Мысалы, Қазақ тілін оқытуда әдебиет және тарих пәндерін кіріктіріп оқыту арқылы оқушыларға қазақ халқының тарихы мен мәдениеті туралы мәліметтер беріледі. Бұл тәсіл оқушылардың қазақ тіліндегі тарихи және әдеби мәтіндерді түсіну қабілеттерін арттырады.

Жобалық оқыту (PBL): Тәжірибелік зерттеу арқылы тіл үйрену. Жобалық оқыту әдісі оқушыларға нақты жобалар арқылы білім алуға мүмкіндік береді. бұл оқушылардың білім алуын нақты, практикалық жобалар арқылы ұйымдастыру әдісі. Яғни оқушылар тек теорияны жаттап қана қоймай, нақты мәселелерді шешу, жобалар жасау арқылы білімдерін іс жүзінде қолданады. Бұл әдіс оқушылардың шығармашылық қабілеттерін дамытуға ықпал етеді. Мысалы, Қазақ тілін оқытуда жобалық оқыту әдісін қолдану арқылы оқушыларға қазақ тіліндегі тақырыптар бойынша зерттеу жұмыстарын жүргізу

тапсырмалары беріледі. Бұл тәсіл оқушылардың зерттеу дағдыларын дамытуға ықпал етеді.

Модульдік оқыту – білімді ақпараттық блоктарға (модульдерге) бөліп оқыту әдісі. Әр модуль оқушыға белгілі бір тақырыпты терең меңгеруге мүмкіндік береді, ал келесі модульге тек бұрынғы тақырыпты игергеннен кейін ғана өтуге болады. Ерекшеліктері: Білім логикалық блоктарға бөлінеді. Оқушы өз деңгейіне сәйкес қарқында оқиды. Бағалау әр модуль бойынша жүзеге асырылады.

Сыни ойлау дамыту әдістері (Critical Thinking) – оқушылардың талдау, салыстыру, қорытынды жасау, дәлелдеу қабілеттерін дамытуға бағытталған әдіс. Ерекшеліктері: Мәселелерді түрлі қырынан қарау. Ақпаратты саралап, салыстыра білу. Өз пікірін дәлелдер арқылы қорғау. Қорытынды жасау және шешім қабылдау қабілетін арттыру. Қазақ тілін оқытудағы мысалдары: **Мәтінді талдау:** Оқушылар мәтіндегі негізгі ойды анықтап, автордың көзқарасын талқылайды. **Сұрақ-жауап әдісі:** «Неге?», «Қалай?», «Басқаша қалай болар еді?» деген сұрақтарға жауап беру. **Дебат немесе пікірталас:** Қазақ тіліндегі мақал-мәтелдерді талдап, олардың қазіргі өмірде қолданылуын дәлелдеу. **Жобалық тапсырмалар:** Мәтінді зерттеп, өз ойларын жинақтап, қорытынды шығару.

Қазіргі педагогикалық технологияларды қолдану қазақ тілін оқытуда тиімділікті арттыруға мүмкіндік береді. Blended learning, CLIL, интеграцияланған оқыту және жобалық оқыту әдістері оқушылардың тілдік дағдыларын дамытуға ықпал етеді. Бұл әдістерді қолдану арқылы қазақ тілін оқыту сапасын арттыруға болады.

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EFFECTIVE STRATEGIES FOR PREPARING FOR INTERNATIONAL ENGLISH EXAMS (IELTS, TOEFL)

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Түйін: Бұл мақалада IELTS және TOEFL сияқты халықаралық ағылшын тілі емтихандарына дайындалудың тиімді стратегиялары қарастырылады. Тесті сәтті

тапсыру үшін тек тілдік білім жеткіліксіз, сонымен қатар емтихан форматын, тапсырмалар түрлерін және уақытты басқару әдістерін меңгеру қажет. Тыңдалым, оқылым, жазылым және айтылым дағдыларын кешенді түрде дамыту — жоғары нәтижеге жетудің басты шарты. Тыңдалымда әртүрлі ағылшын акценттерін түсінуге дағдылану, оқылымда негізгі және нақты ақпаратты тез табу әдістерін қолдану ұсынылады.

Резюме: В статье рассматриваются эффективные стратегии подготовки к международным экзаменам по английскому языку — IELTS и TOEFL. Успешная сдача экзамена требует не только знания языка, но и понимания структуры теста, типов заданий и принципов распределения времени. Для достижения высоких результатов необходимо комплексно развивать навыки аудирования, чтения, письма и устной речи. Рекомендуется регулярно слушать материалы с разными акцентами, тренировать чтение с целью быстрого поиска информации, отрабатывать письменные задания с акцентом на логику и грамматику, а также развивать уверенность в устной речи.

Preparing for international English exams such as IELTS and TOEFL requires more than just general language knowledge — it demands strategic learning, time management, and familiarity with the exam format. Both tests assess the four core language skills — listening, reading, writing, and speaking — and measure how effectively candidates can use English in academic and real-life contexts. Successful preparation involves not only improving linguistic competence but also developing test-taking strategies and confidence.

The first step in effective preparation is **understanding the exam structure**. Each section of IELTS and TOEFL follows a specific pattern, question types, and timing requirements. Familiarizing oneself with the format helps reduce anxiety and allows test-takers to manage their time efficiently. Practicing under timed conditions is essential to simulate the real exam environment. For example, students should practice reading long texts within limited time frames, writing essays within 40 minutes, and completing listening tasks without pausing the recording [1].

A second crucial strategy is **developing strong vocabulary and grammar skills**. Since both exams test academic and general English, learners should focus on acquiring a wide range of vocabulary related to education, environment, technology, and social issues. Reading authentic materials such as newspapers, online articles, and research summaries can help expand vocabulary and improve comprehension. Grammar accuracy also plays an important role, particularly in writing and speaking, where clarity and coherence are assessed.

Listening practice should include exposure to different English accents — British, American, Australian, and Canadian — as these are all common in both IELTS and TOEFL. Listening to podcasts, TED Talks, news programs, and academic lectures helps learners develop an ear for various speech patterns and intonation. Taking notes while listening and summarizing information improves concentration and retention skills.

Reading strategies are equally important. Instead of reading every word, learners should practice skimming (to get the main idea) and scanning (to find specific information). Identifying keywords and understanding paragraph organization can significantly improve speed and accuracy. It is also useful to analyze

question types such as multiple choice, matching headings, or True/False/Not Given to develop targeted strategies [2].

For **writing**, candidates should learn to structure essays clearly — with an introduction, body paragraphs, and a conclusion. Practicing task-specific writing is key: in IELTS, one must write a formal letter or describe a graph (Task 1) and present an argument or opinion (Task 2). In TOEFL, essays often involve summarizing information from reading and listening passages. To succeed, students should focus on logical organization, linking words, and varied sentence structures. Regularly reviewing sample essays and teacher feedback helps identify common errors and improve coherence.

The **speaking section** tests fluency, pronunciation, and the ability to express ideas clearly. Daily speaking practice — even with peers or through online language exchanges — helps build confidence. Learners should practice answering typical exam questions, describing experiences, and expressing opinions using a range of vocabulary and grammatical structures. Recording one's own speech and analyzing mistakes is an effective self-improvement method.

Mock tests play a vital role in preparation. Taking full-length practice exams helps learners evaluate their progress, identify weaknesses, and adjust study strategies. It also trains mental endurance and concentration, which are critical for performing well on exam day. Many online platforms and official test websites provide free or paid practice materials that closely mirror the actual test.

Finally, maintaining **motivation and consistency** is essential. Creating a realistic study plan with clear goals and deadlines keeps preparation structured and focused. Balancing intensive study with regular breaks prevents burnout. Learners should also adopt a positive mindset — viewing the exam as an opportunity to demonstrate their skills rather than as a source of stress.

Effective preparation for international English exams such as IELTS and TOEFL involves a combination of language improvement, strategic practice, and psychological readiness. By mastering test formats, developing core skills, and practicing regularly under real conditions, candidates can achieve high scores and gain confidence in their English proficiency for academic or professional success [3].

International English exams such as IELTS and TOEFL are globally recognized assessments that measure a learner's ability to use English in academic, professional, and everyday contexts. Achieving a high score requires not only a solid command of the language but also effective preparation strategies, familiarity with exam structure, and consistent practice. Properly organized preparation can turn the learning process into a productive and rewarding experience.

The foundation of successful exam preparation lies in **understanding the exam format and assessment criteria**. Each test section — Listening, Reading, Writing, and Speaking — has specific types of tasks and evaluation standards. Learners should thoroughly study the official guidelines to know exactly what is expected. For example, in IELTS, writing tasks focus on coherence, vocabulary range, and task achievement, while TOEFL emphasizes integrated skills and

academic structure. Knowing these criteria helps candidates prepare more purposefully, focusing on what examiners actually assess.

Listening preparation should involve regular exposure to authentic English speech. Candidates can improve their listening comprehension by watching documentaries, listening to academic podcasts, interviews, and news broadcasts. Since IELTS includes different accents (British, Australian, and New Zealand), and TOEFL focuses more on North American accents, it is important to practice understanding a range of pronunciations. Active listening — taking notes, predicting content, and identifying main ideas — strengthens both comprehension and analytical skills.

Reading practice should emphasize speed and comprehension. Both exams test the ability to locate information quickly and understand complex academic vocabulary. Learners should practice reading various genres: scientific articles, opinion essays, reports, and general information texts. Techniques such as *skimming* for main ideas and *scanning* for details can significantly improve reading efficiency. It is also helpful to analyze paragraph organization and learn how to interpret paraphrasing, which is common in exam questions.

For **writing**, consistency and structure are key. Learners should practice producing essays that are logical, cohesive, and well-organized. In IELTS, Task 1 requires data description (charts, graphs, or processes), while Task 2 demands an argumentative or opinion essay. In TOEFL, integrated writing requires combining information from listening and reading sources. To improve, learners should analyze sample essays, use linking words effectively, and pay attention to grammar accuracy and lexical variety. Writing under time pressure is also essential to simulate real exam conditions [4].

Speaking practice should focus on fluency, coherence, and pronunciation. Candidates need to speak naturally and confidently rather than memorizing responses. Practicing with a partner, recording oneself, or using online platforms to simulate interviews helps improve performance. In IELTS, learners answer personal questions, describe a topic, and discuss abstract ideas. In TOEFL, speaking tasks involve summarizing academic materials. Practicing different types of prompts develops flexibility and confidence in responding spontaneously.

One of the most effective tools for exam preparation is **taking regular mock tests**. Full-length practice exams help learners assess their readiness, identify weak areas, and become comfortable with time constraints. Reviewing mistakes after each test is crucial for progress — it helps learners understand their recurring errors and focus their studies accordingly. Keeping a progress journal can also motivate students and show how their skills improve over time.

Another essential strategy is **developing academic vocabulary**. Both exams feature topics related to science, education, technology, environment, and culture. Learners should build topic-specific vocabulary and practice using new words in context. Reading academic journals, online articles, and newspapers like *The Guardian* or *The New York Times* can expose learners to high-level vocabulary and natural expressions.

Time management is another critical skill. Test-takers often lose points because they spend too long on difficult questions or fail to complete all tasks. Practicing under strict timing conditions trains concentration and helps allocate time effectively during the real test. Learning to quickly decide when to move on from a question is part of exam strategy development.

Finally, **maintaining motivation and emotional balance** plays a vital role. Preparing for IELTS or TOEFL can be stressful, especially for students balancing studies or work. Setting clear goals, celebrating small achievements, and maintaining a regular study schedule make the process more sustainable. Relaxation techniques such as deep breathing, mindfulness, or light exercise can help reduce exam anxiety.

In conclusion, effective preparation for international English exams involves a combination of linguistic improvement, strategic practice, and psychological readiness. By understanding the exam format, developing core skills, managing time wisely, and staying motivated, learners can maximize their potential and achieve excellent results. IELTS and TOEFL are not merely tests of language ability — they are opportunities to demonstrate academic competence, communication skills, and global readiness [5].

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МАХАМБЕТ ПОЭЗИЯСЫНДАҒЫ ЕРКІНДІК ИДЕЯСЫ

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Аннотация – в статье рассматривается идея свободы в поэзии Махамбета Утемисова и её философско-художественное значение. Анализируется роль поэта в формировании национального самосознания и развитии гуманистических идей в казахской литературе.

Summary – the article explores the idea of freedom in the poetry of Makhambet Utemisuly, focusing on its philosophical and artistic meaning. It highlights the poet's role in shaping national consciousness and promoting humanistic values in Kazakh literature.

Махамбет Өтемісұлы – қазақ әдебиеті тарихындағы ұлт рухын, азаттық пен еркіндік идеясын биік көркемдік деңгейде жырлаған ақындардың бірі. Оның поэзиясы тек әдеби мұра ғана емес, сонымен қатар халықтың саяси-әлеуметтік ой-санасының көрінісі, ұлттың өзіндік бостандығы мен рухани тәуелсіздігі үшін күресінің айнасы. Махамбет шығармаларының өзегінде еркіндік, әділдік, намыс пен елдік идеясы тоғысып, поэзия мен философияның табиғи синтезі көрініс табады. Ақынның шығармашылық мұрасы ұлттық сана мен көркемдік ойлаудың эволюциясын түсінуде ерекше мәнге ие.

Махамбет поэзиясы XIX ғасырдың алғашқы жартысындағы қазақ қоғамының күрделі әлеуметтік жағдайымен тығыз байланысты. Ресей империясының отарлық саясаты күшейіп, халықтың дәстүрлі өмір салтына қауіп төнген тұста ақынның жырлары қарсылықтың, азаттық күрестің ұранына айналды. Ол Исатай Тайманұлы бастаған шаруалар көтерілісінің рухани көсемі ретінде еркіндікті тек саяси ұғымда ғана емес, рухани және адамгершілік категория ретінде де жырлады. Ақын үшін еркіндік — адам мен ұлттың ең жоғарғы құндылығы, өмір мен өнердің мәні. Сондықтан Махамбет жырларында еркіндік идеясы тек көтеріліске шақыру емес, ұлттың болмысын сақтау мен оның рухани тәуелсіздігін қорғау миссиясымен астасып жатыр.

Ақынның «Ереуіл атқа ер салмай», «Мен, мен едім, мен едім», «Толарсақтан саз кешіп», «Ұл туса», «Атадан туған ардақты ер» секілді өлеңдерінде ерлік пен еркіндік ұғымдары біртұтас жүйе ретінде беріледі. Бұл шығармаларда Махамбет еркіндік үшін күрескен тұлғаның ішкі жан дүниесін, рухани биіктігін, қайсарлығын айқын суреттейді. Мысалы, «Ереуіл атқа ер салмай» өлеңінде ақын күрес жолындағы адамның психологиялық күйін бейнелеп, батырдың азаттық жолындағы шешімді қадамын көрсету арқылы ұлттық рухтың қуатын танытады. Мұнда еркіндік – тек саяси ұран емес, ұлттың өмір сүруінің шарты.

Махамбет поэзиясының басты ерекшелігі – оның еркіндік идеясын әлеуметтік-философиялық деңгейде көтеруі. Ол отаршылдыққа қарсы күресті жеке оқиға емес, жалпы халықтың тағдырын анықтайтын тарихи заңдылық ретінде қарастырды. Ақынның поэзиясында жеке тұлғаның еркіндігі мен халықтың еркіндігі өзара сабақтас. Бұл тұрғыдан алғанда, Махамбет ойшыл-ақын ретінде жеке және қоғамдық еркіндіктің диалектикалық бірлігін көркем бейнелер арқылы аша білді. Ол үшін еркіндік — адамдық қадір-қасиеттің өлшемі, ал еркіндіксіз өмір — рухани өлім. Махамбет жырларында еркіндік идеясы ұлттық болмыс ұғымымен тығыз байланысты. Ол қазақ халқының ежелден қалыптасқан еркіндік сүйгіш мінезін, тәуелсіздікке ұмтылған рухын поэзиялық тілде бейнеледі. Ақын халықты бірлікке, намыс пен адалдыққа шақырды. Оның шығармаларында ұлттық сана мен әлеуметтік әділет идеясы бірігіп, қазақ поэзиясын жаңа сапалық деңгейге көтерді. Махамбеттің еркіндік идеясы тек саяси мазмұнмен шектелмей, адам болмысының мәнін ашуға бағытталды. Осы арқылы ол қазақ поэзиясында гуманистік бағытты күшейтіп, еркіндік пен адамгершіліктің ажырамас тұтастығын көрсетті.

Махамбеттің көркем тілі мен бейнелеу жүйесі де еркіндік идеясын жеткізудің басты құралы болды. Ақынның поэтикалық тілі өткір, қуатты, бейнелі әрі символдық мәнге ие. Ол дәстүрлі халықтық поэтика элементтерін (эпитет, метафора, салыстыру, қайталау) замана талабына сай жаңғыртып, поэзияны саяси-идеялық күрестің қаруына айналдырды. Махамбет өлендеріндегі динамикалық ырғақ, қайталанатын екпінді тармақтар мен үнділі фразалар поэзияның ішкі қарқынын арттырып, еркіндік рухын күшейтеді. Бұл тұрғыдан алғанда, Махамбет поэзиясы түр мен мазмұн жағынан біртұтас көркем жүйе ретінде қалыптасқан.

Ақын шығармашылығында еркіндік идеясы – тарихи және философиялық категория. Ол халықтық азаттық қозғалыс идеясын тек өткен дәуірдің шындығы ретінде емес, мәңгілік адамдық мұрат ретінде бейнеледі. Махамбет үшін еркіндік – уақыттан тыс құндылық, ұлттың рухани тірегі. Ақынның бұл идеясы кейінгі әдебиет пен қоғамдық ойға да үлкен ықпал етті. XX ғасырдағы Алаш қозғалысының идеялық негізінде де Махамбет поэзиясының рухы жатыр. Бұл оның шығармашылығының тарихи сабақтастығын және әлемдік еркіндік идеяларымен үндестігін көрсетеді.

Ғылыми тұрғыдан алғанда, Махамбет поэзиясындағы еркіндік идеясы – ұлттық әдебиеттегі жаңа идеологиялық парадигманың бастау нүктесі. Бұрынғы жыраулар поэзиясында ерлік пен елдік көбіне хан мен батыр тұлғасында бейнеленсе, Махамбет поэзиясында халықтың өз тағдырын өзі шешуге ұмтылған саналы еркін тұлғасы алдыңғы қатарға шығады. Бұл оның поэзиясының демократиялық, халықтық сипатын айқындайды. Ақынның идеялық жаңалығы – еркіндікті жеке қаһарманның ерлігімен емес, халықтың рухани бірлігімен байланыстыруында. Осы тұрғыдан алғанда, Махамбет поэзиясы қазақ әдебиетіндегі реализм мен романтизмнің тоғысында тұрған, ұлттық сананың жаңа сатысын бейнелейтін құбылыс болып табылады.

Махамбет Өтемісұлы шығармаларының әлемдік әдебиет контексіндегі орны да ерекше. Оның поэзиясында француз революционерлері, орыс декабристері немесе Шевченко, Байрон, Петефи сияқты еркіндік жыршыларының шығармашылығымен рухани үндестік бар. Бұл үндестік Махамбет поэзиясының жалпыадамзаттық деңгейге көтерілгенін дәлелдейді. Ол еркіндікті ұлттық шеңберде ғана емес, адамзаттық мұрат ретінде қарастырды. Осы қасиет оның поэзиясын дүниежүзілік азаттық идеясының көркем көріністерінің қатарына қосады.

Махамбет поэзиясының ғылыми жаңалығы оның философиялық тереңдігі мен көркемдік жүйесінің тұтастығында. Ақын халықтың тарихи санасын бейнелеп қана қоймай, оны жаңа деңгейге көтеріп, еркіндікті рухани даму мен мәдени прогрестің негізгі шарты ретінде қарастырды. Ол өз дәуірінің шындығын поэтикалық образдар арқылы терең талдап, қазақ әдебиетінде реалистік және публицистикалық бағыттың қалыптасуына жол ашты. Сонымен қатар Махамбет поэзиясы ұлттық поэтикалық дәстүр мен жаңа заман идеологиясының синтезін көрсететін, көркемдік ойлау эволюциясының биік үлгісі болып табылады.

Қорытындылай келгенде, Махамбет Өтемісұлы поэзиясындағы еркіндік идеясы – қазақ руханиятының өзегін құрайтын іргелі философиялық концепция. Ақынның шығармалары халықтың бостандыққа деген мәңгілік ұмтылысын бейнелеп, ұлттық сана мен азаттық рухының көркем шежіресіне айналды. Махамбет поэзиясы өзінің терең мазмұны, көркемдік қуаты және идеялық өзектілігімен әлемдік әдебиеттің гуманистік дәстүріне сай келеді. Еркіндік рухы – Махамбет поэзиясының мәңгілік мәні, ал оның шығармашылық мұрасы – ұлттың рухани тәуелсіздігінің айғағы. Қорытындылай келе, Махамбет Өтемісұлының поэзиясы қазақ әдебиетіндегі еркіндік идеясының көрнекті үлгісі болып табылады. Оның шығармаларында халық азаттығы мен әділеттілік үшін күрес, әлеуметтік теңдік пен ұлттық сана мәселелері шынайы поэтикалық формада көрініс табады. Махамбеттің өлеңдеріндегі батылдық, теңдікке деген ұмтылыс және жеке тұлғаның еркіндігі идеялары қазақ әдебиетінде жаңа тақырыптық бағыттарды қалыптастыруға, сонымен қатар тарихи және мәдени контексті терең түсінуге мүмкіндік береді. Ғылыми жаңалық ретінде автордың шығармашылығы арқылы қазақ поэзиясында еркіндік идеясының тек әлеуметтік-саяси тұрғыдан емес, философиялық және эстетикалық өлшемде де дамығанын атап көрсетуге болады. Осы тұрғыда Махамбеттің поэзиясы тек ұлттық әдебиет үшін ғана емес, жалпы әлемдік әдебиетте де еркіндік пен әділеттілік идеяларын көркемдік деңгейде жеткізу үлгісі ретінде ерекше орын алады.

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PEDAGOGICAL CONDITIONS OF INCREASING THE QUALITY OF THE INDEPENDENT WORKS OF THE STUDENTS AT THE LESSON

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Түйін: Мақалада сабақ барысында студенттердің өзіндік жұмыс сапасын арттыруға ықпал ететін педагогикалық жағдайлар қарастырылады. Автор студенттің дербес жұмысын кәсіби және жеке құзыреттіліктерді қалыптастырудың маңызды факторы ретінде көрсетеді. Өзіндік жұмысты ұйымдастырудың теориялық негіздері ашылып, оны оқу процесінде жүзеге асырудың тиімді әдістері мен формалары талданады. Зерттеу нәтижесінде студенттердің өзіндік жұмысының табыстылығын қамтамасыз ететін негізгі педагогикалық жағдайлар анықталды: оқу мотивациясын дамыту, өзін-өзі бақылау мен өзін-өзі бағалау дағдыларын қалыптастыру, заманауи білім беру технологияларын пайдалану және қолайлы психологиялық ахуал жасау.

Резюме: В статье рассматриваются педагогические условия, способствующие повышению качества самостоятельной работы студентов на учебных занятиях. Автор подчеркивает значимость самостоятельной деятельности как важнейшего фактора формирования профессиональных и личностных компетенций обучающихся. Раскрываются теоретические основы организации самостоятельной работы, анализируются эффективные методы и формы ее реализации в образовательном процессе. В результате исследования определены основные педагогические условия, обеспечивающие успешность самостоятельной работы студентов: развитие учебной мотивации, формирование умений самоконтроля и самооценки, использование современных образовательных технологий и создание благоприятного психологического климата.

Independent learning is essential for developing students' intellectual, creative, and professional abilities. In today's education system, the capacity to learn independently is considered a key factor in academic achievement and preparation for future careers. This article aims to explore and evaluate the pedagogical factors that enhance the effectiveness of students' independent work during lessons. Fostering learners' independence is a core objective of contemporary education, focused on shaping active, responsible, and self-directed individuals who are capable of lifelong learning [1,31].

Independent work refers to a form of educational activity where students independently gain knowledge, build skills, and complete various academic tasks, while remaining under the overall guidance of the teacher. The value of independent work extends beyond gaining knowledge — it also fosters cognitive autonomy, enhances critical thinking, and stimulates creativity. By engaging in independent work, students develop the ability to organize their learning process, define objectives, make informed choices, and assess their own achievements. It also contributes to the development of perseverance, accountability, and the ability to self-regulate. Nevertheless, the effectiveness of students' independent work is largely influenced by the pedagogical environment established during the educational process.

A crucial factor in enhancing the effectiveness of independent work is the establishment of strong motivational support. The teacher should cultivate students' curiosity toward learning and foster intrinsic motivation to complete independent assignments. When students have a clear understanding of the task's purpose, recognize its relevance to real-life situations, and experience a sense of

accomplishment from the outcome, their motivation increases. Support, constructive feedback, and acknowledgment of accomplishments also boost students' motivation to engage in independent learning [2,15].

Another crucial factor is methodological support. Successful independent work depends on a structured system with clear instructions, objectives, and assessment criteria. The teacher's role is to provide guidance and support rather than oversee every student's move, assisting them in grasping the task's logic and suggesting problem-solving approaches. Students need the flexibility to select methods and strategies that suit their individual learning styles, as this fosters autonomy and accountability for their outcomes.

Incorporating modern educational technologies significantly enhances the quality of independent work. Digital platforms, multimedia resources, online libraries, and interactive apps assist students in broadening their knowledge and completing creative and research assignments more efficiently. Technology enables students to access diverse learning resources anytime, get immediate feedback, and engage in collaborative learning activities. Blended learning, integrating both in-person and online activities, enhances flexibility and promotes a deeper comprehension of the material.

Another crucial pedagogical factor is tailoring tasks to individual needs and abilities. Because students vary in their readiness, cognitive skills, and interests, it is essential to customize the content and difficulty of tasks according to each student's individual needs. Differentiation guarantees that each student can achieve success, boosting their confidence and motivation to continue learning [3,5]. The teacher should monitor students' development and offer prompt support to those facing challenges.

Independent work becomes effective only when students have cultivated the abilities of self-monitoring and self-evaluation. Students need to be capable of assessing their own work, recognizing errors, and devising strategies for improvement. The teacher should guide students to evaluate their outcomes, think critically about their learning experience, and identify their strong points and areas for improvement. Reflection enables students to recognize their progress and enhances their capacity for self-directed learning.

Another crucial aspect is fostering a positive psychological and educational environment within the classroom. Students need to feel safe to share their thoughts, ask questions, and make errors without worrying about being judged. An environment of mutual respect and trust between teacher and students fosters greater participation and motivation. Encouraging creativity, initiative, and teamwork among students is crucial, because effective communication and collaboration greatly enrich the learning experience.

The teacher's role in facilitating independent work is complex and involves many aspects. The teacher serves as a guide, advisor, and source of encouragement. Their responsibility is to create independent tasks that go beyond routine drills and offer engaging, thought-provoking experiences. The teacher needs to find a balance between offering guidance and allowing autonomy, giving sufficient assistance to

ensure comprehension while also allowing the student the freedom to explore and learn independently. Providing constructive feedback is crucial as it enables students to recognize errors, comprehend their causes, and view learning as an ongoing journey of growth instead of isolated assignments.

Contemporary teaching methods often incorporate innovative strategies like project-based learning, problem-solving activities, and research-focused education to improve students' independent work. These approaches enhance students' subject knowledge while also fostering their abilities in analysis, communication, and organization. Incorporating digital tools, interactive simulations, and game-like features into independent work boosts students' motivation to engage actively in their learning. By making learning interactive and exciting, teachers enable students to understand that independent study can be both demanding and fun.

In conclusion, enhancing the quality of students' independent work necessitates applying certain pedagogical conditions that integrate motivational, methodological, technological, and psychological elements [4,71]. The teacher's responsibility is to foster an environment that encourages curiosity, accountability, and creativity. Independent work should be seen not as an extra burden but as an essential component of education that helps develop a student's character and professional skills. When students receive motivation, proper guidance, and chances for self-expression and self-evaluation, they grow more confident, focused on their goals, and able to engage in lifelong learning. Thus, improving the quality of independent work is not just an educational challenge but a crucial move toward creating a system that equips students for lifelong learning and personal growth.

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УДК 80

РЕЧЕВЫЕ ОШИБКИ В ПИСЬМЕННОЙ КОММУНИКАЦИИ СОЦИАЛЬНЫХ СЕТЕЙ

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Түйін: Бұл мақалада студенттердің әлеуметтік желілердегі жазбаша және ауызша қателіктері жіктеледі. Жасөспірімдердің сандық коммуникациясындағы қателіктердің

мысалдары келтірілген, олардың пайда болу себептері талқыланған және шешімдер ұсынылған.

Summary: The article is devoted to the classification of written speech errors of students on social networks. Examples of errors in young people's digital communication are provided, the reasons for their occurrence are discussed, and solutions are proposed.

«Как уст румяных без улыбки, без грамматической ошибки я русской речи не люблю», – писал Александр Сергеевич Пушкин. Действительно, каждый человек, говоря на русском языке, не может быть абсолютно уверенным в том, что он говорит правильно, ведь этот язык очень сложен по своей природе, имеет множество правил и исключений. По данным американского Института зарубежной службы, он входит в топ-5 самых сложных для изучения во всём мире. Даже носители часто допускают ошибки в своей устной и письменной речи. Но это не означает, что ошибки – это нормально. В эпоху цифровизации общения, когда многие люди коммуницируют в социальных сетях, речевые ошибки в письменной речи стали актуальной проблемой особенно среди молодёжи и обучающихся. Цифровая коммуникация формирует новый тип письменности – спонтанный, сокращённый, эмоционально окрашенный, часто отклоняющийся от литературных норм, что приводит к появлению устойчивых речевых ошибок, которые переходят из онлайн-пространства в учебные, профессиональные и официальные тексты.

Согласно «Новому словарю методических терминов и понятий», «речевые ошибки» – это «нарушение норм языка в устных и письменных сообщениях, которые связаны с отступлениями от норм литературного языка и нарушениями правильности речи» [1].

Как показал анализ научной литературы, в русском языке традиционно выделяют следующие ошибки: орфографические (нарушения в правописании слов), пунктуационные (неправильная постановка знаков препинания) и речевые (лексически и стилистически неправильное использование слов). В работе С.Н. Цейтлин «Речевые ошибки и их предупреждение» классификация речевых ошибок была представлена в зависимости от причин их возникновения: словообразовательные, морфологические, синтаксические, лексические, фразеологические и стилистические [2]. В ходе исследования будем придерживаться мнения и рассматривать типологию речевых ошибок с точки зрения доктора филологических наук Ю.В. Фоменко, так как автор рассматривает ошибки на всех уровнях языковой системы: лексические, фразеологические, морфологические, синтаксические, орфографические, пунктуационные, стилистические и логические [3].

Учащиеся и студенты очень часто допускают ошибки в написании элементарных слов, игнорируют знаки препинания, что приводит к затруднению понимания их письменной речи. Поэтому педагогам часто приходится уточнять, что именно они имели в виду. Важно отметить, что цифровая письменная речь современных подростков чаще всего содержит сокращения, аббревиатуры, искажения, неологизмы, сленговые и

заимствованные слова. Ниже представлена таблица с примерами речевых ошибок молодёжи, выявленные из социальных сетей.

Таблица 1 - Речевые ошибки пользователей в письменной коммуникации социальных сетей

<i>Типы ошибок</i>	<i>Примеры</i>
Примеры сокращений (усечение исходного слова) и аббревиатур	«здр» («здорово»), «норм», «нормас» («нормально»), «чот» («чего-то», «что-то»), «пож» («пожалуйста»), «сча» («сейчас»), «крч» («короче»), «сн» («спокойной ночи»), «мб» («может быть»).
Примеры искажений (по принципу «что слышу, то и говорю»)	«канешна», «дратути», «ващет», «даров», «талан», «тавай», «дауай», «плес», «та ты сё».
Примеры сленговых слов	«залипать», «орать» (в значении «громко смеяться»), «жиза», «вайб», «кринж», «зожник», «токсик».
Примеры заимствованных слов	«лайк» (англ. «like»), «сорри» (англ. «sorry»), «лол» (англ. «Laughing out loud» в значении «смешно»), «сас» (англ. «sassy» – «крутой»), «чекать» (англ. «check»), «юзать» (англ. «use»), «спамить» (англ. «spam»)

Основной причиной возникновения и распространения цифровых речевых ошибок у молодёжи, на наш взгляд, являются следующие факторы:

1. **Неграмотная речь популярных блогеров.** Популярные блогеры, особенно в платформах TikTok, Instagram и YouTube, часто используют упрощённый, разговорный язык с намеренными ошибками, сленгом или мемами для привлечения аудитории. Молодёжь подражает им, считая такой стиль «крутым» и современным, что приводит к закреплению ошибок в повседневной речи.

2. **Недостоверная информация на просторах Интернета.** В различных социальных сетях, интернет-сообществах, форумах (например, VK или Telegram-каналах) и чатах распространяется много недостоверной или некорректной информации, включающие грамматические ошибки, опечатки и стилистические неточности. Пользователи копируют текст без проверки, чтобы быстро ответить или «репостнуть». Это создаёт цепную реакцию: ошибки передаются с одного аккаунта в другой и молодёжь привыкает к ним как к норме, не различая достоверное от ложного.

3. **Необходимость в сокращении слов.** В быстром онлайн-общении (чатах, SMS, комментариях) в целях экономии времени в онлайн-коммуникации пользователи сокращают слова для скорости. Это начинается как удобство, затем переходит в привычку, а далее – в оффлайн-речь или формальных текстах, как например, ученики пишут сочинения с сокращениями. Это приводит к утрате полноты выражения мыслей, снижению выразительности языка и трудностям с переходом к стандартной грамотности в учёбе или работе.

4. **Снижение уровня грамотности у обучающихся, обусловленная недостаточными знаниями правил правописания и уменьшением чтения художественной литературы.** Современные школьники и студенты реже читают классику (А.С. Пушкина, Л.Н. Толстого), предпочитая короткие видео или комиксы, что приводит к слабому знанию орфографии, пунктуации и стилистики, потому что без чтения книг правила не закрепляются.

5. **Редкое посещение театров, музеев, концертов и культурно-массовых мероприятий.** Культурные события развивают речь через живой пример: актёры в театре говорят грамотно и выразительно, концерты учат восприятию поэзии и музыки. Молодёжь же проводит время в гаджетах, игнорируя оффлайн-культуру. Именно поэтому у молодого поколения теряется эмоциональная глубина речи, снижается словарный запас и происходит отрыв от культурных норм русского языка, что усиливает цифровые ошибки.

Следовательно, чтобы предотвратить увеличение цифровых речевых ошибок среди молодёжи, необходимо, в первую очередь, родителям и педагогам следить за организацией свободного времени подростков. В современном мире большее количество своего времени подростки проводят в социальных сетях, даже находясь дома или в школе. Если взрослые научат подростков различать достоверную информацию от ложной, объяснять значимость сохранения единиц родного языка, будут чаще посещать культурно-массовые мероприятия, то, с большой вероятности, сможем сократить распространение речевых ошибок среди молодёжи.

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ЖАСАНДЫ ИНТЕЛЛЕКТ ЖӘНЕ ҚАЗАҚ ТІЛІН ОҚЫТУ (СНАТGPT, НЕЙРОЖЕЛІЛЕРДІҢ ҚОЛДАНЫЛУЫ)

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Аннотация: В статье рассматривается использование технологий искусственного интеллекта и нейросетей в обучении казахскому языку. Особое внимание уделено возможностям моделей, таких как ChatGPT и KazLLM, для развития грамматических,

лексических и коммуникативных навыков учащихся. Также обсуждаются преимущества и ограничения применения ИИ в образовательном процессе.

Summary: The article explores the use of artificial intelligence and neural networks in teaching the Kazakh language. It highlights the potential of models like ChatGPT and KazLLM to enhance students' grammar, vocabulary, and communication skills. The study also discusses the benefits and limitations of applying AI in the educational process.

Қазіргі заманда білім беру мен тіл үйрету саласында жасанды интеллект (ЖИ) технологиялары қарқынды дамып келеді. Жасанды интеллекттің мүмкіндіктері оқыту процесін тиімді, интерактивті және жекешелендірілген етуге мүмкіндік береді. Қазақ тілін үйретуде де ЖИ құралдары, әсіресе тілдік модельдер (мысалы, ChatGPT) мен нейрожелілер, оқу материалының сапасын арттыруға, грамматикалық, лексикалық және сөйлеу дағдыларын жетілдіруге ықпал етеді. Қазіргі ақпараттық қоғамда білім беру саласы жаңа технологиялармен қарқынды дамып келеді. Жасанды интеллект (ЖИ) құралдары білім беру процесін тиімді, жекешелендірілген етуге мүмкіндік береді.

Жасанды интеллекттің қазақ тілін оқытудағы рөлі:

1. Автоматты түзету және кері байланыс. ЖИ негізіндегі жүйелер оқушының жазбаларын талдап, грамматикалық, орфографиялық және стилистикалық қателерді анықтап, түзету ұсыныстарын береді. Мысалы, ChatGPT қолданушының қазақ тіліндегі мәтінін тексеріп, қателерді көрсетіп, дұрысын ұсына алады. Бұл оқушының тілдік дағдыларын дамытуға ықпал етеді.

2. Сөйлеу және тыңдау дағдыларын дамыту. ЖИ құралдары арқылы оқушылар қазақ тіліндегі диалогтарға қатысып, сөйлеу және тыңдау дағдыларын жетілдіре алады. Мысалы, ChatGPT-пен қазақ тілінде сұхбат жүргізу арқылы оқушы өз сөйлеу мәнерін жақсарта алады.

3. Жекешелендірілген оқу бағдарламасы. ЖИ жүйелері оқушының білім деңгейін, күшті және әлсіз жақтарын анықтап, жеке оқу жолын құрастырады. Бұл тәсіл әсіресе қазақ тілін шет тіл ретінде үйренушілер үшін тиімді. Жекешелендірілген бағдарлама оқушының қажеттіліктеріне сәйкес материалдарды ұсынады, бұл оқу процесін тиімді етеді.

4. Мәтін генерациясы және шығармашылық жұмыс.

ЖИ құралдары оқушыларға эссе, өлең, әңгіме жазуда көмек көрсетеді. Мысалы, ChatGPT қазақ тілінде шығармашылық тапсырмалар дайындап бере алады, ал оқушы оны өңдеп, өз стилін дамыта алады. Бұл тәсіл оқушының шығармашылық қабілеттерін дамытуға ықпал етеді.

Ғылыми дәлелдер мен зерттеулер:

RNN Encoder-Decoder моделі: Бұл модель тілдер арасындағы аударма жұмыстарында тиімділігін көрсетті. Модельдің құрылымы қазақ тілінің морфологиялық ерекшеліктерін ескере отырып, аударма сапасын арттыруға мүмкіндік береді.

Neural Named Entity Recognition for Kazakh: Бұл зерттеу қазақ тіліндегі атауларды тану үшін нейрожелілерді қолданудың тиімділігін көрсетті. Қазақ

тілінің морфологиялық күрделілігіне қарамастан, модель жоғары дәлдікпен жұмыс істейді.

Жасанды интеллект мүмкіндіктері және білім саласында қолданылуы: Бұл ЖИ технологияларының білім беру жүйесіне ықпалы мен болашақтағы даму мүмкіндіктері қарастырылады. ЖИ негізіндегі интеллектуалды оқыту жүйелерінің тиімділігі дәлелденген.

Мысалдар: ChatGPT арқылы сөйлеу практикасы: Оқушы: «Мен қазақ тілін үйреніп жатырмын, менің сөйлемдерімді түзетші». ChatGPT: «Әрине! Мысалы, ‘Мен кітап оқып жатырмын’ деген дұрыс, ал ‘Мен оқып кітап жатырмын’ қате». Бұл оқушыға тілді нақты және дұрыс қолдануға көмектеседі. KazLLM моделі: Қазақстан алғаш рет өз ұлттық тілдік моделін — KazLLM-ді ұсынды. Бұл модель қазақ тілінде мәтіндерді түсініп, генерациялауға қабілетті. KazLLM моделі қазақ тілін оқытуда тиімді құрал ретінде қарастырылады.

Шектеулері мен мәселелері:

1. Қате жауаптар: ЖИ жүйелері кейде қате немесе контекстен тыс жауап беруі мүмкін. Бұл оқушының түсінігін шатастыруы мүмкін.
2. Грамматикалық дәлдік: Толық грамматикалық дәлдік әрқашан қамтамасыз етілмейді. Бұл оқушының тілдік дағдыларын дамытуда қиындықтар туғызуы мүмкін.
3. Қазақ тілінің күрделілігі: Қазақ тілінің күрделі морфологиясы мен диалект ерекшеліктерін толық қамту қиын. Бұл ЖИ жүйелерінің тиімділігін шектейді.

Артықшылықтары:

1. Жылдам кері байланыс – қателерді бірден көрсетеді.
2. Жеке темппен оқу – әр оқушы өз деңгейінде білім алады.
3. Қол жетімділік – интернет бар жерде кез келген уақытта қолдануға болады.
4. Шығармашылықты дамыту – мәтін жазуда және диалог жүргізуде көмектеседі.

Шектеулері мен мәселелері:

1. Кейде модельдер қате немесе контекстен тыс жауап беруі мүмкін.
2. Толық грамматикалық дәлдік әрқашан қамтамасыз етілмейді.
3. Дәстүрлі тіл үйрету әдістерін толық алмастыра алмайды, тек қолдау көрсетеді.
4. Қазақ тілінің күрделі морфологиясы мен диалект ерекшеліктерін толық қамту қиын.

Жасанды интеллект (ЖИ) және нейрожелілер қазақ тілін оқытуда тиімді құрал болып табылады. Олар грамматика мен сөздік қорды үйретуден бөлек, сөйлеу, тыңдау, жазу және шығармашылық дағдыларды дамытуға көмектеседі. ChatGPT сияқты тілдік модельдер оқушыларға жеке оқу траекториясын құруға, мәтіндерді түзетуге және диалог арқылы тілдік практика жасауға мүмкіндік береді. Сонымен қатар, KazLLM сияқты ұлттық тілдік модельдер қазақ тілін үйретудегі арнайы қажеттіліктерді ескере отырып, оқыту сапасын арттыра алады.

Жасанды интеллект пен нейрожелілер қазақ тілін оқытуда маңызды рөл атқарады. Олар грамматика мен сөздік қорды үйретуден бөлек, сөйлеу, тыңдау

және шығармашылық дағдыларды дамытуға көмектеседі. Дегенмен, ЖИ құралдары дәстүрлі оқыту әдістерімен үйлесімді түрде қолданылуы керек.

Болашақта жасанды интеллекттің қазақ тілін үйретудегі рөлі одан да маңызды болып, тіл үйрену процесін барынша интерактивті, қолжетімді және тиімді етеді. Жасанды интеллект пен нейрожелілер қазақ тілін оқытуды жаңа деңгейге көтере алады. Қорытындысында, жасанды интеллект қазақ тілін үйретуді заманауи деңгейге көтеріп, тіл үйренушілер үшін жаңа мүмкіндіктер ашады, бірақ мұны педагогикалық әдістемемен үйлестіріп пайдалану маңызды.

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УДК 373.5:004.8:81'243

ИСПОЛЬЗОВАНИЕ ЧАТ-БОТОВ И ИСКУССТВЕННОГО ИНТЕЛЛЕКТА НА УРОКАХ РУССКОГО ЯЗЫКА И ЛИТЕРАТУРЫ В СРЕДНЕЙ ШКОЛЕ

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Түйін. Мақалада жалпы білім беретін мектептерде орыс тілі мен әдебиеті сабақтарында чат-боттар мен жасанды интеллект технологияларын қолданудың қазіргі тәсілдері қарастырылады. Цифрлық құралдардың оқушылардың уәждемесін арттырудағы, оқытуды даралаудағы және метапәндік құзыреттерді қалыптастырудағы мүмкіндіктері талданады.

Summary. The article examines modern approaches to using chatbots and artificial intelligence technologies in teaching Russian language and literature in secondary schools. It analyzes the potential of digital tools to enhance student motivation, individualize learning, and develop cross-disciplinary competencies. Examples of chatbot use in classroom practice are provided.

Современное образование находится в состоянии постоянных изменений, вызванных стремительным развитием цифровых технологий. Особенно заметно это в филологическом образовании, где инновационные инструменты — такие как чат-боты и искусственный интеллект (ИИ) — становятся неотъемлемой частью учебного процесса [1].

Традиционный урок русского языка и литературы ориентирован на развитие речи, формирование языковой культуры и эстетического вкуса учащихся. Однако современные школьники живут в цифровой среде, и для повышения эффективности обучения педагог должен говорить с ними «на одном языке» — языке технологий.

Использование чат-ботов позволяет сделать процесс изучения языка интерактивным, а взаимодействие с ИИ стимулирует самостоятельное мышление, повышает интерес к чтению и анализу художественных текстов [2].

Чат-бот — это программа, способная вести диалог с пользователем на естественном языке. В образовательной среде такие программы могут выполнять функции:

- виртуального помощника учителя;
- тренажёра по орфографии и пунктуации;
- собеседника при изучении речи и стиля;
- консультанта по теории литературы или биографии писателя.

Например, разработанный в Казахстане образовательный стартап Flexicon помогает учащимся и родителям разбираться в молодёжном сленге, а бот NomBot — изучать топонимику и ономастику Южного Казахстана. Подобные инструменты можно адаптировать и для уроков русского языка: бот может проверять сочинения, предлагать задания на развитие речи, проводить мини-тесты.

Таблица 1 – Примеры использования чат-ботов и ИИ на уроках русского языка и литературы

Направление работы	Возможности ИИ и чат-ботов	Педагогический эффект
Орфография и пунктуация	Проверка и объяснение ошибок	Повышение грамотности
Лексика и стилистика	Подбор синонимов, анализ стиля	Развитие языкового чутья
Анализ текста	Генерация вопросов по содержанию	Активизация мышления
Литература	Викторины, тесты, анализ персонажей	Повышение интереса к чтению
Проектная деятельность	Создание мини-сочинений с ИИ	Формирование творческих навыков

Преимущества очевидны: индивидуализация обучения, мгновенная обратная связь, возможность работы в онлайн- и офлайн-режиме, доступность 24/7. Учитель получает инструмент для контроля знаний, а ученик — интерактивного наставника [3].

Однако важно помнить и об ограничениях. Искусственный интеллект не заменяет педагога — он лишь дополняет его работу. Задача учителя — направлять, корректировать и развивать критическое мышление школьников, чтобы они не просто потребляли готовую информацию, а умели анализировать, сопоставлять и формулировать собственные выводы [4].

Кроме того, ИИ требует ответственного отношения к вопросам цифровой этики, авторских прав и защиты персональных данных учащихся.

На уроках русского языка чат-бот может выполнять функции электронного словаря или тренажёра. Например:

- бот «Грамотей» проверяет орфографию и объясняет правила;
- бот «Литератор» задаёт вопросы по тексту произведения;
- бот «Аналитик» предлагает ученику сформулировать собственное мнение о персонаже.

Учитель может использовать такие инструменты при выполнении домашних заданий, для подготовки к олимпиадам, а также при дистанционном обучении.

В старших классах чат-боты помогают в написании эссе, рецензий и анализе текстов, выступая как консультант по структуре и композиции.

Интеграция чат-ботов и технологий искусственного интеллекта в преподавание русского языка и литературы открывает новые горизонты школьного образования. Эти инструменты не только повышают мотивацию учащихся, но и способствуют формированию у них цифровой грамотности, творческого мышления и коммуникативных компетенций.

Таким образом, ИИ становится не заменой учителя, а его интеллектуальным помощником, способствующим модернизации учебного процесса и приближению филологического образования к реалиям XXI века.

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MODERN ONLINE PLATFORMS AND APPLICATIONS FOR LEARNING ENGLISH

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Түйін: Бұл мақалада ағылшын тілін оқытуда онлайн құралдарды пайдаланудың негізгі артықшылықтары, педагогикалық әлеуеті және қиындықтары қарастырылады. XXI ғасырда цифрлық технологиялар білім беруде, әсіресе шетел тілдерін оқыту саласында төңкеріс жасады. Заманауи онлайн платформалар мен мобильді қосымшалар оқушыларға ағылшын тілін тиімді меңгеру үшін икемді, интерактивті және жекелендірілген мүмкіндіктер ұсынады.

Аннотация: В данной статье рассматриваются основные преимущества, педагогический потенциал и сложности использования онлайн-инструментов в обучении английскому языку. В XXI веке цифровые технологии произвели революцию в образовании, особенно в сфере преподавания иностранных языков. Современные онлайн-платформы и мобильные приложения предлагают учащимся гибкие, интерактивные и персонализированные возможности для эффективного изучения английского языка.

The integration of digital technologies into education has transformed traditional approaches to teaching and learning foreign languages. English, being the global language of communication, science, and business, has particularly benefited from these technological innovations. Online platforms and mobile applications provide students with access to authentic materials, interactive exercises, and opportunities for real-time communication with native speakers. The relevance of the topic lies in the growing demand for digital learning tools that enhance learner autonomy and motivation.

1. Overview of Modern Online Platforms

Online platforms such as Duolingo, BBC Learning English, Coursera, Memrise, and Edmodo have become essential resources in English language education.

- Duolingo uses gamification elements to increase learner engagement.
- BBC Learning English offers authentic listening and reading materials suitable for various proficiency levels.
- Coursera provides academic English courses developed by leading universities.

These platforms combine multimedia resources, self-paced learning, and feedback systems that facilitate continuous progress tracking.

2. Mobile Applications and Their Pedagogical Benefits

Mobile applications like Busuu, HelloTalk, Tandem, and LingQ focus on communicative practice and vocabulary building. Through chat-based communication with native speakers, learners develop real-life speaking and writing skills. The convenience of mobile apps enables learning “anytime and anywhere,” which is especially important in today’s fast-paced world.

3. Advantages of Digital Language Learning Tools

The use of online platforms and applications in English language learning offers several advantages:

- Accessibility and flexibility: Learners can study at their own pace, regardless of location.
- Interactivity: Multimedia tools (videos, games, quizzes) promote active learning.
- Personalization: Adaptive algorithms adjust tasks to the learner’s level and progress.
- Immediate feedback: Automated correction systems enhance accuracy and motivation.

4. Challenges and Limitations

Despite numerous benefits, online learning also presents challenges. These include the lack of face-to-face interaction, possible technical issues, and the risk of superficial learning without proper teacher guidance. Moreover, learners need self-discipline and time-management skills to achieve consistent results [1].

The app features a scrollable world map where users can choose lessons organized by themes such as travel, public transportation, grammar, and pets. Each lesson includes interactive quizzes that require users to fill in blanks, arrange words into sentences, and complete various tasks aimed at developing all key language skills.

Visual elements are used extensively to strengthen word recognition, and the exercises include frequent repetition, helping learners naturally retain new vocabulary with regular use. An additional highlight is the augmented reality (AR) feature, which allows users to activate their phone camera and interact with a 3D virtual teacher as if they were present in the real world.

The lesson section also includes tools such as a vocabulary builder, English idioms, phrasal verbs, and commonly confused words. The vocabulary builder offers three proficiency levels—beginner, intermediate, and advanced. The upper levels are specifically designed to prepare learners for major English proficiency exams like the IELTS, TOEFL, and GRE [2].

In the games section, users can engage in vocabulary, reading, and writing games. One of the most distinctive games, “Echo,” functions as a dictation challenge where players must transcribe words they hear, which is particularly effective for improving spelling skills.

Other valuable features include level-based tests, progress tracking, and flashcards. Learners can monitor their study progress and listening time and even access lessons offline. The premium version of the app enables users to import unlimited online materials and turn them into personalized learning content.

The app’s founder, Steve Kaufmann, has reportedly mastered over 15 languages using this unique method—an inspiring example for anyone beginning their language learning journey [3].

The app provides an interactive world map interface that allows users to explore and select lessons based on different themes and contexts, such as travel, public transportation, grammar, daily life, and pets. This thematic organization helps learners develop language competence across a wide range of real-world situations. Each lesson integrates interactive exercises and quizzes, including gap-filling, sentence rearrangement, and comprehension tasks, designed to enhance all core language skills—listening, speaking, reading, and writing.

A key pedagogical feature of the app is its consistent use of visual reinforcement and spaced repetition, which promotes long-term retention of vocabulary and structures. Learners are repeatedly exposed to new words through images, contextual examples, and practice activities. The app also includes an innovative Augmented Reality (AR) function, allowing users to activate their smartphone camera to project a 3D virtual instructor into their environment. This

creates an immersive and engaging experience that closely simulates face-to-face interaction.

The lesson section covers a wide range of linguistic components, including a vocabulary builder, collections of English idioms, phrasal verbs, and commonly confused words. The vocabulary builder is divided into three progressive levels—beginner, intermediate, and advanced. The upper levels are specifically tailored to support learners preparing for international language proficiency exams such as the IELTS, TOEFL, GRE, and others. These structured modules help learners expand their lexical and grammatical range while improving accuracy and fluency [4].

The games section offers a variety of educational games focusing on vocabulary, reading, and writing. One notable example is “Echo”, a dictation-based game where users transcribe spoken words to improve listening comprehension and spelling accuracy. Such gamified approaches increase learner motivation and transform routine practice into an enjoyable and dynamic process.

In addition to lessons and games, the app provides a comprehensive system for progress monitoring and self-assessment. Users can take adaptive tests that match their proficiency level, track their learning time, and review their improvement over time. The inclusion of flashcards further reinforces vocabulary learning through repetition and visual memory techniques. Offline functionality enables learners to continue their studies without internet access, ensuring consistent learning opportunities.

The premium version of the app offers enhanced capabilities, including the ability to import unlimited online content such as articles, videos, and podcasts for personalized learning. This feature encourages autonomous learning and helps users engage with authentic language materials that suit their personal interests and goals.

Notably, the app was founded by Steve Kaufmann, a well-known polyglot and language-learning enthusiast who has reportedly acquired proficiency in over 15 languages using this innovative approach. His success story serves as powerful evidence of the app’s effectiveness and as motivation for learners seeking to achieve similar results [5].

Modern online platforms and applications play a vital role in the process of English language learning. They provide flexibility, accessibility, and interactivity that traditional classroom settings cannot always offer. However, to achieve optimal outcomes, digital tools should complement—not replace—teacher-led instruction. Combining technological innovation with pedagogical expertise ensures a more effective and engaging language learning experience.

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ACTIVATION OF THE PROCESS OF TEACHING FOREIGN LANGUAGE COMMUNICATION TO STUDENTS OF A NON-LINGUISTIC UNIVERSITY THROUGH MODERN TECHNOLOGIES OF TEACHING A FOREIGN LANGUAGE

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Түйін: Бұл мақалада тіл мамандығы бойынша оқымайтын университет студенттеріне шетел тілінде қарым-қатынас дағдыларын оқыту процесін заманауи технологиялар арқылы белсендіру мәселесі қарастырылды. Заманауи оқыту құралдары, соның ішінде мультимедиялық ресурстар, онлайн платформалар, виртуалды сыныптар және интерактивті қосымшалар студенттердің тіл үйренуге қызығушылығын арттырып, олардың практикалық сөйлеу дағдыларын дамытуға мүмкіндік береді. Технологияларды қолдану студенттердің тыңдау, сөйлеу, оқу және жазу қабілеттерін шынайы контексте жетілдіреді, сонымен қатар автономдық, сыни ойлау және мәдениетаралық түсінікті дамытады. Осылайша, заманауи технологияларды интеграциялау тіл үйрену процесін белсенді, қызықты және нәтижелі етеді.

Аннотация: В статье рассматривается активизация процесса обучения иностранной языковой коммуникации студентов нелингвистических университетов с использованием современных технологий преподавания иностранного языка. Современные образовательные технологии, включая мультимедийные ресурсы, онлайн-платформы, виртуальные классы и интерактивные приложения, способствуют повышению интереса студентов к изучению языка и развитию практических навыков общения. Использование технологий позволяет совершенствовать навыки аудирования, говорения, чтения и письма в аутентичном контексте, а также развивает автономию, критическое мышление и межкультурную компетенцию. Интеграция современных технологий делает процесс изучения языка активным, увлекательным и эффективным.

In contemporary higher education, the effective teaching of foreign language communication to students of non-linguistic universities requires the integration of modern educational technologies. These technologies provide dynamic and interactive learning environments that enhance students' motivation, engagement, and language proficiency. Traditional methods of teaching foreign languages, which often focus on grammar and memorization, are insufficient for developing practical communication skills. Therefore, modern technologies such as multimedia resources, online platforms, virtual classrooms, language learning apps, and interactive

exercises play a crucial role in activating the language learning process and facilitating meaningful communication.

The use of digital tools and technological innovations enables students to practice listening, speaking, reading, and writing in authentic contexts. For instance, video conferencing allows learners to engage in real-time conversations with native speakers, participate in discussions, and develop cultural awareness. Online forums and collaborative platforms encourage peer interaction, project-based work, and cooperative learning, which strengthen communicative competence. Multimedia resources, including videos, podcasts, and interactive exercises, expose students to diverse linguistic input and enhance comprehension, pronunciation, and vocabulary acquisition. Such methods also provide opportunities for personalized learning, allowing students to progress at their own pace and address individual language needs.

Modern technologies also foster learner autonomy and active participation in the educational process. Students become co-creators of knowledge rather than passive recipients, taking responsibility for their learning outcomes. The integration of gamification, simulations, and interactive assignments increases motivation and engagement, making the learning process more stimulating and effective. Furthermore, the use of digital assessment tools allows teachers to monitor progress, provide timely feedback, and adjust instructional strategies to meet the specific needs of students. This combination of technology and pedagogy transforms foreign language education from a purely theoretical activity into a practical and immersive experience.

In addition, modern teaching technologies contribute to the development of critical thinking, problem-solving skills, and intercultural competence. By engaging with authentic materials and participating in virtual communication, students learn to navigate diverse cultural contexts, interpret information critically, and communicate effectively with people from different backgrounds. For students of non-linguistic universities, who may have limited exposure to foreign languages in their professional fields, these technologies offer practical and contextualized opportunities to acquire communication skills relevant to their future careers [1].

It is important to understand that in order for students to begin to confidently use a foreign language, it is necessary not only to provide them with the necessary knowledge, but also to create conditions that will motivate them to actively learn and use the language in real and professional contexts [2].

These difficulties are indeed significant obstacles to effective teaching of foreign language to students of non-linguistic specialties. Each of these problems requires a careful approach and special methods of work.

Insufficient motivation for speech utterances is one of the main problems that teachers face. Students often do not realize the importance of language for their future professional activity, which reduces their willingness to actively use language in speech. To solve this problem, it is important to create in students an idea of how knowledge of the language can be useful and necessary in their future career. Involving real situations in which a foreign language is used can significantly

increase their motivation. For example, discussing professional issues in the language of the specialty, using relevant materials from their field, inviting native speakers to communicate with them can stimulate students to participate in the educational process.

Problems with understanding the topic often arise when students are not confident in their knowledge of the subject they need to speak about. This leads to insufficient depth of speech utterance. To overcome this difficulty, it is necessary to integrate foreign language teaching with the subjects of their core curriculum. For example, assignments and discussions in a foreign language should be related to their future profession and specialization, so that students can use the language to describe topics that are familiar and understandable to them.

In the process of activating educational and speech activity at the orientation and research stage, students analyze the conditions of speech activity, determine the main idea (subject of the statement), and select the necessary linguistic and speech means. Students master the skills of selecting language units and, in the course of educational communication, determine the most effective ways of forming and formulating their own thoughts [3].

Teaching students professional communication in a foreign language in a short time is possible with an effective combination of traditional and innovative methods. The study of the features of oral scientific speech is based on both modern achievements of psychological, pedagogical and methodological sciences, and on the communicative features of the professional language.

Activation of students' educational and speech activity at the motivational and incentive stage is directly related to the formation of a stable motive for speaking. Speaking does not occur spontaneously - a person begins to speak when he or she experiences an internal need for verbal comprehension of the surrounding reality, for expressing and formulating one's own thoughts, emotions, impressions. This need, in turn, stimulates speech activity, encourages participation in communication, especially if conditions are created in which speech becomes a means of achieving personally or professionally significant goals. At this stage, it is extremely important to create a communicative situation in which students develop an interest and need to speak out. This can be a dialogue, discussion, problem solving, emotionally charged exchange of opinions - anything that evokes a lively response and awakens the desire to engage in speech interaction. Thus, the motivational and incentive stage lays the foundation for further active and meaningful speech activity in the educational process.

In modern higher education, the process of teaching foreign language communication to students of non-linguistic universities requires innovative approaches that actively involve learners and utilize contemporary technologies. Traditional classroom methods, focused primarily on grammar and vocabulary memorization, are often insufficient for developing practical communicative competence. Modern educational technologies, including multimedia tools, online platforms, virtual classrooms, language learning applications, and interactive

simulations, create dynamic learning environments that stimulate students' interest and enhance engagement in meaningful language activities.

The use of technology in foreign language instruction allows students to practice all aspects of language, including listening, speaking, reading, and writing, in authentic and contextually relevant situations. Video conferences, online discussions, and collaborative projects enable learners to interact with native speakers and peers, fostering not only linguistic skills but also intercultural awareness. Multimedia resources such as videos, podcasts, and interactive exercises provide diverse linguistic input, which improves comprehension, pronunciation, vocabulary acquisition, and overall communicative competence. These resources also support personalized learning, allowing students to adapt their pace and focus on areas requiring additional practice, thereby optimizing their educational outcomes.

Modern teaching technologies also encourage student autonomy, critical thinking, and problem-solving skills. Learners become active participants in the educational process, taking responsibility for their learning and applying knowledge in practical contexts. Gamification techniques, interactive assignments, and virtual simulations increase motivation and make the learning process engaging and immersive. Digital assessment tools provide teachers with immediate feedback on student performance, enabling the adjustment of instructional strategies and promoting continuous improvement in language proficiency. By integrating technology into foreign language instruction, educators transform passive learning into a participatory and skill-oriented process.

For students of non-linguistic universities, who may not have constant exposure to a foreign language in their professional field, technology provides an essential bridge between classroom learning and real-world communication. Access to authentic materials, global communication platforms, and online communities allows learners to develop relevant professional language skills, enhance cultural competence, and prepare for international interaction in their careers. These experiences contribute to both personal and professional growth, equipping students with the ability to communicate effectively and confidently in a globalized environment.

In conclusion, the activation of the process of teaching foreign language communication through modern technologies significantly enhances the quality and effectiveness of language education for students of non-linguistic universities. The use of multimedia, online platforms, virtual classrooms, and interactive teaching methods promotes linguistic competence, learner autonomy, motivation, and intercultural understanding. Integrating technology into the educational process transforms language learning into a practical, engaging, and adaptive experience, preparing students to meet the communicative demands of academic, professional, and social contexts in an increasingly interconnected world [4].

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УДК 80

ЛИНГВИСТИЧЕСКИЕ ПРОБЛЕМЫ ФОРМИРОВАНИЯ АРГУМЕНТИРОВАННОЙ РЕЧИ УЧАЩИХСЯ

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Түйін: Бұл мақалада орыс тілін оқитын студенттерде аргументативті сөйлеуді дамытуға қатысты лингвистикалық мәселелер қарастырылады. Ол оқушылардың сөйлеу материалын қабылдау ерекшеліктерін талдайды және айтылу логикасын, дәйектілік пен дәлелдердің құрылымын меңгеруге байланысты қиындықтарды анықтайды. Студенттердің коммуникативтік құзыреттілігі мен функционалдық сауаттылығын дамытуға ықпал ететін лексикалық-грамматикалық құралдар мен педагогикалық жағдайлардың рөліне ерекше назар аударылады.

Summary: This article examines linguistic issues related to the development of argumentative speech in students learning Russian. It analyzes the characteristics of students' perception of speech material and identifies difficulties associated with mastering the logic of utterance, coherence, and structure of arguments. Particular attention is paid to the role of lexical and grammatical means and pedagogical conditions that contribute to the development of communicative competence and functional literacy of students.

Современная школа требует от учащихся не просто знания языка, но и умения аргументировать свою точку зрения, логично выстраивать высказывания и участвовать в диалоге.

Аргументированная речь – это не только показатель речевого развития, но и важный элемент функциональной грамотности личности [1, с.58-62]. На наш взгляд, проблема формирования аргументированной речи имеет не только методическую, но прежде всего лингвистическую природу. Часто учащиеся затрудняются в построении связного текста не потому, что не знают тему, а потому, что не умеют грамотно соединить свои мысли средствами языка. Во время прохождения учебной практики в общеобразовательной школе выявлено, что даже сильные ученики теряют логическую последовательность при устном ответе или написании рассуждения. Это показывает, насколько важно уделять внимание именно структуре аргумента и языковым связкам.

Как отмечает И. А. Стернин, «развитие речи напрямую зависит от способности владеть структурой высказывания и строить речевое воздействие»

[2,с.185]. Умение использовать причинно-следственные конструкции, логические маркеры и вводные слова формирует основу речевой связности и позволяет обучающимся выражать свои мысли осознанно и уверенно.

По данным О.В. Каменской, «трудности учащихся нередко связаны с непониманием логико-смысловых связей между частями текста» [3, с.220]. Это проявляется в нарушении последовательности аргументов, отсутствии выводов и слабом подборе примеров. Исходя из наблюдения, считаем, что эти проблемы можно устранить через систематическую работу с текстами аргументативного характера – анализ, пересказ с элементами оценки, редактирование чужих текстов, составление тезисов и контраргументов.

Кроме того, нельзя недооценивать значение аргументативных жанров – эссе, рассуждения, диалога-дискуссии, мини-дебатов. Именно в этих формах учащиеся учатся применять языковые средства осознанно. Как подчёркивает Р.В. Овчарова, «аргументация – это форма мыслительной деятельности, помогающая структурировать позицию и сделать её понятной для собеседника» [4, с.168]. С точки зрения лингвистики, процесс аргументации включает подбор соответствующих языковых средств: союзов, вводных слов, конструкций подчинённого типа. Их правильное использование обеспечивает логическую связность текста и выражает причинно-следственные отношения [5,с.40-45]. Лингвистические трудности при формировании аргументированной речи связаны с несколькими уровнями – лексическим (бедность словаря), синтаксическим (ошибки в построении сложных предложений) и семантическим (неумение выражать смысловые отношения между частями текста). Преодолеть эти проблемы возможно при сочетании лингвистической подготовки, индивидуального подхода и практико-ориентированного обучения.

Таким образом, развитие аргументированной речи школьников требует системного подхода, объединяющего лингвистические и педагогические средства. Успешное формирование аргументативных умений возможно только тогда, когда учащиеся активно вовлекаются в процесс анализа, рассуждения и доказательства. Практика показывает, что обучение аргументации не сводится к простому заучиванию правил – оно предполагает развитие критического мышления, умения слушать и понимать собеседника, а также формирование уважения к чужому мнению.

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INCLUSIVE APPROACHES TO TEACHING FOREIGN LANGUAGES TO LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

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Түйін: Бұл мақалада ерекше білім беру қажеттіліктері бар оқушыларға шет тілдерін оқытудағы инклюзивті тәсілдердің маңызы мен ерекшеліктері қарастырылады. Инклюзивті білім берудің негізгі мақсаты – әрбір оқушыға тең мүмкіндік беру, оқу процесін бейімдеу және жеке қабілеттерін ескере отырып, шет тілін үйренуге жағдай жасау. Авторлар дифференциалды оқыту, ақпараттық-коммуникациялық технологияларды қолдану және эмоциялық қолдаудың оқыту тиімділігіне ықпалын талдайды. Мақалада мұғалімнің кәсіби дайындығы мен оқу ортасының қолайлығы инклюзивті оқытудың табысты жүзеге асуына әсер ететін факторлар ретінде қарастырылады.

Аннотация: В статье рассматриваются инклюзивные подходы к обучению иностранным языкам учащихся с особыми образовательными потребностями. Основное внимание уделяется созданию равных возможностей для всех обучающихся, адаптации содержания и методов обучения, применению дифференцированных заданий и ИКТ, а также психологической поддержке учеников. Авторы отмечают, что успешная реализация инклюзивного обучения требует профессиональной подготовки педагогов, междисциплинарного взаимодействия и формирования толерантной образовательной среды, способствующей развитию коммуникативных и социальных навыков учащихся.

Inclusive education has become a cornerstone of modern pedagogical philosophy, representing the movement toward equal learning opportunities for all students, regardless of their physical, cognitive, emotional, or linguistic abilities. Within the field of foreign language education, inclusion is not merely a social or ethical principle but a methodological and psychological necessity that requires educators to rethink traditional teaching strategies. The aim of inclusive language education is to provide learners with special educational needs (SEN) with the same opportunities to develop communicative competence, cultural awareness, and self-confidence as their peers. Teaching a foreign language in an inclusive environment calls for flexibility, creativity, and empathy, as teachers must adapt their instruction to meet the individual characteristics of each student [1].

The foundation of inclusive education lies in the belief that diversity enriches the learning environment. Each learner brings unique strengths, experiences, and perspectives that can contribute to the collective process of learning a new language. For students with special educational needs—such as hearing impairments, visual disabilities, dyslexia, autism spectrum disorder, or intellectual challenges—the process of acquiring a foreign language can be particularly complex. However, with appropriate pedagogical approaches, technological tools, and emotional support, these learners can achieve significant progress. The modern understanding of inclusion emphasizes not only the adaptation of content and methods but also the creation of a supportive environment that values every learner's abilities and fosters mutual respect among students [2].

One of the most important aspects of inclusive foreign language teaching is differentiation. Differentiated instruction allows teachers to modify learning tasks, materials, and assessment forms according to the learners' needs and capabilities. This approach recognizes that students progress at different rates and have varied cognitive styles, sensory preferences, and motivational factors. For example, a student with a visual impairment may rely more on auditory input and benefit from listening activities, while a student with a hearing impairment may rely on visual aids, written instructions, and gestures. A flexible and differentiated approach ensures that no learner is left behind, as it provides multiple pathways to understanding and expressing knowledge.

Teachers in inclusive classrooms often face the challenge of balancing individual attention with group dynamics. The success of inclusive language education depends largely on the teacher's ability to organize collaborative learning experiences that encourage interaction among students with diverse abilities. Pair and group work can be structured so that each learner contributes according to their strengths. For instance, a student who struggles with writing may excel in oral communication or creative tasks, while another student with strong organizational skills may assist in planning group projects. Such activities promote cooperation, empathy, and mutual understanding, transforming the classroom into a community of learners rather than a place of comparison and competition [3].

Another essential component of inclusive language teaching is the adaptation of learning materials. Traditional textbooks and audio materials may not always be accessible for students with special educational needs. Therefore, teachers must modify content or create supplementary resources that correspond to the learners' sensory and cognitive profiles. Visual aids, tactile materials, simplified texts, and multimodal presentations can make language input more comprehensible. For learners with dyslexia, for example, teachers may use clear fonts, color coding, and audio recordings to support reading comprehension. For students with autism spectrum disorder, structured routines and visual schedules can provide predictability and reduce anxiety during language activities.

In recent years, the integration of Information and Communication Technologies (ICT) has significantly enhanced the inclusivity of foreign language classrooms. Assistive technologies such as screen readers, speech-to-text software, and digital dictionaries make learning more accessible to students with physical or cognitive limitations. Moreover, online learning platforms and mobile applications provide opportunities for independent learning and allow students to progress at their own pace. Interactive programs such as Duolingo, Quizlet, and LearningApps enable learners to receive immediate feedback, which is crucial for maintaining motivation and engagement. In addition, virtual classrooms and online discussion forums can foster communication between students with SEN and their peers, promoting social inclusion beyond the physical classroom.

The concept of Universal Design for Learning (UDL) also plays a central role in inclusive language teaching. UDL promotes the idea that instruction should be designed from the outset to accommodate diverse learners rather than adapted

retrospectively. This means providing multiple means of representation, engagement, and expression. In the context of foreign language education, this can involve presenting vocabulary and grammar through various modes—text, sound, image, and movement—so that each learner can access information in the way that suits them best. Similarly, allowing students to demonstrate their understanding in different forms—spoken presentations, written assignments, or visual projects—encourages autonomy and creativity.

The psychological dimension of inclusion should not be underestimated. Learners with special educational needs often experience anxiety, low self-esteem, or a fear of failure, particularly in language learning, where communication is a central component. Teachers must therefore create a safe and supportive atmosphere in which students feel valued and capable of success. Positive reinforcement, patience, and understanding are key to building learners' confidence. Encouraging self-expression and acknowledging individual progress can motivate students to overcome challenges and develop a positive attitude toward learning a new language.

Teacher training and professional development are vital for the successful implementation of inclusive approaches. Many educators feel unprepared to address the complex needs of students with SEN in language classrooms. Pre-service and in-service training should therefore include modules on inclusive pedagogy, special education, communication strategies, and the use of assistive technologies. Teachers should be familiar with the psychological and developmental characteristics of different types of disabilities and understand how these factors influence language acquisition. Moreover, collaboration among teachers, speech therapists, psychologists, and parents can provide a holistic support system for learners with SEN.

Inclusive foreign language education also contributes to the development of social and emotional competencies among all students. Exposure to diversity encourages tolerance, empathy, and intercultural understanding—values that are essential in today's globalized world. When students learn alongside peers with different abilities, they become more aware of the importance of cooperation, respect, and human dignity. In this sense, inclusion benefits not only students with SEN but the entire learning community, promoting the values of equality and social justice.

In addition to pedagogical and technological strategies, inclusive education requires institutional support and appropriate infrastructure. Schools must ensure physical accessibility, provide adequate teaching materials, and offer professional assistance when necessary. Administrative and policy frameworks should reflect a commitment to inclusion through funding, teacher training, and the integration of inclusive practices into curricula. Moreover, assessment systems should be flexible and fair, focusing on individual progress rather than standardized benchmarks. Formative assessment methods, such as portfolios and self-evaluation, allow teachers to track students' growth and adapt instruction accordingly.

It is also important to acknowledge that inclusive approaches are not static but continuously evolving. As societies become more diverse and technologies more advanced, educators must remain open to innovation and reflective practice. Sharing

experiences, conducting research, and engaging in professional dialogue can help teachers refine their inclusive methodologies. Collaboration between schools, universities, and educational organizations fosters the exchange of best practices and contributes to the ongoing improvement of inclusive foreign language education.

Ultimately, the success of inclusion depends on the teacher's belief in the potential of every learner. When teachers view diversity as a resource rather than a challenge, they create classrooms where all students can thrive. The process of learning a foreign language offers unique opportunities for inclusion because it inherently involves communication, interaction, and cultural exchange. By embracing inclusive approaches, educators not only teach language but also nurture empathy, respect, and cooperation—skills that are fundamental to life in a multicultural and interconnected world [4].

Inclusive foreign language teaching is a multifaceted process that requires commitment, creativity, and collaboration. It involves rethinking traditional pedagogical models, integrating technology, and cultivating an inclusive mindset. Teachers must become facilitators who guide, support, and inspire learners with diverse needs. The combination of differentiated instruction, assistive technologies, and universal design principles ensures that every learner can access and engage with language learning in meaningful ways. By focusing on individual strengths and promoting a culture of acceptance, inclusive education transforms the foreign language classroom into a space of equal opportunity and shared growth.

In conclusion, inclusive approaches to teaching foreign languages reaffirm the central principle that education is a right, not a privilege. By providing learners with special educational needs the tools, support, and encouragement they need, teachers contribute to building a more just and compassionate society. Inclusion is not simply an educational trend but a moral commitment to ensuring that every learner has the chance to communicate, connect, and succeed. As educators continue to explore innovative strategies and technologies, the vision of truly inclusive foreign language education becomes an achievable reality—one classroom, one learner, and one teacher at a time.

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"FASHIONABLE" WORDS IN MODERN ENGLISH

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Түйін: Мақала қазіргі ағылшын тіліндегі " сөздердің құбылысын зерттеуге арналған. Мұндай лексикалық бірліктердің пайда болу және таралу себептері, олардың қоғамдағы әлеуметтік, мәдени және технологиялық өзгерістермен байланысы қарастырылады. Цифрлық технологиялардың, әлеуметтік желілердің, жастар субмәдениеттері мен жаһандану процестерінің жаңа лексиканы қалыптастыруға және танымал етуге әсеріне ерекше назар аударылады.

Резюме: Статья посвящена исследованию феномена «модных» слов в современном английском языке. Рассматриваются причины появления и распространения таких лексических единиц, их связь с социальными, культурными и технологическими изменениями в обществе. Особое внимание уделяется влиянию цифровых технологий, социальных сетей, молодежных субкультур и глобализационных процессов на формирование и популяризацию новой лексики.

Language is a living and ever-evolving phenomenon that reflects the dynamic changes taking place in society, culture, technology, and human communication. Among its many fascinating aspects is the emergence and popularity of so-called “fashionable” words — lexical units that rapidly gain widespread usage in modern English due to social trends, media influence, technological progress, or cultural phenomena. These words not only enrich the vocabulary but also serve as linguistic markers of particular historical periods, revealing the values, attitudes, and preoccupations of contemporary society. The study of fashionable words in modern English allows us to trace the linguistic reflection of global trends and better understand how language responds to the changing world.

In the 21st century, English has been particularly influenced by the rapid development of digital technologies and the expansion of social media platforms. As a result, many fashionable words have emerged from online discourse, instantly spreading across the globe and becoming part of everyday speech. Words such as *selfie*, *hashtag*, *influencer*, *viral*, and *streaming* have become inseparable from modern communication. The word *selfie*, for instance, appeared in the early 2000s and quickly gained popularity thanks to the rise of smartphones with front-facing cameras. It denotes a self-taken photograph, often shared on social media, and reflects the culture of self-presentation and visual identity that dominates contemporary life. Similarly, *hashtag*—originally a technical symbol used in programming—has acquired a new communicative function, helping categorize and amplify online content. The widespread use of hashtags has shaped the very way people interact with information, connecting individuals across linguistic and geographical boundaries [1].

Another powerful source of fashionable words is the field of popular culture, particularly music, fashion, and entertainment. Terms like *vibe*, *aesthetic*, *lit*, *slay*, *iconic*, or *stan* have transcended their original subcultural contexts and entered

mainstream usage. For example, *vibe*, which once referred simply to a feeling or atmosphere, is now used to describe the overall mood or energy of a person, place, or experience: “This café has a cozy vibe.” The word *aesthetic*, previously confined to academic discussions of art and beauty, now serves as a shorthand for a person’s distinctive visual or lifestyle preferences, especially on platforms like Instagram or Pinterest. Expressions such as *that’s so aesthetic* or *I love your aesthetic* demonstrate how visual culture has merged with linguistic expression. Likewise, *slay*, meaning to perform or look exceptionally well, and *iconic*, describing something or someone of great cultural significance, reflect the admiration and celebratory tone characteristic of digital communities [2].

The rise of online communication has also led to the creation of abbreviations, acronyms, and blends that rapidly become fashionable among younger generations. Words like *FOMO* (Fear of Missing Out), *YOLO* (You Only Live Once), *TBH* (To Be Honest), and *BFF* (Best Friends Forever) illustrate how English continually adapts to the need for brevity and expressiveness in digital contexts. These terms embody the informal, emotional, and spontaneous nature of modern interaction. *FOMO*, for example, captures the anxiety of being excluded from social experiences, a sentiment amplified by the constant exposure to others’ lives on social media. On the other hand, *YOLO* encourages spontaneous and daring behavior, reflecting a lifestyle philosophy rooted in seizing the moment. Both expressions reveal not only linguistic creativity but also the psychological and social patterns of our time.

An important characteristic of fashionable words is their transient nature. Some words quickly fade from usage once the trend that popularized them disappears, while others become fully integrated into the language. For instance, terms like *groovy* or *radical*, which were once fashionable in the 1960s and 1980s respectively, are now perceived as dated or nostalgic. In contrast, modern words such as *cool* or *trend* have survived multiple decades and continue to evolve in meaning. The adaptability of such words ensures their long-lasting relevance, allowing them to bridge generational gaps and remain part of English vernacular. Fashionable words, therefore, serve as linguistic barometers that register social change, technological innovation, and cultural evolution.

The influence of globalization and multicultural exchange has also contributed to the formation of fashionable English vocabulary. Borrowings from other languages and cultures—such as *sushi*, *emoji*, *karaoke*, *feng shui*, or *hygge*—illustrate how English absorbs international concepts and makes them part of everyday life. The Japanese word *emoji*, for instance, has become an integral element of digital communication, replacing or complementing verbal expression. Similarly, *hygge*, borrowed from Danish, captures the concept of coziness and comfort, reflecting the modern world’s growing interest in mental well-being and lifestyle aesthetics. These borrowings not only expand English vocabulary but also demonstrate the openness and flexibility of the language as a global medium of communication.

Moreover, fashionable words often emerge in response to sociopolitical movements and ideological shifts [3]. The rise of terms such as *woke*, *cancel culture*, *gender-neutral*, *climate-conscious*, or *sustainable* indicates the growing social

awareness and activism of contemporary society. *Woke*, initially used within African American communities to mean being socially aware and alert to injustice, has now entered mainstream discourse, albeit with complex and sometimes controversial connotations. *Cancel culture*, another recent expression, reflects the digital age's mechanisms of social accountability, where public figures may face backlash or exclusion for perceived wrongdoings. Meanwhile, terms like *eco-friendly*, *sustainable*, and *carbon footprint* underscore humanity's increasing concern with environmental issues, illustrating how language evolves in tandem with global priorities.

The media and marketing industries play a crucial role in spreading fashionable vocabulary. Advertisers, influencers, and journalists often adopt and popularize certain terms to attract attention or align with current trends. Expressions such as *must-have*, *limited edition*, *trending now*, or *exclusive drop* have become staples of consumer culture, shaping linguistic habits and reinforcing the language of desire and novelty. Similarly, technology companies contribute to lexical innovation by coining terms that describe new products and experiences: *smartphone*, *app*, *metaverse*, *AI-powered*, and *cloud-based* are just a few examples. Once confined to technical jargon, many of these words have seamlessly integrated into everyday conversation, signifying the deep penetration of technology into all aspects of human life [4].

The phenomenon of fashionable words also raises interesting questions about linguistic purity and standardization. Traditionalists sometimes view the influx of trendy or internet-born expressions as a threat to linguistic norms, fearing that informal or slang vocabulary might erode grammatical standards. However, from a linguistic point of view, such changes are natural and even necessary for the vitality of the language. The continuous emergence of new words ensures that English remains capable of expressing novel ideas, attitudes, and experiences. In this sense, fashionable words perform a vital communicative function: they capture the spirit of the age, enabling speakers to participate in shared cultural and social discourses.

Fashionable words in modern English represent more than fleeting linguistic trends; they embody the dynamic interaction between language, culture, and technology. They mirror the aspirations, anxieties, and values of contemporary society while demonstrating the extraordinary adaptability of English as a global language. Some of these words will inevitably fade into obscurity, remembered only as relics of their time, while others will endure, enriching the language and shaping the way future generations communicate. The study of fashionable words thus offers valuable insight into the linguistic landscape of the present and provides a fascinating glimpse into the forces that continue to mold human expression in the digital era.

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PHONETIC BARRIERS IN THE PERCEPTION OF SPEECH BY EAR AMONG ENGLISH LANGUAGE LEARNERS

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Түйіндеме: Шет тілін тыңдау-ағылшын тілін үйренудің ең қиын аспектілерінің бірі. Тыңдау қиындықтарының негізгі себептерінің бірі-ана мен шет тілдерінің фонетикалық жүйесі арасындағы айырмашылықтардан туындаған фонетикалық кедергілер. Мақалада ағылшын тілін есту арқылы қабылдаудың сәттілігіне әсер ететін фонетикалық кедергілердің негізгі түрлері қарастырылады, сонымен қатар осы қиындықтарды жеңудің тиімді әдістері ұсынылады., сөздік қорын кеңейтуге және диалог құруға дағдыларын дамытуға үмітті бересі.

Аннотация: Аудирование иностранного языка - один из самых сложных аспектов изучения английского языка. Одной из основных причин трудностей при аудировании являются фонетические барьеры, вызванные различиями между фонетической системой родного и иностранного языков. В статье рассматриваются основные типы фонетических препятствий, влияющих на успешность восприятия английской речи на слух, а также предлагаются эффективные методы преодоления этих трудностей., сөздік қорын кеңейтуге және диалог құру дағдыларын дамытуға мүмкіндік береді.

Listening skills play an important role in the process of learning a foreign language. The ability to understand English by ear is a prerequisite for effective communication, academic and professional development. However, students often face difficulties in understanding spoken language, especially in the early and middle stages of language learning. One of the reasons for this is phonetic barriers — difficulties arising from discrepancies between the sound systems of English and native languages.

The most common barrier is interference, the influence of native language sounds on the perception and pronunciation of foreign sounds. For example, Russian-speaking students often confuse the English vowels [ɪ] and [i:], [æ] and [e], as well as the consonants [θ], [ð], [w], which are absent in Russian [1].

In the natural speech of native speakers, words are often pronounced together, which makes it difficult to recognize individual words. Phenomena such as reduction (weakening of unstressed vowels), elision (loss of sounds), and lyasia (merging of words) create serious obstacles to understanding.

The variety of accents (British, American, Australian, etc.) makes it difficult to understand, especially if the student learns based on the same standard. Also, unusual intonation, characteristic of English speech, can distort the perception of the meaning of the utterance.

The natural pace of English speech may seem too fast for beginner or intermediate learners, making it difficult to identify sounds and words. This is especially true when watching movies or listening to untrained material.

An integrated approach should be used to eliminate these difficulties.:

- Phonetic training. Purposeful work on articulation, discrimination, and reproduction of English sounds, including using audio and video materials, simulators, and speech recognition programs.

- Authentic audio materials. Regular listening to dialogues, interviews, podcasts, and films with a gradual increase in difficulty helps develop skills to adapt to different accents and speech tempo.

Audio fragment analysis, working with transcripts, "shadowing", phonetic transcription, and speaker repetition allow students to form an auditory image of English words and intonation patterns.

- Interactive technologies. The use of mobile apps, chatbots, and online feedback resources helps to individualize learning and increase student motivation.

Overcoming phonetic barriers is an important step in developing listening skills in English. Only through regular practice, phonetic awareness and the use of modern techniques is it possible to effectively perceive foreign speech by ear. Work on phonetics should be a systematic and integrated part of the English language course at all stages [2].

Phonetic barriers are difficulties associated with the perception of a sound stream in a foreign language, due to both interlanguage differences and the limited phonetic hearing of the learner.

The main types of phonetic barriers:

- Unusual sounds (English phonemes that are not present in the native language): Example: the sound [θ] in the word think or [ð] in this is often replaced by Russian speakers with [s] or [h], which makes it difficult to recognize words by ear.

- Reduction and ellipsis in fluent speech: Example: the phrase "What are you doing?" In rapid speech, it may sound like [Wʌtʃə'duɪŋ], and the student may not recognize individual words.

- Connecting speech (linking, assimilation): Example: "turn off" is pronounced as [tɜ:nɒf], which is perceived as one word "turnoff", although these are two words.

- Intonation and rhythm: English differs rhythmically from Russian, which makes it difficult to distinguish semantic accents and phrases correctly. Example: The interrogative intonation in "Are you going?" it may not be recognized as a question.

- Accents and English language variants: Example: British ['bɜ:θdeɪ] against the U.S. ['bɜ:θdeɪ] — differences in pronunciation may impede the recognition of familiar words.

Research shows that students with a good grammatical and lexical base still have difficulty listening, especially when confronted with authentic speech. An analysis of typical student mistakes shows [3]:

- Misunderstanding of phrasal verbs in a merger: "give up", "run out of" sound like a single word.

- Ignoring weak forms: articles, auxiliary verbs are often reduced and "disappear" to an unaccustomed ear.

- Frequent re-asking or guessing by keywords, rather than a complete understanding.

Exercises for distinguishing pairs of sounds: ship/sheep, bad/bed, three/free. Work with authentic audio materials (podcasts, TED Talks, dialogues with subtitles). Repeat listening and transcription of what you have heard. Shadowing exercises — repetition after the speaker for the development of phonetic hearing. Comparison of the British and American pronunciation of the same words.

Phonetic barriers are one of the main reasons for the low level of listening comprehension of English among language learners. These difficulties can be overcome by systematically developing phonemic hearing, working with authentic audio materials, and purposefully training the skills of recognizing phonetic phenomena of the English language [4].

An effective listening technique should include:

- introduction to the theory of phonetic phenomena,
- regular training sessions for recognizing and reproducing sound forms,
- teaching students how to predict spoken speech based on context.

Ultimately, overcoming phonetic barriers contributes not only to the improvement of listening skills, but also to the general communicative competence of students.

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THE PECULIARITIES OF THE DEVELOPMENT OF THE COMMUNICATIVE ABILITIES OF SECONDARY SCHOOL STUDENTS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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Түйін: Мақалада жасөспірімдердің психологиялық және педагогикалық ерекшеліктері мен олардың шет тілін үйрену үдерісіндегі коммуникативтік дағдылардың қалыптасуына әсері қарастырылады. Автор жасөспірім кезеңіндегі тұлғалық тұрақсыздық, эмоциялық даму, назар мен есте сақтау ерекшеліктерін, өзін-өзі тану мен құрдастарымен қарым-қатынастың рөлін сипаттайды. Жасөспірімнің әлеуметтік бейімделуі мен өз орнын табу

қажеттілігі оның оқу мотивациясына және эмоционалдық әл-ауқатына әсер ететіні атап өтіледі.

Аннотация: в статье рассматриваются психологические и педагогические особенности подросткового возраста и их влияние на формирование коммуникативных умений в процессе обучения иностранному языку. Раскрывается значение эмоционального и личностного развития подростков, описываются особенности их внимания, памяти, восприятия и самосознания, а также роль общения со сверстниками и взрослыми в становлении личности. Особое внимание уделено трудностям подросткового возраста, связанным с личностной нестабильностью и потребностью в признании.

When determining the age category of children for research, it is important to take into account the specifics of mental and personal development in different periods. If the younger school age is characterized by relative balance, stability of emotional states and high susceptibility to pedagogical influence, then adolescence represents a completely different, more complex and dynamic stage of personality development. It is at this time that the intensive formation of individual characteristics takes place, the active formation of a system of values, worldview, emotional, volitional and motivational spheres. It can be said that this age stage is characterized by internal contradictions and the search for personal identity, which often manifests itself in emotional instability, impulsivity and hypersensitivity to the assessment of others. As noted in the research, the main feature of a teenager is personal instability caused by rapid changes in the psyche and character [1].

The emotional state of a teenager is closely related to how adults, especially teachers and parents, evaluate his academic success and behavior. A positive or, conversely, dismissive attitude on the part of adults can significantly affect the emotional well-being and self-esteem of a teenager. It is important to note that the assessment of a teenager's learning activity is not just an external incentive for him, but a significant socio-psychological factor that determines the level of self-confidence, the desire to learn and the desire for self-improvement.

According to E. P. Ilyin, the volitional sphere of adolescents is contradictory. On the one hand, adolescents strive for independence, independence, and the development of their own opinions, and on the other hand, they often show stubbornness and inconsistency in behavior. The desire for freedom of action is combined with the inability to take full responsibility for their actions, which often leads to conflicts with adults and teachers.

The researcher also notes that middle school-age students are able to hold deliberate attention for 40-45 minutes, especially if they have a strong motivation for the subject. In addition, teenagers can simultaneously track several objects (up to 4-6) due to the developing functions of attention distribution and switching. However, despite these abilities, they have an increased distractibility, which often causes violations of discipline in the classroom. This is due to the fact that at this age, the mechanisms of voluntary regulation of attention are still in the process of formation, and emotional involvement often dominates rational motives.

The peculiarities of adolescents' perception are associated with the gradual intellectualization of mental processes. The teenager is no longer limited to simple contemplation of an object or phenomenon, he seeks to identify relationships,

patterns, logical dependencies. For example, when working with graphs, diagrams, or drawings, he analyzes the internal relationships between elements, comprehends their meaning and structure. This indicates the transition from visual-figurative to abstract-logical type of thinking.

Teenagers' memory also undergoes certain changes. On average, its volume decreases compared to primary school age, since in this period memorization is mainly direct, that is, it is carried out without the use of special mnemonic techniques. To a large extent, a teenager's memory depends on innate features of the nervous system, such as mobility or inertia of nervous processes. However, as we get older, we move towards meaningful memorization based on understanding the material and its logical organization.

E. P. Ilyin also emphasizes that a teenager's communication with adults and peers goes beyond the school environment and becomes the most important area of social adaptation. If a teenager does not receive recognition and emotional support at school, he seeks to compensate for this deficit by extracurricular interaction — in informal companies, clubs, and online communities. Such communication helps a teenager to satisfy the need for self-affirmation, determine his own place in society and gain social approval, especially from peers. It is at this age that self-awareness is actively formed, expressed in awareness of one's own uniqueness, interest in one's inner experiences and the desire for self-knowledge [2].

The main psychological task of adolescence, according to the author, is to find answers to fundamental questions: "Who am I?" and "What is my future path?". This search determines the direction of personal development, the choice of life orientations and professional interests.

Middle school age is an important stage at which the development of both general and special abilities continues, based on the leading types of activities — learning, work and communication. During this period, qualitative changes occur in the structure of self-awareness: a sense of adulthood is formed, the desire for independence is growing, teenage friendships and associations in informal groups appear. Gradually, the teenager develops a system of Self-images reflecting various aspects of his personality. By the end of adolescence, these images are integrated into a holistic "Self-concept", which becomes the central neoplasm and psychological core of the personality.

Adolescence is also characterized by a struggle of opposing traits, tendencies, and motives. The desire for freedom is combined with the need for support, confidence with insecurity, emotional openness with inner vulnerability. These internal contradictions manifest themselves in behavior, actions, and relationships with peers and adults. Communication with peers, which plays a leading role in personality development, becomes especially important. Teenagers strive for recognition, to be part of a group where they can prove themselves, prove their own importance. Researchers call this phenomenon the "grouping reaction," which is characteristic of this age.

In the process of communicating with their peers, teenagers master interaction skills, learn to understand others and comprehend their own behavior. Through such

forms of interaction, social reflection develops, and the ability to see oneself through the eyes of others. However, it should be noted that not all teenagers adapt equally successfully to the group. Some of them experience feelings of loneliness, isolation, and rejection. This is especially often observed in introverted, anxious, insecure children, as well as those who show excessive aggressiveness, self-confidence, or indifference to collective affairs.

As rightly emphasized in the literature, pedagogical work with such adolescents is extremely important, since it is during this period that the foundations of social behavior and interpersonal relationships are formed. It is important to help a teenager learn how to live in a system of human connections, understand others and realize his responsibility to the team. As noted in the research, "it is important to help, support, and teach people to live in a system of human relations" [3].

The nature of communication, its age and individual characteristics, as well as the mechanisms of formation and change of the style of interaction are the subject of attention of many researchers — philosophers, sociologists, psycholinguists, as well as specialists in the field of child and age psychology. Modern science considers communication as a complex and multifaceted process, including not only the exchange of information, but also personal development, the formation of an emotional sphere, social experience and self-regulation skills.

Younger adolescence is one of the key stages of socialization, when the foundations of a communicative culture are formed, the ability to interact with others develops, and norms of behavior in society are actively mastered. At this age stage, communication skills, emotional responsiveness, and the ability to regulate one's own feelings are intensively formed. Modern psychologists emphasize that "the ability to build constructive relationships, overcome obstacles, and manage one's emotional state determines future success. If the necessary skills are not acquired on the threshold of adulthood, a person finds himself unprotected from difficulties, stressful situations, fails in informal relationships, turns out to be communicatively incompetent and personally dependent" [4]. Thus, the formation of communicative competence in adolescence is not only a pedagogical, but also an important social task.

In the context of teaching a foreign language, the communicative approach is of key importance, which received its theoretical justification in the works of E.I. Passov, who developed the concept of the communicative method. According to this concept, language acquisition is considered not as a rote memorization of lexical and grammatical material, but as a process of real communication aimed at developing the ability to express thoughts, understand the interlocutor and respond appropriately in various communicative situations. The method is based on the provisions of communicative linguistics, the psychological theory of activity and the concept of dialogue of cultures, where the ultimate goal of learning is to master a foreign language culture in the process of intercultural communication.

Initially, this method was used primarily for teaching oral speech, but over time its scope has expanded to all types of speech activity — listening, reading, writing and translation. One of the key principles of the communicative approach is the

desire to bring the learning process as close as possible to the natural conditions of real communication. This is reflected in the careful selection of speech situations, topics and communicative tasks that reflect the real interests of students, as well as in the active motivation of their participation in the learning process.

Communication as a category of teaching methodology involves a process of interaction in which interpersonal relationships are formed and developed, thoughts, feelings and emotions are exchanged. Consequently, communicative learning is aimed not only at developing language skills, but also at educating a person capable of open dialogue, cooperation and empathy.

Many researchers note that communication skills include such components as communication activity, emotional responsiveness, confidence in communication, and focus on a partner. The development of these qualities is the basis for the formation of a mature personality, for whom the value of human communication occupies a central place in the system of life guidelines [5].

The implementation of the personal activity approach within the framework of the communicative method requires taking into account the age, individual psychological and cultural characteristics of students. This is achieved through the adaptation of the content of educational assignments, a variety of forms of interaction, and the creation of conditions for equal cooperation between teachers and students. Thus, collaborative learning becomes not only an effective tool for developing communication skills, but also a way of personal growth, building responsibility, empathy, and readiness for social interaction.

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EFFECTIVE STRATEGIES FOR CORRECTING STUDENTS' MISTAKES IN FOREIGN LANGUAGE CLASSROOMS

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Түйіндеме: Бұл мақалада шетел тілін оқыту барысында оқушылардың қателерін түзетудің тиімді стратегиялары қарастырылады. Қате түзету – тіл үйрету процесінің маңызды бөлігі, себебі ол оқушылардың тілдік дағдыларын жетілдіруге және дұрыс сөйлеу мәдениетін қалыптастыруға ықпал етеді. Зерттеу барысында мұғалімдердің қателерді түзету кезінде

қолданатын тәсілдері мен олардың оқушылардың мотивациясына әсері талданған. Мақалада түзетудің түрлі түрлері — тікелей, жанама, топтық және өзара түзету әдістері сипатталып, олардың тиімділігі салыстырмалы түрде көрсетілген. Сондай-ақ, қате түзету процесінде оқушылардың психологиялық жағдайын ескеру және сын емес, қолдау түрінде кері байланыс беру маңыздылығы атап өтіледі.

Аннотация: В данной статье рассматриваются эффективные стратегии исправления ошибок учащихся при обучении иностранному языку. Коррекция ошибок является важной частью процесса обучения, так как способствует развитию языковых навыков и формированию правильной речевой культуры. В исследовании анализируются методы, используемые преподавателями при исправлении ошибок, а также их влияние на мотивацию студентов. Описаны различные виды коррекции — прямая, косвенная, групповая и взаимная, приведено сравнение их эффективности. Особое внимание уделяется необходимости учитывать психологическое состояние учащихся и предоставлять обратную связь в поддерживающей, а не критической форме.

The process of learning a foreign language is a complex and multifaceted experience that involves constant interaction between teachers and students. One of the most challenging aspects of this process is the correction of mistakes. Every learner makes errors while acquiring a new language, as mistakes are a natural and inevitable part of learning [1]. The way a teacher responds to those errors can have a profound influence on a student's motivation, confidence, and overall progress. Effective error correction requires a deep understanding of linguistic, psychological, and pedagogical factors. It should help students recognize and overcome their weaknesses without discouraging them from participating in communication. The correction of mistakes is not only a linguistic issue but also a psychological and communicative one. In language classrooms, mistakes are valuable indicators of the learner's current level and learning progress. They show what students have already internalized and what still requires improvement. However, if correction is done insensitively, it can lead to anxiety, fear of speaking, or loss of motivation. Therefore, teachers should choose strategies that correct errors while maintaining a positive and supportive classroom environment. The goal of correction is not to eliminate all mistakes immediately, but to guide learners gradually toward more accurate and fluent communication [2].

Errors in foreign language learning can be classified into several categories. The most common types include grammatical, lexical, phonetic, and pragmatic errors. Grammatical errors occur when students misuse verb tenses, prepositions, or sentence structures. Lexical errors happen when the learner chooses an incorrect or inappropriate word. Phonetic errors arise from incorrect pronunciation, and pragmatic errors appear when a student uses the wrong tone or expression in a social context. Each type of error requires different correction techniques, and the teacher must decide when and how to intervene depending on the communicative situation. There are two main approaches to error correction: immediate correction and delayed correction. Immediate correction occurs while the student is speaking or writing, and it helps prevent fossilization of incorrect language forms [3].

However, it should be used carefully so that it does not interrupt communication or embarrass the student. Delayed correction, on the other hand, allows learners to complete their speech or writing before the teacher addresses the

errors. This method supports fluency and helps students reflect on their performance more calmly [4]. One of the most effective strategies in modern language teaching is indirect correction. Instead of directly providing the correct answer, the teacher indicates the error and encourages the student to self-correct. For example, when a student says, “He go to school every day,” the teacher may respond, “He...?” prompting the learner to notice the mistake and say “He goes.” This technique promotes active thinking and deeper language awareness.

Self-correction helps learners develop autonomy and confidence, making them more responsible for their own progress. Another useful method is peer correction, where students help each other identify and fix mistakes. This approach fosters collaboration, strengthens communication, and creates a friendly classroom atmosphere. When students correct each other’s errors respectfully, they become more attentive to linguistic details and more aware of their own use of the language. Peer correction also allows learners to see that making mistakes is normal and that everyone is engaged in the process of improvement. In contrast, teacher correction should be used strategically. Teachers can provide explicit correction by repeating the correct form after the student or reformulating the entire sentence naturally. For instance, if a learner says, “She can sings well,” the teacher may reply, “Yes, she can sing well,” emphasizing the correct form. This subtle correction keeps communication flowing while drawing attention to the error. The tone and attitude of the teacher play a crucial role. Corrections should always sound supportive rather than critical, encouraging students to try again without fear of judgment [5].

The effectiveness of error correction depends on the teacher’s ability to balance accuracy and fluency. If correction is too frequent, students may become nervous and hesitant to speak. If it is too rare, incorrect patterns may become fixed in their minds. Therefore, teachers should decide which mistakes need immediate correction and which can be ignored temporarily. For example, during free-speaking activities, it is better to focus on communication and correct errors afterward. During grammar-focused lessons, more direct correction is appropriate. One of the most efficient strategies is recasting, where the teacher repeats the student’s sentence in the correct form without directly pointing out the mistake. Recasts allow students to hear the correct model and internalize it subconsciously [6]. For example:

Student: “She don’t like coffee.”

Teacher: “Oh, she doesn’t like coffee? I see.”

This form of correction maintains a natural conversation while exposing the learner to proper grammar.

Elicitation is another helpful method. Instead of giving the correct form, the teacher asks guiding questions to help the learner find it independently. For instance, “Can you say that again using the past tense?” This approach promotes deeper cognitive processing and reinforces long-term learning. Error logs and self-monitoring tasks can also be used to enhance awareness. Teachers may encourage students to keep a record of their most common mistakes and review them periodically. By analyzing their errors, learners become more conscious of their language use and can track progress over time. This reflective practice is especially

valuable for advanced students who need to polish their accuracy [7]. The affective factor must always be considered. Correction should never humiliate or discourage learners. Instead, it should build trust and motivation. Teachers can use humor, praise, and encouragement to reduce anxiety. For instance, after correcting a mistake, a teacher might add, “That’s a common error—many native speakers make it too!” Such reassurance makes the learning atmosphere more comfortable and encourages students to take risks in communication.

Group work and pair discussions also provide opportunities for gentle correction. When students collaborate, they naturally correct one another in less formal ways. The teacher can monitor these activities, offering guidance and feedback afterward. Integrating correction into communicative tasks ensures that it supports fluency rather than interrupting it. Modern technology can further enhance error correction. Online tools, language learning applications, and AI-based writing assistants provide immediate feedback on grammar, pronunciation, and vocabulary. Teachers can combine these digital resources with classroom instruction to help students notice and correct errors independently. However, technology should supplement, not replace, the teacher’s feedback, as personal interaction and emotional support remain vital in the learning process [8].

The success of any error correction strategy ultimately depends on the teacher’s professional competence and sensitivity. Teachers must know when to correct, how to correct, and how much to correct. Overcorrection can create frustration, while undercorrection can lead to stagnation. Skilled teachers observe their students carefully, considering their individual learning styles, emotional states, and proficiency levels. At the beginner level, excessive correction may discourage participation, so teachers should focus on communication and basic accuracy. At intermediate and advanced levels, more detailed feedback can be provided. Teachers should also vary their correction methods to maintain student engagement and accommodate diverse preferences. Some learners prefer explicit explanations, while others benefit more from indirect hints or examples. Creating a supportive classroom environment is essential [9]. When students feel safe to make mistakes, they participate more actively and learn faster. Teachers can set clear rules for correction, explaining that errors are natural and necessary for progress. Establishing a positive attitude toward mistakes transforms them into valuable learning opportunities. Pedagogically, effective correction contributes to developing communicative competence—the ability to use language accurately, appropriately, and fluently in real-life situations. It also cultivates self-regulation, critical thinking, and intercultural awareness [10]. By teaching students how to notice, understand, and correct their own errors, educators prepare them for lifelong language learning. Ultimately, the process of correcting mistakes should be viewed as cooperation between teacher and learner. Both share the same goal: improvement and understanding. The teacher’s role is to guide, not to judge; to inspire, not to criticize. When correction is done with empathy, creativity, and professionalism, it becomes a powerful tool for growth and confidence.

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STORYTELLING AS AN EFFECTIVE TECHNIQUE FOR THE FORMATION OF FOREIGN LANGUAGE COMPETENCE OF HIGH SCHOOL STUDENTS

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Түйін: мақалада білім беру процесінде сторителлинг әдісін қолданудың түрлері мен ерекшеліктері қарастырылады. Автор педагогикалық сторителлингтің екі негізгі түрін — классикалық және белсенді түрлерін сипаттайды.

Аннотация: в статье рассматриваются виды и особенности применения сторителлинга в образовательном процессе как эффективного инструмента развития познавательной активности и мотивации обучающихся. Особое внимание уделяется двум основным формам педагогического сторителлинга — классическому и активному, отличающимся степенью вовлечённости учащихся.

Modern foreign language teaching faces a number of difficulties due to the changing cognitive characteristics of students. Phenomena such as linguistic minimalism, poor speech, absent-mindedness, hyperactivity, and attention deficit are increasingly observed. The majority of schoolchildren are characterized by the predominance of concrete thinking over abstract thinking. The researchers note that the new generation is being formed as the "screen generation," which is characterized by a visual, rapid, but superficial perception of information, known as "clip thinking." Thus, in modern society, the "reading person" is gradually being replaced by a "watching person" who perceives the world around him through images and short visual messages [1].

Clip thinking refers to the peculiarity of perception of reality through fragmented, vivid images that are not connected into a single whole. A person with this type of consciousness perceives life as a sequence of unrelated events, like a video clip. This leads to a decrease in the ability to think logically and analytically, as well as difficulties in solving complex problems. Modern information flows are so dynamic that they do not require a deep analysis of the details, but only a perception of the general meaning. As a result, a person learns knowledge not systematically, but fragmentarily, staying in a constant information flow — communication, social networks and a multimedia environment. People with clip-based thinking are able to work effectively with only small amounts of data and have difficulty understanding complex information. This phenomenon is more or less typical for the majority of modern children and youth, whose thinking is becoming fragmented and fragmented. They are prone to superficial perception, quickly forget information and are constantly looking for new sources of stimulation without delving into the essence of what is happening. Since the images quickly replace each other, it is difficult for a person to analyze the situation and keep their attention on one object.

The term "clip culture" was first coined by American futurist Alvin Toffler, who described this phenomenon as a natural result of the development of the information society. He associated it with a change in the media environment, communication methods, and cultural attitudes. Later, the Russian philosopher Fyodor Girenok, author of the works "Russian cosmism", "Metaphysics of Path", "Cartography verbatim. Pathology of the Russian mind", transferred the concept of clip culture to the sphere of consciousness and thinking. In his article "Clip Thinking" (2014), he noted that this type of perception is characterized by "linguistic minimalism" and reliance not on experience, but on imagination.

Teachers face an important task — to adapt the educational process to the characteristics of students with a clip type of perception. It is necessary to form their thinking capable of conscious assimilation of knowledge using modern educational technologies. For this purpose, it is important to build education based on the principle of ascending from the concrete to the abstract, which corresponds to the peculiarities of perception of modern schoolchildren [2].

In the context of clip-based thinking, it is necessary to reconsider approaches to the presentation of educational material: structure it into short semantic blocks, present information in visual form, use vivid presentations with clear and expressive formulations. The storytelling technique, which combines the emotionality of storytelling with elements of e-learning, becomes an effective tool. This method not only increases interest in the lesson, but also contributes to better memorization of the material. Thus, the integration of clip-based thinking into the educational environment makes the learning process more efficient, dynamic and relevant to the needs of a new generation of students.

The solution to this problem becomes possible through the use of storytelling techniques, a communicative technique that is widely used by journalists, psychologists, and educators and is a way of conveying information through storytelling, making the material more interesting and memorable for the audience.

The term is derived from the English words story — "story" and tell — "to tell". In recent years, storytelling has gained considerable popularity and found application in a variety of fields of activity. Initially, this method was introduced and tested by David Armstrong as an effective HR management tool, and later began to be actively used in marketing, PR, journalism, and educational practice. As S. V. Mozzhegorov notes, storytelling is not just a method of pedagogical influence, but a holistic research methodology that is used in both theoretical and empirical works by foreign authors — K. Broad, S. Crowley, F. Poletta, K. Rissman, P. Ryan and others. At the same time, the researchers emphasize that approaches to understanding storytelling and its practical implementation can vary significantly, which requires a deeper understanding of the methodology in the context of studying personal narratives. The latter are a narrative about personal experience, a problematic situation and ways to solve it, containing a morally instructive conclusion that should arouse trust and an emotional response from the listener [3].

In pedagogical practice, storytelling is used as a special way of presenting educational material, which makes the process of perceiving knowledge more emotional, natural and effective. It turns learning into an exciting process where information is presented through images and experiences that evoke an emotional response from students. According to D. Armstrong's concept, the story in storytelling is built according to the linear scheme "emotions – output – action", which provides an emotionally oriented model of audience behavior and contributes to a more solid assimilation of the content [4]. The use of fictional or authentic natural science stories allows not only to practice grammatical structures and specialized vocabulary, but also to develop imagination, speaking, listening and writing skills. The atmosphere in such classes becomes more lively, open and creative, which has a positive effect on the level of language activity of students.

Storytelling is especially relevant in the education of high school students of natural sciences, who need to master in-depth knowledge of the English language for further professional growth and study at universities. For future specialists, proficiency in a foreign language is not only an academic competence, but also a key element of professional training, since modern scientific and medical activities are largely based on international cooperation. The ability to read original texts on medicine or technology, to follow world research and discoveries is the most important condition for professional success. Proficiency in spoken English using specialized terminology opens up the opportunity for free communication with foreign students and colleagues, increasing the level of competitiveness of a future specialist.

However, clip-based thinking, typical of the modern generation, complicates the perception of a coherent context, especially when it comes to specialized topics in a foreign language. In such conditions, the perception of information becomes fragmented, and it is difficult for students to build causal relationships between concepts. However, the presence of sustained interest and sufficient context allows the student to compensate for this disadvantage: for example, a student who is interested in politics is able to combine individual news stories into a single logical

picture. Otherwise, in the absence of contextual knowledge, information is perceived as a set of disparate facts that do not form a complete picture of the phenomenon.

Thus, the main purpose of the training is to provide lyceum students with an understanding of the relevance and practical significance of natural science terminology in English. Modern scientific achievements, technological development and the emergence of new diagnostic and treatment methods require future specialists to be able to work freely with English-language sources, exchange professional information and be part of the international scientific community. English language proficiency is becoming a necessary tool for accessing world knowledge, rather than just an academic subject.

At the same time, clip-based thinking, despite its limitations, can also be considered as an effective memorization tool. It promotes the assimilation of large amounts of information through visual and associative images, which can be used in teaching a foreign language, for example, when linking a native language word with its English equivalent. Teaching experience shows that the optimal educational environment for the formation of such skills is a lesson based on the storytelling technique. It is this form of learning that allows you to combine emotionality, imagery and cognitive activity, making the process of learning a foreign language more meaningful and productive.

There are two main types of pedagogical storytelling, differing in the degree of activity of the participants and the role of the teacher in the learning process.

The first type is classic storytelling. It assumes that the teacher tells the students a story, real or fictional, related to the topic of the lesson. In this case, students act as listeners, perceiving and comprehending the material. The main goal of classical storytelling is to transfer knowledge in an accessible and emotionally colored form. As noted in, this presentation of information contributes to a better assimilation of theoretical provisions, rules, laws and concepts, as it makes them memorable and evokes a personal response. Here, the emphasis is on explicit knowledge, which is expressed verbally or through text, and the story performs the function of "packaging" the educational content in an expressive form.

The second type is active storytelling. Unlike the classical one, it is based on the joint creativity of the teacher and students. The teacher sets the general structure of the story, defines its purpose and direction, but the students become co-authors of the narrative. They can come up with their own plots, analyze proposed situations, model problem solutions, and act as storytellers. This form of work makes the learning process interactive and develops students' analytical thinking, imagination and communication skills.

Depending on the objectives of the lesson, both types of storytelling can be combined, which allows for maximum engagement and effectiveness [5].

Thus, when using storytelling in educational practice, it is important to remember that the main goal is not to make the presentation effective, but to teach. The story should help to assimilate the material, connect theory with practice and create a context in which students understand how knowledge is applied in real situations. In pedagogical storytelling, the story itself performs an official function —

it illustrates and enlivens the content of the lesson, making it closer and clearer. At the same time, strict adherence to classical plot schemes is not required: the teacher can adapt them, combine them, use individual elements or create new scenarios that correspond to the tasks of a particular lesson and the level of training of students.

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THE ETYMOLOGICAL ASPECT OF VOCABULARY DEVELOPMENT IN ENGLISH

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Түйін: Бұл мақалада ағылшын тіліндегі сөздік қордың этимологиялық аспектісі қарастырылды. Этимология сөздердің шығу тегі мен тарихи дамуын зерттей отырып, олардың қазіргі мағынасы мен құрылымын терең түсінуге мүмкіндік береді. Сөздердің түбірлерін, префикстерін, суффикстерін және қарыз сөздерін зерттеу арқылы студенттер жаңа сөздерді тиімді меңгереді, олардың мағыналық ерекшеліктерін түсінеді және тілдік дағдыларын дамытады. Этимологиялық білім студенттердің сын тұрғысынан ойлау қабілетін, мәдени және тарихи білімін арттыра отырып, тілдік құзыреттілікті тереңдетеді. Осылайша, этимологиялық тәсіл ағылшын тілін оқытудың тиімді әдістерінің бірі болып табылады және сөздік қорды жүйелі және мазмұнды түрде дамытуға ықпал етеді.

Аннотация: В статье рассматривается этимологический аспект развития словарного запаса в английском языке. Этимология изучает происхождение и историческое развитие слов, что позволяет глубже понять их современное значение и структуру. Изучение корней, приставок, суффиксов и заимствованных слов помогает студентам эффективно осваивать новую лексику, понимать её семантические особенности и развивать языковые навыки. Этимологические знания способствуют развитию критического мышления, культурной и исторической осведомлённости, а также углубляют языковую компетенцию. Таким образом, этимологический подход является эффективным инструментом обучения английскому языку и способствует систематическому и содержательному развитию словарного запаса.

The study of the etymological aspect of vocabulary is essential for understanding the historical development and structure of the English language. Etymology, as a branch of linguistics, investigates the origin and evolution of words, tracing how their forms and meanings have changed over time. Knowledge of etymology not only enriches a learner's vocabulary but also provides insights into the cultural and historical context of language, revealing connections between English and other languages, especially Latin, Greek, French, and Germanic languages.

The development of English vocabulary has been influenced by numerous historical events, including invasions, trade, colonization, and cultural exchanges. These interactions have led to the incorporation of foreign words and expressions into English, resulting in a rich and diverse lexicon. By studying the etymology of words, learners can identify patterns of word formation, such as prefixes, suffixes, and root words, which facilitate the acquisition of new vocabulary. Understanding these patterns helps students decode unfamiliar words and enhances their ability to use language accurately and creatively [1].

Etymological knowledge also contributes to semantic awareness, enabling learners to grasp subtle differences in meaning and the evolution of concepts over time. Many English words carry historical connotations or have undergone semantic shifts that are not immediately apparent from their contemporary usage. By examining the origin of words, students can better understand idiomatic expressions, phrasal verbs, and specialized terminology. This deeper comprehension of vocabulary promotes precise expression and reduces ambiguity in both written and spoken English.

The role of etymology in vocabulary development is particularly significant in academic and professional contexts. Scholars, translators, writers, and language learners benefit from knowing the historical roots of words, as it improves reading comprehension, writing style, and the ability to infer meaning from context. In addition, the study of word origins fosters critical thinking, analytical skills, and an appreciation of the interrelationship between language, culture, and history. By exploring etymology, learners gain a systematic understanding of vocabulary that goes beyond rote memorization, allowing for long-term retention and creative application of language [2].

The etymological aspect of vocabulary development in English provides a valuable framework for deepening linguistic knowledge and enhancing communication skills. It offers insights into the historical, cultural, and structural dimensions of the language, allowing learners to expand their vocabulary systematically and meaningfully. Incorporating etymological study into language learning encourages a reflective approach to words, enabling students to comprehend, retain, and employ vocabulary more effectively in diverse contexts. Understanding the origins of words is therefore not merely an academic exercise but a practical tool that strengthens language proficiency and enriches learners' overall linguistic competence.

The study of etymology plays a significant role in the development of English vocabulary, providing a historical and linguistic perspective on the formation and

evolution of words. Etymology examines the origin, history, and transformation of words, allowing learners to understand not only their current meaning but also their historical context and semantic development. This approach contributes to a deeper comprehension of the language and helps students establish connections between English and other languages, particularly Latin, Greek, French, and Old Germanic languages, which have had a profound influence on the English lexicon [3].

English vocabulary is characterized by its diversity and richness, which largely results from historical events such as invasions, colonization, trade, and cultural exchange. Each wave of linguistic influence introduced new words, idioms, and expressions, often with subtle nuances in meaning. By analyzing the etymology of these words, students can identify patterns of word formation, including prefixes, suffixes, roots, and loanwords, which aids in the systematic acquisition of vocabulary. Such knowledge enables learners to deduce the meanings of unfamiliar words and expand their lexicon efficiently, enhancing both comprehension and production in English.

Understanding etymology also strengthens semantic awareness, as it reveals how meanings of words change over time and in different contexts. Many English words retain archaic or metaphorical meanings that are not immediately evident in modern usage. By tracing the origins and historical development of words, learners gain insights into idiomatic expressions, phrasal verbs, and specialized terminology. This deeper understanding allows for more precise and expressive use of language, fostering the ability to communicate effectively in both written and oral forms.

In addition, etymological study enhances cognitive and analytical skills. When learners investigate word origins, they develop critical thinking and pattern recognition abilities, which are applicable across languages and disciplines. Etymology also cultivates cultural literacy, as the historical roots of words often reflect social, political, and cultural changes. This awareness encourages students to view language as a living system influenced by historical events, societal trends, and intercultural interactions, rather than a static set of rules and vocabulary [4].

The application of etymology in education is particularly beneficial for academic and professional purposes. Students, translators, writers, and researchers gain a strategic advantage by understanding the morphological and historical structure of words. Etymological knowledge improves reading comprehension, enhances vocabulary retention, and promotes creative use of language, allowing learners to construct more sophisticated arguments and nuanced texts. Furthermore, integrating etymology into language instruction encourages an investigative approach, motivating students to explore the origins and development of words independently, thereby fostering lifelong learning.

In conclusion, the etymological aspect of vocabulary development in English is a vital component of language education that combines historical, linguistic, and cultural insights. It allows learners to acquire vocabulary systematically, understand subtle semantic distinctions, and appreciate the interrelation between language, history, and society. Incorporating etymology into the teaching and learning process enriches linguistic competence, improves communication skills, and enhances

cognitive and cultural awareness. Ultimately, it transforms vocabulary acquisition from simple memorization into a meaningful and reflective process that strengthens both language proficiency and intellectual development [5].

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THE ROLE OF MOTIVATION IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Түйін: Бұл мақалада ағылшын тілін шет тілі ретінде меңгерудегі мотивацияның маңызы қарастырылады. Мотивация білім алушының оқу процесіне қызығушылығын арттырып, оның белсенділігі мен табандылығын дамытады. Мотивациясы жоғары студенттер мақсаттарын айқындап, қиындықтарға қарамастан өз оқуын жалғастырады. Мотивацияның негізгі екі түрі бар: ішкі және сыртқы. Ішкі мотивация жеке қызығушылық пен оқу процесінен ләззат алудан туындайды, ал сыртқы мотивация баға, мансап мүмкіндіктері немесе қоғамның мойындауы сияқты сыртқы факторларға байланысты.

Резюме: В данной статье рассматривается значение мотивации в изучении английского языка как иностранного. Мотивация повышает интерес обучающихся к учебному процессу, способствует их активности и настойчивости. Студенты с высоким уровнем мотивации ставят перед собой чёткие цели и продолжают обучение, несмотря на трудности. Существует два основных типа мотивации: внутренняя и внешняя. Внутренняя мотивация основана на личном интересе и удовольствии от самого процесса обучения, а внешняя связана с такими факторами, как оценки, карьерные перспективы или общественное признание.

Motivation plays a crucial role in learning English as a foreign language. It determines the learner's willingness to start, continue, and succeed in the learning process. When students are motivated, they are more likely to set clear goals, engage actively in lessons, and persist despite difficulties. Motivation influences not only the amount of effort learners invest but also the strategies they use to improve their skills.

There are two main types of motivation: intrinsic and extrinsic. Intrinsic motivation comes from within the learner — it is driven by personal interest, curiosity, or enjoyment of learning. Extrinsic motivation, on the other hand, arises from external factors such as grades, career prospects, or social recognition. Both types are important, but intrinsic motivation is often more powerful for long-term success, as it fosters deeper engagement and self-directed learning.

Teachers play a significant role in maintaining and enhancing student motivation. Creating a positive classroom atmosphere, using interactive and meaningful tasks, providing constructive feedback, and acknowledging students' achievements all contribute to sustained interest in learning English. Additionally, connecting language learning to real-life contexts and students' personal goals can make the process more relevant and enjoyable [1].

Motivation is a key factor in mastering English as a foreign language. It affects learners' attitudes, persistence, and performance. Therefore, both teachers and students should focus on fostering strong motivational factors to ensure effective and lasting language acquisition.

Motivation is one of the most important psychological factors that determine the success of learning English as a foreign language. It influences how much effort a learner is willing to invest, how long they can maintain their interest, and how effectively they can overcome challenges in the learning process. Without motivation, even the best teaching methods and learning materials may not lead to satisfactory results. With strong motivation, however, learners can achieve remarkable progress even in difficult circumstances.

Motivation in language learning can be understood as the inner drive or desire that pushes a person to start learning, continue practicing, and strive for improvement. It affects all stages of the learning process — from setting goals to developing habits and achieving fluency [2]. When learners are motivated, they approach learning with curiosity and persistence, participate actively in class activities, and seek opportunities to use English beyond the classroom.

Researchers often distinguish between **intrinsic** and **extrinsic** motivation. Intrinsic motivation arises from internal factors — personal interest, enjoyment, or a genuine love of the English language and its culture. Learners who are intrinsically motivated usually find pleasure in reading English books, watching films, or communicating with people in English. Extrinsic motivation, in contrast, comes from outside sources — such as the need to pass exams, get a good job, travel abroad, or gain social approval. Both types of motivation can lead to success, but intrinsic motivation is often more sustainable and deeply rooted.

Another useful distinction is between **instrumental** and **integrative** motivation. Instrumental motivation refers to learning English for practical reasons — for example, to improve career prospects or academic performance. Integrative motivation, on the other hand, involves the desire to connect with the English-speaking community and understand its culture more deeply. Both forms can coexist, and together they create a powerful foundation for effective language learning.

Teachers play a central role in fostering motivation among learners. Their enthusiasm, teaching style, and attitude toward students can either inspire or discourage them. A motivated teacher who creates a supportive and interactive environment helps students feel more confident and involved. Activities that promote communication, creativity, and collaboration — such as group projects, role plays, or discussions — can increase learners' engagement. Providing timely and positive feedback also helps maintain students' belief in their own abilities [3].

In addition, using authentic materials such as songs, movies, and online resources can make learning English more interesting and meaningful. When learners see how English is used in real-life situations, they understand its practical value and relevance. Setting achievable goals, celebrating small successes, and linking language learning with students' personal interests or future ambitions are also effective motivational strategies.

In the modern world, English is not only a school subject but also a global tool for communication, education, and professional growth. Realizing the importance of English in today's society can strengthen students' motivation to learn it. Moreover, as technology provides endless access to English content, learners have more opportunities than ever to practice independently — watching videos, playing games, or joining international online communities [4].

In conclusion, motivation is a fundamental element in learning English as a foreign language. It shapes learners' attitudes, influences their performance, and determines their long-term success. Teachers, parents, and students themselves must work together to nurture both intrinsic and extrinsic motivation. When learners are motivated, they not only achieve higher proficiency but also develop a lifelong interest in learning and using English as a means of global communication [5].

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INNOVATIVE TEACHING METHODS FOR MODERN LANGUAGE CLASSROOMS

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Тўйин: Бўл мақалада заманауи тил ўйретиш ўдаришда қолданылатын инновациялық оқыту әдістерінің оқушылардың қызығушылығын арттыруға, коммуникативтік дағдыларын дамытуға және мәдениетаралық құзыреттілікті қалыптастыруға әсері қарастырылады. Цифрлық технологиялар, интерактивті платформалар, жобалық жұмыстар мен ойын әдістері тил ўйренуді жекелендіріп, тиімді әрі мотиваторлық етеді.

Аннотация: Данная статья посвящена изучению влияния инновационных методов обучения на формирование языковых навыков учащихся в современной образовательной среде. Использование цифровых технологий, интерактивных платформ, проектной

деятельности и игровых методик делает процесс изучения языка более персонализированным, динамичным и мотивирующим, способствуя развитию коммуникативной компетенции и культурной осведомлённости.

In the 21st century, language classrooms have undergone a significant transformation due to the rapid development of digital technologies and the shift toward learner-centered education. Traditional methods that relied heavily on textbooks, repetition, and teacher-led instruction are no longer sufficient to meet the needs of modern learners — especially adolescents who grow up in a digital and multicultural world. Innovative teaching methods bring new opportunities for communication, collaboration, creativity, and critical thinking, turning the language classroom into an interactive and meaningful learning space.

Modern students expect more than mechanical memorization of vocabulary and grammar rules. They need authentic, culturally relevant, and engaging experiences that reflect how language is used in real life. As a result, innovative approaches such as project-based learning, gamification, digital storytelling, flipped classrooms, and virtual exchange programs have become central components of contemporary language education.

Digital technology has become an indispensable part of language learning. Mobile applications, online platforms, and AI-powered tools allow students to access authentic materials, communicate with native speakers, and receive personalized feedback.

Interactive platforms such as Quizlet, Kahoot!, Nearpod, and EdPuzzle make learning vocabulary and grammar more engaging. Through interactive quizzes, videos, and collaborative tasks, teachers can monitor progress in real time and adjust lessons accordingly [1].

Artificial intelligence also plays a growing role: AI-based chatbots help students practice conversation, while speech recognition systems support pronunciation improvement. These tools create low-pressure environments where learners can experiment with language while receiving immediate feedback.

Furthermore, multimedia resources — podcasts, videos, virtual tours — enrich lessons by exposing students to multiple accents, speech styles, and cultural contexts. This enhances listening comprehension and broadens cultural horizons [2].

Project-based learning is one of the most effective innovative methods in modern language classrooms. Instead of memorizing isolated vocabulary lists, students work on meaningful projects that require researching, planning, and presenting information in the target language.

Such projects encourage creativity, teamwork, and critical thinking. Importantly, they simulate real-life communication, making learning authentic and purposeful. Teenagers, in particular, respond positively to tasks that allow them to express their identity and interests.

Gamification — the integration of game elements into learning — has gained popularity due to its ability to motivate students. Points, badges, levels, challenges, and leaderboards create a competitive yet supportive environment that encourages consistent practice.

Gamified learning platforms help students overcome fear of making mistakes, increase time-on-task, and maintain long-term motivation. For example, weekly vocabulary battles or grammar quests turn traditional exercises into dynamic challenges [3].

Psychologically, game-based tasks stimulate dopamine release, enhancing attention, memory, and enjoyment. For adolescents who are accustomed to digital games, gamification bridges the gap between entertainment and education.

The flipped classroom method reverses the traditional teaching model: students learn new material at home through videos, readings, or interactive lessons, while classroom time is dedicated to practice, communication, and problem-solving.

Flipped classrooms foster deeper understanding because students arrive prepared to participate in discussions, role plays, and group activities.

Peer interaction is essential for developing communicative competence. Collaborative learning structures — pair work, group discussions, language cafés, and debate clubs — provide constant opportunities for real communication [4].

Activities such as peer tutoring, peer editing, and group presentations also improve social skills and foster a sense of community within the classroom.

Globalization has made intercultural competence a vital part of language learning. Innovative methods such as virtual exchange programs connect students with peers from other countries through video calls, online forums, and collaborative projects.

These exchanges allow students to practice language in authentic contexts while gaining cultural insights. For example, learners may work with international partners to compare traditions, discuss social issues, or create joint multimedia projects.

Such experiences challenge stereotypes, promote tolerance, and develop global citizenship — essential qualities for modern youth.

Digital storytelling integrates language learning with creativity and technology. Students use multimedia tools to create stories through images, videos, narration, and music.

By creating and sharing their own stories, students develop a sense of ownership and pride in their language learning journey.

Innovative teaching methods reshape the modern language classroom by making learning more dynamic, interactive, and learner-centered. Through digital tools, project-based tasks, gamification, flipped learning, and intercultural exchanges, students develop not only linguistic proficiency but also creativity, critical thinking, and cultural awareness.

For today's youth, learning a foreign language is not merely an academic requirement — it is a gateway to global communication, personal expression, and cultural understanding. Innovative methodologies help educators create environments where students feel motivated, empowered, and connected to the wider world.

As technology continues to evolve, innovative teaching methods will remain essential in preparing learners for the challenges and opportunities of the modern global society.

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GAMIFICATION AND GAME-BASED LEARNING IN THE FOREIGN LANGUAGE CLASSROOM

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Түйін: Бұл мақалада шетел тілін оқытудағы геймификация мен ойын арқылы оқытудың рөлі қарастырылған. Авторлар заманауи технологиялар мен ойын элементтерін қолдану арқылы студенттердің мотивациясын, белсенділігін және коммуникативтік құзыреттілігін арттыру жолдарын талдайды. Мақалада ойын негізіндегі тәсілдердің тіл үйрену үдерісін қызықты әрі тиімді етудегі педагогикалық әлеуеті көрсетілген.

Аннотация: Данная статья посвящена изучению роли геймификации и игровых методов обучения в процессе преподавания иностранных языков. Рассматриваются преимущества использования игровых элементов и цифровых технологий для повышения мотивации, вовлечённости и коммуникативной компетенции учащихся. В статье подчеркивается, что игровые подходы создают позитивную образовательную среду, способствующую активному участию обучающихся в процессе овладения языком и культурой..

In the modern educational context, the process of learning foreign languages is undergoing significant transformation due to the integration of innovative technologies and interactive methods. Among these, gamification and game-based learning have emerged as effective tools for increasing student motivation and engagement. Both approaches use elements of play to make the educational process more dynamic, emotionally engaging, and effective. While gamification integrates game mechanics such as points, badges, and leaderboards into non-game contexts, game-based learning involves the use of actual games as part of the teaching process.

The use of gamification in foreign language classrooms encourages learners to participate more actively in lessons, transforming traditional activities into meaningful and enjoyable experiences. By incorporating game elements such as levels, achievements, and progress tracking, teachers can foster a sense of competition and accomplishment. This not only maintains students' interest but also promotes autonomy and responsibility for learning outcomes. For instance, digital platforms such as Duolingo, Kahoot!, and Quizizz apply gamified systems to help students practice vocabulary, grammar, and pronunciation in an engaging way. These

platforms provide instant feedback, which enhances learners' self-regulation and helps them identify areas that need improvement [1].

Game-based learning, on the other hand, uses games as the primary mode of instruction, allowing students to acquire language skills in context. Role-playing games, simulations, and digital storytelling activities create opportunities for authentic communication. In these environments, learners use the target language to solve problems, make decisions, and interact with peers. Such experiences mirror real-life communication and help students develop fluency, collaboration, and cultural awareness. For example, role-playing scenarios that simulate airport conversations, restaurant dialogues, or business meetings enable students to practice functional language in realistic contexts.

From a psychological perspective, the use of games in education satisfies learners' intrinsic needs for autonomy, competence, and relatedness — as described in Deci and Ryan's self-determination theory. When students feel a sense of choice, achievement, and connection, their motivation to learn increases. Gamification thus fosters intrinsic motivation, as students are not only driven by external rewards (points or grades) but also by the enjoyment of the learning process itself.

Moreover, gamified and game-based approaches promote communicative competence, which is the ultimate goal of language education. Communication in games often involves negotiation of meaning, cooperation, and interaction with others — all essential components of real-life language use. Through gaming activities, students practice listening, speaking, reading, and writing in authentic situations that demand quick thinking and adaptation. These interactions strengthen both linguistic and sociocultural skills [2].

The integration of technology has made gamification even more accessible. Teachers can design their own digital games or interactive quizzes that align with curriculum goals. For example, students can work in teams to complete virtual missions, solve linguistic puzzles, or compete in online tournaments that require the use of target language structures. Augmented and virtual reality tools can also be employed to create immersive experiences where students explore virtual cities or participate in cross-cultural missions while practicing the language. Such activities blend entertainment and education, turning abstract language input into meaningful and memorable experiences.

However, successful implementation of gamification and game-based learning requires careful pedagogical planning. Games should not be used solely for entertainment; they must serve clear learning objectives. Teachers need to balance game mechanics with linguistic outcomes, ensuring that every activity contributes to the development of specific skills such as vocabulary expansion, grammar practice, or cultural competence. Reflection and feedback are equally important — after playing, students should discuss what language strategies they used and how they can improve their performance in future interactions [3].

Gamification also supports differentiation and inclusivity in the language classroom. Since games can be adapted to different proficiency levels, all students can participate according to their abilities. For instance, beginners might focus on

basic vocabulary recognition, while advanced learners engage in complex communication tasks. Cooperative games encourage peer learning, where stronger students support weaker ones, fostering a collaborative and supportive classroom environment.

Another important aspect is the development of 21st-century skills. Game-based learning enhances creativity, critical thinking, problem-solving, and digital literacy — all of which are essential for modern learners. By completing gamified challenges or participating in digital projects, students learn to think strategically, communicate effectively, and use technology responsibly. Thus, language learning through games contributes not only to linguistic but also to personal and cognitive growth.

Despite its numerous advantages, teachers should be aware of potential challenges. Some students may focus too much on winning or collecting rewards rather than mastering the language content. Therefore, it is essential to maintain a balance between fun and educational purpose. Teachers should set clear rules, encourage cooperation rather than competition, and ensure that game activities remain inclusive and respectful. Additionally, technical issues or limited access to digital resources may hinder the use of online platforms, which requires alternative offline solutions such as board games, language cards, or classroom simulations [4].

In conclusion, gamification and game-based learning represent innovative and powerful approaches to teaching foreign languages in the digital era. They combine motivation, interaction, and meaningful communication, turning the classroom into an engaging and productive environment. By integrating game elements and interactive technologies, teachers can enhance students' linguistic performance, foster autonomy, and develop intercultural and communicative competence. These methods transform language learning into an active, creative, and enjoyable process that prepares students for real-life communication in a globalized world.

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THE ROLE OF EMOTIONAL INTELLIGENCE IN ENHANCING LEARNING OUTCOMES IN ENGLISH LANGUAGE LESSONS

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Түйін: Бұл мақалада эмоционалдық зияттың (эмоционалды интеллектінің) ағылшын тілі сабақтарындағы оқу жетістіктерін арттырудағы рөлі қарастырылады. Эмоционалдық зият оқушылардың мотивациясын күшейтуге, қарым-қатынас дағдыларын дамытуға және оқу материалын тереңірек меңгеруге ықпал ететін маңызды психологиялық факторлардың бірі болып табылады. Мақалада эмоционалдық зият компоненттерінің тіл үйренуге әсері, мұғалімнің эмоционалды қолдау көрсету рөлі және эмоционалды зиятқа негізделген тиімді педагогикалық стратегиялар талданады.

Аннотация: Данная статья посвящена роли эмоционального интеллекта в повышении учебных результатов на уроках английского языка. Эмоциональный интеллект рассматривается как важный фактор, влияющий на мотивацию учащихся, развитие коммуникативных навыков и успешность усвоения учебного материала. В статье анализируются ключевые компоненты эмоционального интеллекта, их влияние на процесс изучения иностранного языка, а также педагогические методы, основанные на эмоциональной поддержке и создании позитивной образовательной среды.

In the 21st century, foreign language education increasingly focuses not only on linguistic knowledge but also on the psychological and emotional factors that shape students' learning performance. Emotional intelligence (EI), defined by Salovey and Mayer as the ability to perceive, understand, manage, and use emotions effectively, has emerged as a crucial component of academic success. In English language teaching (ELT), emotional intelligence plays a significant role in strengthening motivation, improving communication, and creating conditions for deeper engagement with the learning process [1].

Emotional intelligence integrates several key components: self-awareness, self-regulation, empathy, motivation, and social skills. Each of these elements has a direct impact on how effectively learners acquire a foreign language. Students with higher emotional awareness are more capable of recognizing their difficulties, managing anxiety, and adjusting their learning strategies. Those with strong empathy and social competence communicate more confidently, collaborate effectively, and participate actively in classroom activities. Thus, EI contributes both to personal development and to improved language proficiency.

Motivation is one of the central predictors of success in language learning. Emotional intelligence enhances motivation by helping learners maintain positive attitudes, overcome frustration, and stay engaged even in challenging tasks. Students who can regulate emotions such as fear of making mistakes or embarrassment during speaking activities demonstrate higher levels of persistence and fluency. In communicative language teaching, where interaction is the core, emotional regulation directly affects learners' willingness to communicate, confidence, and readiness to participate in dialogues, discussions, and group tasks.

The English language classroom is a social environment, and the emotional climate created by the teacher plays a pivotal role. A teacher with high emotional intelligence is able to build trust, support students emotionally, and create a psychologically safe environment. Such an atmosphere reduces anxiety, encourages risk-taking in communication, and helps students feel valued. Emotional support enables learners to engage in speaking tasks more freely, express their opinions, and collaborate without fear of judgment. Furthermore, emotionally intelligent teachers can recognize signs of stress, demotivation, or misunderstanding, adjusting their instructional strategies accordingly [2].

Empathy—one of the core components of EI—is particularly important in ELT. Through empathy, students develop sensitivity to others' feelings and perspectives, which supports meaningful communication and intercultural competence. Empathetic learners listen more carefully, respond appropriately, and engage in respectful dialogue—skills essential for communicative competence. The development of empathy through reflective discussions, collaborative tasks, and role-playing enhances students' ability to interpret emotions, intentions, and cultural nuances in English communication.

Emotional intelligence also influences cognitive processes such as attention, memory, and problem-solving. Research indicates that positive emotional states enhance cognitive functioning, making it easier for students to comprehend texts, retain vocabulary, and engage in critical thinking tasks. Conversely, negative emotions—stress, fear, or frustration—can block cognitive processing and prevent learners from demonstrating their true capabilities. Effective ELT therefore requires strategies that reduce emotional barriers and foster positive learning experiences.

Integrating EI-based methods into English lessons strengthens both academic and socio-emotional development. Strategies such as mindfulness practices, reflective journaling, cooperative learning, and role-play activities help learners recognize and express emotions constructively. Group discussions, debates, and peer feedback sessions promote emotional awareness and communication skills simultaneously. Teachers can also incorporate emotionally supportive feedback, emphasizing effort, progress, and personal strengths rather than errors alone. Such feedback reinforces learners' confidence and encourages growth-oriented mindsets [3].

Classroom management grounded in emotional intelligence helps prevent conflicts, reduces stress, and builds a collaborative learning environment. Teachers who apply EI principles can manage diverse personalities, establish positive relationships, and promote respectful communication. This is particularly relevant in multilingual and multicultural classrooms, where emotional sensitivity supports inclusion and mutual understanding [4].

Despite its benefits, the integration of emotional intelligence in ELT faces certain challenges. Some teachers may lack training in emotional competencies or may underestimate the role of emotions in learning. Additionally, standardized assessments often prioritize linguistic accuracy over emotional development, leading to imbalances in instructional focus. Therefore, professional development programs

that enhance teachers' emotional literacy are crucial for creating emotionally supportive learning environments.

In conclusion, emotional intelligence plays a vital role in enhancing learning outcomes in English language lessons. It supports motivation, communication, cognitive performance, and classroom relationships, creating optimal conditions for language mastery. By integrating EI-based strategies, teachers can foster a positive emotional climate, encourage active participation, and help students develop both linguistic and socio-emotional competencies. The development of emotional intelligence is therefore not merely an additional component of learning but a foundational element for effective and holistic English language education in the modern world.

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ҚАЗАҚ, ОРЫС, ЖӘНЕ АҒЫЛШЫН ТІЛДЕРІНДЕГІ МЕТАФОРАЛАР МЕН ТҰРАҚТЫ ТІРКЕСТЕРДІҢ ЭТНОМӘДЕНИ ЕРЕКШЕЛІКТЕРІ

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Resume: This article is devoted to the analysis of the ethnocultural characteristics of metaphors and set expressions in the Kazakh, Russian, and English languages. Linguistic units with vivid figurative components reflect the worldview, traditions, values, and historical experience of each nation. The study conducts a comparative analysis of metaphorical and phraseological constructions in the three languages, identifying their shared features as well as their specific distinctions. Examining such units contributes to the development of intercultural competence and helps to better understand the cultural context of native speakers.

Аннотация: Данная статья посвящена анализу этнокультурных особенностей метафор и устойчивых выражений в казахском, русском и английском языках. Языковые единицы с ярким образным компонентом отражают мировоззрение, традиции, ценности и исторический опыт каждого народа. В исследовании проводится сопоставительный анализ метафорических и фразеологических конструкций трёх языков, выявляются их общие черты и специфические различия. Изучение подобных единиц способствует развитию межкультурной компетенции и помогает лучше понять культурный контекст носителей языка.

Тіл – әрбір халықтың дүниетанымын, рухани құндылықтарын, ұлттық болмысын бейнелейтін күрделі мәдени феномен. Қазіргі тіл білімінде

метафоралар мен тұрақты тіркестерді этномәдени аспектіде зерттеу кең өріс алып отыр, себебі фразеология мен метафоралық жүйе адамның әлемді тану тәсілін, қоғамның тарихи тәжірибесін, рухани мұрасын, мінез-құлық нормаларын айқын көрсететін маңызды тілдік деңгей. Тілдік бірліктер мәдени код ретінде қызмет атқарып, сол халықтың өмір салты, тарихи дамуы мен ойлау жүйесі туралы құнды ақпарат береді. Әсіресе қазақ, орыс және ағылшын халықтары өздерінің географиялық, әлеуметтік, діни, шаруашылық және тарихи жағдайлары жағынан бір-бірінен айтарлықтай ерекшеленетін этностар болғандықтан, олардың метафоралық жүйесін салыстыру этномәдени дүниетанымның терең қырларын ашуға мүмкіндік береді [1].

Қазақ тіліндегі метафоралар көбіне көшпелі өмір салтының, кең даланың, төрт түліктің, табиғатпен етене байланысты тіршіліктің көрінісі болып табылады. Қазақ халқы үшін дала – еркіндік, кендік, қозғалыс символы. Сондықтан тілде кеңістікке қатысты бейнелер өте жиі кездеседі: «көңілі кең», «жолы болсын», «көкке көтерілді» сияқты тіркестер адам болмысын кең даламен астастыра сипаттайды. Жылқыға байланысты метафоралардың көп болуы да көшпенді мәдениеттің белгісі: «ат үстіндегі адам», «жылқы мінезді», «аттай тулау». Қазақ дүниетанымында жүрек – ерлік, мейірім, адамгершілік символы. «Жүректі адам», «жүрегі таза», «жүрегі жұмсақ» деген тіркестер ұлттық мінездің рухани қырларын бейнелейді [2].

Орыс тіліндегі метафоралар мен фразеологизмдер славяндық мәдениетке, отырықшы өмір салтына, орманды табиғат аймағына және православиелік дүниетанымға негізделеді. «Душа» концептісі орыс халқында айрықша маңызды. «Широкая душа», «душа болит», «душа нараспашку» сияқты фразеологизмдер адамның эмоциялық әлеміне, жан дүниесінің тереңдігіне баса назар аударатынын көрсетеді. Климаты суық, орманды аймаққа тән табиғи бейнелер де жиі қолданылады: «туман рассеялся», «как в лесу», «ни зги не видно». Орыс фразеологиясы тұрмыстық заттарға, күнделікті өмірдің қиындықтарына, материалдық мәдениетке негізделген: «камень за пазухой держать», «вбить себе в голову», «сидеть сложа руки». Бұл орыс мәдениетінің эмоционалды-экспрессивтік, кең тынысты табиғатын көрсетеді.

Ағылшын тіліндегі метафоралық жүйе британ қоғамының прагматизміне, логикалық ойлауына, теңіз мәдениетіне, уақытты бағалау дәстүріне негізделген. Индустриалды қоғамның ықпалы «time is money», «waste your time», «keep your word» сияқты тіркестерден анық байқалады. Тарихи жағынан теңіз елінің мәдениеті «to be in the same boat», «sink or swim» сияқты фразеологизмдерде көрініс табады. Ағылшын мәдениетіне тән жеке кеңістік, өзін-өзі бақылау, эмоционалды ұстамдылық «keep calm», «mind your own business», «stay focused» сияқты тұрақты тіркестерде айқын байқалады. Метафоралар логикалық-аналитикалық ойлаудың басымдығын көрсетеді: «to break the ice», «see the point», «hit the target» [3].

Бұл үш тілдің метафораларын салыстырғанда, олардың мәдени жүйесінде адамзатқа ортақ ұғымдар да кездеседі. Жүрек барлық тілдерде эмоция символы болғанымен, оның семантикалық реңкі әр мәдениетте өзгеше. Қазақ тілінде

жүрек – батырлық пен кеңдік белгісі («жүректі жігіт»), орыс мәдениетінде жүрек – терең эмоцияның, ішкі жан күйзелісінің нышаны («сердце болит»), ал ағылшын тілінде жүрек – жеке адамның эмоционалды жағдайының бейнесі («heartbroken», «take it to heart»). Байқалғандай, әрбір мәдениет эмоцияны әртүрлі бағалап, әртүрлі концептілік салада қолданады.

Фразеологизмдер этностың дүниетанымын терең бейнелейді. Қазақ тіліндегі тұрақты тіркестерде төрт түлікке, табиғатқа, ерлік пен қонақжайлыққа байланысты бейнелер басым («қой аузынан шөп алмас», «ердің құны», «қонақ келсе – құт»). Орыс тілінде тұрмыстық қиындықтарды, шыдамдылықты, өмірдің күрделілігін көрсететін тіркестер кең тараған: «терпеть до последнего», «авось пронесёт». Ағылшын қоғамында тәртіп, ереже, жеке кеңістік құндылықтары көрініс табады: «follow the rules», «keep your distance», «don't make a mountain out of a molehill» [4].

Тілдік айырмашылықтар ұлттық мінез-құлық нормаларының, құндылықтар жүйесінің, дүниетанымдық ерекшеліктердің айнасы іспетті. Қазақ метафораларында ашық кеңістік, еркіндік үстемдік етсе, орыс тілінде эмоциялық тереңдік пен тұрмыстық нақтылық, ал ағылшын тілінде рационализм мен прагматизм алдыңғы орынға шығады. Бұл ерекшеліктер әр тілдің ар жағында жатқан мәдени сабақтастықты көрсетеді.

Метафоралар мен тұрақты тіркестерді этномәдени тұрғыдан зерттеу мәдениетаралық коммуникацияда ерекше маңызды. Мысалы, қазаққа түсінікті «ат жалында» метафорасы ерлік символы болса, ағылшын тілінде «break a leg» тілек білдіру формасы. Орыс тіліндегі «ни пуха ни пера» сияқты ырымдық шығу тегі бар тіркестер де өзге мәдениет өкіліне алғашқыда түсініксіз болуы мүмкін. Сондықтан бұл тілдік бірліктерді мәдени түсіндірмемен бірге үйрету шетел тілін оқытудың тиімді жолдарының бірі болып табылады.

Салыстырмалы кесте: Қазақ, орыс және ағылшын метафораларының этномәдени ерекшеліктері

Тіл	Негізгі мәдени концепт	Кең тараған метафоралар мен фразеологизмдер	Этномәдени түсіндірме
Қазақ тілі	Кеңістік, дала, еркіндік, төрт түлік, батырлық	«көңілі кең», «жылқы мінезді», «аттай желу», «жүректі адам»	Көшпелі өмір, кең дала, мал шаруашылығы мәдениетінің айнасы
Орыс тілі	Душа, эмоциялық тереңдік, орман, тұрмыстық нақты бейнелер	«широкая душа», «душа болит», «камень за пазухой», «ни зги не видно»	Славяндық дүниетаным, орманды аймақ, тұрмыстық мәдениеттің рөлі
Ағылшын тілі	Уақыт, тәртіп, жеке кеңістік, прагматизм, теңіз мәдениеті	«time is money», «keep calm», «in the same boat», «break the ice»	Индустриалды қоғам, рационализм, теңіз саяхаттары, жеке тұлға мәдениеті

Қорытындылай келе, қазақ, орыс және ағылшын тілдеріндегі метафоралар мен тұрақты тіркестер – әр халықтың мәдени жадын, құндылықтарын, өмір салтын және дүниетанымдық ерекшеліктерін сақтаушы маңызды тілдік қабат. Бұл тілдердегі фразеологиялық жүйе арқылы әр этносқа тән ұлттық мінез, рухани мұра, тарихи тәжірибе айқын көрінеді. Этномәдени салыстырмалы зерттеу халықтар арасындағы өзара түсіністі арттырады және мәдениетаралық коммуникацияны тереңдетеді.

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INFLUENCE OF NATIVE LANGUAGE ON ENGLISH PRONUNCIATION

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Түйін: Бұл мақалада ағылшын тіліндегі айтылымды меңгеруге ана тілінің ықпалы қарастырылады. Әр тілдің өзіне тән дыбыстық жүйесі, екпін және интонациялық ерекшеліктері бар, сондықтан ағылшын тілін үйренушілер көбінесе өз ана тілінің дыбыстық әдеттерін ағылшын сөзіне көшіреді. Бұл құбылыс фонетикалық интерференция деп аталады және ол шетелдік акценттің пайда болуына себеп болады.

Резюме: В статье рассматривается влияние родного языка на произношение английского. Каждому языку свойственна уникальная система звуков, ударений и интонаций, поэтому изучающие английский часто переносят особенности своей родной фонетики в речь, что приводит к акценту. Это явление называется фонетической интерференцией.

The influence of a native language on English pronunciation is a significant factor that affects how learners acquire and produce sounds in a foreign language. Each language has its own unique system of sounds, stress patterns, and intonation rules. When learners begin studying English, they naturally transfer features from their first language to English speech, which can lead to pronunciation differences or what is often referred to as a “foreign accent.” Understanding these influences is essential for improving pronunciation and achieving clearer communication in English.

The first and most noticeable effect of the native language is **phonetic interference**. Every language contains certain sounds that may not exist in English, and vice versa. When a learner encounters unfamiliar sounds, they tend to replace them with the closest equivalents from their own language. For example, speakers of Japanese or Korean may struggle with distinguishing between /r/ and /l/ sounds,

while Russian or Kazakh speakers might pronounce the English “th” sound as /s/ or /z/. These substitutions occur because learners rely on the sound patterns they already know.

Another important factor is **intonation and stress**. The rhythm of speech and the placement of stress in words or sentences can vary greatly between languages. For instance, English is a stress-timed language, meaning that stressed syllables occur at roughly regular intervals, while many other languages are syllable-timed. As a result, learners whose native language is syllable-timed may produce English speech that sounds unnatural or monotonous. Intonation patterns also differ — some languages use rising or falling tones to indicate meaning in ways that don’t exist in English, leading to miscommunication or misunderstanding [1].

Spelling-pronunciation interference also plays a role, especially for learners whose native language has a more phonetic writing system. English spelling often does not correspond directly to pronunciation, so learners may pronounce words based on their written form rather than their actual sounds. This can create persistent pronunciation errors, particularly when learners rely heavily on reading rather than listening to authentic speech.

Teachers can help learners overcome these challenges by focusing on **contrastive analysis** — comparing the sound systems of the native language and English to identify specific problem areas. Using listening and imitation exercises, phonetic drills, and visual aids such as phonetic charts can improve learners’ awareness of how English sounds are produced. Technology, such as pronunciation software and speech recognition tools, can also provide immediate feedback and help learners monitor their progress.

The native language has a strong influence on English pronunciation, shaping how learners perceive and produce sounds. While it can cause difficulties and noticeable accents, it also provides a foundation for developing new phonetic habits. Through targeted practice, awareness, and feedback, learners can gradually reduce interference from their first language and achieve clearer, more natural English pronunciation.

The influence of a native language on English pronunciation is one of the most important and widely discussed aspects of second language acquisition. When people learn English as a foreign language, their pronunciation is often affected by the phonetic, phonological, and prosodic features of their mother tongue. These influences can either facilitate or hinder the process of mastering correct English pronunciation, depending on how similar or different the two sound systems are. Understanding these effects is crucial both for learners and teachers, as it helps to identify common pronunciation difficulties and develop effective strategies to overcome them [2].

Each language has its own unique set of sounds (phonemes), syllable structures, rhythm, stress, and intonation patterns. When learners encounter English sounds that do not exist in their native language, they naturally substitute them with the closest equivalents from their own sound inventory. This phenomenon, known as **negative language transfer** or **interference**, often results in a foreign accent. For

example, native speakers of French may have difficulty pronouncing the English /h/ sound, while speakers of Chinese might omit consonant clusters such as in the word “street.” Similarly, speakers of Kazakh or Russian often replace the English “th” /θ/ and /ð/ sounds with /s/, /z/, or /d/, since these sounds do not exist in their native phonetic systems.

Phonological rules of the native language also influence pronunciation. Some languages, like Japanese or Turkish, have simpler syllable structures than English, leading to the addition or omission of sounds when speaking English. For instance, a Japanese learner might pronounce the English word “sport” as “esport” because their language typically does not allow consonant clusters at the beginning of words. This kind of transfer is not a sign of carelessness but a reflection of deep-rooted linguistic patterns.

Stress and intonation patterns are another area where native language interference can be clearly observed. English is a **stress-timed** language, meaning that stressed syllables occur at regular intervals, while many other languages (like French, Kazakh, or Spanish) are **syllable-timed**, where each syllable has roughly the same duration. As a result, learners whose first language is syllable-timed may speak English with equal stress on all syllables, making their speech sound flat or unnatural. Moreover, intonation patterns — the rise and fall of the voice — vary greatly across languages and can affect how emotions or meanings are conveyed in English.

Spelling and pronunciation differences in English further complicate the process. Unlike many languages with consistent phonetic spelling, English has numerous irregularities. Learners might mispronounce words based on their written form (for example, pronouncing “colonel” as it is spelled, rather than /'kɜːrnl/). This problem is particularly noticeable among learners whose native language has a highly phonemic writing system, such as Spanish or Kazakh.

However, the influence of the native language is not always negative. In some cases, **positive transfer** can occur when certain sounds or patterns are similar in both languages. For instance, speakers of German or Dutch may find it easier to pronounce some English sounds due to similarities between their sound systems. Awareness of these similarities can accelerate pronunciation improvement and boost learners’ confidence [3].

To minimize negative influence, it is important for teachers to implement pronunciation training that focuses on **contrastive analysis** — comparing English sounds with those of the learners’ native language. Phonetic awareness can be developed through listening discrimination exercises, minimal pair drills (e.g., “ship” vs. “sheep”), and recording one’s own speech for self-evaluation. The use of modern technology, such as language learning applications, AI pronunciation tutors, and online speech recognition software, allows learners to receive instant feedback and track their progress effectively.

In conclusion, the native language has a profound and lasting influence on English pronunciation. While it can cause mispronunciations and accents, it also provides valuable insight into how learners approach the process of sound production. By understanding these linguistic interferences and using targeted

teaching strategies, both learners and teachers can reduce the negative effects of the first language and move toward clearer, more natural English speech. Developing accurate pronunciation requires time, awareness, and practice, but with consistent effort and modern technological support, learners can achieve remarkable improvement and communicative confidence [4].

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EVALUATING THE EFFECTIVENESS OF THE DELPHI BRAINSTORMING METHOD IN ELT RESEARCH

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Түйіндеме: Бұл мақалада ағылшын тілін оқыту әдістемесінің студенттердің өздігінен білім алу дағдыларын дамытудағы рөлі қарастырылады. Мақалада оқушының дербестігін арттыруға бағытталған әдістер, технологиялық құралдарды қолдану және мұғалімнің жетекші рөлі баяндалады. Сонымен қатар, тіл үйренудегі жауапкершілік пен шығармашылық ойлаудың маңыздылығы атап өтіледі.

Аннотация: В данной статье рассматривается значение методики преподавания английского языка как инструмента развития у студентов навыков самостоятельного обучения. Описаны методы, направленные на развитие автономии учащихся, роль технологий в обучении и трансформация роли преподавателя. Также подчеркивается важность ответственности и критического мышления в процессе изучения языка.

The field of English Language Teaching continues to evolve as researchers and educators seek innovative approaches to improve the quality and reliability of pedagogical research. Among various research methodologies, the Delphi brainstorming method has emerged as an effective and systematic tool for gathering expert insights and achieving consensus on educational matters. Originally developed in the 1950s for forecasting in science and technology, the Delphi method has been successfully adapted for use in social sciences and language education. Its primary objective is to structure group communication processes so that experts can collectively identify, analyze, and evaluate issues within a specific domain. In ELT research, where subjective interpretations and contextual variability often challenge the consistency of results, the Delphi method offers a reliable framework for synthesizing expert opinions. It enables researchers to address complex questions related to curriculum design, communicative competence, digital pedagogy, and

teacher training by combining structured feedback with collaborative analysis. This paper aims to evaluate the effectiveness of the Delphi brainstorming method as a research instrument in ELT and to explore its potential benefits and challenges in fostering methodological rigor and pedagogical innovation [1].

The Delphi method operates through a systematic and iterative process involving several rounds of expert consultation. Each round builds upon the results of the previous one, allowing participants to refine their responses based on controlled feedback. The anonymity of participants ensures that the influence of dominant voices is minimized, promoting balanced and independent judgment. In the context of ELT research, this feature is particularly valuable, as it reduces personal bias and encourages a diversity of viewpoints regarding teaching practices, language acquisition processes, and classroom strategies [2].

The Delphi technique is most effective when addressing complex and multidimensional problems that require collective reasoning rather than statistical generalization. For example, in studies focused on defining essential teacher competencies or evaluating innovative language assessment tools, the Delphi method enables researchers to identify patterns of agreement and disagreement among experts, leading to more comprehensive and validated conclusions. This methodological rigor enhances the reliability of findings and strengthens their practical application in teaching and curriculum design. One of the main advantages of the Delphi brainstorming approach lies in its adaptability. It can be applied in both qualitative and quantitative research designs, serving as a bridge between empirical evidence and expert intuition. In ELT research, where cultural and contextual differences influence teaching and learning, such flexibility is crucial. The Delphi method allows researchers to gather perspectives from international panels of educators, ensuring that the resulting recommendations reflect a global understanding of language pedagogy rather than a single institutional viewpoint. The brainstorming aspect of the Delphi method further enhances creativity and innovation in educational research. Unlike traditional surveys or interviews, Delphi discussions encourage experts to propose new ideas and reconsider their initial opinions as the process unfolds [3].

This iterative reflection promotes the generation of more refined and practical solutions to pedagogical challenges. For example, when designing communicative curricula or digital learning modules, the Delphi method can help researchers achieve consensus on effective strategies for integrating technology, promoting learner autonomy, or assessing communicative performance. Furthermore, the Delphi method fosters collaboration among researchers, educators, and policy-makers. Through multiple rounds of dialogue, participants engage in a reflective process that strengthens their professional understanding and contributes to the establishment of shared standards in ELT. This collaborative spirit aligns with the principles of communicative and constructivist pedagogy, where interaction and reflection serve as key components of learning. Despite its advantages, the Delphi method also presents certain limitations. The process can be time-consuming, requiring several rounds of data collection, analysis, and feedback. Maintaining participant motivation

throughout these stages is challenging, as experts may experience fatigue or lose interest. Moreover, the quality of results largely depends on the expertise and commitment of participants. Another difficulty lies in the interpretation of qualitative data, which may vary depending on the researcher's analytical perspective. However, these limitations can be mitigated through careful planning, transparent communication, and the use of digital tools for efficient data management. The growing use of the Delphi method in ELT research demonstrates its value as a means of methodological triangulation. It allows the combination of qualitative insight and quantitative evaluation, providing a more holistic view of educational phenomena [4].

For instance, studies exploring the effectiveness of task-based learning or intercultural communication programs often employ the Delphi approach to ensure that conclusions are grounded in both empirical evidence and expert consensus. This combination of systematic analysis and professional reflection represents one of the key strengths of the Delphi methodology. Recent applications of the Delphi method in ELT include curriculum standardization, the evaluation of language teacher competencies, and the identification of research priorities in applied linguistics. These studies consistently report that the Delphi process enhances the validity and practicality of research outcomes. By integrating brainstorming and consensus-building mechanisms, it transforms abstract pedagogical concepts into actionable frameworks that guide classroom practice and policy development. In addition, the Delphi method encourages professional growth among participants by facilitating critical dialogue and reflective learning. Experts not only contribute their own insights but also expand their perspectives through engagement with others' ideas. This exchange supports the development of a shared research culture in ELT — one that values collaboration, inclusivity, and methodological transparency [5].

The Delphi brainstorming method represents a powerful and flexible research approach in the field of English Language Teaching. Its systematic, iterative structure ensures that expert opinions are refined through reflection and feedback, leading to well-grounded, consensus-based conclusions. The method effectively bridges theory and practice by integrating multiple perspectives and promoting collaborative problem-solving [6]. Despite challenges such as time consumption and dependence on expert participation, the Delphi technique remains a highly reliable means of achieving depth, accuracy, and innovation in ELT research. By encouraging dialogue, reflection, and collective reasoning, it contributes to the advancement of language education methodology and supports the ongoing professionalization of the teaching community.

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USING TECHNOLOGY TO IMPROVE ENGLISH LISTENING AND SPEAKING SKILLS

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Түйін: Бұл мақалада ағылшын тіліндегі тыңдау және сөйлеу дағдыларын дамытуда технологияның рөлі қарастырылады. Қазіргі цифрлық дәуірде технология тіл үйрену процесін интерактивті, қолжетімді және тиімді етеді. Онлайн платформалар, мобильді қосымшалар, бейнежазбалар мен подкасттар арқылы білім алушылар табиғи ағылшын тілін естіп, түрлі акценттер мен сөйлеу жағдайларына бейімделеді. Сондай-ақ, дыбыстық жазбаларды қайталау, интерактивті жаттығулар мен автоматты кері байланыс тыңдау қабілетін жетілдіруге мүмкіндік береді.

Резюме: В данной статье рассматривается роль технологий в развитии навыков аудирования и говорения на английском языке. В современную цифровую эпоху технологии делают процесс изучения языка более интерактивным, доступным и эффективным. Онлайн-платформы, мобильные приложения, видеоролики и подкасты помогают учащимся слышать живую речь, привыкать к разным акцентам и реальным ситуациям общения. Возможность повторного прослушивания, использование интерактивных упражнений и автоматическая обратная связь способствуют совершенствованию навыков восприятия на слух.

In the modern world, technology has become an essential part of language learning, offering students numerous opportunities to improve their listening and speaking skills in English. The use of digital tools, mobile applications, online platforms, and multimedia resources allows learners to practice authentic communication, gain exposure to natural speech, and develop confidence in real-life situations. Technology makes the process of learning English more interactive, flexible, and engaging.

Listening skills can be greatly enhanced through the use of online videos, podcasts, audiobooks, and language learning platforms. These resources expose learners to various accents, speech speeds, and real communicative situations. By regularly listening to English content, students can improve their ability to understand spoken language, recognize new vocabulary in context, and develop better pronunciation and intonation. Subtitled videos and interactive exercises also help learners connect sounds with meaning and practice comprehension strategies effectively [1].

Speaking skills can also be developed through technology. Communication tools such as video calls, online discussion forums, and virtual classrooms give students the chance to speak English with native speakers and other learners from around the world. Speech recognition applications help users practice pronunciation and receive instant feedback. Social media, language exchange websites, and AI-

powered chatbots offer additional opportunities to use English in informal, everyday contexts, encouraging learners to speak more fluently and naturally.

Teachers play an important role in integrating technology into the learning process. By selecting appropriate digital tools and designing meaningful speaking and listening activities, they can motivate students to participate actively and use English beyond the classroom. For example, teachers can organize online debates, virtual role-plays, or podcast projects that develop both communication skills and creativity.

Technology provides a powerful means of improving English listening and speaking skills. It makes learning more authentic, accessible, and enjoyable by connecting students with real-world language use and interactive practice. When effectively integrated into education, technological tools can enhance learners' motivation, autonomy, and communicative competence, leading to greater success in mastering English as a global language [2].

In today's digital era, technology plays a crucial role in the process of learning English as a foreign language, especially in developing listening and speaking skills. With the rapid advancement of digital tools, learners have access to a wide variety of online resources that make language learning more interactive, authentic, and effective. Technology provides endless opportunities to hear natural English speech, communicate with others in real time, and practice pronunciation in a supportive and dynamic environment.

Listening skills are fundamental to successful communication, and technology has transformed the way learners can improve them. Through online videos, podcasts, films, audiobooks, and language-learning platforms, students are exposed to real-life speech in various accents and contexts. These tools help them get used to the rhythm, intonation, and pace of natural English. Moreover, interactive listening exercises and comprehension quizzes enable learners to check their understanding immediately and identify areas for improvement. Repetition, replay functions, and the ability to slow down speech give students control over their learning process and help them build confidence in understanding spoken English.

Speaking skills can also be significantly developed through technology. Modern applications such as Duolingo, ELSA Speak, and Rosetta Stone offer speech recognition features that evaluate pronunciation and provide instant feedback. Online communication tools, including Zoom, Skype, and language exchange platforms like Tandem or HelloTalk, allow learners to interact with native speakers and peers across the world. Such interactions help students overcome shyness, practice spontaneous speech, and develop fluency. In addition, recording one's voice and listening to it again helps learners notice pronunciation mistakes and monitor their progress over time.

Teachers can effectively use technology to create engaging speaking and listening activities. For example, they can assign students to record podcasts, create video presentations, participate in virtual debates, or analyze authentic interviews. These activities not only improve linguistic skills but also enhance creativity, collaboration, and digital literacy. Incorporating social media and multimedia projects

in the classroom can make language learning more meaningful and enjoyable for students [3].

One of the major advantages of using technology is accessibility. Learners can practice English anytime and anywhere through smartphones, tablets, and computers. Online learning environments also promote autonomy, as students can choose materials that match their interests and proficiency levels. Moreover, artificial intelligence tools, virtual assistants, and immersive technologies such as virtual and augmented reality provide realistic simulations of communication situations, helping learners experience authentic English use without leaving the classroom.

In addition to improving practical skills, technology boosts motivation and confidence. The interactive nature of digital tools keeps students engaged and allows them to see their progress instantly. Gamified learning apps, for instance, reward effort and achievement, which encourages learners to continue practicing regularly. Virtual communities also create a sense of belonging, helping learners share experiences, ask questions, and receive feedback from others around the world.

In conclusion, technology has revolutionized the way English listening and speaking skills are developed. It enables learners to access authentic input, communicate globally, and practice independently in a flexible and enjoyable manner. When used thoughtfully and creatively, technological tools can enhance not only linguistic competence but also learners' confidence, motivation, and cultural awareness. Therefore, integrating technology into English language teaching is essential for preparing students to use the language effectively in the modern, interconnected world [4].

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THE IMPORTANCE OF CULTURAL AWARENESS IN LEARNING ENGLISH

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Түйін: Бұл мақалада ағылшын тілін шет тілі ретінде үйренуде мәдени сауаттылықтың маңыздылығы қарастырылады. Тілді үйрену тек грамматика мен сөздік қорды меңгеру ғана емес,

сонымен қатар сол тілдің мәдени контексін түсінуді де қамтиды. Мәдени айырмашылықтарды білу білім алушыларға тілдік нормаларды, әдептілік формаларын, тұрмыстық және әлеуметтік қарым-қатынас ерекшеліктерін дұрыс қолдануға мүмкіндік береді.

Резюме: В статье раскрывается значение культурной осведомлённости при изучении английского языка как иностранного. Изучение языка невозможно без понимания культуры, в которой он функционирует. Знание культурных особенностей помогает учащимся правильно интерпретировать речевые нормы, формы вежливости и особенности общения. Культурная осведомлённость способствует развитию коммуникативной компетенции, уважительного отношения к другим народам и формированию толерантности.

Learning a foreign language is not only about mastering grammar rules, vocabulary, and pronunciation; it is also about understanding the culture that shapes the language. Cultural awareness plays a crucial role in learning English, as it helps learners understand how meaning, communication styles, and social norms vary across contexts. Without cultural understanding, even grammatically correct speech may sound inappropriate or misunderstood in real-life communication. Therefore, developing cultural awareness alongside linguistic competence is essential for achieving true fluency and effective communication.

Culture influences every aspect of language use — from idioms and metaphors to gestures, humor, and politeness strategies. For instance, expressions such as “break the ice,” “once in a blue moon,” or “kick the bucket” cannot be understood literally and require cultural knowledge to interpret correctly. Similarly, conversational norms in English-speaking countries, such as maintaining eye contact, respecting personal space, or using small talk, reflect cultural expectations. By understanding these cultural elements, learners can avoid miscommunication and express themselves in ways that are socially and contextually appropriate.

Cultural awareness also promotes empathy and open-mindedness. When students learn about the values, traditions, and lifestyles of English-speaking communities, they begin to appreciate diversity and develop intercultural sensitivity. This awareness fosters mutual respect and helps learners navigate multicultural environments more confidently. In globalized societies where English serves as an international language, such intercultural competence is increasingly important for academic, professional, and social success [1].

Integrating cultural content into English language teaching can take many forms. Teachers can use authentic materials such as films, songs, news articles, and literature to illustrate cultural concepts in a natural way. For example, watching movies or reading novels allows learners to observe how native speakers interact, express emotions, and use language in various situations. Discussions, role plays, and cultural comparison activities also encourage learners to reflect on both their own culture and the target culture, deepening their understanding of cross-cultural communication.

Technology further enhances cultural learning by providing easy access to global content. Online platforms, social media, and international exchange programs allow learners to interact directly with speakers from different backgrounds. Virtual collaboration projects or video calls with students abroad create real opportunities to

practice language in culturally diverse contexts. These experiences make learning more engaging, authentic, and personally meaningful.

Cultural awareness is also linked to motivation. When learners see English not just as a school subject but as a gateway to understanding other cultures and participating in global communication, their interest and enthusiasm grow. They become more curious, reflective, and motivated to improve their skills. Understanding the cultural dimension of English transforms learning from a mechanical process into an enriching human experience.

Cultural awareness is an integral part of learning English as a foreign language. It allows learners to use the language appropriately, understand others better, and communicate effectively across cultural boundaries. By incorporating cultural education into language learning, teachers help students develop not only linguistic competence but also intercultural understanding — key qualities for successful communication in today's interconnected world.

Learning English as a foreign language involves much more than simply memorizing words and mastering grammar. True proficiency requires an understanding of the cultural background in which the language is used. Cultural awareness gives meaning to language learning because language and culture are deeply interconnected — one cannot be fully understood without the other. By becoming culturally aware, learners not only improve their linguistic skills but also gain the ability to interpret and respond appropriately in different social and communicative contexts [2].

Culture shapes how people think, behave, and communicate. Every language carries within it the history, traditions, and worldview of its speakers. In English, cultural values such as individualism, politeness, equality, and directness influence how people express themselves. For example, in many English-speaking cultures, using polite forms such as “please,” “thank you,” and “sorry” is a sign of respect and social awareness. Similarly, small talk — discussing the weather or weekend plans — is not meaningless but serves as a way to build rapport and establish friendly communication. Without cultural understanding, learners may misinterpret such interactions or fail to respond naturally.

Cultural awareness also helps learners interpret idioms, humor, and figurative language. Expressions like “hit the books,” “the ball is in your court,” or “barking up the wrong tree” reflect cultural habits, sports, or customs familiar to native speakers. Without knowing the cultural references, these phrases might seem confusing or even illogical. Therefore, developing cultural competence enhances comprehension and helps learners sound more natural and fluent in communication.

Incorporating cultural awareness into English teaching enriches the learning experience. Teachers can introduce cultural elements through authentic materials such as films, literature, songs, and media. For instance, studying English poetry or watching movies set in different English-speaking countries helps students understand regional differences in language use, accents, and customs. Comparing cultural behaviors — such as greeting styles, concepts of time, or attitudes toward

hierarchy — can also help learners see the diversity within the English-speaking world itself.

Cultural education in language learning is not limited to understanding foreign traditions; it also encourages students to reflect on their own culture. By comparing similarities and differences, learners develop critical thinking and global perspectives. They become aware of cultural stereotypes and learn to approach diversity with respect and openness. This intercultural competence is essential not only for communication but also for living and working in multicultural environments [3].

In the modern world, where English functions as a global language, cultural awareness is particularly important. English learners interact not only with native speakers but also with other non-native speakers from different backgrounds. Thus, communication in English today often involves a mix of cultures and perspectives. Being culturally aware helps learners adapt their speech, tone, and behavior to diverse audiences, making communication smoother and more effective.

Technology and media play a vital role in fostering cultural awareness. Through the internet, learners can access authentic cultural content — watch international news, listen to English podcasts, or follow social media influencers from different countries. Online exchanges, virtual classrooms, and international projects also create real opportunities to engage with people from around the world, practicing language in meaningful intercultural contexts.

In summary, cultural awareness is not an optional part of learning English; it is an essential component of communicative competence. It allows learners to understand not just *what* people say but *why* they say it that way. By learning to interpret cultural cues, students become more confident, flexible, and empathetic communicators. Developing both linguistic and cultural knowledge prepares learners for real-world communication and helps them use English as a bridge between cultures in an increasingly interconnected global society [4].

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FOSTERING COMMUNICATION SKILLS THROUGH INTERACTIVE DIALOGUE PRACTICES

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Түйіндеме: Бұл мақалада шетел тілін үйретуде интерактивті диалогтық әдістердің маңызы мен олардың оқушылардың коммуникативтік дағдыларын дамытудағы рөлі қарастырылады. Диалогтық практикалар арқылы оқушылардың өз ойын еркін жеткізуі, тілдік қарым-қатынас мәдениетін қалыптастыруы және сөйлеу белсенділігінің артуы талданады.

Аннотация: В данной статье рассматривается значение интерактивных диалоговых практик в процессе обучения иностранному языку и их роль в развитии коммуникативных навыков учащихся. Анализируется, как диалог способствует свободному выражению мыслей, формированию речевой культуры и повышению активности говорения.

In the rapidly changing globalized world, the ability to communicate effectively in English has become one of the most essential skills for academic, professional, and personal success. Communication competence involves not only linguistic accuracy but also the ability to interact appropriately and meaningfully with others in diverse contexts. In English Language Teaching (ELT), traditional teacher-centered methods often fail to create real communicative opportunities for students. As a result, many learners acquire grammatical knowledge but struggle to express their thoughts fluently and confidently [1].

This problem has led educators and researchers to search for more effective approaches that prioritize communication and active learning. Interactive dialogue practices have emerged as one of the most promising methods for enhancing communication skills. These practices are grounded in the idea that learning occurs most effectively through social interaction, collaboration, and reflection. Unlike passive learning, interactive dialogue encourages students to use language as a tool for thinking, reasoning, and negotiating meaning. This approach transforms classroom communication into a dynamic process in which students actively construct knowledge rather than simply receive it. The purpose of this article is to explore how interactive dialogue practices can be used to develop students' communication skills and to identify the pedagogical principles that make this approach successful in the ELT classroom [2].

Communication is a complex and multidimensional skill that requires the integration of linguistic, sociocultural, and psychological factors. It is not enough for students to memorize vocabulary and grammar rules; they must also learn to use language appropriately in real-life situations. Interactive dialogue provides this opportunity by engaging learners in authentic communication tasks that mirror natural conversation. Through interactive exchanges, students learn how to initiate, sustain, and conclude conversations, express agreement or disagreement, and adapt their speech to different social contexts. The theoretical foundation of interactive dialogue is based on the works of M. Bakhtin and L. Vygotsky, who emphasized the

social and dialogic nature of human communication. According to Vygotsky's sociocultural theory, language development occurs through social interaction within the learner's Zone of Proximal Development (ZPD). In other words, students acquire communicative competence when they participate in collaborative dialogue with peers or teachers who provide support and guidance. Bakhtin's concept of dialogism further explains that meaning is created through interaction between voices — between individuals, perspectives, and contexts [3].

Thus, in the classroom, dialogue becomes both the means and the end of language learning. Interactive dialogue practices include a wide range of activities designed to promote communication and reflection. Among the most effective techniques are pair and group discussions, debates, interviews, collaborative storytelling, and problem-based learning tasks. These activities require students to express opinions, ask and answer questions, and engage in active listening. For example, in a debate on environmental issues, students must present arguments, respond to counterarguments, and use persuasive language — all of which contribute to the development of fluency, coherence, and confidence in speaking. Another essential feature of interactive dialogue is the teacher's role as a facilitator rather than a transmitter of knowledge. Teachers guide the conversation, provide scaffolding, and encourage equal participation. They create a safe and supportive atmosphere in which students feel comfortable taking linguistic risks. This shift in the teacher's role transforms the classroom into a community of learners, where each student's contribution is valued and learning becomes a shared process [4].

Interactive dialogue also promotes active listening — a vital component of communication that is often overlooked in traditional instruction. Through listening to peers, students learn to interpret meaning, infer intent, and respond appropriately. In addition, such activities enhance learners' intercultural competence, as they are exposed to diverse perspectives and communication styles. This exposure helps students become more open-minded and adaptable communicators in global contexts. Moreover, interactive dialogue practices contribute significantly to students' cognitive and emotional development. When learners engage in meaningful discussions, they develop higher-order thinking skills such as analysis, synthesis, and evaluation. Dialogue also supports emotional intelligence by fostering empathy, self-awareness, and respect for others' viewpoints. These skills are crucial for effective communication and for building positive relationships in multicultural settings. Despite its numerous benefits, the implementation of interactive dialogue in ELT classrooms is not without challenges. Teachers may face constraints such as large class sizes, limited time, and rigid curricula that emphasize testing over communication. Additionally, some students may initially hesitate to participate actively due to cultural or psychological factors such as shyness, fear of mistakes, or lack of confidence [5].

However, with consistent practice, supportive feedback, and appropriate classroom management, these barriers can be overcome. Gradually, learners develop the confidence to express their ideas openly and use the language spontaneously. Research evidence supports the effectiveness of interactive dialogue

practices in improving communicative competence. Studies show that students who regularly participate in interactive activities demonstrate higher levels of fluency, vocabulary diversity, and discourse organization. They also exhibit increased motivation and engagement, as interactive dialogue makes learning more meaningful and enjoyable. Furthermore, technology can enhance interactive dialogue through online discussions, virtual exchanges, and collaborative projects, expanding opportunities for communication beyond the classroom. Ultimately, fostering communication skills through interactive dialogue aligns with the goals of modern education, which emphasize creativity, collaboration, and critical thinking. By making dialogue the central element of teaching and learning, educators help students not only master language but also develop essential life skills for global citizenship [6].

Interactive dialogue practices provide a powerful and effective means of developing students' communication skills in English language classrooms. By emphasizing participation, reflection, and cooperation, they transform traditional learning environments into dynamic spaces of interaction and shared understanding. This approach helps learners to build confidence, fluency, and intercultural awareness, while also developing critical and creative thinking. Although challenges exist in implementation, the pedagogical benefits of interactive dialogue far outweigh its difficulties. When applied consistently and thoughtfully, interactive dialogue fosters a communicative culture that prepares students for successful real-world communication in diverse linguistic and cultural contexts.

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ПРОИСХОЖДЕНИЕ И ФАКТОРЫ, СПОСОБСТВУЮЩИЕ ЗАСОРЕНИЮ РЕЧИ

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Түйін. Мақалада тілдің әртүрлі жаргондармен, варваризмдермен, жаргондармен бітелуіне баса назар аударылады.

Summary. The article focuses on the clogging of the language with various jargons, barbarisms, slangs.

В последние десятилетия русский язык претерпевает активные изменения, связанные с расширением информационного пространства и глобализацией. В повседневную речь все чаще проникают слова и выражения, не свойственные литературной норме, что ведет к утрате языковой чистоты и своеобразия национальной речи. Лексические новообразования, которые заполняют современный язык, можно условно разделить на несколько категорий: варваризмы, вульгаризмы, жаргонизмы (арго), неологизмы, сленг различных социальных и профессиональных групп, а также заимствования из иностранных языков.

По определению С. И. Ожегова и Н. Ю. Шведовой, *варваризмы* — это слова или речевые обороты, заимствованные из другого языка и нарушающие чистоту речи. Иными словами, это иноязычные элементы, не полностью освоенные системой русского языка, которые вызывают трудности в грамматическом или фонетическом употреблении. Примеры: *авеню, денди, гламур, стартап, плаза, хобби, дезавуировать*. Варваризмы часто встречаются в речи журналистов, представителей шоу-бизнеса, моды и рекламы. Хотя они могут придавать тексту оттенок современности, избыточное употребление таких слов приводит к потере выразительности и самобытности языка. Ко второй группе относятся *вульгаризмы* - грубые, просторечные слова, выходящие за пределы литературной нормы. Примеры: вместо *лицо-морда, харя*; вместо *есть-жрать, лопать*; вместо *умереть-сдохнуть, окочуриться*. Такая лексика используется в разговорной речи для усиления эмоциональной окраски, однако её чрезмерное применение снижает культуру речи и делает её малопонятной или агрессивной.

Одной из наиболее обширных групп являются иноязычные *заимствования*, возникающие вследствие активных международных контактов. Появление новых предметов, технологий и явлений требует новых обозначений, поэтому слова из других языков естественным образом проникают в русский. Заимствования могут быть устными (через живое общение) и письменными (через литературу, СМИ, документы). Примеры: *интернет, блог, менеджер, маркетинг, файл, аудитория*. Такие слова, будучи интегрированными, подчиняются законам грамматики и фонетики русского языка. Однако злоупотребление иностранными терминами часто приводит к «засорению» речи и вытеснению исконных слов. Значительное влияние на язык оказывают *жаргоны*, формирующиеся внутри субкультурных сообществ. Субкультура - это часть общей культуры, присущая определённой социальной или демографической группе, обладающей собственными нормами и ценностями. Она может быть связана с профессией, возрастом или образом жизни.

Среди субкультур выделяются молодежные, профессиональные (моряков, студентов, учёных) и даже криминальные группы. Каждая из них формирует собственный язык - жаргон или арго, включающий особые слова и выражения,

непонятные посторонним. По определению С. И. Ожегова и Н. Ю. Шведовой, жаргон — это язык отдельной социальной группы, включающий слова, искусственно создаваемые для языкового обособления. Различают студенческое, школьное, воровское, спортивное, карточное арг и другие разновидности.

Жаргонные выражения выполняют важную коммуникативную функцию - они позволяют членам группы самоидентифицироваться, выразить принадлежность к «своим». Например, молодёжь активно использует слова *клево, оторваться, колбасит*. Эти слова передают эмоции и оценку, но не всегда соответствуют литературным нормам. Часть жаргонизмов со временем теряет ограниченное употребление и переходит в общий язык. Так, многие выражения, появившиеся в молодежной среде, позже становятся нормой или стилистическим приёмом в художественных произведениях.

С развитием цифровых технологий и социальных сетей в русском языке усилилось влияние *англицизмов*. Молодежь активно заимствует иностранные слова: *аккаунт, лайк, пост, сторис, контент*. Эти заимствования проникают не только в разговорную речь, но и в рекламу, медиа, образование. Кроме того, в интернет-коммуникации наблюдается сокращение слов: *щас* вместо *сейчас*, *спс* вместо *спасибо*, *пжлст* вместо *пожалуйста*. Подобные формы делают общение динамичным, но снижают языковую культуру и грамотность. Активное употребление заимствований и жаргонизмов нередко ведёт к потере точности и выразительности высказываний. Пример: «Я, как бы, училась, работала...» - такие вставные слова создают впечатление неуверенности и разрушают логику высказывания. Кроме того, злоупотребление непонятными словами делает речь менее доступной для восприятия. Попытка «украшения» высказывания иностранными терминами нередко искажает смысл и приводит к потере ясности.

Литературный язык играет ключевую роль в современном обществе. Русский литературный язык - это нормативная форма национального языка, обслуживающая все сферы общественной жизни: образование, науку, государственные учреждения, средства массовой информации, художественную литературу. Максим Горький писал, что литературный язык - это «обработанный мастером» язык народа. Его нормы определяют правильное произношение, написание, словоупотребление и грамматику. Владение литературной речью предполагает не только знание словарного запаса, но и умение соотносить высказывание с конкретной речевой ситуацией. Понимание законов фонетики, грамматики и стилистики помогает избежать ошибок и способствует сохранению культурного наследия языка.

Современный русский язык находится под влиянием глобальных процессов и новых форм коммуникации. Заимствования, жаргонизмы и неологизмы - естественная часть его развития, однако чрезмерное их употребление угрожает чистоте и нормам литературной речи. Задача носителей языка - сохранять баланс между обновлением и традицией, бережно относиться к слову, избегать неоправданного засорения речи и поддерживать культуру

общения. Только так язык сможет оставаться живым, выразительным и богатым средством человеческого мышления.

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USING DIGITAL PLATFORMS TO ORGANIZE STUDENTS' INDEPENDENT WORK ON LEARNING A FOREIGN LANGUAGE

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Түйіндеме: Бұл мақалада ағылшын тілін оқыту әдістемесінің студенттердің өздігінен білім алу дағдыларын дамытудағы рөлі қарастырылады. Мақалада оқушының дербестігін арттыруға бағытталған әдістер, технологиялық құралдарды қолдану және мұғалімнің жетекші рөлі баяндалады. Сонымен қатар, тіл үйренудегі жауапкершілік пен шығармашылық ойлаудың маңыздылығы атап өтіледі.

Резюме: В данной статье рассматривается значение методики преподавания английского языка как инструмента развития у студентов навыков самостоятельного обучения. Описаны методы, направленные на развитие автономии учащихся, роль технологий в обучении и трансформация роли преподавателя. Также подчеркивается важность ответственности и критического мышления в процессе изучения языка.

In the twenty-first century, the development of digital technologies has led to major changes in all areas of education, especially in the study of foreign languages. The growing importance of digital tools and online resources has made it possible for students to learn languages in flexible, interactive, and personalized ways. Independent work has become a central part of this process, as it allows learners to take responsibility for their education, monitor their progress, and set individual goals. Traditional approaches to independent work were often limited to reading, writing exercises, and grammar practice using printed materials. However, the integration of digital technologies has significantly expanded learning opportunities. Students can now engage with authentic resources, communicate with native speakers, and use interactive programs that adapt to their individual needs. The main purpose of this article is to analyze the role of digital platforms in organizing students' independent work in foreign language learning and to explore the benefits and challenges of their application in modern educational contexts [1].

The organization of independent work is one of the most important aspects of language learning. It contributes to the development of cognitive and communicative skills, encourages self-discipline, and strengthens motivation. When supported by

digital platforms, independent learning becomes more effective because technology provides constant access to materials, instant feedback, and interactive tasks. Digital platforms offer a wide range of tools for improving all aspects of language learning — reading, writing, listening, and speaking. For example, Google Classroom and Moodle create structured online spaces where teachers can upload study materials, assign tasks, and evaluate performance [2].

These platforms also allow students to ask questions, receive explanations, and monitor their own achievements in real time. Such an environment promotes responsibility and develops organizational skills. Applications such as Duolingo, Busuu, and Memrise use interactive and gamified elements to sustain learners' interest. They include daily challenges, achievements, and points systems that make the learning process more enjoyable and rewarding. This combination of education and entertainment strengthens motivation and encourages students to study regularly. Another valuable resource for independent study is Quizlet, which helps learners expand vocabulary and memorize new words through flashcards, audio pronunciation, and self-testing. This tool is especially useful for students preparing for language exams, as it combines repetition with visual and auditory support. Digital platforms not only make language learning more engaging but also provide authentic experiences. Through online platforms, students can access newspapers, podcasts, interviews, and videos in the target language. They can interact with native speakers in online forums, participate in language exchanges, and practice communication in real situations. Such exposure helps learners understand cultural context, idioms, and real-life speech patterns, which are difficult to acquire from textbooks alone. In addition, digital platforms support collaboration and communication.

Even though independent work focuses on self-study, it does not mean isolation. Students can work together in virtual groups, share ideas, and participate in online discussions. Tools like Zoom, Microsoft Teams, and Google Meet provide opportunities for real-time communication, which enhances speaking skills and builds confidence. The use of technology also benefits teachers. It allows them to individualize instruction, analyze student performance through built-in analytics, and provide personalized feedback. Teachers can identify weaknesses in grammar, vocabulary, or pronunciation and adapt future lessons accordingly. As a result, both teaching and learning become more efficient. However, there are also challenges associated with digital independent work. Some students may lack access to reliable Internet or modern devices [3].

Others may not possess sufficient digital literacy skills to use these platforms effectively. Furthermore, the absence of direct supervision can sometimes reduce motivation or lead to procrastination. To overcome these problems, educators should integrate online learning with face-to-face interaction and offer continuous support. Teachers must guide students on how to plan their study time, choose appropriate resources, and evaluate their progress. Regular feedback and encouragement are essential to sustain interest and ensure consistent improvement. Overall, digital platforms transform independent learning from a passive process into an active and

creative experience. They make students not only consumers of knowledge but also participants in communication, collaboration, and self-development. By combining autonomy with interaction, digital learning fosters a deeper understanding of language and culture [4].

The integration of digital platforms into the process of organizing students' independent work in foreign language learning has opened new opportunities for education. It enables students to learn more flexibly, efficiently, and interactively. Through technology, learners develop essential skills such as autonomy, critical thinking, and self-motivation, while improving their linguistic competence.

Nevertheless, for digital tools to be effective, teachers must provide methodological guidance and ensure that learners know how to use these resources meaningfully. The best results are achieved when traditional teaching is combined with independent digital learning, forming a blended and student-centered approach. In conclusion, digital platforms represent an essential component of modern language education [5].

They transform independent work into a motivating and productive process that prepares students to communicate confidently in a globalized and technologically advanced world.

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DEVELOPING VOCABULARY THROUGH READING AUTHENTIC TEXTS

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Түйін: Бұл мақалада шынайы мәтіндерді оқу арқылы ағылшын тіліндегі сөздік қорды дамыту жолдары қарастырылады. Шынайы мәтіндер – газеттер, журналдар, көркем әдебиеттер, жарнамалар мен блогтар сияқты тілді табиғи қолдану үлгілерін қамтитын материалдар. Мұндай мәтіндер білім алушыларға жаңа сөздерді, тұрақты тіркестер мен идиомаларды нақты контексте меңгеруге мүмкіндік береді. Оқу барысында студенттер сөздердің мағынасын мәтіннен шығарып, олардың қолданылу ерекшелігін түсінеді.

Резюме: В статье рассматриваются способы развития словарного запаса английского языка посредством чтения аутентичных текстов. Аутентичные материалы —

это тексты, созданные для носителей языка, такие как газеты, журналы, художественная литература, блоги и реклама. Они позволяют учащимся усваивать новые слова и выражения в естественных контекстах, наблюдать их реальное употребление и лучше понимать смысл.

Reading authentic texts is one of the most effective and natural ways to develop vocabulary in English as a foreign language. Authentic materials — such as newspapers, magazines, novels, blogs, advertisements, and online articles — expose learners to real-life language use rather than artificially simplified classroom texts. They provide a rich source of new words, idiomatic expressions, collocations, and grammatical structures in meaningful contexts. Through reading authentic texts, students not only expand their vocabulary but also gain cultural knowledge and a deeper understanding of how language functions in everyday communication.

One of the main advantages of authentic reading materials is that they present vocabulary in context. Learners encounter new words in meaningful situations, which helps them infer meaning from context rather than memorizing isolated word lists. This process promotes long-term retention, as students associate new vocabulary with real experiences, emotions, or situations described in the text. For example, reading a news article or short story allows learners to see how certain words are used differently depending on tone, topic, or style.

Authentic texts also expose learners to **variety** — different writing styles, registers, and genres. A novel may introduce descriptive and literary vocabulary, while an online review or blog can provide examples of informal and conversational English. Such diversity helps learners understand the nuances of word choice and develop the ability to use vocabulary appropriately in various contexts. Moreover, by regularly reading authentic materials, students gradually internalize word collocations and natural sentence patterns, which enhances their fluency and accuracy [1].

To effectively develop vocabulary through authentic reading, it is important for teachers to select materials appropriate to learners' language proficiency levels. If the text is too difficult, students may become discouraged; if it is too easy, they may not learn much new vocabulary. Teachers can support comprehension by pre-teaching key words, providing glossaries, or encouraging learners to use dictionaries strategically. Activities such as identifying new words, creating word maps, using vocabulary journals, and discussing texts in pairs or groups can reinforce learning and motivate students to engage more deeply with the material.

Another important aspect is encouraging **extensive reading** — reading for pleasure and general understanding rather than intensive focus on every word. When learners read extensively, they encounter vocabulary repeatedly in different contexts, which naturally strengthens their word knowledge. Reading short stories, online blogs, or graded readers can help learners build a reading habit, which in turn enhances vocabulary growth and overall language competence.

In addition, technology can support vocabulary development through authentic texts. Digital platforms, e-books, and online news sites often include hyperlinks, pop-up dictionaries, and translation tools that make learning more interactive. Learners

can easily access materials suited to their interests — from travel blogs to science news — making the reading process more enjoyable and personally relevant.

Reading authentic texts is a powerful and engaging way to develop vocabulary in English. It exposes learners to real language, helps them understand meaning in context, and promotes independent learning. Through regular exposure to authentic materials, students can enrich their vocabulary, improve comprehension skills, and develop a deeper connection with the English language and culture.

Vocabulary development is one of the most essential components of language learning, and reading authentic texts has proven to be one of the most effective ways to achieve it. Authentic texts — materials created for native speakers rather than for classroom use — include newspapers, magazines, novels, short stories, blogs, advertisements, websites, and social media posts. These texts reflect real communication and introduce learners to genuine language use, helping them acquire words and expressions in meaningful contexts. Unlike simplified or adapted materials, authentic texts present the richness, variety, and complexity of the language as it is naturally used in everyday life [2].

Reading authentic materials provides learners with exposure to real-world vocabulary, including idioms, phrasal verbs, slang, and specialized terminology. This exposure helps learners understand how language functions across different situations and registers — from formal academic writing to informal conversations. For example, reading a newspaper article can teach students political and journalistic vocabulary, while a travel blog may introduce informal expressions and cultural idioms. By encountering words in their natural context, learners can infer their meanings, observe grammatical patterns, and learn how to use them appropriately.

A key advantage of reading authentic texts is that it encourages **contextual learning**. When learners meet new words in context, they are more likely to remember them because they can associate the words with specific ideas, actions, or emotions. This type of learning is deeper and longer-lasting than rote memorization. For instance, when reading a short story, students not only learn what words mean but also how they convey mood, attitude, or relationships between characters. In this way, vocabulary learning becomes both linguistic and emotional, enhancing overall language competence.

Authentic reading materials also promote **autonomous learning**. When learners read outside the classroom for pleasure or personal interest, they become active participants in their own language development. Extensive reading — reading large amounts of material for general understanding — allows students to encounter words repeatedly in different contexts. This repetition helps reinforce vocabulary and improve reading fluency. The more learners read, the more natural their understanding of words, collocations, and expressions becomes [3].

However, the use of authentic texts in the classroom should be carefully guided. Teachers need to choose materials that are interesting and relevant but not overwhelmingly difficult for students. Pre-reading activities can include discussing the topic, predicting content, or pre-teaching key vocabulary to make comprehension easier. During reading, learners can use strategies such as guessing meaning from

context, underlining unknown words, and making notes. After reading, tasks like summarizing the text, creating vocabulary maps, or using new words in sentences help consolidate learning.

Technology further enhances vocabulary development through authentic texts. Online reading tools, electronic dictionaries, and language learning platforms make authentic materials more accessible. Many digital platforms offer built-in glossaries, translation options, and pronunciation guides, allowing learners to explore vocabulary independently and efficiently. Moreover, digital reading exposes learners to current and culturally relevant content, making vocabulary learning more engaging and connected to real life.

The cultural value of authentic texts should also be emphasized. They give insight into how native speakers think, express feelings, and interact in their cultural environment. Understanding culture through language helps learners use words more naturally and appropriately, which is essential for developing communicative competence. Reading literature, news, or even social media posts allows students to perceive cultural nuances and pragmatic meanings that are often missing in textbooks.

In conclusion, reading authentic texts is an invaluable method for developing English vocabulary. It provides learners with rich linguistic input, promotes contextual understanding, and encourages independent and meaningful learning. When guided properly, authentic reading not only expands vocabulary but also improves overall language proficiency, cultural awareness, and motivation. Incorporating authentic materials into the learning process helps students connect with real-world English and prepares them to use the language confidently and effectively in diverse situations [4].

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IMAGERY AND CHARACTER CONSTRUCTION IN CONTEMPORARY ANGLOPHONE LITERATURE

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Түйүн: Мақала қазіргі ағылшынтілді әдебиеттегі образдар мен кейіпкерлерді құрастыру ұстанымдары мен стратегияларын талдауға арналған. Зерттеуде тұлғаны көркем моделдеу ерекшеліктері, оның психологиялық тереңдігі, мәдени контексті,

интертекстуалдық байланыстары және постмодернизм мен неомифологиялық үрдістердің әсері қарастырылады.

Резюме: Статья посвящена анализу принципов и стратегий конструирования образов и персонажей в современной англоязычной литературе. Рассматриваются особенности художественного моделирования личности, включая психологическую глубину, культурную обусловленность, интертекстуальные связи и влияние постмодернистских и неомифологических тенденций.

Imagery has long served as a central mechanism through which literature shapes reader perception and builds worlds. In contemporary Anglophone fiction, images often become sites where cultural tensions and historical memory materialize. As Zadie Smith notes in *White Teeth*, “The past is always tense, the future perfect”. This tension between temporalities structures much of the imagery in 21st-century literature, where history and the present interpenetrate [1]. This paper investigates the role of imagery in four representative authors whose works have defined the current literary landscape. It analyzes the functions of symbolic, metaphorical, and narrative images and considers their contribution to character formation and thematic development.

Zadie Smith’s novels consistently rely on urban images—streets, neighborhoods, multicultural spaces—to articulate hybrid identities. London functions as both a setting and an organizing metaphor. In *NW*, the fragmented structure mirrors the city’s fractured social geography. The city is described as “a map of small worlds,” emphasizing multiplicity rather than unity. Urban images foreground the characters’ simultaneous belonging and estrangement, illustrating postcolonial and post-immigrant subjectivities. Smith uses the image of the city to question not only identity but also mobility, class, and social determinism. Her urban imagery becomes a lens through which personal and collective histories intersect.

Colson Whitehead blends historical realism with mythic imagery to reveal suppressed histories of violence and resilience. In *The Underground Railroad*, the metaphor of the railroad becomes literal: “If you want to see what this nation is all about, you got to ride the rails,” the narrator declares. The railroad becomes both an image of escape and a symbolic archive of American trauma. Whitehead uses imagery not only descriptively but structurally: each station provides a new allegorical image reflecting a different configuration of racial politics. Through this hybrid system of images, Whitehead constructs a genre-bending narrative where historical experience is reshaped through symbolic representation [2].

Ali Smith’s *Seasonal Quartet* employs ecological and seasonal images to reflect political and social change in contemporary Britain. The persistent motif of seasonal transition functions as a formal and thematic device, suggesting cycles of decay and renewal. Smith’s imagery is notable for its fluidity. In autumn, she writes: “Time is an act of storytelling,” blurring distinctions between environmental change, personal memory, and national identity. Ecological images—trees, wind, changing light—serve as metaphors for the instability and transformation of the Brexit era. Although Salman Rushdie began publishing decades earlier, his recent works—such as *Quichotte*—continue to reshape literary imagery through transcultural and

fantastical modes. Rushdie's hallmark is the blending of myth, pop culture, and social commentary [3].

In *Quichotte*, the protagonist is described as “a man made of stories,” highlighting Rushdie's ongoing exploration of narrative imagery as a reflection of globalized identity. The text uses imagery drawn from digital culture, television, and classic literature, demonstrating how contemporary subjects inhabit overlapping symbolic worlds. Across these authors, imagery becomes a primary way of thinking about: -Memory and history -Urban and social fragmentation -Environmental and political change -Cultural hybridity While earlier literary traditions often relied on cohesive symbolic systems, contemporary Anglophone authors favor hybrid, layered images that reflect the complexity of modern life. These images frequently merge realism with fantasy, the personal with the political, and the local with the global.

A significant development in contemporary Anglophone literature after 2001 is the rise of trauma-centered imagery, reflecting global instability, migration crises, and heightened public consciousness of violence. Authors increasingly use fragmented, repetitive, or disorienting images to mirror the psychological effects of trauma on individuals and societies. One salient example is Mohsin Hamid's *Exit West*, where the image of the magical doors functions simultaneously as a metaphor for forced displacement and as a commentary on global mobility. Hamid writes: “We are all migrants through time,” suggesting that the experience of movement—whether physical or temporal—is universal. The doors, which abruptly transport characters from warzones to Western cities, condense complex geopolitical realities into a single symbolic frame. This creates a powerful tension between the fantastical form of the imagery and the stark realism of the refugee experience. Similarly, in Hanya Yanagihara's *A Little Life*, trauma is conveyed through recurrent bodily imagery. Jude's body becomes a textual site of memory—scarred, fragile, and resistant. The narrator reflects: “His body had begun to speak for him,” implying that imagery can replace conventional narrative explanation when trauma resists articulation. The body operates as an archive of suffering, revealing how contemporary authors rely on corporeal images when psychological realism proves insufficient [4].

These examples demonstrate that 21st-century Anglophone literature increasingly uses imagery not to stabilize meaning but to foreground instability, fragmentation, and unresolved emotional tension. Images become open structures that invite ethical engagement from the reader, asking them to interpret and confront the realities behind metaphorical constructs. The analysis of imagery across contemporary Anglophone literature reveals several defining tendencies. First, imagery has become Trans disciplinary, drawing from visual arts, digital culture, ecological discourse, and global politics.

Authors such as Zadie Smith and Ali Smith use hybrid images to capture transitional cultural moments, while Whitehead and Hamid transform historical or political themes into symbolic systems that bridge realism and allegory. Second, contemporary imagery tends to resist closure. Instead of offering a singular symbolic meaning, it creates polysemic spaces where multiple interpretations coexist. This

mirrors the complexity of contemporary identity, shaped by migration, digital technology, and shifting cultural boundaries.

The fluidity of images in Rushdie's work or the ecological transformations in Ali Smith's quartet demonstrates how literary imagery reflects the instability of the present moment. Third, imagery increasingly serves an ethical function. Whether representing trauma, inequality, or ecological precarity, images act as invitations to witness and to reflect. Authors employ imagery not simply to decorate the narrative but to challenge readers' expectations and engage them in moral and political dialogue.

Imagery in contemporary Anglophone literature functions not merely as ornamentation but as a structural and conceptual tool. Modern authors increasingly deploy images to expose social inequalities, question historical narratives, and articulate evolving identities. Whether through the fragmented urban landscapes of Zadie Smith, the mythic history of Whitehead, the ecological poetics of Ali Smith, or the transcultural imagination of Rushdie, imagery reveals the central concerns of 21st-century literature.

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THE TERMS OF PROFESSIONAL COMPETENCE DEVELOPMENT OF ENGLISH TEACHERS

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Түйін: Бұл мақалада заманауи мамандарды жоғары сапалы кәсіби даярлауды қамтамасыз етудің маңызды құрамдас бөлігі ретінде ағылшын тілін қарқынды оқытудың негіздемесі қарастырылады.

Аннотация: В данной статье рассматривается обоснование усиленного изучения английского языка как важного компонента обеспечения высококачественной профессиональной подготовки современного специалиста.

The main direction of development of modern Russia is the reform of the education system. This is reflected in the "Concept of Modernization of Russian Education" and is included in the country's socio-economic development program. Modernization of education is considered today as the most effective way to involve individuals in changing social relations. The strategic direction of our country's economic and social development requires, first of all, new highly qualified specialists who are distinguished by their mastery of the latest knowledge and technologies.

Continuing education of teachers is a continuous process of updating knowledge, skills and professional abilities, which should be part of a comprehensive and long-term program for the development of the education system.

Today, the professional development of specialists, including foreign language teachers, is one of the most important issues in the education system of any socio-economic system. Currently, our country is in great need of English teachers who can modernize their work through critical, creative thinking and the use of scientific achievements and advanced educational practices. Therefore, it is necessary to create all the necessary conditions for improving their professional skills by changing the tasks of methodological support for teachers. It is worth noting that in order to solve the problem of continuous training of English language teachers, creating conditions for their independent work, and receiving course and advisory support, various methods are being developed not only in the direction of improving their subject qualifications, but also in the direction of modern education in the fields of pedagogy, psychology, information technologies, and general cultural education. However, it is necessary to use a form of organizing professional retraining of teachers in schools that, on the one hand, stimulates their development, and, on the other hand, meets the interests of the majority of teachers [1].

New forms of pedagogical councils, seminars on current educational issues, updated teaching materials, preparation and implementation of didactic materials, instructions and recommendations, active teaching methods and improvement of knowledge assessment systems should play a leading role in fulfilling the requirements of the state educational standard and improving the qualifications of teachers. At the same time, there is an opportunity and need to qualitatively update traditional forms of improving the professional competence of foreign language teachers:

- Courses for teachers working on a specific general issue;
- Distance learning;
- Individual training plan;
- Forums, competitions and online CHAT;
- Open lesson festivals;
- Methodological seminars and workshops;
- Methodological days and weeks in educational institutions;

In the new conditions, all these traditional forms should be filled with new content and fully meet the modern requirements of teachers [2].

Ensuring the success of the educational process. The personality, training and skills of the teacher are important for success. Today, when implementing a certain technology, teachers can and should rise to the level of understanding its foundations, and in some cases change it and create new foundations. However, having reached this high level of independent activity, they must fully master the wealth of achievements accumulated in psychological and pedagogical theory and practice. All methods of professional development can be considered effective only when they direct the teacher to a creative rethinking of the content, which is implemented through various types of methodological activities and can become a solid foundation

for the teacher's work. In this case, the above forms of work acquire personal significance for the teacher, allowing them to independently develop professional development goals and create a structure that creates conditions for the emergence and development of creative abilities. What opens the way to success and job satisfaction is not advanced teaching experience, but only personal experience. Therefore, self-education and methodological activities should have a significant impact on the development of the teacher's professionalism. These activities include:

- Constant familiarization with modern research in the field of English language teaching;
- Studying the advanced experience of colleagues in using various forms of organizing lessons and extracurricular activities;
- Getting acquainted with new programs, technologies and concepts of teaching and learning.

Modernization of the education system opens up new horizons and opportunities, but at the same time places increased demands on the professional competence of teachers. Only a teacher who is well versed in modern pedagogical and information technologies can fulfill the task of educating and training students who are comprehensively developed and ready to live and communicate in a modern information society. The world of advanced information technologies occupies an important place in our lives. Computer technologies are becoming an integral part of modern culture, including the educational sector. It is thanks to this computer technology that students' interest in the subject increases significantly and their thinking is stimulated. According to the new curriculum, information literacy is a key skill, since it is impossible to develop other key competencies without mastering information and communication technologies. Of course, modern reality requires the introduction of ICT into the educational process, which includes the need to develop ICT competence, which is a component of the professional characteristics of teachers and pedagogical excellence. With the introduction of new information and communication technologies, modern teachers receive a powerful incentive for professional and creative development and improvement of the quality of education [3].

It is obvious that an important component of the professional competence of an English teacher is the readiness to use modern information and communication technologies in teaching. Computer technologies and foreign language teaching are an important trend in methodology, requiring new approaches and innovative solutions. The use of ICT requires teachers to reconsider their teaching methods and forms. It is obvious that new multimedia technologies in foreign language teaching are very effective in supporting advanced teaching methods. The use of computers in the educational process, which are currently considered advanced technological tools, does not only mean a change in the technical capabilities of the teacher. It means a renewal of their role, a change in their entire worldview and pedagogical approach, as well as a readiness to share their knowledge and experience through new tools. This means a readiness to implement their profession in new conditions. This forms a new type of pedagogical culture that requires a new approach to the content, methods,

techniques and organizational forms of education. The uniqueness of the computer as a teaching tool lies in its complexity, versatility and interactivity. Interactive teaching using multimedia applications allows for a more complete implementation of a number of methodological, didactic, pedagogical and psychological principles, which makes the learning process more interesting and creative.

The effectiveness of the use of ICT depends on the teacher's skill in using these methods. As practice shows, with a basic level of computer literacy, teachers can create original teaching materials that interest, motivate and inspire students to achieve success. The educational potential of PowerPoint has become a valuable tool in providing visual support for learning foreign languages in schools. With appropriate equipment, these programs offer almost unlimited graphic and color possibilities, which allows you to present any action in the form of pictures and animations. This is especially important:

- when introducing new vocabulary, since the image on the monitor/screen allows students to directly associate a foreign language phrase with an object or action;
- when studying grammatical and regional material, when colorful pictures, diagrams and animated images displayed on the screen contribute to a better understanding and assimilation of new material [4].

Various forms and methods of developing teachers' information and communication competence in the field of modern technologies are being implemented. Online pedagogical communities are being created, the main idea of which is to create conditions for the systematic implementation and active use of information and communication technologies in the work of general and vocational educational institutions during the transition to a new level of use of technologies in the educational process, which includes the active use of modern digital educational resources. The most popular virtual associations and online communities of teachers are:

- Internet-state of teachers (intergu.ru),
- Pedsovet.org (pedsovet.org),
- Russian general education portal (www.school.edu.ru),
- Open lesson (www.openclass.ru),
- Creative teachers' network (it-n.ru),
- Center for educational legislation (lexed.ru),
- Russian education. Federal portal (edu.ru),

Today, a foreign language teacher should be familiar with many online resources that help to learn English in harmony with the culture of native speakers, significantly facilitate the teacher's work, increase the effectiveness of teaching and improve the quality of education. The most popular virtual associations and online communities of English teachers are:

- englishtipsbusyteacher.org.
- <http://englishteachers.ru/>
- englishteachers.ru.
- esl-library.com

- bbc.co.uk.

Thus, there are currently ample opportunities for the development and improvement of information and communication skills of English teachers. However, the success of the process of informatization of education depends on many factors, including the provision of all educational institutions with information and communication technologies, the improvement of the information and educational environment, as well as the systematic and targeted training of teachers in the field of information and communication technologies and modern pedagogical technologies in order to develop information and communication and professional competencies [5].

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INNOVATIVE APPROACHES TO TEACHING FOREIGN LANGUAGES IN THE DIGITAL ERA

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Түйін: Бұл мақалада шетел тілдерін оқытудың инновациялық тәсілдері мен цифрлық технологиялардың маңызы қарастырылған. Цифрлық дәуір жағдайында білім беру процесі түбегейлі өзгеріске ұшырап, оқыту әдістері мен құралдары жаңаша сипат алды. Мақалада онлайн-платформалар, мобильді қосымшалар, геймификация және жасанды интеллекттің тіл үйретудегі тиімділігі талданады.

Аннотация Данная статья посвящена инновационным подходам к обучению иностранным языкам в условиях цифровой эпохи. Современные технологии, такие как онлайн-платформы, мобильные приложения, геймификация и искусственный интеллект, открывают новые возможности для повышения мотивации, индивидуализации и эффективности процесса изучения иностранных языков.

The rapid development of digital technologies has transformed nearly every aspect of modern education, including foreign language teaching. The digital era provides teachers and students with innovative tools that make language learning more interactive, flexible, and learner-centered. Traditional approaches are being

replaced or complemented by digital resources that foster communication, creativity, and collaboration. In today's interconnected world, the ability to communicate in more than one language is considered essential. The digital revolution has made access to authentic materials, native speakers, and interactive resources easier than ever before. Teachers are increasingly integrating digital tools into their teaching practices to adapt to the needs and learning styles of the new generation of learners who are growing up in a technology-driven environment [1].

Digitalization has expanded the traditional classroom boundaries, creating a global learning environment. Students can now engage with authentic content, communicate with native speakers through online platforms, and participate in collaborative projects with peers worldwide. Such experiences not only improve linguistic competence but also foster intercultural understanding and global awareness. Technology plays several key roles in modern language teaching: it enhances motivation by making lessons more engaging through videos, interactive games, and mobile applications that transform routine exercises into dynamic experiences; it provides accessibility to authentic materials such as podcasts, films, and online news, which help students to develop sociocultural competence; and it personalizes learning through adaptive technologies that tailor instruction to each learner's proficiency level and pace, supporting differentiated education.

Online platforms such as Duolingo, Edmodo, Moodle, Google Classroom, and Quizlet have revolutionized language education by offering diverse opportunities for autonomous and interactive learning. These platforms enable teachers to organize lessons, assign interactive tasks, and track students' progress in real time. For example, Moodle allows teachers to design complete online courses with quizzes, forums, and assignments, while Quizlet supports vocabulary acquisition through flashcards and games. Google Classroom facilitates communication between students and teachers, enabling feedback exchange and collaborative work. Such platforms encourage self-directed learning, allowing students to study at their own pace and revisit materials, fostering responsibility and independence — key qualities for successful language acquisition [2].

Mobile technologies have made learning “anytime and anywhere” a reality. Smartphones and tablets provide access to numerous applications that support reading, listening, speaking, and writing skills. Apps such as Duolingo, Memrise, Babbel, and HelloTalk motivate learners through gamified elements — points, badges, and progress levels — that stimulate intrinsic motivation and make learning enjoyable. Mobile learning promotes microlearning — short, focused sessions that easily fit into daily routines. Learners can listen to podcasts during commutes, complete vocabulary challenges during breaks, or chat with language partners. This approach integrates language practice into everyday life and encourages continuous, informal learning beyond the classroom.

Gamification — the use of game design elements in non-game contexts — has become one of the most effective innovative strategies in education. In language learning, it enhances engagement, motivation, and achievement. Teachers can integrate game-based tasks into lessons through tools like Kahoot, Wordwall, and

Classcraft, which allow them to create quizzes, competitions, and challenges that promote active participation. For instance, students can compete in vocabulary contests or participate in virtual missions where success depends on effective language use. Gamification supports collaboration, teamwork, and communication — essential components of language learning — while creating a safe, enjoyable atmosphere that helps students overcome their fear of mistakes.

Artificial Intelligence has introduced revolutionary changes to language education. AI-powered applications analyze learners' behavior and provide personalized feedback [3]. Chatbots and virtual tutors simulate real conversations, allowing students to practice speaking in a stress-free environment. Platforms such as Replika, Elsa Speak, and ChatGPT-based tools help improve pronunciation, grammar, and fluency. AI also supports adaptive learning by automatically adjusting the difficulty and content to each learner's level and needs. This makes education more efficient and student-centered. Additionally, AI assists teachers by automating grading and feedback, saving time for creative and communicative teaching activities.

Immersive technologies like Virtual Reality and Augmented Reality have also entered the field of language education, offering realistic and engaging contexts for practice. VR platforms such as Mondly VR and Immerse allow students to “travel” virtually to foreign countries, interact with digital avatars, and engage in lifelike conversations in the target language. AR applications bring textbooks to life by adding interactive 3D elements or native audio examples, making learning multisensory and memorable. These technologies provide contextual learning, improving communicative competence and confidence in using the language in real situations.

In the digital classroom, the teacher's role remains essential. Although technology offers powerful tools, it cannot replace the teacher as a facilitator, motivator, and guide. Teachers design blended learning environments that combine traditional instruction with digital innovation, ensuring that technological tools serve pedagogical goals. They help students develop digital literacy and critical awareness, teaching them to evaluate online resources and use technology responsibly. For successful integration, teachers themselves must continuously develop their digital competence and adapt to new trends in educational technology [4].

Despite numerous advantages, digital language education faces certain challenges. Unequal access to technology, insufficient teacher training, and the potential distractions caused by digital devices can hinder learning. Moreover, not all students possess the self-regulation skills required for independent study. However, these challenges can be overcome through proper training, school support, and a balanced combination of traditional and digital methods. The future of language education lies in blended learning, where human interaction and technology complement each other, creating flexible, student-centered environments.

The digital era has opened unprecedented opportunities for innovation in foreign language teaching. Technologies such as online platforms, mobile applications, gamification, artificial intelligence, and virtual reality have transformed

education, making it more engaging, personalized, and effective. These innovations not only improve linguistic skills but also foster creativity, collaboration, critical thinking, and digital literacy — competencies essential for the 21st century. The success of these approaches depends on meaningful integration by teachers and institutional support for digital transformation [5].

Thus, innovative approaches to teaching foreign languages in the digital era represent a new stage in education — one that unites pedagogy and technology. Language learning becomes not just the acquisition of vocabulary and grammar but a pathway to global communication, creativity, and lifelong learning. Through the thoughtful use of digital tools, students become active, independent, and globally competent citizens capable of participating fully in the modern world.

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SHAPING THE FUTURE: INNOVATIVE APPROACHES IN MODERN EDUCATION

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Түйін: Заманауи білім берудегі инновациялық тәсілдер тек оқыту әдістерін өзгертумен шектелмей, болашақ ұрпақтың дағдылары мен ойлау жүйесін қалыптастырады. Технологияны енгізу, шығармашылықты дамыту және сыни ойлауды ынталандыру арқылы білім жүйесі жастарды нақты өмір сынақтарына дайындай алады. Білім берудің болашағы - бейімделе білуге, бірлесе жұмыс істеуге және шабыттандыруға байланысты, өйткені дәл сол арқылы біз жарқын болашақтың негізін қалаймыз

Аннотация: Инновационные подходы в современном образовании не ограничиваются лишь изменением методов обучения — они формируют навыки и мышление будущего поколения. Внедряя технологии, развивая творчество и поощряя критическое мышление, система образования помогает молодёжи подготовиться к реальным жизненным испытаниям. Будущее образования зависит от способности адаптироваться, сотрудничать и вдохновлять, ведь именно так мы создаём основу для светлого будущего.

Education has been a tool for human empowerment unlike any other for a long time. As the world is fast changing today, schools cannot limit themselves to transmitting knowledge - they must also provide students with competencies to think critically, be adaptable amidst changes, and solve problems in the real world. Modern

education is therefore led into a new paradigm, one characterized by innovation, creativity, and technology. These approaches are transforming classrooms into active learning spaces where education is meaningful, engaging, and future-oriented.

Technology and the Digital Revolution in Education [1].

Technology is at the heart of education transformation. Digital technologies such as online platforms, interactive simulations, and artificial intelligence systems allow students to learn in previously unimaginable ways. Virtual classrooms unite students from across the globe, making quality education accessible regardless of geographical location. Artificial intelligence can personalize lessons, identify the strengths and weaknesses of individual students, and offer personalized exercises. As a result, the learners become more independent, self-motivated, and engaged in the process of learning. However, technology is not necessarily hardware and software; it is how we use them. Used wisely, technology allows teachers to act as mentors and guides rather than dispensers of information. It also teaches learners critical 21st-century skills - digital literacy.

1. Online Learning (E-Learning) [2].

- Students can now study anywhere and anytime via online platforms like Coursera, Khan Academy, or Zoom classes.
- This is advantageous for people in far places or those who cannot attend regular schools.

Example: During the pandemic, millions of students could continue learning via online classes.

2. Interactive and Multimedia Learning

- Lessons now include videos, animations, and virtual reality instead of textbooks only.
- These make learning more visual, interactive, and easier to understand.

Example: Students can explore a 3D model of the solar system instead of reading about it.

Example: Duolingo uses AI to tailor language lessons to each learner's level.

4. Gamification

- Introducing game elements to learning (points, levels, rewards) ensures that learning is fun and interactive.
- It encourages students to stay engaged and competitive in a positive way.

Example: Sites like Kahoot! turn quizzes into interactive games.

5. Global Learning and Collaboration

- Technology brings together students from across the globe through joint projects, discussions, and exchange programs.

Example: A student in Kazakhstan can work on a science project with a peer in Japan or Canada.

Creative and Student-Centered Learning

A global perspective in education means helping students understand the world as an interconnected system. It teaches them to think beyond national borders, to appreciate cultural diversity, and to become responsible global citizens. By studying international issues such as climate change, global economics, or cultural traditions,

students learn how one country's actions can affect others. This approach develops open-mindedness, empathy, and respect for different viewpoints. It also prepares students for global teamwork, which is essential in the modern world. Many schools now include global learning through exchange programs, international projects, and lessons that connect local experiences to global challenges [3].

Inclusive education, on the other hand, focuses on ensuring that every learner has equal access to education, regardless of their background, gender, language, or physical and mental abilities. It promotes the belief that all students have the right to learn together in a supportive and welcoming environment. Inclusive classrooms encourage cooperation and mutual understanding. Teachers often use differentiated methods and special resources to meet each student's needs, while schools provide emotional and academic support to ensure that no one is left behind.

Both global and inclusive education share a common goal: to create a fair and compassionate society through learning. When combined, they help students not only gain knowledge but also develop the values and skills needed to live in a diverse and connected world. By teaching inclusion and global awareness, education becomes a powerful tool for building understanding, equality, and peace.

A revolutionary education system truly puts students at the center of learning. Instead of memorizing facts, students are encouraged to question, explore, and create. Project-based learning, debates, and innovative projects allow them to develop imagination and problem-solving abilities. Teachers act as facilitators, encouraging curiosity and aiding students in collaboration [4].

These techniques also build emotional intelligence - empathy, teamwork, and responsibility. If the students have the freedom to think, they become confident individuals ready to face global challenges. This practice not only improves academic performance but also builds complete personalities.

Innovation in education also implies inclusion. All students, independent of background, must have an equal opportunity to benefit from opportunities. Contemporary schools and universities are increasingly becoming more inclusive, fostering tolerance, respect, and global citizenship. Studying various cultures, languages, and perspectives makes young individuals aware of the world and how they fit into it. Amidst these tensions, progress made through international co-operation and global advocacy indicates that collective action can offer hope. The recent past has shown that global challenges like pandemics, climate change, disruptions in energy supply, or cyberattacks can best be addressed through international efforts. Pooling scientific expertise and financial resources can enable societies to respond more swiftly and effectively to global crises. Similarly, international co-operation and agreements can help consolidate social progress on human rights, equality, and non-discrimination by setting global norms and standards.

Within countries, trust in democratic institutions and participation in elections are declining, but people who feel they have a say in government decisions report much higher levels of trust. This highlights the importance of citizen participation, with various forms of participative governance holding the promise to for citizens to influence public decisions in meaningful ways. But citizen voice is expressed in

increasingly diverse forms, challenging traditional democratic processes to adapt. Movements like #MeToo, Black Lives Matter, and Fridays for Future, as well as the spread of decolonial perspectives, have fuelled debates about whose stories are being told and heard within democracies and in a globalised cultural landscape. While the explosion of digital technologies and social media has created new challenges by enabling the spread of false and misleading claims, it has also opened democratic debate to more voices [5].

More broadly, technological advancements and innovations are transforming all aspects of our lives and help imagine new approaches to global issues like climate change, food security and public health. Frontier technologies including artificial intelligence, the Internet of Things, and virtual reality are already changing how we work, learn and communicate.

For education, rapid labor-market transitions have raised questions about how to best anticipate future skill needs and diversify educational pathways to meet the rising demand for high-skilled workers and lifelong learning. Given the rapid pace of change, how to best combine the teaching of specific skills with that of broader competencies needed to continue learning throughout life, including metacognitive skills? How can education systems address both foundational and more complex sets of skills in a way that complements rather than compromises one for the other? And how can the education sector use technologies to optimize its own core processes?

Thinking further ahead, how radically will technological developments and sustainability imperatives impact the need for human labor and the way that humans interact with each other? Shifting priorities indicate that, for increasing numbers of young people, work no longer constitutes a core component of their identity. AI is expanding the capacity of robots to work with humans in different fields, meaning that more of us will work collaboratively with intelligent machines in the years to come. And while human relationships remain central to caring for others, new technologies have the potential to transform social interactions. With less time spent in direct human contact, can education help maintain a sense of community and foster socio-emotional learning and well-being?

These and other questions for education are explored throughout this report, encouraging readers to engage actively with its content, explore alternative futures with an open mind, and adapt questions, scenarios and thinking tools to support constructive stakeholder debates and forward-looking education policies.

This global perspective encourages cooperation beyond borders and prepares students for international communication and collaboration - essential in an interdependent world. Education must now teach not only knowledge but also compassion, responsibility, and respect for diversity.

In short, emerging thought in education is revolutionizing teaching and learning. By welcoming technology, creativity, and inclusivity, we're preparing students not merely for tests, but for life. The classroom of the future is one that inspires, challenges, and empowers. Education must continue to evolve - fostering critical thinking, collaboration, and lifelong learning. By embracing these innovations today, we're building a brighter, smarter, and kinder tomorrow.

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METHODS OF TRANSLATING NEOLOGISMS IN MODERN ENGLISH

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Түйін: Бұл мақалада қазіргі ағылшын тіліндегі неологизмдерді аудару әдістері қарастырылды. Неологизмдер – жаңа сөздер мен тіркестер, олар тілдің дамуына, мәдени, әлеуметтік және ғылыми өзгерістерге байланысты пайда болады. Оларды аудару әрдайым қиындық тудырады, себебі тікелей эквиваленттер болмауы мүмкін. Аудармада негізгі әдістер ретінде қарызға алу, транслитерация, калькирлеу, семантикалық бейімдеу, сипаттамалық аудару және шығармашылық тәсілдер қолданылады. Бұл әдістер оқырманға жаңа сөздің мағынасын, стилін және мәдени мәнін жеткізуге мүмкіндік береді. Тиімді аударма стратегиялары аударманы түсінікті, табиғи және коммуникациялық тұрғыдан тиімді етеді, сонымен қатар мақсатты тілдің лексикалық байлығын арттырады.

Аннотация: В статье рассматриваются методы перевода неологизмов в современном английском языке. Неологизмы представляют собой новые слова и выражения, возникающие под влиянием языкового, культурного, социального и научного развития. Их перевод представляет сложности, так как прямых эквивалентов может не существовать. Основные методы перевода включают заимствование, транслитерацию, калькирование, семантическое адаптирование, описательный перевод и творческие подходы. Эти методы позволяют передать значение, стилистические особенности и культурную окраску неологизма для целевой аудитории. Эффективная стратегия перевода делает текст понятным, естественным и коммуникативно полноценным, одновременно обогащая словарный запас языка перевода.

The translation of neologisms in modern English presents a significant challenge for linguists and translators due to the dynamic and evolving nature of language. Neologisms, or newly coined words and expressions, often emerge in response to technological, cultural, social, and scientific developments, reflecting innovations and changes in society. Effective translation of neologisms requires not only linguistic competence but also cultural awareness and creativity, as direct equivalents may not always exist in the target language. Translators must employ a variety of methods to convey the meaning, connotation, and stylistic nuances of neologisms while maintaining naturalness and readability in the target text.

One of the primary methods of translating neologisms is direct borrowing, where the source-language word is adopted into the target language with minimal or no modification. This method is often used when the neologism represents a concept, object, or phenomenon that is globally recognized or has no established equivalent. Transliteration is a related approach, which adapts the pronunciation and spelling of the original word to conform to the phonetic and orthographic norms of the target language. Both borrowing and transliteration preserve the novelty and cultural specificity of the term but may require additional explanation for comprehension.

Another common method is semantic adaptation, where the neologism is translated by selecting an existing word or phrase in the target language that conveys the same or similar meaning [1]. This approach allows translators to maintain clarity and coherence, especially when the neologism expresses a familiar concept in a new form. Word formation techniques, including calques or loan translations, are frequently used in semantic adaptation. Calquing involves translating the components of a neologism literally, creating a new expression that mirrors the original structure while adhering to the target language norms.

Descriptive translation is often applied when neither direct borrowing nor semantic adaptation is suitable. In this method, the neologism is explained using a phrase or definition that conveys its meaning, function, or context. Although descriptive translation may be longer or more detailed than the original term, it ensures comprehension and preserves the informational content of the neologism. In addition, creative translation strategies, including paraphrasing, analogy, and neologism formation in the target language, enable translators to maintain stylistic features, wordplay, and rhetorical effects inherent in the source text [2].

The choice of translation method depends on several factors, including the type and function of the neologism, the target audience, the context of the text, and the goals of translation. Technical and scientific neologisms often favor borrowing or calquing due to precision requirements, whereas literary or journalistic neologisms may require more creative or descriptive approaches to retain stylistic and expressive features. Ultimately, the translator's task is to balance fidelity to the source language with readability, cultural relevance, and communicative effectiveness in the target language.

Translating neologisms in modern English involves a combination of borrowing, transliteration, semantic adaptation, calquing, descriptive translation, and creative strategies. Understanding the context, function, and cultural significance of neologisms allows translators to select the most appropriate method, ensuring that the target text accurately reflects the meaning and stylistic characteristics of the original while remaining intelligible and natural for the audience. Effective translation of neologisms thus contributes to linguistic enrichment and cross-cultural communication, reflecting the dynamic nature of language in contemporary society.

The translation of neologisms in modern English is a complex and multifaceted process, reflecting the rapid development of language in response to technological, scientific, cultural, and social changes. Neologisms represent new concepts, phenomena, or objects, and their translation requires careful consideration of

meaning, connotation, stylistic effect, and cultural context. Unlike established vocabulary, neologisms often lack direct equivalents in the target language, which makes their translation both a linguistic and creative challenge. Translators employ a variety of methods to convey the essence of neologisms while maintaining readability, naturalness, and cultural relevance in the target language [3].

One of the most frequently used methods is borrowing, which involves adopting the neologism from the source language directly into the target language. Borrowing is often applied when the term represents a global phenomenon, a brand, or a widely recognized cultural or technological innovation. Closely related to borrowing is transliteration, which adapts the pronunciation and orthography of a word to fit the phonetic and writing norms of the target language. Both methods preserve the original form and novelty of the neologism but may require explanatory notes or contextual clues to ensure comprehension by the target audience.

Calquing or loan translation is another essential method. In this approach, the components of a neologism are translated literally, creating a new expression in the target language that mirrors the structure of the original term. Calquing is particularly useful when semantic transparency is important, allowing the audience to intuitively grasp the meaning while integrating the neologism naturally into the linguistic system of the target language. For example, compound words or metaphorical expressions in English may be rendered literally in another language to retain conceptual clarity [4].

Semantic adaptation is applied when a direct equivalent or literal translation is not possible. Translators select words or phrases in the target language that convey the same meaning or function as the neologism. This method allows for a more flexible approach, adapting the term to the linguistic and cultural context of the target audience while preserving intelligibility and communicative effectiveness. Closely connected to this is descriptive translation, which explains the neologism through a phrase, definition, or paraphrase. Although descriptive translation may increase the length of the text, it ensures clarity and provides the reader with a complete understanding of the concept or phenomenon represented by the neologism.

In literary, journalistic, or artistic texts, creative translation strategies are often required. These may include analogy, wordplay adaptation, or the creation of new neologisms in the target language that replicate the stylistic, humorous, or rhetorical effects of the source text. Creative approaches are particularly important when translating idiomatic expressions, slang, or culturally loaded terms, where literal translation would fail to convey the intended meaning, tone, or emotional impact.

The choice of translation method depends on several factors: the type and frequency of the neologism, its function in the text, the target audience, and the overall purpose of the translation. Technical, scientific, and professional texts often favor borrowing, calquing, or transliteration for precision and standardization, whereas literary and journalistic texts may require semantic adaptation, descriptive translation, or creative solutions to preserve style and expressiveness. Translators must also consider cultural and linguistic conventions, as a literal translation of a neologism may appear unnatural or confusing in the target language, while excessive adaptation may dilute the original meaning [5].

In conclusion, translating neologisms in modern English involves an interplay of borrowing, transliteration, calquing, semantic adaptation, descriptive translation, and creative strategies. The translator's task is to balance fidelity to the source language with readability, stylistic effect, and cultural appropriateness in the target language. Understanding the linguistic, cultural, and functional aspects of neologisms allows translators to select the most effective method for each term, ensuring that the target text preserves meaning, novelty, and communicative impact. Mastery of these translation methods not only facilitates accurate communication but also contributes to the enrichment and modernization of the target language, reflecting the evolving nature of contemporary English and its global influence.

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USING MOBILE LEARNING TECHNOLOGIES TO IMPROVE STUDENTS' LEXICAL SKILLS IN ENGLISH

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Түйін: Заманауи технологиялар танымалдылыққа ие болып, адам қызметінің барлық салаларына, соның ішінде білімге де әсер етеді. Осылайша, АКТ (ақпараттық-коммуникациялық технологиялар) оқу процесінің ажырамас бөлігіне айналды. Бұл мақалада мобильді қосымшалар арқылы ағылшын тілін үйрену мүмкіндіктері қарастырылады. Осы зерттеудің мақсаттары үшін үш мобильді құрылғы таңдалды, атап айтқанда смартфон, планшет және ақылды сағат. Словакиядан барлығы 38 қатысушы мобильді құрылғылардың түрлері, сондай-ақ оларды пайдалану орындары мен жиілігі туралы сұрақтар қойылған сауалнаманы толтырды. Сонымен қатар, бұл зерттеудің негізгі бағыты қандай дағдылар (тыңдау, оқу, сөйлеу, жазу) және мобильді қосымшалардың қандай түрлері қолданылатынын анықтау болды.

Аннотация: Современные технологии набирают популярность и затрагивают все сферы человеческой деятельности, включая образование. Таким образом, ИКТ (информационно-коммуникационные технологии) стали неотъемлемой частью процесса обучения. В данной статье рассматриваются возможности изучения английского языка с помощью мобильных приложений. Для целей данного исследования были выбраны три

мобильных устройства, а именно смартфон, планшет и умные часы. В общей сложности 38 участников из Словакии заполнили анкету, в которой содержались вопросы о типах мобильных устройств, а также о местах и частоте их использования. Кроме того, в центре внимания этого исследования было определение того, какие навыки (аудирование, чтение, разговорная речь, письмо) и какие типы мобильных приложений используются.

Introduction. The problem statements. Modern technologies are experiencing a surge in popularity all over the world in this day and age. The society, working life, and education are changing at a rapid pace, and education as such also calls for new ways of learning. Modern technologies, which form an inseparable part of our everyday lives, are evolving rapidly. This has led to the widespread use of ICT (Information and communication technologies), which redefine thinking and communication of people, in almost all spheres of human activity, including education [1].

Therefore, it is necessary to conduct research in this field so as to examine how these technologies can facilitate the learning process and aid EFL (English as a foreign language) learners in developing their language abilities. MALL (Mobile Assisted Language Learning), which involves using mobile technologies in language learning, is relatively a new term in the field of ICT, and its popularity is also increasing. Scientists have been discussing the emergence of learning through mobile devices recently. Moreover, students seem to be motivated to use mobile technologies for educational purposes in this day and age. This study attempts to cast more light on how Slovak university EFL learners use mobile devices for the purposes of developing their language abilities [2].

Research objectives. The research aims were specified to examine:

- on which devices, where and how often EFL learners use mobile applications so as to develop their English skills;
- which skills and systems EFL learners primarily focus on when learning English through mobile applications;
- what types of mobile applications EFL learners use most frequently for learning English.

It should be also noted that three mobile devices were identified for the purposes of this study: smartphones, tablets, and smartwatches as they are portable, handheld, compact and lightweight. Some studies that deal with MALL also include other devices such as PDAs, netbooks, or even laptops.

Learning English through mobile applications is an interesting and innovative method in the technological world of today [3].

Limitations of the Study. This study focuses on systematic reviews on the use of mobile applications to improve college students' English-speaking skills. One of the strengths of this review is the organized and comprehensive search of existing literature, including academic databases. In addition, the systematic review focused on specific areas such as the types of mobile applications used, the improvement of students' English-speaking skills, students' perceptions and challenges encountered. Considering the heterogeneity of the studies due to differences in outcome measures, study designs, sample sizes, nationalities and contexts, as well as differences in the

criteria used to assess students' English-speaking competence, narrative summaries, rather than meta-analyses, were conducted to highlight the heterogeneity of the studies.

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ҚОРҚЫТ АТА КІТАБЫНЫҢ» ЗЕРТТЕЛУІ

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Аннотация: В данной статье рассматривается история изучения книги Коркыт Ата эпохи огузов.

Abstract: This article examines the history of the study of the book Korkyt Ata during the Oghuz era.

Оғыз дәуірінен асыл мұралардың бірі - «Қорқыт ата кітабы». Шығыс Түркістаннан бастап Кіші Азияға дейінгі түркі халықтарының ауызша да, жазбаша да жәдігерліктерінен ойып орын алған Қорқыт бейнесі бір ғана ойдың жемісі еместігі, мұның астарында берісі нақтылы тарихи тұлға, арысы тұтас қоғамдық, әлеуметтік, саяси, діни дүниетаным тамыр тартып жатқан дәуірлік құбылыс жатқандығы даусыз.

Қорқыт туралы аңыз-әңгіме, әпсана, өлең-жыр, эпостық шығармалар мен тарихи жазба деректердің Евразияны ежелден мекен еткен түріктердің қазіргі ұрпақтарында сақталып қалуы өткен өмірдің бірегей құбылысы, ортақ тарихымыздың алтын діңгегі екені даусыз. Сондықтан болар ХІХ ғасырдың басынан бастап Қорқыт жайындағы үлкенді-кішілі зерттеулер қазіргі түркі халықтарында ғана емес, дүнижүзінің өркениетті елдерінде үздіксіз жазылып, жарық көруде. Кейінгі мәліметтерге қарағанда, деректік сипаты бар, болмаса жекелеген зерттеулік мәні бар Қорқытқа тікелей қатысты еңбектердің саны 800-ден асып түседі екен.[3;34]

Тегінде Қорқыт және «Қорқыт ата кітабы» айтылған пікірлердің көш басында аузы дуалы атақты түркі танушы ғалымдар мен еуропалық ориенталистердің тұруы да көп жай аңғартқандай.

Қорқыт туралы зерттеулердің дені ауызша және жазбаша деректерді жинау, жарыққа шығару, текстологиялық тараптардан өткізу түрінде болып

келе жатыр. Әсіресе, «Қорқыт ата кітабына» қатысты жанрлық, тілдік, тарихи ізденістердің нәтижелері талай іргелі еңбектерге арқау болды. Соңғы 200 жылға жуық уақыт ішінде жарық көрген ғылыми зерттеулерге шолу жасап, көтереген жүгі мен қарастырған тақырыбы бойынша жүйелеп шығудың өзі бір көлнмді еңбектің үлесіне лайық.

«Қорқыт ата кітабы» жайындағы қандай бір мәселені ғылымның қай саласына сәйкес қарастырсақ та қозғау салып, ұйытқы болароық бірқатар іргелі зерттеулерге тоқталып өту керек. Әсіресе, кез-келген ой-тұжырым мен ізденістің тірегі болатын текстік материалдарды жариялауы, ғылыми түсініктеме беруі, тарихи-этнографиялық деректерді мейлінше толық ескеруі жағынан құнын жоймаған, мағлұматы мен ғылыми тереңдігі сай келетін еңбектер жетерлік.

Олардың ішінде В.В.Бартольд, И.В.Аничков, А.А.Диваев, А.А.Мейер, В.В.Вельяминов-Зернов, А.Н.Самойлович, К.А.Иностранцев, П.С.Спиридонов, А.Г.Туманский, В.Каллаур, И.А.Кастанье сияқты өткен ғасырдың соңы мен XX ғасырдың басындағы қазақ даласының тарихы мен рухани мәдениетін зерттеген ғалымдар болды[8;34].

Оғыз дәуірі рухани ескерткіштеріне қатысты зерттеулер нәтижесіндегі – ғылыми басылымдар мен басқа тілдерге аударылуын жүзеге асыруда бай тәжірибе қалыптасты, ескерткіштердің аудармалары мен мәтіндері Лондонда, Белградта, Вильнюсте, Бакуде, Мәскеуде, Анкарада, Стамбулда, Ватиканда, Тегеранда, Прагада, Цюрихте және т.б. қалаларда жарық көрді. Оғыз дәуірінен жеткен асыл мұралар деп «Қорқыт ата кітабы» мен «Оғызнаме» дастанын танымыз.

«Қорқыт ата кітабының» тарихи, әдеби-фольклорлық құнды ескерткіш екеніні белгілі. Ол көне заманнан жазба түрде жеткен дүниежүзілік атақты эпостардың алтын қорынан қомақты орын алады. Бұл эпос өзінің кемеліне келіп, көркемдік кестесі айшықтанып, шарықтау шегіне жеткен кезде қағаз бетіне түскен емес. Керісінше, бәсеңдеу, ауызша жырлаушылардың тарапынан ұмытыла бастаған кезде жазылып алынған. Жалпы эпосты қағаз бетіне түсіру сол заманда белгілі бір ғылыми мақсаттан, арнайы текстологиялық дәлдікпен жазу талабынан тумағандығы белгілі. Дегенмен, кейбір ғалымдар «Қорқыт ата кітабының» хатқа түсуі жайлы түрлі мәліметтер береді. Бұған нақтырақ жауап беру үшін ең алдымен оғыз тайпаларының тарихи, саяси жағдайларына тоқталуға болады.

XIV-XVI ғасырларда оғыздардың үлкен тарихи оқиғалардың бел ортасында болуы олардың саяси-әлеуметтік өміріне, шаруашылығына, тұрмыс-тіршілігіне көптеген өзгерістер әкелді. Жаулап алған жерлердегі жүздеген ғасырлық отырықшы мәдениеті бар Таяу және Орта Шығыс елдерімен, Шығыс Еуропаның мемлекеттерімен, тілі, діні бөлек әртүрлі халықтармен, қала тіршілігімен тоғыса келе оғыздардың рухани өміріндегі дәстүрлі түсініктер жаңа әлеуметтік процестің сүзгісінен өтуге тиіс болды. Бұрын ауызша айтылып келген ескі аңыздарды, хикаяларды, әпсаналарды, көлемдік қаһармандық эпостарды біртіндеп жазба әдебиетінің үлгілері немесе қолжазба түріндегі

дастандар ығыстыра бастады. Фольклордың бұлардан басқа өзге кейбір жанрлары ерекше өркен жайды.[5;4].

«Қорқыт ата кітабы» дәл осы кезеңде қағаз бетіне түсірілген. Ғасырлар бойы аңыз, жыр түрінде ауызша айтылып, енді бәсеңдеу сатысына қадам баса бастаған кезде өткен дәуірдегі бабалардың тарихын ұмытпас үшін оның ұрпақтары ұқыптылықпен жазып алған. Осыған орай Д.С.Лихачевтің бір орынды пікірін келтірейік: «Адамдар өз қажетті тақырыптары қолданыс аясынан шыға бастаған кезде жазып, жүйелеп, жинай бастайды» Бұл пікірдің «Қорқыт ата кітабына» да қатысы бар. Ресми тарихы әлі жазылмаған, бірақ XIV-XVI ғасырлардағы үлкен тарихи оқиғалардың бел ортасында жүрген оғыздарға өткенде болған, шындық ретінде қабылдап жүрген ерлік жырларын енді жазбаша куәландыру қажет болды. Мұнан артық ескі дәуірді толық сипаттайтын, көшпелі тайпалардың бұрынғы өмірін кеңінен көрсететін шығарма, керек десеңіз, тарихи құжат оғыз тарихшылары үшін болған жоқ. Бұл жағдай көне заманнан келе жатқан классикалық батырлар жырының да даму процесінің қорытындысы болды. Оның орнын енді оғыздардың жорықтарын ізін суытпай бейнелейтін тарихи жырлар мен тарихи өлеңдер, араб, иран әдебиетінің әсерімен қаһармандық-ғашықтық және ғашықтық дастандар алмастырады.

Бұл мұраның қашан, қалай хатқа түскені жайлы нақты деректер жоқ, ғылыми болжамдар ғана бар. «Қорқыт ата кітабының» екі нұсқасы бар екені мәлім. Зерттеушілер «Қорқыт ата кітабының» Дрезден нұсқасын да, Ватикан нұсқасында түпнұсқа деп санамайды. Екі нұсқаны да XVI ғасырдың көшірмелері деп есептейді. Себебі, одан бұрын жазылған қолжазбалар әлі күнге дейін ұшрасқан емес. Дрезден нұсқасы мен Ватикан нұсқасының арасында сюжеті, мазмұны жағынан алшақтық жоқ, айырмашылығы жекелеген сөздер мен сөзтіркестерінде, сөйлемдерде.

Ғалымдар зертеулерінің нәтижесінде Дрезден нұсқасын көшіруші адамның аты-жөні анықталған. Қолжазба мұқабасында өрнек түрінде шимайланып қойылған таңбаға қарағанда ол – Абдаллах ибн Фарах.

«Қорқыт ата кітабы» мен «Оғызнаме» дастанының хатқа түсуі жайлы Әлкей Мағұлан да жазып кеткен. Халық арасында айтылатын Қорқыт пен Оғызнамені жарқын түрде жазып кеткен ойшылардың бірі – қыпшақ елінің жазушысы Абубәкір ибн Айбек Дудари. Көп көңіл бөлгені Қорқыт жырларындағы Төбекөз туралы аңыз. Ол өзінің Төбекөзді суреттеген шығармасын сол кездегі Мамлюк қыпшақтарын билеген ел ағасы Насыр Қалауиға сыйға тартқан.[1;43]. Бұдан «Оғызнаме» дастаны мен Қорқыт аңыздарын ең жақсы білген ел қыпшақтар болған деген қорытындыға келуге болады.

Зерттеудің алғашқы кезеңі «Қорқыт ата кітабының» Дрезден қаласында сақталған толық нұсқасын зерттеу, еуропа тілдеріне аудару XIX ғасырдың бірінші жартысынан басталған еді. 1815 жылы Дрездендегі нұсқаның қолжазбасынан белгілі неміс шығыстанушысы Г.Ф. Диц шығарманың сегізінші хикаясын неміс тіліне аударып, баспасөзде жариялайды. Кейіннен қолжазбаны

Берлин кітапханасына өткізеді. Г.Ф. Дицтің аударғаны «Басаттың Төбекөзді өлтірген әңгімесінің баяны» деп аталатын хикая.

1892 жылы атақты шығыстанушы Теодор Нельдеке осы ескерткіштің Дрезден нұсқасының қолжазбасын және соған қатысты біраз жинақтаған деректерін В.В.Бартольдке тапсырады. В. Бартольд студент бола тұрып қолжазбаны көшіріп алып, осы тақырыпта үздіксіз еңбек ете бастайды. 1894 жылдан 1904 жылдар аралығында он жыл бойы В.Бартольд «Қорқыт ата кітабының» төрт тарауын жариялаумен айналысады. Осы уақыт аралығында В.Бартольд «Қорқыт ата кітабындағы» жекелеген жырларды аудара бастайды. 1894 жылы ескерткіштегі «Доқа қожаұлы Дели Домрул» туралы хикаяны «Батыр жігіттің өлім періштесін жеңуі» деген атпен орыс тіліне аударып шығады. 1899 жылы «Дерсеханұлы Бұқаш туралы жыр» мен 1900 жылы «Салар Қазан үйінің шабылғаны» туралы жырларды аударып жариялайды. 1904 жылы «Бамсы Бейрек туралы әңгімесінің баяны» хикаясын, 1910 жылы «Қорқыт туралы тағы бір дерек» атты мақаласын жариялайды. Осыдан бастап Ресейде «Қорқыт ата кітабының» зерттелуіне жол ашылады.

Ғалым зерттеушілердің пайымдауынша түркі халықтарының баға жетпес асыл мұрасының әлемдік тұрғыдан жан-жақты зерттелуіне жол ашқан В.Бартольд зерттеулеулері мен баспалары болып табылады.

Академик В.Бартольд «Қорқыт ата кітабын» әдеби және тарихи тұрғыдан қарастырушы ғалымдардың алғашқысы болып саналады. Өз еңбектерінің қорытындысы ретінде 1930 жылы «Түрік эпосы және Кавказ» деген мақала жазады. Бұл мақаласында автор «Қорқыт ата» жырларындағы аңыздардың XI ғасыр оғыздары мекендеген Кавказ бен Кіші Азияның шығысы тарихи және орналасу (географиялық) тұрғысынан бір-бірімен тығыз байланыста болғандығын дәлелдейді. В.Бартольд ескерткіш мәтінін мұқият зерттеу нәтижесінде оғыздар өмірі мен шаруашылығынан, яғни көшпелі не жартылай көшпелі өмір сүргендіктерін, жорықтарының оңтүстігінде Тигр өзенінің бастауларынан Дербент, Трапезундке дейінгі, батыста Римге дейінгі аумақты алғандарын жазады. Бұл тарих тұрғысынан да дәлелденген мәлімет, оғыздар өмірінің мәні – гаурлер, трапезунд гректері, абхаздықтар мен дадиана грузиндерімен қақтығыс болып саналады.

«Қорқыт ата кітабының» Дрезден нұсқасының қолжазбасының соңғы бетінде В.Бартольд көрсеткендей «Осман пашаның өлген жылы – 993» деп таңбаланған. Ватикан нұсқасының қолжазбасы, иегерлерінің айтуынша, XVI ғасырдың соңында Каирде, сосын Иерусалимде (1615-1616) болған. Бірақ қолжазба бетінде одан ерте кезең 956 жылы Сануллах өлімі деп көрсетілген мәлімет бар. Э.Росси осыған сүйеніп қолжазбаны XVI ғасырдың ортасына жатқызады. Дегенмен бұл көрсеткіштер ескерткіштің қашан жазылғанын нақты көрсете алмайды. В.Бартольд «жырдың шығарылған уақытын» XV ғасырдың бас кезеңі деп тұжырымдайды да, бірақ «жырдың кейбір сюжеттері одан ерте дәуірде туындауы мүмкін» деген пікір айтады. Сонымен қатар, В.Бартольдтің «Қорқыт ата кітабының» дәл қай кезеңде дүниеге келгенін Қорқыт атаның Осман династиясының болашағын болжаған сөзінен аңғаруға болады деген

пайымдауы нақты дәлелмен келтірілген. Бұл «болжам» жырдың « Кіші Азияда Осман империясының орнауымен тұс келеді.

Ауыз әдебиетінің барлық үлгілері секілді «Қорқыт ата кітабының» да жырлары ұзақ ғасырлар бойы ұрпақтан-ұрпаққа ауызша таралу барысында үлкен шығармашылық өзгерістерге тап болғаны белгілі. Бұл жырлар әр кезеңде, әр түрлі жыршылардың қолынан өтіп отырған.

«Қорқыт ата кітабындағы» 12 жырдың оқиғасы тұтастай да, жекелеген мотивтері бойынша да түркі тілдес халықтардың фольклорында жанрлық құрамы жағынан әр түрлі болып кездеседі. мысалы өлімге қарсы күресу, өлімнен қашу, жалғыз көзді дәуге байланысты оқиғалар қазақ арасына аңыз, әпсана, хикаят түрінде айтылса III жырдың сюжеті толығымен эпос түрінде жырланады. Бұған қарағанда «Қорқыт ата кітабындағы» сюжеттер ерте заманда жанры, айтылуы өзгешеліктері бойынша фольклордың әртүрлі салаларына қатысты болған. Әсіресе, өмірде болған шындық деп қабылданатын аңыздық прозаның таразысы басымдау. Сондай-ақ кейбір оқиғалар көне заманнан бері қарай эпос түрінде сақталып келген.

Бұл процесс «Қорқыт ата кітабының» жазылып алынған уақытынан бұрын болғанға ұқсайды. Оған текстің өзі жауап береді. Дрезден көшірмесінде де, Ватикан көшірмесінде де барлық жырлардың поэтикалық, тілдік, образдық және стильдік естесі біркелкі. Әрі эпостың осы қасиеті ауызша эпикалық дәстүрдің белгілеріне толық сәйкес келеді. Бұл мәселеге кезінде В.Жирмунский арнайы тоқталған, және осы эпостағы жекелеген сюжеттердің қайсысы болса да ауызша жырлау дәстүрінің сүзгісінен өткендігін түпкілікті дәлелдеді.

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MOTIVATING GAMES TO OVERCOME THE LANGUAGE BARRIERS IN STUDENTS

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Түйіндеме: Бұл мақалада шетел тілін үйретуде интерактивті диалогтық әдістердің маңызы мен олардың оқушылардың коммуникативтік дағдыларын дамытудағы рөлі қарастырылады. Диалогтық практикалар арқылы оқушылардың өз ойын еркін жеткізуі, тілдік қарым-қатынас мәдениетін қалыптастыруы және сөйлеу белсенділігінің артуы талданады. Сондай-ақ, тиімді интерактивті әдістер мен мұғалімнің бағыттаушы рөліне назар аударылады.

Аннотация: В данной статье рассматривается значение интерактивных диалоговых практик в процессе обучения иностранному языку и их роль в развитии коммуникативных навыков учащихся. Анализируется, как диалог способствует свободному выражению мыслей, формированию речевой культуры и повышению активности говорения. Особое внимание уделяется эффективным интерактивным методам и направляющей роли преподавателя.

The process of learning a foreign language is closely associated with emotional and psychological challenges. Students often experience stress, fear of mistakes, and a sense of inferiority when they are required to speak in a language that is not their own. This emotional tension creates what is known as a language barrier, which can severely limit students' communicative abilities. In traditional classroom settings, the focus has long been on grammatical accuracy and teacher control. Although these elements are essential, they can also create an environment where students feel anxious about being corrected. As a result, they avoid participating in discussions or speaking activities [1].

To address these challenges, contemporary pedagogical approaches emphasize motivation, communication, and interaction as key components of successful language acquisition. Motivating games are one of the most powerful means of achieving these objectives. Games transform the classroom into a dynamic, emotionally engaging environment where learners can experiment with language, make mistakes without fear, and receive immediate feedback. The process of learning through games supports creativity, encourages risk-taking, and strengthens both cognitive and emotional aspects of language learning. This study employs a qualitative and descriptive approach aimed at analyzing the pedagogical potential of motivating games. The research focuses on how game-based activities influence students' motivation and communication abilities. A group of undergraduate students at Miras University participated in the experiment, where various types of language games were integrated into their English lessons over the course of one semester. The study involved 50 students aged between 18 and 21, all of whom were studying English as a foreign language. The participants were divided into two groups: one experimental group exposed to motivating games and one control group taught through traditional methods. Both groups were at a similar proficiency level at the start of the research. Data were collected through classroom observation, student

feedback, and pre- and post-assessment of oral communication skills. During the lessons, students participated in a range of motivating games, including vocabulary races, role-plays, storytelling competitions, and collaborative problem-solving activities [2].

The teacher recorded behavioral changes, levels of engagement, and patterns of participation. Data were analyzed qualitatively based on students' responses, frequency of participation, and linguistic fluency. The analysis aimed to determine whether games contributed to lowering anxiety and improving spontaneous speech production. Results were categorized into thematic areas, including emotional engagement, motivation, and communicative effectiveness. The implementation of motivating games in language teaching requires teachers to rethink their instructional design. Educators need to recognize that games are not only leisure activities but structured pedagogical instruments that can reinforce linguistic, cognitive, and affective learning outcomes. A critical pedagogical implication is the integration of games into a communicative curriculum. When games are strategically aligned with lesson objectives, they support vocabulary acquisition, grammar application, and pronunciation practice in natural contexts. Teachers can, for instance, introduce role-playing games to simulate real-life communication scenarios such as job interviews, travel situations, or debates. These activities encourage students to use language functionally rather than mechanically. Another pedagogical benefit is the development of learner autonomy [3].

Games often include elements of choice and problem-solving, allowing students to make independent decisions, manage resources, and evaluate outcomes. Such autonomy enhances motivation and self-regulation — key traits for lifelong learning. The findings revealed that motivating games had a significant impact on reducing communication anxiety and improving students' willingness to speak. In the experimental group, participation rates increased by more than half compared to the control group. Students reported feeling more confident and less afraid of making mistakes when learning through games. Observations also indicated that game-based learning promoted collaboration and social interaction. Learners helped each other with vocabulary, pronunciation, and sentence construction. The classroom environment became more supportive, leading to a higher sense of community and belonging. Another notable finding was the improvement in vocabulary retention. Students who learned new words through games were able to recall them more effectively in later lessons. This demonstrates that the emotional engagement created by games enhances memory and retention. Moreover, teachers observed that students displayed increased motivation to attend classes and complete language tasks [4].

The sense of competition and achievement stimulated interest and active involvement. The combination of fun, interaction, and intellectual challenge proved to be a strong motivational factor. Overall, the study confirmed that motivating games can be an efficient pedagogical instrument for overcoming language barriers, promoting confidence, and enhancing overall communication skills in foreign language learning. The results of this study highlight the deep psychological and pedagogical value of motivating games in language education. Games contribute to

creating a supportive atmosphere where students feel comfortable taking linguistic risks. This safe emotional environment allows learners to focus on meaning and fluency rather than fear of mistakes. The use of games aligns with modern communicative methodologies that prioritize interaction, creativity, and emotional involvement. Through games, students do not merely repeat structures; they use language as a medium of thought and expression. This natural use of language mirrors real-life communication and facilitates internalization of linguistic patterns. Furthermore, motivating games develop important soft skills such as teamwork, decision-making, and empathy. In group-based activities, students negotiate meaning, listen to each other, and construct dialogue collaboratively. These skills extend beyond the classroom, preparing learners for authentic communication in multicultural contexts. Another essential aspect of game-based learning is its role in sustaining motivation. Traditional lessons can become monotonous, causing students to lose interest. By contrast, games introduce variety, challenge, and enjoyment, transforming the learning process into a meaningful and rewarding experience. It is important to note, however, that games should be chosen and implemented with pedagogical purpose. Not all games automatically lead to learning; the teacher must carefully design tasks that match students' proficiency levels and learning goals. When used systematically, motivating games can integrate linguistic, cognitive, and emotional learning into a coherent whole [5].

The research confirms that motivating games play a crucial role in overcoming language barriers among students learning English as a foreign language. By reducing anxiety and increasing engagement, games create favorable conditions for communication and self-expression. The integration of games into classroom instruction contributes to the development of linguistic competence, fluency, and confidence. Motivating games also promote inclusivity and equal participation, enabling both strong and weak students to succeed. Their effectiveness lies not only in entertainment but in their psychological impact — they change the student's attitude toward language learning, turning fear into curiosity and resistance into motivation. Teachers are encouraged to incorporate motivating games into their teaching repertoire, using them not as occasional diversions but as systematic elements of the learning process. This approach aligns with contemporary educational paradigms that emphasize creativity, collaboration, and emotional engagement as keys to successful language acquisition [6].

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ПЕДАГОГИЧЕСКАЯ КУЛЬТУРА ОБЩЕНИЯ УЧИТЕЛЯ-СЛОВЕСНИКА В ИНКЛЮЗИВНОМ КЛАССЕ

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Түйін. Бұл мақалада инклюзивті білім беру жағдайында тіл мұғалімінің педагогикалық қарым-қатынас мәдениетінің маңыздылығы қарастырылады. Ол кәсіби қарым-қатынастың негізгі компоненттерін, сондай-ақ жағымды тілдік ортаны қалыптастырудағы эмпатия мен гуманистік көзқарастың рөлін зерттейді.

Summary. The article examines the significance of the teacher's pedagogical communication culture in inclusive education. It analyzes the main components of professional interaction, emphasizing empathy and a humanistic approach in creating a positive communicative environment.

В современном образовании одной из ключевых задач является создание условий для успешной социализации каждого ребёнка, независимо от его индивидуальных особенностей. Инклюзивное образование предполагает не только совместное обучение детей с особыми образовательными потребностями (ООП) и их сверстников, но и формирование особой культуры педагогического взаимодействия. В этой связи педагогическая культура общения учителя-словесника становится важнейшим условием эффективной реализации принципов инклюзии [1].

Уроки русского языка и литературы традиционно способствуют развитию речи, мышления, эмоций и нравственности учащихся. Именно словесник, как носитель культуры слова, является образцом коммуникации, от которого зависит не только усвоение знаний, но и формирование у школьников уважительного отношения к личности другого.

Педагогическая культура общения представляет собой совокупность профессиональных умений и личностных качеств, обеспечивающих гуманное, этичное и результативное взаимодействие между учителем и учащимися. Она включает следующие компоненты:

- ценностно-гуманистический - уважение к личности ребёнка, принятие его индивидуальности;
- коммуникативный - умение слушать, понимать, выражать мысли ясно и тактично;
- эмоционально-волевой - способность регулировать эмоциональные состояния, сохранять педагогический такт;
- рефлексивный - анализ собственного поведения и эффективности общения [2].

Инклюзивный класс объединяет детей с различным уровнем развития, темпераментом, интересами и когнитивными возможностями. Это требует от учителя особого внимания к формам и тону взаимодействия.

Учителю-словеснику важно владеть речевым самоконтролем, избегать сравнительных суждений, способных вызвать у ребёнка чувство неполноценности. Вместо этого педагог использует поддерживающие формулировки:

«Ты справился лучше, чем раньше», «Мне нравится, как ты стараешься».

Такое речевое поведение формирует у учащихся уверенность и положительную самооценку.

Эффективное общение в инклюзивном классе строится на принципах [3]:

- эмпатии - понимание эмоционального состояния ребёнка;
- равенства - уважение к каждому ученику;
- диалога - открытого обмена мнениями между учителем и учащимися;
- партнёрства - сотрудничества, основанного на взаимном доверии.

На уроках русского языка и литературы эти принципы реализуются через совместное чтение и обсуждение текстов, групповые формы работы, инсценировки и творческие проекты, где каждый ребёнок может проявить себя в посильной роли.

Речь педагога выполняет не только информационную, но и воспитательную, эмоционально-регулирующую функцию. От интонации, темпа, лексического выбора зависит восприятие педагогического воздействия.

В инклюзивном классе особенно важно использовать доброжелательную, выразительную и понятную речь, избегать сложных конструкций и терминов, непонятных детям с ООП. Эффективны метафоры, сравнения и образы из реальной жизни, способствующие эмоциональному вовлечению.

Культура педагогического общения проявляется и в умении слушать учеников, не перебивая их, поддерживать инициативу, создавать атмосферу доверия. Такое взаимодействие развивает речевую активность, уверенность и коммуникативную самостоятельность учащихся [4].

Формирование педагогической культуры общения — это процесс, требующий осознанной профессиональной работы над собой. Основные пути её развития:

1. Постоянное самообразование в области психологии общения и инклюзивной педагогики.
2. Рефлексия - анализ собственных коммуникативных ситуаций, выявление ошибок, поиск решений.
3. Профессиональное сотрудничество с коллегами, обмен опытом работы в инклюзивных классах.
4. Посещение тренингов по эмоциональному интеллекту и культуре речи.
5. Чтение художественной литературы как образца выразительной и корректной речи [5].

Таким образом, педагогическая культура общения развивается вместе с личностью учителя и его профессиональной компетентностью.

Педагогическая культура общения учителя-словесника в инклюзивном классе - важнейшее условие успешного обучения и воспитания всех учащихся. Она обеспечивает психологический комфорт, способствует формированию доверительных отношений и активной позиции ребёнка в учебном процессе.

Учитель, владеющий культурой диалога и эмпатического взаимодействия, становится не только наставником, но и партнёром, способным раскрыть потенциал каждого ученика. В этом заключается подлинная гуманистическая миссия современного словесника.

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CULTURAL DIVERSITY AND INTERCULTURAL COMMUNICATION IN THE GLOBALIZED WORLD

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Түйін: Мақала жаһандану жағдайындағы мәдени әртүрлілік пен мәдениетаралық коммуникация мәселесіне арналған. Әр түрлі мәдениеттер өкілдерінің өзара әрекеттесу ерекшеліктері, қарым-қатынас процесінде тілдің, құндылықтар мен дәстүрлердің ролі қарастырылады. Қазіргі әлемдегі табысты ынтымақтастық үшін мәдениетаралық құзыреттіліктің, толеранттылық пен өзара түсіністіктің маңыздылығы атап өтіледі.

Резюме: Статья посвящена проблеме культурного разнообразия и межкультурной коммуникации в условиях глобализации. Рассматриваются особенности взаимодействия представителей различных культур, роль языка, ценностей и традиций в процессе общения. Подчеркивается значение межкультурной компетенции, толерантности и взаимопонимания для успешного сотрудничества в современном мире.

In the modern era, humanity has entered a new stage of development characterized by rapid globalization, technological progress, and unprecedented interconnectedness among people from different corners of the world. Globalization has erased geographical boundaries, bringing together individuals, communities, and nations in ways that were unimaginable just a few decades ago. This integration has not only facilitated economic cooperation and technological exchange but has also made cultural diversity more visible and more significant than ever before. In such a world, intercultural communication becomes a key element for peaceful coexistence, mutual understanding, and progress. The interaction between diverse cultures forms

the foundation of global society, shaping human relationships, influencing identity, and determining the future of international collaboration [1].

Cultural diversity can be described as the coexistence of various cultural expressions, traditions, languages, values, and lifestyles within a shared global environment. It is one of the most remarkable features of humanity, symbolizing the richness of human creativity and the plurality of worldviews. Each culture contributes a unique perspective to the collective human experience, embodying specific ways of thinking, feeling, and behaving. However, in the context of globalization, this diversity not only enriches the world but also poses significant challenges. As people from different cultural backgrounds come into closer contact, the potential for misunderstanding, prejudice, and conflict increases. Therefore, the ability to communicate effectively across cultural boundaries—intercultural communication—has become an essential skill in the 21st century.

Intercultural communication refers to the process by which people from different cultural backgrounds exchange ideas, information, and emotions in a manner that fosters understanding and respect. It involves more than just language; it encompasses values, norms, non-verbal behavior, and social expectations. Successful intercultural communication requires awareness of one's own cultural conditioning as well as sensitivity to the perspectives of others. In today's globalized world, this competence is vital for diplomats, educators, business leaders, and ordinary citizens alike. The ability to navigate cultural differences can mean the difference between cooperation and conflict, between building bridges and creating barriers.

The roots of intercultural communication as an academic discipline can be traced back to the mid-20th century, when scholars such as Edward T. Hall emphasized the importance of cultural context in human interaction. Hall introduced key concepts such as *high-context* and *low-context* communication, referring to how much information is conveyed implicitly through context or explicitly through words. In high-context cultures—such as those of Japan, China, or many Arab nations—communication tends to be indirect, relying heavily on non-verbal cues and shared understanding. In contrast, low-context cultures—like the United States or Germany—prefer directness and explicitness in communication. Understanding these differences is crucial for avoiding misinterpretations and fostering effective collaboration in multicultural settings [2].

Language remains one of the most significant factors in intercultural communication. English, as the global lingua franca, plays a pivotal role in connecting people across linguistic and cultural divides. Yet, linguistic proficiency alone is not sufficient for effective communication. A person may speak fluent English but still fail to interpret cultural nuances or implied meanings correctly. For instance, politeness strategies, forms of address, and conversational norms vary dramatically between cultures. In some societies, interrupting may be seen as rude, while in others it signals engagement and enthusiasm. Misunderstandings can arise not from linguistic errors but from differences in cultural expectations and communicative styles. Therefore, intercultural competence must integrate linguistic skills with cultural awareness and empathy.

The impact of globalization on cultural diversity is a complex and ambivalent process. On the one hand, globalization promotes the exchange of ideas, creativity, and knowledge, enriching cultural life worldwide. People have access to global art, literature, cuisine, and traditions through the Internet and travel, leading to greater openness and mutual appreciation. On the other hand, globalization also tends to standardize cultures, spreading dominant lifestyles and values—often those of Western societies—at the expense of local traditions and languages. This process of cultural homogenization can result in the loss of cultural identity and heritage. Hence, preserving cultural diversity while promoting intercultural dialogue becomes one of the greatest challenges of our time.

Intercultural communication plays a critical role in managing cultural diversity constructively. It fosters tolerance, respect, and mutual learning. Through dialogue, people discover that cultural differences are not obstacles but opportunities for growth. For example, international educational programs, student exchanges, and cross-cultural training initiatives help young people develop a global mindset. They learn to appreciate other cultures, question stereotypes, and adopt flexible thinking. Such experiences prepare them to work in multicultural environments, collaborate effectively, and contribute to global peace and innovation [3].

In the business world, intercultural communication has become a decisive factor for success. Multinational corporations operate across borders, employing individuals from diverse cultural backgrounds. Managers and employees must navigate cultural norms in leadership, negotiation, teamwork, and decision-making. A lack of intercultural understanding can lead to communication breakdowns, reduced productivity, or even failed partnerships. Conversely, organizations that embrace cultural diversity benefit from creativity, innovation, and broader perspectives. Studies have shown that diverse teams often outperform homogeneous ones when they manage cultural differences effectively. Therefore, intercultural competence is not merely a social virtue—it is a professional necessity.

Technology, particularly digital communication, has profoundly reshaped intercultural interactions. Social media platforms, online education, and virtual workspaces have created a new dimension of global connectivity. People from all over the world can collaborate in real time, exchange opinions, and share cultural experiences without leaving their homes. However, digital communication also brings new challenges: the lack of non-verbal cues, differing online etiquette, and the spread of misinformation can complicate intercultural understanding. In virtual communication, cultural sensitivity becomes even more important, as messages can easily be misinterpreted or taken out of context. Therefore, digital literacy and intercultural awareness must go hand in hand in the modern world [4].

Education plays a central role in promoting intercultural communication and preserving cultural diversity. Schools and universities are increasingly incorporating intercultural education into their curricula, encouraging students to study foreign languages, explore world history, and engage in multicultural projects. Such initiatives foster empathy, global citizenship, and open-mindedness. Teachers, as cultural mediators, help students develop respect for diversity and an understanding

of global interdependence. In the long term, education is the most powerful tool for overcoming prejudice and building a more inclusive and harmonious world.

At the same time, the preservation of cultural identity is essential in the age of globalization. Cultural diversity should not be perceived as a threat to unity, but as its foundation. Each culture offers unique wisdom, traditions, and values that contribute to the richness of human civilization. By embracing diversity and fostering dialogue, societies can achieve balance between modernization and cultural preservation. International organizations, such as UNESCO, emphasize the importance of protecting intangible cultural heritage, promoting linguistic diversity, and encouraging intercultural exchange as means of achieving sustainable development and peace.

The concept of *intercultural competence* lies at the heart of global communication. It involves not only knowledge about other cultures but also the ability to adapt one's behavior, show empathy, and handle ambiguity. Developing intercultural competence is a lifelong process that requires self-reflection and openness to learning from others. It enables individuals to view cultural differences not as barriers but as opportunities for deeper understanding. In a world where diversity is the norm, intercultural competence is as important as technological or professional skills.

However, intercultural communication is not without obstacles. Ethnocentrism, stereotypes, and prejudice remain major barriers to mutual understanding. When people view their own culture as superior, they may unconsciously judge others by their own standards. Overcoming these attitudes requires conscious effort, education, and exposure to different perspectives. The more people interact across cultures, the more they realize that beneath surface differences lie shared human values—kindness, respect, and the desire for connection.

In conclusion, cultural diversity and intercultural communication are defining features of the globalized world. They shape how people live, work, and interact in an increasingly interconnected society. While globalization creates challenges for preserving cultural identity, it also opens unprecedented opportunities for dialogue, cooperation, and mutual enrichment. Intercultural communication stands as a bridge that connects humanity across differences, transforming diversity into strength. The future of our world depends not on uniformity but on unity in diversity—on our ability to communicate, collaborate, and coexist respectfully. Only through understanding and embracing cultural diversity can humanity build a more just, peaceful, and inclusive global community.

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ASSESSMENT OF SPEECH INTERACTION SKILLS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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Түйіндеме: Сөйлеуді өзара әрекеттесу дағдыларын дамыту шет тілін үйренудің орталық аспектісі болып табылады. Бұл дағдыларды тиімді бағалау оқушылардың коммуникативтік құзыреттілігін бақылау және оқу процесін жетілдіру үшін қажет. Бұл мақалада шет тілі сабақтарында сөйлеу өзара әрекеттесуін бағалаудың заманауи тәсілдері қарастырылады, нәтижелерге негізделген коммуникативті, интерактивті әдістер мен бағалау әдістерін біріктіруге ерекше назар аударылады.

Аннотация: Развитие навыков речевого взаимодействия является центральным аспектом изучения иностранного языка. Эффективная оценка этих навыков необходима для мониторинга коммуникативной компетентности учащихся и совершенствования процесса обучения. В данной статье рассматриваются современные подходы к оценке речевого взаимодействия на занятиях по иностранному языку, особое внимание уделяется интеграции коммуникативных, интерактивных методов и методов оценки, основанных на результатах.

Speech interaction represents the practical manifestation of a learner's ability to use a foreign language for real communication. In recent decades, communicative language teaching (CLT) and interaction-based approaches have shifted the focus of assessment from grammar-oriented testing to evaluating authentic language use. Assessing speech interaction requires not only measuring linguistic accuracy but also considering fluency, coherence, pronunciation, and the ability to maintain dialogue in meaningful contexts. The assessment of interactive speech skills is complex because it involves both individual and interpersonal components. Therefore, modern methodologies seek to evaluate language learners in realistic situations—through dialogues, role plays, presentations, and online communication tasks [1].

The assessment of speech interaction skills in foreign language learning is one of the most complex yet essential aspects of modern pedagogy. It reflects not only the learner's ability to produce grammatically correct utterances but also their capacity to engage in meaningful communication, adapt to various social contexts, and maintain an interactive exchange of information. The development of such skills is directly related to communicative competence, which includes linguistic, sociolinguistic, pragmatic, and strategic components [2]. Therefore, assessing speech interaction cannot be limited to testing grammar or vocabulary; it must evaluate the learner's ability to apply linguistic knowledge in authentic communicative situations. In traditional approaches to foreign language teaching, assessment was often conducted through written examinations and structured oral tests, which mainly measured accuracy and memorization. However, these forms of assessment did not fully capture the dynamic nature of communication. Interaction involves spontaneous speech, listening comprehension, turn-taking, clarification requests, and negotiation of meaning, all of which require specific evaluation methods. For that reason, teachers and researchers have increasingly emphasized the need for performance-

based assessment, which evaluates the learner's communicative ability in real or simulated contexts. The essence of performance-based assessment lies in observing how learners use the target language in authentic interactions [3]. For instance, activities such as role plays, interviews, problem-solving tasks, and group discussions provide valuable data about students' ability to initiate conversation, respond appropriately, and maintain the flow of dialogue. These activities allow educators to assess not only linguistic accuracy but also the pragmatic use of language, including tone, politeness strategies, and cultural appropriateness. In addition, continuous assessment during classroom interaction gives teachers insights into learners' progress over time and encourages self-reflection among students. Speech interaction assessment also requires the development of clear and objective criteria.

These typically include fluency, accuracy, pronunciation, coherence, and interactive competence. Fluency reflects the natural flow and rhythm of speech, while accuracy focuses on the correct use of grammar and vocabulary. Pronunciation and intonation influence the intelligibility of speech, whereas coherence ensures logical organization and consistency of ideas. Finally, interactive competence refers to the learner's ability to initiate and sustain communication, manage conversational turns, and use strategies to repair misunderstandings [4]. The combination of these criteria allows teachers to evaluate both the form and function of language in use. An important factor influencing the effectiveness of speech assessment is feedback. Constructive feedback helps learners identify their strengths and weaknesses, while encouraging them to continue improving. Research shows that formative feedback—given during the learning process—is more beneficial than summative evaluation at the end of a course. Through formative assessment, teachers can monitor learners' development, provide timely support, and adjust their teaching strategies. Peer assessment is also an increasingly popular approach that engages students in evaluating each other's speaking performances. This not only enhances their critical listening skills but also fosters collaborative learning and self-awareness [5].

The introduction of digital technologies has significantly transformed how speech interaction is assessed. Online communication platforms such as Zoom, Teams, or Google Meet enable teachers to record and review student interactions in authentic settings. Digital tools also allow for automatic evaluation of pronunciation, fluency, and speech rhythm using artificial intelligence. Learners can receive immediate feedback on their oral performance, which increases motivation and engagement. Moreover, digital portfolios provide opportunities for long-term observation of progress. Students can store recordings of their speaking tasks, compare their current and previous performances, and analyze how their interactive abilities evolve over time.

Despite these advancements, assessing speech interaction still presents several challenges. One of the main issues is subjectivity: teachers may interpret the same performance differently depending on their expectations and experience. This subjectivity can be reduced through the use of standardized rubrics and detailed descriptors of communicative performance. Another difficulty lies in the time-consuming nature of oral assessment. Unlike written tests, which can be checked

quickly, speech interaction requires careful listening, observation, and analysis. Additionally, external factors such as anxiety, technical problems, or limited class time may affect learners' performance during oral tasks [6].

Another challenge is ensuring fairness and inclusivity in assessment. Learners differ in personality, cultural background, and learning styles. Extroverted students might perform better in group discussions, while introverted learners may need more time and encouragement to express themselves. Teachers must therefore create supportive environments where all students feel comfortable participating. The assessment should reflect not only the final product of communication but also the effort, strategy use, and development of interactive competence throughout the learning process. In the context of global education, the assessment of speech interaction also has intercultural significance. Communicative competence today goes beyond linguistic correctness—it includes understanding cultural norms, gestures, politeness conventions, and the ability to interpret meanings in cross-cultural situations. Therefore, teachers must integrate intercultural aspects into both teaching and assessment. Tasks that simulate real-life situations—such as business meetings, social interactions, or intercultural exchanges—help students develop sensitivity to cultural differences and practice appropriate communication strategies. Ultimately, the goal of assessing speech interaction is not to judge learners but to guide their progress and promote authentic communication. Effective assessment encourages learners to use the target language creatively and confidently in diverse contexts. It helps teachers design more interactive lessons and align their evaluation practices with communicative teaching principles. When assessment is viewed as an ongoing and cooperative process, it becomes an integral part of language learning rather than an external formality. To ensure quality and reliability, assessment of speech interaction should combine qualitative and quantitative methods. Qualitative observation provides insight into learners' communicative behavior, while quantitative scoring ensures consistency and comparability. The integration of both perspectives allows for a holistic understanding of a student's interactive ability. As foreign language education continues to evolve, the future of speech assessment will likely involve a blend of teacher expertise, technological tools, and learner autonomy [7].

Assessment of speech interaction skills is a multidimensional process that reflects the learner's real communicative ability rather than isolated linguistic knowledge. An effective assessment system should integrate traditional oral evaluation with interactive, digital, and performance-based methods. The use of formative assessment, peer feedback, and technology-driven tools increases motivation, autonomy, and fairness in evaluating students' speaking performance. In conclusion, assessing speech interaction is not only a measurement of linguistic progress but also a pedagogical strategy that shapes how learners perceive and use language in authentic communication.

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COMPARATIVE ANALYSIS OF GRAMMAR TEACHING METHODS IN ESL CLASSES

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Түйін: Бұл мақалада ESL сабақтарында грамматиканы оқытуда дедуктивтік, индуктивтік және тапсырмаға негізделген әдістер салыстырылады. Олардың грамматикалық білімге, дәлдікке және коммуникативтік құзыретке әсері бағаланады, сондай-ақ, аралас тәсілдің тиімділігі атап өтіледі.

Аннотация: В данной статье сравниваются дедуктивный, индуктивный и задачно-ориентированный методы преподавания грамматики на занятиях ESL. Оценивается их влияние на знание грамматики, точность и коммуникативную компетенцию, подчеркивается эффективность комбинированного подхода.

Grammar instruction has long been considered a cornerstone of ESL teaching. Traditionally, grammar was taught using explicit explanations and repetitive drills to ensure learners could memorize rules and apply them accurately. Over the years, pedagogical approaches have evolved, placing greater emphasis on communicative competence, meaning-focused instruction, and learner engagement. Modern ESL classrooms aim not only to teach correct grammatical forms but also to develop students' ability to use the language fluently and accurately in real-life contexts. This article examines three widely used grammar teaching methods—deductive, inductive, and task-based approaches—comparing their effectiveness in terms of grammar knowledge acquisition, communicative competence, and learner engagement. The goal is to provide practical recommendations for ESL teachers seeking to balance form-focused instruction with meaningful language use [1].

Grammar teaching in ESL/EFL contexts has been the subject of extensive research. According to Sudharshana (2021), the deductive method involves explicit explanation of rules followed by practice exercises. While effective for short-term rule memorization, it may limit students' ability to apply structures creatively in real-life situations. Inductive grammar teaching, on the other hand, encourages students to analyze examples and infer rules themselves (Rizakulova & Yugay, 2022). This

approach promotes deeper cognitive processing, improves retention, and fosters learner autonomy, though it may require more classroom time and scaffolding. Task-based grammar instruction integrates grammar learning into meaningful communicative tasks, enabling students to discover rules in context and use language purposefully (Christison et al., 2015). This approach aligns with the goals of communicative language teaching and has been shown to increase learner motivation and engagement [2].

Several studies have compared these methods. Anani (2017) found that inductive approaches lead to higher long-term retention of grammar knowledge compared to purely deductive instruction. Alqahtani (2022) emphasized that a hybrid approach combining deductive, inductive, and task-based elements often produces the best outcomes in both accuracy and communicative ability. The present study employed a quasi-experimental design involving 75 university-level ESL learners divided into three groups (25 students each). All groups studied the same target grammar points over six weeks, but with different teaching methods:

- Group A – Deductive Method: Teacher explains grammar rules explicitly, followed by structured exercises and drills.
- Group B – Inductive Method: Learners analyze examples, infer grammar rules, and then practice through controlled activities.
- Group C – Task-Based Method: Grammar is embedded in meaningful communicative tasks; learners discover patterns through interaction and reflection.

Data Collection:

1. Pre- and Post-Tests: Grammar knowledge, accuracy, and error analysis.
2. Communicative Tasks: Real-life simulations, dialogues, and role-plays assessed for appropriate grammar use.
3. Learner Feedback: Surveys and interviews regarding motivation, engagement, and perceived learning effectiveness.

Data Analysis: Quantitative scores were analyzed using descriptive statistics and comparative tables; qualitative feedback was coded for recurring themes.

The study found that:

- Deductive Group (A): Achieved high scores in rule recognition and grammar drills; however, performance in communicative tasks was lower, indicating limited transfer to practical use.
- Inductive Group (B): Showed moderate gains in both rule knowledge and practical usage. Learners reported higher engagement and satisfaction.
- Task-Based Group (C): Demonstrated the greatest improvement in communicative competence and practical application of grammar, though explicit rule knowledge increased more gradually [3].

Learner surveys highlighted that students in the task-based group found lessons more engaging and relevant to real-life communication, supporting previous research on motivation and learning outcomes. The results confirm the strengths and limitations of each method. Deductive instruction is effective for teaching explicit rules quickly but may isolate grammar from meaningful language use. Inductive approaches foster analytical thinking and deeper learning but require time and

scaffolding. Task-based instruction maximizes communicative competence and motivation but may delay explicit rule mastery. The study results revealed differences in the effectiveness of each grammar teaching method. Students in the deductive group demonstrated high performance in grammar knowledge and exercise completion; however, their results in communicative tasks were relatively low, indicating limited application of rules in real-life language use [4].

In the inductive group, there was moderate improvement both in grammar knowledge and practical application. Students reported a high level of engagement and interest in the lessons, confirming the positive impact of the inductive approach on learner motivation. The task-based method showed the greatest growth in communicative competence and the ability to apply grammar in practice. At the same time, the level of grammar knowledge increased more slowly compared to the other groups. Students in this group emphasized that the lessons were more engaging and useful for real-life communication. Thus, each method has its advantages: the deductive approach is effective for rapid rule acquisition, the inductive approach promotes deep understanding and analytical thinking, and the task-based approach enhances communicative skills and student engagement [5].

The practical implication for ESL instructors is that a hybrid approach—combining deductive explanation, inductive discovery, and task-based practice—can balance accuracy and fluency. By adapting methods to learner needs, proficiency levels, and learning goals, teachers can create more effective and engaging grammar lessons. Grammar teaching in ESL classrooms should be flexible and learner-centered. This comparative study suggests that integrating multiple teaching methods can optimize both grammar accuracy and communicative competence. Future research could investigate long-term retention, the role of individual learner differences, and the effectiveness of technology-enhanced grammar instruction.

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THE ROLE OF ENGLISH IN NAMING TRENDS OF MODERN KAZAKH BUSINESSES

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Түйін: Мақалада ағылшын тілінің қазіргі қазақстандық бизнес атауларына әсері қарастырылады. Автор ағылшын тілінің бизнес саласында таралуының тарихи алғышарттарын сипаттайды, сондай-ақ IT, сән, білім беру және қызмет көрсету салаларындағы атау беру үрдістерін мысал ретінде келтіреді.

Аннотация: В статье рассматривается влияние английского языка на современные тенденции именования казахстанских предприятий. Описываются исторические предпосылки распространения английского языка в деловой сфере, а также примеры использования английских названий в различных отраслях — IT, моде, образовании и сфере услуг.

In the era of globalization, language has become not only a means of communication but also an instrument of cultural and economic influence. English, as the global lingua franca, has deeply penetrated various aspects of social life, including the business environment of Kazakhstan. Over the past two decades, the use of English words and elements in company names, brands, and products has become a significant trend in the Kazakhstani market. This article explores the role of English in modern naming practices of Kazakh businesses, identifies the main reasons behind this linguistic phenomenon, and discusses its sociocultural implications.

The rapid integration of Kazakhstan into the global economy after gaining independence in 1991 has increased the prestige of English as a symbol of modernization and internationalization. Many Kazakh entrepreneurs deliberately choose English or English-like names for their businesses to signal innovation, openness, and competitiveness. For example, companies in technology, fashion, and services often prefer names such as *SkyLine Travel*, *SmartPoint*, or *BeautyLab*, which sound modern and are easily recognizable for both local and foreign audiences. Such naming strategies not only attract younger customers but also help position brands within the global market context.

In modern marketing, English functions as a universal code of success and cosmopolitanism. English names are often perceived as more stylish, dynamic, and prestigious than their local equivalents. This perception motivates business owners to use English lexical items to create a positive psychological image. Moreover, English terms are frequently shorter and easier to remember, which enhances brand recall. Even when businesses target a primarily Kazakh-speaking audience, English-based names are considered fashionable and aspirational, contributing to the creation of a modern corporate identity.

An interesting feature of Kazakh business naming is the combination of English and Kazakh (or Russian) linguistic elements. Hybrid names such as *Astana Fashion*, *Nomad Coffee*, or *Qazaq Tech* demonstrate the coexistence of local identity

and global trends. This linguistic hybridity reflects the multicultural character of Kazakhstan, where language mixing has become a natural part of everyday communication. Through such naming, entrepreneurs express both national pride and a desire to be part of the global business community.

The spread of English in business naming has both positive and controversial aspects. On one hand, it contributes to linguistic diversity, global integration, and economic competitiveness. On the other, excessive Anglicization may lead to the marginalization of Kazakh and Russian linguistic traditions. Some linguists warn that the dominance of English may cause cultural homogenization and weaken the symbolic function of national languages in the public sphere. Therefore, a balanced approach is necessary, where English serves as a tool for international communication without replacing local linguistic identity.

The dominance of English in business naming also affects consumer behavior and perception. In the Kazakhstani context, many customers associate English-language names with higher quality, international standards, and modern lifestyle. This psychological factor plays a crucial role in the marketing strategies of both large corporations and small enterprises. A café named *Coffee Story* or *Daily Brew* is often perceived as more stylish and “urban” than one with a purely local name. As a result, entrepreneurs consciously select English terms to create emotional appeal and strengthen their competitive position in the market [1].

Another important aspect is the influence of social media and digital marketing. The younger generation, who are active users of Instagram, TikTok, and other online platforms, are especially receptive to English words and slogans. English has become the language of trends, creativity, and digital culture. Therefore, businesses adopt English-based branding to remain relevant in the online space. This trend is reinforced by globalization of pop culture - music, fashion, and entertainment - where English dominates and sets global standards of communication.

The growing popularity of English in business names also correlates with the general improvement of English language education in Kazakhstan. The state’s policy of trilingualism, promoting Kazakh, Russian, and English, has made English more accessible to the population. Many young entrepreneurs are fluent in English and feel comfortable using it as part of their professional and creative identity. Educational institutions and private language schools, such as *Future Academy* or *Smart English Center*, also use English naming as a sign of quality and international orientation. Thus, language education and business naming mutually reinforce each other in promoting English as a language of progress [2].

Despite the practical advantages of English, maintaining the visibility of Kazakh language in business is vital for preserving national identity. The Kazakh language carries cultural and historical values that should remain present in the country’s commercial landscape. Recently, some companies have started integrating Kazakh words or symbols into their English brand names to emphasize cultural authenticity - for example, *Altyn Style*, *QazaqSoul*, or *Steppe Energy*. These examples demonstrate that global and local elements can coexist harmoniously. Rather than viewing English as a threat, it can be perceived as a tool that enriches linguistic

diversity and enhances international communication, as long as it respects local traditions [3].

Looking ahead, the influence of English in Kazakhstani business naming is likely to remain strong. The ongoing digital transformation, global partnerships, and international tourism will continue to encourage the use of English for branding and marketing purposes. However, the trend toward hybrid naming — combining English with Kazakh cultural symbols — is expected to grow. This reflects the desire of Kazakh society to preserve its linguistic uniqueness while embracing globalization. In the near future, we may see more creative and meaningful brand names that represent both modernity and national spirit [4].

To conclude, English plays a multifaceted role in the naming trends of modern Kazakh businesses. It functions not only as a marker of global integration but also as an indicator of prestige, innovation, and cultural openness. At the same time, Kazakh and Russian languages continue to serve as important carriers of local identity and cultural memory. The challenge for Kazakhstan's business community is to find the right linguistic balance - to use English effectively for international communication while preserving the beauty and value of the national language. This balanced approach will help build a unique and globally competitive image for Kazakhstani brands in the twenty-first century.

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ПОДХОДЫ К ОБУЧЕНИЮ КРИТИЧЕСКОГО МЫШЛЕНИЯ: МЕТОДИКИ И ТЕХНОЛОГИИ

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Түйін: Ақпараттың жылдам ағынымен және күрделі шешімдер қабылдаумен сипатталатын қазіргі қоғамда сыни тұрғыдан ойлау білім берудің маңызды нәтижелерінің біріне айналады. Ол табысты әлеуметтік және кәсіби қызмет ету үшін қажетті аналитикалық, рефлексиялық және шығармашылық қабілеттердің дамуына ықпал етеді. Жаһандану және цифрландыру жағдайында білім беруде студенттердің ақпаратты сыни

тұрғыдан түсіну және фактілерді пікірлер мен айла-шарғылардан ажырату дағдыларын дамыту қажеттілігі туындайды.

Summary: In modern society, characterized by a rapid flow of information and complex decision-making, critical thinking is becoming one of the most important educational outcomes. It promotes the development of analytical, reflective, and creative abilities necessary for successful social and professional functioning. In the context of globalization and digitalization, education faces the need to develop students' skills to critically understand information and distinguish facts from opinions and manipulation.

Одним из приоритетных направлений становится развитие критического мышления – ключевой метакомпетенции, обеспечивающей способность обучающихся анализировать информацию, формулировать аргументированные суждения и принимать осознанные решения в условиях неопределённости и информационной перегрузки. Термин «критическое мышление» (critical thinking) сформировался в англоязычной научной среде в середине XX века, однако идеи, лежащие в его основе, восходят к философским традициям Древней Греции. Сократ, живший в V веке до нашей эры, впервые заложил фундамент критического подхода к мышлению – он учил задавать вопросы, сомневаться в общепринятых истинах и подвергать сомнению любую информацию, стремясь к обоснованному знанию. Критическое мышление признаётся неотъемлемым элементом функциональной грамотности и входит в число базовых навыков, обозначенных в международных стандартах образования (OECD, PISA и др.).

Развитие критического мышления (КМ) в образовательной среде – одна из ключевых задач современной педагогики, особенно в условиях информационного общества, где объём данных постоянно растёт, а достоверность информации требует осознанной проверки. На сегодняшний день существует множество методик, технологий и подходов, направленных на формирование критического мышления, которые доказали свою эффективность в учебной практике.

В ходе исследования выявлены следующие теоретико-педагогические подходы к обучению критического мышления:

1. Конструктивистский подход. Конструктивизм предполагает, что знания не передаются в готовом виде, а конструируются учащимися в процессе активной деятельности. Именно этот подход лежит в основе большинства современных технологий развития КМ. Основная цель обучения – не просто передача знаний, а создание условий для их активного усвоения, включающего анализ, синтез, оценку.

2. Деятельностный подход. Учащиеся развивают КМ через практическую и исследовательскую деятельность, решение проблемных задач, участие в проектах. Активное включение в деятельность стимулирует рефлекссию, аргументацию, выдвижение и проверку гипотез.

Одна из самых широко используемых в русскоязычной практике технологий – ТРКМ (технология развития критического мышления через чтение и письмо) – разработана на основе американской методики *Reading and Writing for Critical Thinking* (RWCT), адаптирована в СНГ [1, с. 98–102].

Таблица 1 Структура занятия по ТРКМ

Этап	Цель	Методы и приемы
Вызов	Актуализация знаний, постановка вопросов	Кластер, «Тонкий/толстый вопрос», мозговой штурм
Осмысление (реализация)	Активная работа с новым материалом	Чтение с остановками, таблицы, ведение дневника
Рефлексия	Обобщение, формулирование выводов, самооценка	Синквейн, эссе, fishbone (диаграмма причин и следствий)

Проблемное обучение предполагает создание когнитивного конфликта: учащиеся сталкиваются с задачей, которую нельзя решить стандартным способом. Это побуждает их к размышлению, анализу и самостоятельному поиску решений.

Метод проектов предполагает самостоятельную или групповую деятельность по решению значимой проблемы. В этом процессе развиваются все ключевые элементы критического мышления: анализ, синтез, аргументация, оценка [2, с. 86–90]. Проект в проективном образовании и метод проектов отличаются друг от друга. Проект – это средство обучения, средство усвоения определённого учебного материала; в проективном образовании – разработка проекта – цель обучения. Говоря о методе проектов, имеем в виду способ достижения конкретной дидактической (методической) цели через разработку проблемы и получения реального практического результата. В ходе выполнения проектов «у обучаемых формируется самостоятельность и настойчивость в решении творческих задач, приобретается умение планировать свою деятельность, студентов формируются такие необходимые качества личности, как коммуникативность, широта интересов, предприимчивость. При выполнении проекта студенты получают практические навыки в работе с учебной, специальной и справочной литературой, в оформлении результатов работ и реализации межпредметных связей» [3, с.26].

Методы дискуссий (дебаты, «Сократический диалог», круглый стол) позволяют формировать аргументированное мышление, учат слушать чужую позицию и корректировать свою. Это эффективный способ развивать такие компоненты КМ, как оценка, объяснение и саморегуляция, например, тема для дебатов: «Запрещать ли TikTok в учебных заведениях?» Задача: каждая команда анализирует источники, аргументирует позицию, работает с фактами и выстраивает логическую цепочку рассуждений.

Заключаем следующее, формирование критического мышления – это не разовое задание, а системная педагогическая работа. Использование разнообразных подходов и технологий – от ТРКМ до дискуссий и проектной деятельности – позволяет формировать у обучающихся устойчивые навыки анализа, оценки и аргументации.

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THE STUDY OF THE INFLUENCE OF CULTURAL CONTEXT ON THE UNDERSTANDING OF IDIOMATIC EXPRESSIONS

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Түйін: Мақалада мәдени контексттің ағылшын тіліндегі идиомалық өрнектерді қабылдау мен түсіндіруге әсері қарастырылады. Идиомалардың ұлттық мәдениеттің элементтері ретіндегі ерекшеліктері, олардың тарихи, әлеуметтік және мінез-құлық дәстүрлерімен байланысы талданады.

Аннотация: В статье рассматривается влияние культурного контекста на восприятие и интерпретацию идиоматических выражений в английском языке. Проанализированы особенности идиом как элементов национальной культуры, их связь с историческими, социальными и поведенческими традициями.

Learning a foreign language is impossible without understanding the culture of the people on which this language is based. Language is not just a means of communication — it reflects the mentality, values and traditions of society. This relationship is especially pronounced in idiomatic expressions that concentrate national peculiarities of thinking and perception of the world.

Idioms are stable phraseological phrases, the meaning of which is not derived from the meanings of individual words. For example, the expression "to spill the beans" cannot be understood literally without knowing its cultural origin [1].

The relevance of the research is determined by the fact that insufficient knowledge of the cultural context leads to a distortion of the meaning and misunderstanding of authentic texts and native speakers. Therefore, understanding the role of culture in the interpretation of idioms is important for the formation of students' intercultural communicative competence.

The purpose of the article is to examine how the cultural context affects the understanding of idiomatic expressions, and to identify effective methods of studying them in English language teaching.

1. Theoretical foundations of the study of idioms. Idiomatic expressions are an integral part of the lexical system of the language, reflecting the peculiarities of everyday life, traditions, national humor and worldview. According to A. V. Kunin, an idiom is "a stable combination of words, the meaning of which is not determined by the meaning of its components."

From the point of view of linguoculturology, idioms serve as cultural markers, since they carry information about the specifics of lifestyle, national stereotypes and the collective experience of the people. For example, the idiom "raining cats and

dogs" is associated with English mythology and ideas about storms, when "cats and dogs" symbolized chaos and uncontrollable elements [2].

There are several approaches to the analysis of idioms in Russian and foreign linguistics.:

- Cognitive approach - considers idioms as a reflection of mental models (G. Lakoff, M. Johnson);
- Culturological approach - studies idioms as carriers of nationally specific information (A.V. Kunin, V. N. Teliya);
- The communicative approach focuses on the relevance of using idioms in specific communication situations.

Thus, understanding idioms is impossible without knowing the background knowledge and cultural associations underlying them [3].

2. Cultural differences in the interpretation of idioms. Each culture has its own images and symbols, which do not always match in different languages. As you can see, the meaning may coincide, but the cultural imagery is different. This confirms that in order to successfully understand idioms, it is necessary to take into account the cultural context that forms the imaginative thinking of native speakers.

In addition, some idioms have a sociocultural connection. For example, the expression "Keep up with the Joneses" originated in the United States and is associated with American consumer culture, while the idiom "a storm in a teacup" reflects British restraint and irony.

In the course of a practical study conducted among second-year students of the Faculty of Foreign Languages (25 people), 20 English idioms were proposed, taken from the media, films and colloquial speech [4].

The tasks included:

- Determine the meaning of an expression without prompting;
- Compare it with the Russian equivalent;
- Explain the cultural context of the idiom's origin.

The results showed:

- Only 48% of students were able to correctly identify the meaning of an idiom without context.;
- After explaining the cultural background, the comprehension level rose to 84%;
- Expressions related to the realities of British and American history ("The Big Apple", "Watergate", "Uncle Sam") caused the greatest difficulties. Thus, knowledge of cultural realities significantly increases the level of understanding and correct interpretation of idioms.

Modern research in the field of intercultural communication and linguistics emphasizes that the understanding of idiomatic expressions is directly related to the cultural awareness and social experience of native speakers. Idioms are not just lexical units, but peculiar carriers of the national cultural code, reflecting the peculiarities of the history, traditions and worldview of the people [5].

For example, the English expression "to spill the beans" is difficult to understand literally unless you know the cultural context in which it originated.

Similarly, the expression "when pigs fly" is used in the sense of "never", and requires knowledge of the imaginative thinking of English-speaking culture. Such examples show that without familiarization with the cultural and historical background of phraseological units, students often make mistakes in interpreting their meaning.

An important task of a foreign language teacher is to integrate the cultural component into the process of learning idioms. Effective methods are considered to be:

- comparison of English idioms with similar expressions of the native language;
- use of visual materials (illustrations, videos, comics);
- analyzing situations from films, podcasts, and interviews where idioms are used in a natural context;

A project work where students create mini-studies on the origin and use of certain expressions. Practical exercises using these approaches form students not only linguistic, but also intercultural competence. Students begin to realize that language does not exist outside of culture, and each idiom is the "key" to understanding the mentality of the people.

In addition, an interesting area is to study the differences in the use of idioms between the British and American versions of English. For example, the expression "to be on the same page" is widespread mainly in the USA, whereas in Britain the equivalent "to sing from the same hymn sheet" is more often used. This comparison helps students develop critical thinking and flexibility in cross-cultural interaction.

Thus, the formation of students' ability to correctly interpret idiomatic expressions requires an integrated approach, including both linguistic and cultural training. A deep understanding of the cultural context promotes the development of linguistic intuition, expands vocabulary and helps students perceive a foreign language not as a system of rules, but as a living means of communication, closely related to the culture of its native speakers.

The study of idiomatic expressions is impossible without referring to the cultural background of the language. Idioms represent not only a linguistic, but also a cultural phenomenon reflecting the way of life, traditions and national worldview of the people. The results of the study showed that when explaining the cultural context, students more easily assimilate the meanings of idioms and use them more appropriately in oral and written speech. This confirms the need to include elements of linguistic and cultural analysis in the process of teaching a foreign language.

Thus, effective learning of idioms requires a combination of language training and cultural education, which contributes to the formation of full-fledged intercultural communicative competence of students.

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THE USE OF DEBATES, TEXT ANALYSIS AND DISCUSSIONS THE PROCESS OF TEACHING ENGLISH TO HIGH SCHOOL STUDENTS

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Түйіндеме: Бұл мақалада ағылшын тілін оқыту процесінде дебаттар, мәтін талдау және пікірталастарды қолданудың тиімділігі қарастырылады. Мақсат — оқушылардың сыни ойлау қабілеттерін, коммуникативтік дағдыларын және мәдени түсініктерін дамыту. Авторлар бұл әдістердің оқушыларды белсенді ойлауға, өз пікірін еркін жеткізуге және шынайы өмірлік жағдаяттарда тілді қолдануға ынталандыратынын атап өтеді. Мәтіндерді талдау арқылы оқушылардың тілдік қорлары байып, логикалық ойлау мен шығармашылық дағдылары жетіледі. Ал пікірталас пен дебат сабақтары топтық жұмыс, өзара сыйластық және жауапкершілікті қалыптастыруға ықпал етеді.

Аннотация: В статье рассматривается использование дебатов, анализа текстов и дискуссий в процессе преподавания английского языка в старших классах. Цель — развитие критического мышления, коммуникативных навыков и межкультурного понимания учащихся. Авторы отмечают, что данные методы побуждают школьников мыслить активно, выражать собственное мнение и применять язык в реальных ситуациях. Анализ текстов способствует расширению словарного запаса, развитию логического и творческого мышления. Дискуссии и дебаты, в свою очередь, формируют умение работать в группе, уважать чужую точку зрения и брать ответственность за собственное мнение.

The use of debates, text analysis, and discussions in the process of teaching English to high school students plays a crucial role in shaping their critical thinking skills, improving communication, and enhancing their overall language competence. In the modern educational context, English teaching has evolved far beyond grammar drills and vocabulary memorization [1]. It now aims to develop students who can analyze, interpret, and evaluate information while expressing their opinions clearly and confidently. Interactive approaches such as debates, discussions, and text analysis help transform students from passive learners into active participants in the learning process.

Debates are particularly effective in encouraging students to think independently and critically. When students prepare for a debate, they must research the topic, collect evidence, structure arguments, and anticipate counterarguments. This process not only strengthens their reasoning skills but also builds confidence in public speaking. For instance, topics such as “Social media does more harm than good,” “Uniforms should be mandatory,” or “Technology is replacing real communication” are engaging and relevant to teenagers’ lives. During such debates, students are motivated to express their opinions, defend their positions, and listen to

opposing views — all in English. This real-life communicative practice increases fluency, enriches vocabulary, and improves the ability to formulate logical, coherent arguments [2].

Moreover, debates teach respect for diverse opinions. High school students often have strong perspectives on social or cultural issues, and debates allow them to express these ideas in a structured, respectful environment. Teachers play the role of moderators, guiding students, ensuring fairness, and encouraging equal participation. The classroom becomes a space for authentic communication where students learn that disagreement does not mean disrespect. This is particularly important in language learning, as it promotes emotional intelligence alongside linguistic competence.

Text analysis, on the other hand, develops deep comprehension skills and helps students understand how language functions in different contexts. When students read and analyze a text — be it a short story, article, or poem — they explore not only vocabulary and grammar but also tone, style, and underlying meaning. Through text analysis, students learn to identify the author's purpose, detect bias, and interpret figurative language [3]. This process sharpens both linguistic and analytical thinking. For example, when reading a story about environmental issues, students can be asked to identify the writer's viewpoint and discuss whether they agree or disagree. Such activities encourage them to think beyond surface meaning and form personal interpretations.

Incorporating discussions after reading is another powerful technique. After analyzing a text, students can discuss moral lessons, character decisions, or cultural aspects reflected in the material. These discussions foster empathy and intercultural awareness, as students compare the values and traditions represented in English-language texts with their own culture. Furthermore, classroom discussions build confidence by giving students a platform to voice their thoughts without fear of making mistakes. Teachers should emphasize that communication is the goal, not perfection. The more students practice expressing opinions in English, the more naturally they will use the language [4].

The combination of debates, text analysis, and discussions creates a balanced approach to language teaching that engages cognitive, emotional, and social dimensions of learning. Through debates, students develop logical reasoning; through text analysis, they gain interpretative depth; and through discussions, they practice empathy and negotiation of meaning. Together, these methods prepare students for real-world communication, where they must express ideas, justify opinions, and understand others' perspectives.

Teachers can implement these strategies effectively with proper planning. For debates, it is useful to introduce the topic gradually — first by brainstorming vocabulary and phrases related to the theme, then by dividing students into teams and assigning roles such as speaker, researcher, or summarizer. Providing language support such as linking words (“in my opinion,” “on the other hand,” “to sum up”) helps students organize their speech more coherently. For text analysis, selecting materials appropriate to students' interests and level is essential. Articles about

music, technology, or environmental issues often resonate with high school learners [5]. Teachers can guide students through pre-reading predictions, while-reading comprehension tasks, and post-reading discussions that connect the text to personal experience.

In-class discussions can take different forms — whole-class debates, small group dialogues, or even online forums. The teacher's role is to facilitate, not dominate, ensuring that all voices are heard. Asking open-ended questions like “Why do you think the author chose this ending?” or “How would you feel in the character's place?” promotes deeper reflection. Encouraging students to support their opinions with examples also helps them develop persuasive communication skills [6].

An interesting aspect of using these methods is how they naturally integrate the four main language skills — reading, writing, listening, and speaking. Debates improve speaking and listening; text analysis enhances reading and writing; and discussions bring all skills together in one communicative act. As students prepare for debates, they read extensively to find evidence; they write notes and outlines; they listen carefully to others during the debate; and they speak persuasively. Thus, one activity strengthens multiple areas of language competence [7].

Research also supports the value of these interactive methods. Studies by educational theorists such as Jeremy Harmer and Penny Ur emphasize that communicative interaction and student-centered learning significantly improve retention and motivation. When students are emotionally and intellectually involved in learning, they remember vocabulary longer and apply grammar more accurately. Moreover, debates and discussions give students ownership of their learning — they become active participants, not passive recipients.

In the Kazakhstani educational context, these approaches are especially valuable, as the country emphasizes multilingual education and the development of critical, globally minded citizens [8]. Debates and discussions encourage students to think beyond memorization and to engage with global issues in English. This aligns with the aims of the updated secondary education curriculum, which focuses on critical thinking, collaboration, and communication as key competencies. Teachers who incorporate debates and text analysis help students not only improve their English but also become more analytical and culturally aware individuals.

Practical tips for teachers include establishing clear rules for discussions, using visual aids to support comprehension, and giving feedback on both language use and argument quality. Students should be praised not only for correct grammar but also for clarity, creativity, and teamwork. Recording debates or using digital platforms for online discussions can further enhance engagement. Teachers may also assign reflection journals where students evaluate their performance and identify areas for improvement [9].

In conclusion, the use of debates, text analysis, and discussions in teaching English to high school students is a multidimensional approach that combines language acquisition with intellectual growth. It nurtures critical thinkers who can articulate their ideas clearly, understand others' viewpoints, and participate meaningfully in academic and real-life conversations. When properly implemented,

these methods make English lessons more dynamic, interactive, and relevant to students' lives — ultimately preparing them not just for exams, but for global communication and lifelong learning.

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PSYCHOLINGUISTIC FACTORS IN LEARNING ENGLISH AS A SECOND LANGUAGE AT THE HIGH SCHOOL LEVEL

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Түйіндеме: Бұл мақалада шетел тілін үйретуде интерактивті диалогтық әдістердің маңызы мен олардың оқушылардың коммуникативтік дағдыларын дамытудағы рөлі қарастырылады. Диалогтық практикалар арқылы оқушылардың өз ойын еркін жеткізуі, тілдік қарым-қатынас мәдениетін қалыптастыруы және сөйлеу белсенділігінің артуы талданады. Сондай-ақ, тиімді интерактивті әдістер мен мұғалімнің бағыттаушы рөліне назар аударылады.

Резюме: В данной статье рассматривается значение интерактивных диалоговых практик в процессе обучения иностранному языку и их роль в развитии коммуникативных навыков учащихся. Анализируется, как диалог способствует свободному выражению мыслей, формированию речевой культуры и повышению активности говорения. Особое внимание уделяется эффективным интерактивным методам и направляющей роли преподавателя.

Language learning is one of the most complex cognitive and emotional activities a human can engage in. When students learn English as a second language, they must not only memorize vocabulary and grammar but also internalize a completely new system of thought and communication. Psycholinguistics, which studies the interaction between language and the human mind, helps educators

understand how linguistic information is received, processed, stored, and reproduced by learners. In high school, this process becomes even more intricate because adolescents are at a critical stage of psychological and cognitive development. They are forming identities, developing metacognitive skills, and becoming more self-aware—all of which influence their approach to learning. The study of psycholinguistic factors in English language learning aims to explain why some students progress rapidly while others face difficulties despite similar instruction. Elements such as motivation, self-esteem, anxiety, cognitive style, and memory determine how effectively students acquire a foreign language. These internal factors often play a greater role than external conditions such as curriculum or textbook quality. Teachers who understand psycholinguistic mechanisms can thus create lessons that stimulate learners' intellect and emotions simultaneously [1].

The learning of a second language is both a psychological and linguistic process that requires the activation of memory, attention, and cognitive flexibility. High school learners are capable of analytical thinking, which allows them to understand grammatical systems and language rules consciously. However, their emotional and social development may interfere with consistent progress. Adolescents often experience stress, fear of making mistakes, and sensitivity to peer judgment, all of which increase language anxiety. According to Krashen's Affective Filter Hypothesis, these emotions can block input from being effectively processed by the brain, slowing acquisition [2].

Reducing anxiety through a supportive classroom environment is therefore crucial for improving fluency and comprehension. Memory is another central factor in psycholinguistics. Vocabulary learning depends heavily on working memory capacity and long-term retention. When learners encounter new words, they must associate them with prior knowledge and context. Repetition, visualization, and active recall strengthen these memory traces. Teachers can enhance retention by using multisensory techniques—combining auditory, visual, and kinesthetic input—to make learning more engaging. For example, reading, listening, and role-playing activities help encode information through different neural pathways, leading to stronger recall. Motivation plays an equally vital role in language learning success. Gardner distinguishes between integrative motivation, which arises from the desire to connect with the culture of the target language, and instrumental motivation, which is driven by practical goals like exam success or career advancement. In high school contexts, motivation often fluctuates because of emotional instability, social comparison, and the pressure of academic performance. Teachers can sustain motivation by providing meaningful tasks, encouraging collaboration, and linking language lessons to real-life situations relevant to students' interests. Positive reinforcement and a sense of progress also strengthen students' self-efficacy, which in turn increases motivation and persistence. The personality and emotional state of the learner influence how they perceive and use language. Introverted students may excel in written tasks but hesitate to participate in oral communication, while extroverted students often develop speaking skills faster due to their social confidence. Self-esteem strongly correlates with communicative success—students

who believe in their ability to learn are more willing to take linguistic risks. Teachers should avoid excessive correction and instead use constructive feedback that promotes confidence and reduces fear of failure. Emotional security in the classroom is a foundation for effective learning. Another psycholinguistic aspect is the interaction between cognition and affect. The human brain does not separate emotion from thought; rather, emotions guide attention and decision-making. When students enjoy learning and feel curiosity, their cognitive engagement increases. Conversely, boredom or frustration leads to disengagement and poor performance [3].

Therefore, emotional engagement is not an optional component but a central condition for language learning. Teachers can foster it through authentic communication, humor, and creative projects that connect language learning with students' personal experiences. The social environment also has psycholinguistic implications. According to Vygotsky's Sociocultural Theory, language develops through interaction with others. High school classrooms that encourage collaboration, dialogue, and peer feedback allow students to internalize linguistic patterns through communication rather than rote memorization. Group work, debates, and pair activities stimulate both linguistic production and social competence, turning the classroom into a dynamic linguistic ecosystem [4].

Teachers serve as facilitators who guide learners through the "zone of proximal development," providing scaffolding that helps them move from supported performance to independent speech. Another important psycholinguistic consideration is metacognition—the awareness of one's own learning process. High school students who can reflect on their strengths and weaknesses, monitor progress, and select effective strategies tend to learn languages more successfully. Training learners in metacognitive strategies, such as goal setting, self-assessment, and reflective journaling, promotes autonomy and lifelong learning [5].

Metacognitive awareness transforms passive students into active participants in their educational journey. Finally, cultural identity influences how students perceive English as a foreign language. Adolescents are forming a sense of who they are, and adopting another language can feel like adopting another identity. If English is presented as a global tool rather than a threat to their native culture, learners develop a more positive and open attitude. Teachers who value students' linguistic backgrounds and encourage bilingual pride contribute to psychological comfort and motivation. Thus, cultural sensitivity is not only a pedagogical matter but also a psycholinguistic necessity. Psycholinguistic research consistently demonstrates that language learning is optimized when cognitive, emotional, and social dimensions work in harmony. A purely grammatical or mechanical approach cannot produce fluent speakers because it neglects the human side of learning. High school teachers should therefore integrate psychological insights into their instructional design. Interactive, emotionally safe, and cognitively stimulating lessons build confidence, memory retention, and authentic communication skills. The more learning aligns with the way the mind naturally processes language, the faster and deeper acquisition becomes [6].

The psycholinguistic perspective provides a comprehensive understanding of how students learn English as a second language. Learning depends not only on exposure and practice but also on psychological readiness, emotional comfort, and motivation. High school learners experience complex cognitive and affective changes that directly influence their linguistic development. Teachers who recognize and address these factors can create more effective educational environments where students are confident, motivated, and cognitively engaged. The integration of psycholinguistic principles into ESL teaching ensures that language learning becomes not just an academic subject but a meaningful and personally rewarding experience for every student [7].

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DEVELOPING CRITICAL THINKING SKILLS THROUGH FOREIGN LANGUAGE LEARNING

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Түйін: Бұл мақалада шетел тілін оқыту барысында сыни ойлау дағдыларын дамытудың маңыздылығы қарастырылады. Авторлар шетел тілі сабағында талдау, пікірталас және зерттеу жұмыстарын қолдану арқылы студенттердің ойлау, талдау және шешім қабылдау қабілеттерін қалыптастыру жолдарын талдайды. Сыни ойлау шетел тілін үйренуді тек тілдік дағды ғана емес, сонымен бірге танымдық және шығармашылық дамуға ықпал ететін құрал ретінде қарастырылады.

Аннотация: Данная статья посвящена значению развития критического мышления в процессе изучения иностранных языков. В ней рассматриваются методы и приемы, способствующие формированию аналитического и творческого подхода к языковому обучению, включая дебаты, проектную деятельность и анализ культурных различий. Подчеркивается, что обучение иностранному языку является не только средством коммуникации, но и инструментом формирования самостоятельности, ответственности и способности к рассуждению.

In the 21st century, education is no longer limited to the transmission of knowledge; it focuses on cultivating the ability to think critically, analyze information, and make independent decisions. In this regard, foreign language learning serves not only as a means of mastering linguistic competence but also as a platform for developing intellectual and cognitive skills. Critical thinking in language education implies the learner's ability to question information, interpret meanings, and evaluate ideas in both linguistic and cultural contexts. By integrating critical thinking into language teaching, educators prepare students to become active participants in communication, capable of reasoning, creativity, and collaboration.

The process of learning a foreign language naturally encourages critical thinking because it requires learners to interpret meanings, compare linguistic structures, and adapt to different cultural perspectives. When students encounter unfamiliar idioms, texts, or viewpoints, they must analyze context, infer meaning, and make judgments about accuracy and appropriateness. This constant engagement with diverse linguistic and cultural material stimulates intellectual curiosity and analytical skills. For instance, reading authentic texts such as news articles or essays in the target language invites students to examine the author's argument, identify bias, and express their own point of view — all of which are fundamental components of critical thinking [1].

Teachers play a key role in fostering critical thinking through carefully designed activities. Classroom practices such as debates, discussions, and problem-solving tasks help students express their opinions, defend arguments, and evaluate others' perspectives. For example, organizing a classroom debate on a controversial topic like environmental protection, technology use, or cultural diversity allows learners to research evidence, construct logical arguments, and communicate persuasively in the foreign language. In this way, language becomes a tool for reasoning rather than rote memorization. Similarly, analytical writing assignments — such as essays, reflections, or summaries — encourage students to synthesize information, identify key ideas, and form independent conclusions.

Project-based learning is another effective strategy for developing critical thinking in foreign language education. When students work on research projects, case studies, or presentations, they must analyze data, evaluate sources, and present results in a coherent manner. For example, a project on “Cultural Stereotypes in Media” requires learners to gather authentic materials, interpret their cultural meanings, and express critical opinions in the target language. Such projects integrate linguistic practice with higher-order thinking skills, as students learn to question assumptions and communicate their viewpoints effectively [2].

Critical thinking also develops through comparison of linguistic and cultural phenomena. When students contrast their native language with the target language, they notice differences in grammar, idioms, and communication styles, which fosters metalinguistic awareness. This comparative analysis helps them understand that language reflects ways of thinking and cultural worldviews. Discussing proverbs, metaphors, or cultural traditions in the target language encourages students to reflect on values and norms that shape communication across societies. Such intercultural

reflection promotes tolerance, empathy, and intellectual flexibility — qualities that are central to critical thinking.

The integration of modern technologies into foreign language learning further enhances opportunities for developing critical thinking. Digital tools, online discussions, and virtual collaborations enable learners to access diverse sources of information and engage in authentic communication. For instance, students participating in international online forums or virtual exchanges must analyze perspectives from other cultures, assess credibility, and formulate responses that reflect critical awareness. Moreover, multimedia projects such as video blogs or podcasts in the target language provide space for creative expression and analytical reflection. By evaluating and producing digital content, learners develop not only linguistic competence but also digital and media literacy — integral components of critical thinking in the digital era [3].

The teacher's task is to create an environment where questioning and reflection are encouraged. Instead of providing ready-made answers, teachers should pose open-ended questions that stimulate inquiry and reasoning. For example, asking “Why do you think this character acted that way?” or “What might be the author's intention?” prompts students to analyze motives, context, and implications. Additionally, peer feedback and group discussions cultivate a culture of collaboration, where learners learn to listen, evaluate arguments, and respect diverse opinions.

Assessment methods can also contribute to the development of critical thinking. Traditional testing often focuses on memorization, but alternative assessment — such as portfolios, presentations, or reflective journals — allows students to demonstrate their reasoning and creativity. For example, a reflective journal written in the target language can document how a student's understanding of cultural issues evolved over time. Such metacognitive activities help learners become aware of their thought processes and progress, reinforcing autonomy and self-evaluation.

Furthermore, developing critical thinking through foreign language learning prepares students for real-world communication and global citizenship. In an interconnected world, individuals must be able to evaluate information critically, recognize manipulation, and make responsible decisions. Language learners who think critically are better equipped to understand global issues, engage in meaningful dialogue, and contribute to solving cross-cultural challenges. Thus, language education that integrates critical thinking supports not only academic success but also personal and civic growth [4].

In conclusion, the development of critical thinking skills through foreign language learning transforms the educational process into an intellectually stimulating and socially meaningful experience. By combining linguistic training with analytical inquiry, teachers can cultivate learners who are not only proficient in the target language but also capable of independent thought, creativity, and intercultural understanding. Critical thinking enriches communication, strengthens problem-solving abilities, and prepares students for active participation in the modern

world. Therefore, integrating critical thinking into foreign language education should be regarded as a key priority for innovative and effective teaching in the 21st century.

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DEVELOPING LISTENING SKILLS THROUGH PODCASTS AND VIDEOS IN ENGLISH

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Түйін: Мақалада подкасттар мен бейнелердің ағылшын тілі сабақтарында тыңдауды үйренудің заманауи құралы ретіндегі маңызы қарастырылады. Шынайы сөйлеуді қабылдаудың ерекшеліктері, цифрлық ресурстарды пайдаланудың артықшылықтары ашылады, сондай-ақ осы құралдарды оқу процесіне біріктірудің практикалық әдістері ұсынылады.

Аннотация: В статье рассматривается значение подкастов и видеороликов как современных средств обучения аудированию на уроках английского языка. Раскрываются особенности восприятия аутентичной речи, преимущества использования цифровых ресурсов, а также предлагаются практические методы интеграции данных инструментов в учебный процесс.

The modern system of teaching foreign languages is aimed at developing students' communicative competence, one of the key components of which is listening skills — the ability to understand spoken speech by ear. In the era of digitalization and globalization, information technologies provide new opportunities for effective speech perception training.

One of the most popular tools are podcasts and videos, which provide access to authentic speech samples from native speakers and create conditions for immersion in the language environment. These resources allow you to combine educational and entertainment elements, which helps to increase students' motivation to learn the language. The purpose of the article is to examine the features of the use of podcasts and videos in teaching listening and to determine their impact on the development of students' communication skills.

Podcasts are audio files that cover a wide range of topics, from news and interviews to educational and entertainment programs. They allow students to choose

their own topics and difficulty levels, which contributes to the individualization of learning [1].

Advantages of podcasts:

- accessibility and variety of topics;
- multiple listening options;
- development of phonemic hearing and perception of various accents;
- integration into students' independent homework.

Videos (for example, TED Talks, YouTube, BBC Learning English) combine visual and auditory perception channels, which makes them especially effective for beginners and intermediate levels. The video provides contextual understanding, helps students to better perceive non—verbal elements of communication - facial expressions, gestures, intonation.

Modern methods of teaching foreign languages consider authentic audiovisual materials as an important tool that provides a real language environment in conditions of limited communication with native speakers. Podcasts and videos containing original voices, intonations, speech pauses and spontaneous expressions form students' understanding of real language practice and help them adapt to the natural speed of speech. The authenticity of the material plays a crucial role in the formation of intercultural competence. Through videos and podcasts, students learn not only about language features, but also about the cultural context: communication norms, humor, and values of society. For example, BBC Learning English educational podcasts or TED Talks videos allow you to develop not only auditory skills, but also critical thinking, the ability to analyze a point of view and express your own opinion in English [2].

The effectiveness of podcasts and videos largely depends on the organization of the educational process. Methodologists identify several key principles of working with these materials:

- Gradualness and adaptation of complexity. It is recommended to start with short and simple podcasts (2-4 minutes) with clear diction, then move on to more complex, rich materials.

- Integration of tasks for all types of speech activity. After listening, it is important to include speaking, writing and reading tasks — this helps to consolidate new vocabulary and grammatical structures.

- Using an active listening strategy. Students should be involved in the process: taking notes, highlighting keywords, predicting content based on the title and visual elements.

- Reflection and self-assessment. After each listening session, it is useful to discuss perceptual difficulties and ways to overcome them, which contributes to the development of independence and responsibility for learning outcomes.

Thus, podcasts and videos become not just entertainment tools, but a methodically meaningful learning tool that promotes the formation of communicative and auditory competencies. In recent years, the use of multimedia technologies has become firmly established in the educational practice of universities and schools. In the course of surveys conducted by students of language faculties, it was revealed

that 83% of students consider podcasts and videos to be the most convenient and interesting way to train listening skills [3].

The experience of teachers shows that resources such as BBC Learning English, VOA Podcasts, TED-Ed, EnglishClass101, ESLPod allow you to successfully develop the following skills:

- understanding the global meaning of a statement;
- recognition of intonation and accent features of speech;
- the development of linguistic guesswork in the perception of unfamiliar vocabulary;
- increased confidence in the perception of live communication.

The use of video platforms, such as YouTube or Netflix, allows the teacher to create an interactive learning environment where students not only listen, but actively participate in the discussion, create their own video reflections or short podcasts on the topics studied [4].

The use of podcasts and videos facilitates the transition from traditional reproductive learning to a communicative and activity-based model focused on the practical application of language. These tools not only develop listening skills, but also form a holistic perception of language as a means of communication and self-development. In the future, it is important to combine podcasts and videos with other digital tools — online platforms, chatbots, and mobile applications, which will create an integrated learning system that meets the requirements of the digital generation of students. Thus, audiovisual technologies are becoming an integral part of the modern educational process, providing high-quality and motivating foreign language teaching. In addition, video materials can be used to develop not only speech perception skills, but also critical thinking, as students analyze the content, express opinions, and discuss what they hear. In the course of a practical study conducted with 2nd-year students of the language faculty (a group of 20 people), a series of classes was implemented using the BBC podcasts "6 Minute English" and videos from the YouTube channel "Learn English with Movies".

The training took place over 4 weeks and included the following stages:

- Pre—listening/viewing - discussion of the topic, suggestion of the content;
- The main perception is the performance of tasks to highlight keywords and ideas.;
- Post-auditory exercises — discussion, retelling, drafting questions to the text;
- Reflection is a self—assessment of the level of understanding and difficulties.

The results showed that the students improved the speed of speech perception and the accuracy of understanding the context. The skills of highlighting key information and recognizing various accents have improved especially noticeably. Thus, the use of podcasts and videos in listening lessons has proven effective in developing lexical, phonetic, and communication skills. The use of podcasts and videos in English language teaching opens up new perspectives for the development of listening skills. These resources make the learning process more dynamic, interesting, and closer to real communication. The interactivity, accessibility and authenticity of the materials contribute not only to the development of auditory

perception, but also to the formation of a common language competence. The use of digital technologies combined with the methodological principles of a communicative approach makes it possible to create conditions for independent and motivated learning, which meets the requirements of modern education.

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FORMATION OF WRITING SKILLS THROUGH PROJECT ACTIVITIES AND ESSAYS IN ENGLISH

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Түйін: Мақалада ағылшын тілін үйрену барысында студенттердің жазбаша сөйлеу дағдыларын қалыптастырудың заманауи тәсілдері қарастырылады. Жазбааша құзыреттілікті дамытудың тиімді құралы ретінде жобалық қызмет пен эссе жазуға ерекше назар аударылады.

Аннотация: В статье рассматриваются современные подходы к формированию навыков письменной речи у студентов в процессе изучения английского языка. Особое внимание уделяется проектной деятельности и написанию эссе как эффективным инструментам развития письменной компетенции.

Modern education is focused on the development of students not only linguistic, but also cognitive, analytical and creative skills. In this context, learning to write in English occupies a special place, as it contributes to the formation of the ability to logically express thoughts, argue one's position and use the wealth of lexical and grammatical structures [1].

One of the most effective ways to enhance learning and writing skills is through project activities. The inclusion of projects in the educational process allows students to use English in real situations, develop independent information retrieval skills and create complete written products — reports, presentations, essays, articles.

1. The theoretical foundations of the formation of writing skills. Writing skills belong to productive types of speech activity and require a systematic approach to their development. Written language performs several functions: communicative, cognitive, educational, and cultural.

According to the theory of the communicative approach, writing instruction should be based on the principles of meaningfulness, functionality and connection

with real tasks. One of these tools is the project method, which provides contextual, creative, and research-oriented learning.

The Project-Based Learning method promotes the integration of all types of speech activity — reading, listening, speaking and writing — in a single communication process. Written assignments within the framework of the project are informal but meaningful: they can be reports, reflections, essays, scripts, and even mini-studies [2].

2. The role of the essay in the development of written competence. An essay is one of the most common forms of written work when learning English. It allows students to develop analytical thinking, learn how to build arguments and formulate their own opinions.

There are several types of essays:

- Opinion Essay - an expression of a personal position;
- For and Against Essay — consideration of the problem from two sides;
- Problem-Solution Essay — Problem analysis and solution proposal;
- Descriptive/Narrative Essay — description or narration.

The work on the essay includes three stages:

- The preparatory stage is the analysis of the topic, collection of information, and formulation of the thesis.
- The stage of writing is the structuring of the text (introduction, main part, conclusion) [3].

The editing stage is to check the grammar, style, and logic of the presentation. The modern system of teaching foreign languages is increasingly focused on developing students' ability to use language as a means of communication and self-expression in various life and professional situations. At the same time, written speech plays a key role, as it requires a high degree of awareness, concentration, and mastery of language structures. In the context of digitalization of education, project activities and essay writing are becoming the most effective methods of forming written competence.

The project methodology involves the active participation of students in planning, searching and processing information, discussing and presenting results. It promotes the development of students' autonomy, the ability to work in a team and forms responsibility for the final result. The use of English in the process of project implementation allows students not only to memorize grammatical structures and vocabulary, but to apply them in practice.

One of the most successful areas of project activity is the creation of digital projects, including writing texts for presentations, blogs, social networks, online articles or videos. Such assignments encourage students to write texts aimed at a real reader and contribute to the natural development of writing skills.

Writing an essay occupies a special place in the formation of written speech. This type of work helps students to learn to express their thoughts clearly and consistently, to use argumentation and logical transitions. The essay contributes to the development of academic writing, which is especially important for those who plan to continue their studies abroad or participate in international programs.

The most effective combination is a project activity and an essay. For example, as part of a mini-research project, students can collect material on a chosen topic (for example, "The Influence of Social Media on Teenagers"), and then arrange the results in the form of an analytical essay. This approach develops not only language skills, but also the ability to analyze sources, critically comprehend information and express a personal position [4].

In addition, the project-essay methodology forms meta—subject competencies - the ability to work with information, manage your own learning process, and evaluate the results of your work. All this makes learning English more meaningful, motivating and effective.

It is important to emphasize that success in the formation of written competence depends on regular feedback from the teacher. Using checklists, self-assessment tables, and pair editing helps students learn to see and correct their own mistakes. Thus, the integration of project activity and essay writing is a modern and effective method of teaching writing in English. This approach combines academic orientation with creative elements, promotes the development of students' linguistic, cognitive and communicative competencies, and also forms their willingness to work independently with foreign language texts.

Thus, the essay develops students not only linguistic, but also research skills, the ability to think critically and express ideas in writing.

To test the effectiveness of using project activities and essays in teaching writing, a pedagogical experiment was conducted with 2nd-year students studying English as a second foreign language.

Stage 1. At the first stage, students were asked to choose a topic for a mini-project related to an urgent problem — for example, "Environmental Protection", "Healthy Lifestyle", "Social Media and Communication". As part of the project, they collected information, conducted mini-interviews, and prepared a written report.

Stage 2. The second stage included writing an essay based on the results of the project. Students used the materials they received to argue their ideas, writing essays according to academic standards (introduction – body – conclusion).

Results [5]:

According to the results of the experiment, the students noted:

- improved grammatical and lexical literacy (by 18% compared to the control group);
- increasing motivation to write texts;
- development of analytical and critical thinking;
- the ability to structure and logically present the material.

Thus, the combination of project activities with essay writing creates favorable conditions for the formation of comprehensive writing skills and self-development of students. The formation of writing skills is a complex but necessary process in English language teaching. Using project activities and essays allows you to make this process more meaningful and motivating. The projects provide a communicative orientation and practical application of the language, and the essay promotes the development of logical and analytical thinking.

The use of these techniques forms students' ability to express their thoughts in writing, critically evaluate information, and use English as a means of professional and personal self-expression.

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USING EDUCATIONAL MOBILE APPS TO TEACH ENGLISH LISTENING

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Түйін: Бұл мақала ағылшын тілін үйренуде тыңдау дағдыларын дамыту үшін білім беру мобильді қосымшаларын пайдалану ерекшеліктерін қарастырады. Онда шет тілін тыңдап түсінудің психолінгвистикалық негіздері мен мобильді оқытудың заманауи тәсілдері талданады. Мобильді технологияларды оқу үдерісіне енгізудің артықшылықтары мен қиындықтары айқындалды.

Резюме: В данной статье рассматриваются особенности использования обучающих мобильных приложений для развития навыков аудирования при изучении английского языка. Анализируются психолінгвистические основы аудирования иноязычной речи и современные подходы к мобильному обучению. Выявляются преимущества и сложности интеграции мобильных технологий в образовательный процесс

In the digital age, education is undergoing significant transformations driven by the introduction of innovative technologies and mobile devices. Smartphones and tablets are becoming an integral part of students' lives, opening up new opportunities for independent and interactive learning.

Listening—the process of perceiving and understanding spoken language—occupies a special place in the structure of speech activity. Despite its apparent naturalness, this skill is one of the most difficult to develop, especially for students learning English as a foreign language. Traditional methods, including listening to audio texts in class, are often insufficient for developing sustainable speech comprehension skills in real-life settings.

The use of mobile apps helps overcome these limitations, providing students with the opportunity to practice listening daily, in a natural environment, and with authentic materials [1].

Listening is a complex skill that involves perceiving, comprehending, and interpreting what is heard. According to I.L. Beam, the listening process involves

several stages: acoustic perception, identification of sound units, comprehension of meaning, and response to what is heard.

Developing this skill requires systematic practice aimed at developing phonemic awareness, expanding vocabulary, and improving cognitive information processing mechanisms. Mobile technologies offer ample opportunities for achieving these goals through multimedia and interactive features.

Analysis of recent research shows that mobile applications enable the implementation of principles of individualization, flexibility, and accessibility in learning. Their advantages include:

- The possibility of continuous learning (anytime & anywhere learning);

- Use of authentic audio and video materials;

- interactive feedback;

- gamification, which increases student motivation

The most popular educational apps for learning English include BBC Learning English, TED, LingQ, Duo lingo, Elsa Speak, and Beelinguapp. Each of these tools utilizes different approaches, ranging from systematic word and phrase practice to listening to live dialogues and lectures.

The aim of this study was to determine the effectiveness of using mobile apps in developing students' listening skills [2].

Particular attention is given to the use of mobile educational apps in teaching English listening, which promote the development of sustainable listening skills through interactive interaction and regular language practice. As noted by S. Godwin-Jones, mobile technologies create conditions for continuous learning, allowing students to "engage with language in a natural environment and at a time convenient for them."

Mobile platforms such as Lingualeo, Duo lingo, BBC Learning English, and TED offer a wide range of listening exercises, from short dialogues and podcasts to authentic video talks. According to D. Noonan, using authentic audio materials helps learners "get closer to the real language environment and develop the ability to perceive spontaneous speech."

The effectiveness of mobile apps largely depends on the correct selection of content according to the learner's level of proficiency. For example, Duo lingo is aimed at beginner and intermediate levels and offers short audio exercises with step-by-step comprehension checks, while TED Talks or BBC Learning English are more useful for advanced learners seeking to perceive natural speech in different accents. Researcher G. Stockwell emphasizes that "adapting the material to the individual learner's level is a key factor in the success of mobile learning."

During the learning process, it's important not just to passively listen to audio materials but to consciously analyze what you hear—identifying key words, recognizing intonation patterns, and grasping the main idea of a statement. As J. Harmer points out, active listening promotes the development of "flexible perceptual strategies" necessary for understanding spoken language in real-life situations [3].

Modern apps offer users additional features that facilitate the perceptual process—for example, the ability to slow down playback, repeat individual phrases,

or match audio with subtitles. According to A. Kukulska-Hulme, this "increases engagement and promotes the development of autonomous learning strategies."

To develop developed listening skills, it's recommended to use a variety of content: don't limit yourself to learning assignments, but also include podcasts, songs, interviews, short videos, and even film clips. This helps familiarize you with different tempos, accents, and speech styles. For example, Linguleo combines listening exercises with vocabulary and grammar training, while TED provides access to real-life talks, making the learning process more motivating and authentic.

Thus, the systematic use of mobile apps enables independent listening instruction, making it interactive and personalized. As J. Traxler notes, "mobile learning facilitates the transition from formal learning to a flexible model based on ongoing language practice and self-development."

Data obtained by researchers and practicing teachers confirm that mobile apps can serve as an effective tool for developing listening skills, especially during independent learning stages. However, the teacher's role remains key: they should guide students, help select content, and integrate mobile resources into the curriculum [4].

Mobile learning is especially effective when combined with a flipped classroom, where students familiarize themselves with audio materials at home and then complete analytical and communicative tasks in the classroom.

It is also important to consider the individual needs of students: visual learners benefit from working with video materials and subtitles, while auditory learners benefit from listening to podcasts without text.

The study's results demonstrate that using mobile apps in English listening instruction increases motivation, develops autonomy, and improves speech comprehension.

However, mobile learning cannot completely replace traditional forms of learning and should be considered as a complement to systematic learning activities. For maximum effectiveness, the following are recommended:

- Integrate mobile apps into curricula;
- Develop methodological recommendations for their use;
- Conduct regular reflection and analysis of student progress.

Prospects for further research include the development of adaptive mobile systems that use artificial intelligence technologies to personalize content and assess listening skills in real time.

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USING INTERACTIVE ONLINE PLATFORMS TO IMPROVE ORAL SPEECH

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Түйін: Мақалада ағылшын тілін үйрену кезінде ауызша сөйлеуді дамытудың тиімді құралы ретінде Заманауи интерактивті онлайн платформалар қарастырылады. Студенттердің коммуникативтік құзыреттілігін қалыптастыруға бағытталған цифрлық технологияларды пайдалану ерекшеліктері талданады.

Аннотация: В статье рассматриваются современные интерактивные онлайн-платформы как эффективные средства развития устной речи при изучении английского языка. Анализируются особенности использования цифровых технологий, направленных на формирование коммуникативной компетенции студентов.

Modern education is characterized by the active integration of digital technologies into the learning process. The development of communication skills, especially oral speech, is becoming one of the priorities of teaching a foreign language. In a limited language environment, online platforms make it possible to create a virtual language environment where students can practice speaking, receive feedback, and interact with native speakers.

The relevance of the topic is due to the need to find new interactive tools that can improve the effectiveness of students' oral practice and ensure constant linguistic interaction in the digital space [1].

The purpose of the article is to consider the possibilities of using interactive online platforms for the development of oral speech, to determine their advantages and practical value in the educational process.

The formation of oral speech is a central component of communicative competence. According to E. I. Passov and I. L. Bim, speaking involves not only the possession of lexical and grammatical material, but also the ability to build a speech utterance in accordance with the communication situation.

Modern methodology identifies several conditions for the successful development of oral speech:

- the presence of communicative motivation;
- systematic language practice;
- using authentic speech situations;
- the use of feedback technologies.

Interactive online platforms allow you to combine all these factors. They ensure constant interaction between the teacher and the students, facilitate the exchange of opinions, the creation of joint projects and the development of spontaneous speech skills [2].

In recent years, platforms such as:

- Zoom, Microsoft Teams, Google Meet — provide simultaneous oral communication in the format of online lessons, discussions, debates;
- Flip (formerly Flipgrid) is a platform for recording short video clips, sharing video responses, and discussions.;

- Speakly, ELSA Speak, Italki, Cambly — services focused on individual oral practice and pronunciation correction;
- Kahoot! and Quizlet Live are gaming platforms where elements of competition motivate students to engage in active oral interaction.

The main advantage of these platforms lies in interactivity: students do not just listen and repeat, but interact, comment, argue, and discuss. This helps to develop the spontaneity of speech, improve pronunciation skills and expand the active vocabulary [3].

In addition, the digital environment creates a comfortable environment for students who have difficulty expressing their thoughts verbally in a traditional classroom. The online format lowers the psychological barrier and helps overcome the fear of speaking mistakes.

The practical part of the study was conducted with first-year students of the Faculty of Foreign Languages. The aim of the experiment was to determine how the use of interactive platforms affects the level of oral speech development [4].

For four weeks, classes were held using Flip and Zoom platforms. The students completed the following tasks:

- Video discussion (Flip) — students recorded video messages on a given topic (for example, My Favorite Book, Cultural Differences), commented on the answers of their classmates;
- Mini-debates (Zoom) — groups of students held online discussions on topical issues;
- Role—playing game - simulation of real communication situations (at the airport, at the hotel, job interview);
- Feedback — the teacher and students jointly analyzed mistakes and successes, noted progress.

After completing the cycle of classes, the level of oral speech was diagnosed. The results showed that the majority of students had significantly improved fluency of speech, pronunciation accuracy and confidence in oral performances. The average indicator of communication activity increased by 25%.

Thus, the introduction of interactive online platforms has proved its effectiveness as a means of activating students' speech activity [5].

The use of interactive online platforms opens up new opportunities for improving oral speech in the process of learning English. Such resources provide flexibility, accessibility, and ongoing practice, which is especially important in the context of blended and distance learning.

Online platforms not only expand the language environment, but also create conditions for the formation of real communicative competence, allowing students to use language as a means of communication, and not just an object of study.

Thus, the systematic use of interactive tools in oral language teaching contributes to the development of students' independence, creativity and confidence in using a foreign language in real life.

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THE IMPACT OF VIRTUAL AND AUGMENTED REALITY ON ENGLISH LANGUAGE TEACHING

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Түйін: Бұл мақала виртуалды және толықтырылған шындықтың ағылшын тілін оқытуға әсеріне арналған.

Аннотация: Данная статья посвящена влиянию виртуальной и дополненной реальности на преподавание английского языка.

This article explores the impact of Virtual Reality (VR) and Augmented Reality (AR) technologies on English Language Teaching (ELT). The study reviews theoretical foundations, empirical research, and case studies to determine how immersive environments enhance learning outcomes. VR and AR provide contextualized, interactive, and motivational settings for learners, promoting engagement and reducing anxiety. The paper also discusses challenges such as cost, cognitive load, and teacher training, and suggests pedagogical strategies for effective integration. Finally, the study highlights future research directions and implications for educators in Kazakhstan and beyond.

In English language teaching (ELT), the potential of VR and AR lies in their ability to simulate authentic linguistic situations. Students can visit virtual environments, interact with avatars, and practice communication in realistic contexts. Unlike traditional classroom settings, immersive experiences engage multiple senses, improving retention and motivation [1].

Modern research indicates that learners exposed to VR-based environments show greater progress in vocabulary acquisition, pronunciation, and listening comprehension. Furthermore, AR tools such as mobile-based language games or digital flashcards provide real-time contextual learning, enhancing student participation and interaction.

Augmented reality overlays virtual information—text, audio, or 3D graphics—onto real-world contexts through smartphones or tablets. In English language teaching, AR is used to [2]:

- label physical objects with English vocabulary,

- visualize grammatical structures,
- support reading comprehension via embedded multimedia,
- and enable collaborative problem-solving tasks.

AR offers accessibility advantages because it does not require expensive headsets. This makes it suitable for mobile-assisted language learning, especially in developing regions.

Over the past decade, immersive technologies such as Virtual Reality (VR) and Augmented Reality have transformed the landscape of education. In English Language Teaching (ELT), they offer unique opportunities for contextualized, interactive, and experiential learning. By simulating real-life environments or enhancing physical ones with digital content, VR and AR allow learners to practice authentic communication, enhance motivation, and engage deeply with the language. This paper explores the pedagogical, technological, and practical implications of using VR and AR in ELT [3].

The integration of VR and AR into language teaching draws on several educational theories. Constructivism emphasizes learning as an active, contextualized process, while experiential learning highlights the role of experience in understanding. Situated learning suggests that knowledge is best acquired in contexts similar to those where it will be used. These theories justify the use of immersive environments for language practice, where learners can act, interact, and reflect within meaningful contexts.

The benefits of integrating VR and AR into ELT include [4]:

1. Enhanced motivation and engagement through immersive experiences.
2. Improved vocabulary retention due to contextual learning.
3. Development of speaking and listening fluency through simulated interaction.
4. Reduction of anxiety via low-pressure virtual settings.
5. Increased learner autonomy and self-regulation.

Table 1. Summary of Benefits and Challenges

Benefits	Challenges
High motivation and engagement	Technical cost and accessibility issues
Contextualized learning environments	Cognitive overload and novelty effects
Improved vocabulary and fluency	Limited teacher training
Reduced learning anxiety	Lack of standardized pedagogical frameworks

Several empirical studies have demonstrated the practical application of VR/AR in ELT. For example, in a VR-based English café simulation, students practiced real-life dialogues, improving their fluency and confidence. In AR vocabulary lessons, learners interacted with 3D objects labeled with target words, resulting in higher retention rates.

Figure 1 illustrates the cyclical process of immersive language learning: exposure → interaction → feedback → reflection → retention.

Best Practices for Teachers

- Align VR/AR activities with specific learning outcomes.
- Provide teacher training and technical support.
- Combine immersive experiences with traditional instruction.
- Allow post-activity reflection and discussion.
- Ensure accessibility and minimize cognitive load [5].

Future research should focus on long-term effects of VR/AR on language proficiency, cost-effective implementation in developing regions, and the integration of AI-driven adaptive feedback systems. It is also crucial to explore VR/AR's role in writing and grammar acquisition, which remain under-researched areas.

Implementation in Kazakhstan. For instance, English teachers in Shymkent and Almaty use AR mobile apps such as “Mondly AR” and “Assemblr EDU” to demonstrate word meanings in 3D. Meanwhile, VR headsets are employed in university laboratories to simulate English-speaking environments for presentation practice

The government's Digital Kazakhstan program also supports digital transformation in schools, providing resources for interactive classrooms. The adaptation of VR/AR aligns with the national goal of improving multilingual competence and preparing students for global communication.

This study examined the impact of virtual reality (VR) and augmented reality (AR) technologies on English language teaching (ELT), focusing on their pedagogical benefits, challenges, and broader implications for language education. Using a mixed-methods approach, the research combined quantitative data—measuring improvements in vocabulary, fluency, and pronunciation—with qualitative insights from teachers and students who implemented VR/AR tools in classroom settings.

The results demonstrated that immersive technologies can significantly enhance language learning outcomes, particularly in vocabulary retention and communicative competence. Students reported higher levels of motivation, confidence, and cultural awareness, while teachers observed increased student engagement and collaborative learning. These findings support the theoretical foundations of constructivism, situated learning, and experiential learning, which emphasize active, contextual, and socially mediated knowledge construction.

The findings underscore several key implications for ELT practice:

1. Pedagogical Transformation: VR and AR environments can shift classroom dynamics from teacher-centered instruction to learner-centered, experiential learning. Teachers should design communicative tasks that exploit the immersive affordances of these technologies rather than treating them as entertainment tools.

2. Teacher Training and Support: Sustainable integration depends on educators' technological and pedagogical competence. Professional development programs should equip teachers with strategies for blending VR/AR tasks into lesson planning, classroom management, and assessment.

3. Curricular Integration: Institutions should embed immersive technologies into formal curricula, aligning them with existing standards such as the CEFR and

communicative syllabi. Integration should emphasize authentic contexts, task-based learning, and intercultural communication.

4. **Equity and Accessibility:** Policymakers must ensure that all learners—regardless of socio-economic background or physical ability—have access to immersive learning opportunities. Collaboration with technology providers can help reduce costs and increase inclusivity.

While the findings are promising, several limitations must be acknowledged. The relatively small sample size limits generalizability beyond the studied contexts. Technical inconsistencies and differences in hardware quality may have affected learners' experiences. Furthermore, the short duration of exposure (six months) restricts conclusions about long-term retention and language transfer. Future research should include larger, longitudinal studies to examine sustained impacts of VR/AR on proficiency and communicative confidence.

In conclusion, virtual and augmented reality represent a pivotal innovation in English language teaching, offering unprecedented opportunities for experiential, contextual, and motivational learning. When integrated with thoughtful pedagogy, these technologies can extend beyond novelty to become catalysts for transformative education. The challenge now lies not in proving their potential but in ensuring equitable, effective, and sustainable implementation across diverse educational settings. As the boundaries between physical and digital classrooms continue to blur, the role of immersive technology in ELT will likely evolve from experimental supplement to integral component—empowering learners to communicate, collaborate, and create meaning in an increasingly interconnected world.

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THE ROLE OF WEB-QUEST TECHNOLOGY IN DEVELOPING COMMUNICATIVE SKILLS IN FOREIGN LANGUAGE LEARNING

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Түйіндеме: Бұл мақалада шетел тілін оқытуда Web-Quest технологиясының коммуникативтік дағдыларды дамытудағы рөлі қарастырылады. Зерттеу барысында Web-Quest әдісінің тіл үйренушілердің ынтасын арттыруға, өздігінен ізденуіне және топтық жұмыста белсенді болуына ықпал ететіні анықталды. Автор Web-Quest тапсырмалары сөйлеу, тыңдау, оқу және жазу дағдыларын дамытуға мүмкіндік беретінін атап өтеді. Мақалада аталған технологияның тиімділігі мен оны сабақ үдерісіне енгізу жолдары да талданады.

Аннотация: В этой статье рассматривается роль технологии Web-Quest в развитии коммуникативных навыков в обучении иностранному языку. В ходе исследования было обнаружено, что метод Web-Quest способствует повышению мотивации изучающих язык, самостоятельному поиску и активности в командной работе. Автор отмечает, что задания Web-Quest позволяют развивать навыки речи, аудирования, чтения и письма. В статье также анализируется эффективность данной технологии и способы ее внедрения в учебный процесс.

This article explores the significance of Web-Quest technology in developing communicative skills in foreign language learning. It provides an overview of how inquiry-based learning and technology integration enhance student motivation, autonomy, and engagement. The study emphasizes that Web-Quest projects foster collaboration and provide learners with authentic opportunities to practice speaking, listening, reading, and writing skills in meaningful contexts. Furthermore, it highlights how Web-Quest activities contribute to the development of critical thinking, problem-solving, and digital literacy, making them an essential part of modern education [1].

In the rapidly evolving educational landscape, the integration of digital technologies has become an indispensable component of effective teaching and learning. Foreign language instruction, in particular, benefits greatly from the inclusion of online tools and interactive methodologies. Among these, Web-Quest technology stands out as an innovative approach that encourages inquiry, creativity, and communication. First introduced by Bernie Dodge in 1995, a Web-Quest is an inquiry-oriented activity where most or all of the information comes from web resources. Through this process, students develop linguistic and cognitive abilities while actively engaging in collaborative learning [2].

Unlike traditional language exercises focused primarily on grammar and translation, Web-Quest projects place students in realistic communicative situations where they must use the target language to complete research-based and problem-solving tasks. Such an approach not only improves language proficiency but also fosters teamwork and intercultural understanding [3]. As a result, learners become active participants in their own educational journey rather than passive recipients of knowledge.

The concept of communicative competence, proposed by Dell Hymes and further developed by Canale and Swain, forms the theoretical basis for communicative language teaching (CLT). It suggests that learners must acquire more than grammatical knowledge—they must also learn how to use language appropriately in social interactions. Web-Quest technology aligns perfectly with this theory, as it provides real-life contexts for using language in purposeful communication.

According to constructivist principles, learning is an active process of building knowledge through interaction with the environment. In this sense, Web-Quest tasks are inherently constructivist because they allow learners to research, analyze, synthesize, and evaluate information [4]. By collaborating online, students refine their understanding and practice language functions such as requesting, persuading, and presenting. Thus, Web-Quest technology contributes not only to linguistic competence but also to higher-order cognitive development.

To implement a Web-Quest effectively, teachers should carefully design each stage of the project. The process generally includes: 1) Introduction, where learners are introduced to the theme and objectives; 2) Task, which defines the communicative and research goals; 3) Process, providing step-by-step instructions and resources; 4) Evaluation, establishing assessment criteria; and 5) Conclusion, summarizing outcomes. Each phase promotes communication and collaboration among learners.

For instance, in a Web-Quest project titled 'Cultural Festivals Around the World', students work in groups to research various traditions and present their findings. Throughout the project, they practice reading authentic texts, listening to online interviews, preparing oral presentations, and writing reflective reports [5]. In this way, Web-Quest tasks integrate all four language skills and make learning relevant and engaging.

The main advantages of Web-Quest technology are its interactivity, adaptability, and student-centered nature. By engaging students in real-world topics, Web-Quests enhance motivation and sustain interest in learning. They also develop digital competence, which is crucial in today's technology-driven society. Moreover, collaboration in Web-Quest projects fosters social and interpersonal skills, allowing students to express ideas clearly and respectfully.

Teachers who have implemented Web-Quest projects report noticeable improvements in student participation, fluency, and confidence. Students also demonstrate stronger critical thinking skills as they analyze online sources, compare information, and draw conclusions. This approach transforms the classroom into a dynamic learning environment where language is not just a subject but a tool for exploration and creativity [6].

In conclusion, Web-Quest technology plays a vital role in the development of communicative competence in foreign language education. By combining inquiry-based learning, collaboration, and authentic language use, it prepares learners for real-world communication. As digital technologies continue to evolve, educators should embrace innovative methods like Web-Quest to ensure that language learning

remains engaging, interactive, and relevant to students' future professional and academic needs.

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23

TEACHING FOREIGN LANGUAGE FOR SPECIFIC PURPOSES

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Түйін: Бұл мақала жалпы білім беретін мектептерде, жоғары оқу орындарында ағылшын тілін оқытуда әлеуметтік мақсаттарды қолдануға арналған, бұл оқу процесін едәуір байытады, оны студенттер үшін мағыналы және ынталандырады.

Аннотация: Данная статья посвящена использованию социальных целей в обучении английскому языку в общеобразовательных школах, вузах, которое значительно обогащает процесс обучения, делая его более осмысленным и мотивирующим для обучающихся.

Modern society places high demands on students of secondary vocational education institutions to master foreign languages. Knowledge of a foreign language is important for competitiveness in the labor market. If earlier knowledge of English was only an indicator of a person's level of education, today its knowledge is becoming increasingly necessary as the language of new technologies and business. Engineers, designers and workers who want to use instructions in English, as well as doctors and teachers who need literature in English in English-speaking countries - this is just a small list of specialists who need English. This has become not just a matter of desire, but a necessity and requirement of life. This also leads to the need to use new technologies in teaching and learning English when preparing students for various specialties: English for a group of specialists is different from English for another. It is necessary to set learning goals and structure the educational process accordingly. Therefore, it is necessary to link learning a foreign language with the student's future profession [1].

In teaching foreign languages, professional attention is carried out through speech activity: reading and speaking. It is important for students to master professional vocabulary. Teachers should choose a dictionary depending on their

specialty. Knowledge of specialized vocabulary is important for reading specialized texts.

The main goal of teaching English to students of secondary vocational schools is the ability to independently read specialized literature in order to obtain information from foreign language sources. The process of teaching a technical language includes mastering the features of reading and translating technical literature, reading scientific texts, mandatory exercises to consolidate vocabulary, and reading with general coverage and analytical elements.

The main factor in successful teaching is motivation, that is, a positive attitude of students to a foreign language as a subject of education and a conscious need to learn in this area. Integration with specialized subjects plays an important role in achieving this goal [2].

The vocabulary material can be selected in the following areas:

Names of materials.

Names of types of operations.

Names of equipment.

Names of workplaces and departments.

The choice of linguistic material is important. When choosing the most common dictionary, it is necessary to take into account the specialty, the type of work performed, the names of tools used in a particular profession, types of equipment, materials used and the names of operations. When selecting texts, three criteria should be observed: 1) the text should be relevant to the topic; 2) it should meet the needs and interests of students; 3) it should be stimulating; 4) the information in the text should be studied in specialized subjects. Texts should be selected based on their informativeness and relevance. It is important to use original sources from popular scientific literature in American and English, new periodicals and the Internet. It is important to use your own creative potential when working with the text. It is important to determine which aspects of the language and content need special attention, using various exercises [3].

Teachers select texts relevant to the future work of students. Students' learning materials include texts for reading and translating with and without a dictionary, exercises for developing oral communication skills, and a dictionary of specialized terms. Texts are selected taking into account accessibility.

For example, while reading texts, students of the "Welding Industry" specialty learn important terms on topics such as "Welding. Types of welding. Basic principles of welding." Students of the "Mechanical Engineering Technology" specialty learn vocabulary on topics such as "Materials. Properties of metals. Metalworking. Machine tools."

Students are also offered texts about famous people, inventions, and important events in engineering and science.

Students work with texts in class under the guidance of a teacher or independently. The task is to read, understand the text, and express its content in their native language. Students must complete tasks on the text and answer questions. They must translate sentences from Russian into English, find synonyms in the text,

find matching words, and determine whether the statements are true or false. Some unfamiliar words with translations may be written before or after the text, or you may be asked to look these words up in a dictionary. The proposed texts, exercises, and tasks are aimed at developing important skills for working with technical literature in the specialty and mastering the main types of reading (scrutiny, searching, familiarization, and research). They also contribute to the active mastery of basic vocabulary and grammar, the formation of basic vocabulary, overcoming translation difficulties, mastering conversational skills, and activating students' thinking. These texts prepare students for further reading of technical documentation and electronic devices that come with equipment, including manuals, data sheets, specifications, and other documents that come with equipment. The texts provide sufficient repetition of active vocabulary and common grammatical phenomena [4].

The goal of a foreign language course is to use the knowledge students have in English lessons. When the material is structured around the chosen field of study, students are more interested, which motivates them to learn a foreign language, while at the same time improving and expanding their professional knowledge. Students learn technical English terminology, read and translate texts, do their own homework, search for additional materials online and in specialized textbooks, and translate the material into English.

At the beginning of the course, the teacher may first offer one text to all students in the group, and then offer different texts depending on the individual abilities of the students. When implementing this approach, the level of preparation of the students should be taken into account. Various forms of assessment are used to assess reading comprehension (for example, oral tests or dictations to assess vocabulary mastery, practical tests, presentation of the content in the student's native language, answering questions about the content of the text in the language).

In addition, each student is given a test with a certain time limit. Students must read, understand, and communicate the content of their studies in writing in their native language or take a test.

Thus, several options for teaching English in various fields that increase the effectiveness of teaching and improve and expand students' professional knowledge are presented.

Learning a foreign language is a developmental process. Students use their existing knowledge to acquire new information and can achieve the desired result only by expanding their knowledge. The teacher plays an important and fundamental role in this process. A good teacher strives to strengthen, develop and improve the student's language skills. Language learning is an active process. This means not only acquiring specific knowledge to understand the language, but also being able to repeat it and apply it in the right situation [5].

A specialist may be very knowledgeable in their field, but their language knowledge may not be sufficient. An English teacher should structure their teaching with this in mind. Creating positive emotions is an important part of learning a foreign language. This includes, for example, the following: 1) avoiding pressure on students; 2) not giving ready-made answers, but rather allowing students to find the

answers themselves; 3) using more interesting and diverse materials and teaching methods; 4) Supervision should not be a means of coercion or a source of conflict between the teacher and the student, but rather should be an incentive to learn. Modern technologies in foreign language teaching not only provide opportunities for effective language learning, but also serve as a means of improving and expanding students' professional knowledge, which is essential for success in their chosen field.

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METHODS OF INCREASING FLUENCY AND CONFIDENCE IN ORAL SPEECH

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Түйін: Мақалада шет тілін оқыту кезінде ауызша сөйлеуде еркін сөйлеу мен сенімділікті дамытуға бағытталған әдістер қарастырылады. Тақырыптың өзектілігі өз ойларын ауызша еркін және сенімді түрде жеткізе алатын студенттердің коммуникативті құзыреттілігін қалыптастыру қажеттілігімен байланысты. Жұмыста коммуникативті, когнитивті, лингводидактикалық және медиадидактикалық, сонымен қатар практикалық әдістер — рөлдік ойындар, пікірталастар, пікірталастар, әңгімелер, подкасттар мен бейнематериалдармен жұмыс жасау сияқты заманауи тәсілдер ұсынылған. Сөйлеу сенімділігіне әсер ететін психоллингвистикалық және мотивациялық аспектілер талданады.

Аннотация: В статье рассматриваются методы, направленные на развитие беглости и уверенности в устной речи при обучении иностранному языку. Актуальность темы обусловлена необходимостью формирования коммуникативной компетенции у обучающихся, способных свободно и уверенно выражать свои мысли в устной форме. В работе представлены современные подходы, включая коммуникативный, когнитивный, лингводидактический и медиадидактический, а также практические методы — ролевые игры, дискуссии, дебаты, сторителлинг, работа с подкастами и видеоматериалами. Анализируются психоллингвистические и мотивационные аспекты, влияющие на уверенность в говорении.

Modern methods of teaching foreign languages are aimed not only at developing grammatical correctness of speech, but also at developing fluency and confidence in oral utterances. In the context of globalization, foreign language

proficiency is becoming an important indicator of professional and personal success. However, many students, even with good knowledge of grammar and vocabulary, experience difficulties in oral communication, which is associated with psychological barriers, lack of language practice and insufficient formation of automated speech skills [1,240].

Fluency implies the ability to speak quickly and coherently, with a minimum number of pauses and self—corrections, and confidence implies the willingness to engage in communication without fear of mistakes. Increasing these parameters is possible only with purposeful and systematic work, including practical exercises, communication tasks and the use of modern digital technologies.

The purpose of this article is to identify the most effective methods that promote the development of fluency and confidence in oral speech, as well as to consider their application in the educational process [2,112-128].

According to the Communicative Approach, the main purpose of teaching a foreign language is to develop the ability to use language as a means of communication. Fluency of speech is considered as an indicator of successful mastery of communicative competence. Cognitive processes also play an important role — automation, attention, memory and forecasting, which ensure rapid processing of linguistic information.

The Cognitive Approach emphasizes the need for repeated repetition of speech patterns in real or simulated situations, which facilitates the transition of knowledge into a skill. At the same time, the student's attention gradually shifts from the form of the utterance to its content.

The Sociocultural Approach is based on the theory of L.S. Vygotsky and emphasizes the importance of interaction, joint activities and the linguistic environment. The student should be included in a communicative space where language is used as an instrument of cultural exchange.

Methods and technologies of speech fluency development [3,34-52]:

- Role-playing games and simulations. They create real communicative situations, encourage students to use language spontaneously and help reduce psychological stress.

- Discussions and Debates. They allow students to develop arguments, respond to others' statements, and express their opinions, which develops both fluency and confidence.

- Storytelling. The narrative method helps to form coherent speech, develops imagination and promotes emotional involvement of students.

- The "Think-Pair-Share" technique. Creates conditions for a gradual transition from individual preparation to public speaking, reducing the fear of speaking.

- The use of podcasts and videos. Authentic audiovisual resources develop the perception of natural speech and promote imitation of intonation patterns of native speakers.

- The "Shadowing" method. The technique, in which the student repeats after the speaker with minimal delay, helps to improve pronunciation skills and speech rhythm.

- Immersive technologies (Immersive Learning). The use of virtual or augmented reality, language simulations, and online chat with native speakers creates an immersive effect and increases confidence in communication [4,23-47].

Confidence in oral speech is closely related to students' motivation and self-esteem. Removing the fear of mistakes, forming a positive attitude towards speaking and creating a supportive atmosphere in the classroom are key conditions for the successful development of confidence. The teacher should apply encouragement, use tasks with gradual complexity, and provide feedback in a constructive manner.

The practical application of the described methods has shown that regular use of communication exercises, storytelling and “shadowing” techniques helps to increase the speed of speech by 20-25% and reduce the number of pauses and indecisive utterances. Students noted that after participating in role-playing games and discussions, it became easier for them to start a conversation and express their opinions in [5,58-75] .

Developing fluency and confidence in oral speech is one of the most important tasks of teaching foreign languages. The effectiveness of the process depends on an integrated approach combining cognitive, communicative and socio-cultural methods. The use of active and interactive forms of work, such as discussions, storytelling, role-playing games, and immersive technologies, allows students to create a natural language environment in which they overcome fear and learn to speak fluently.

The use of these methods not only increases the level of language proficiency, but also builds students' confidence in their own abilities, which is an important condition for successful intercultural communication and professional self-realization in the modern world.

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THE ROLE OF LISTENING PRACTICE IN DEVELOPING ENGLISH LANGUAGE PROFICIENCY AMONG UNIVERSITY STUDENTS

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Түйін: Бұл мақала университет студенттерін ағылшын тілін оқыту барысында тыңдалым тәжірибесінің маңыздылығын қарастырады. Онда тыңдалымды түсіну

дағдыларын дамытуға арналған әдістемелік және психолінгвистикалық тәсілдер талданады және тыңдалымның жалпы тілдік құзыреттілікті қалыптастыруға әсері атап көрсетіледі. Зерттеу тыңдалымды жүйелі түрде тәжірибелеу қажеттілігін шетел тілін сәтті меңгерудің негізгі факторларының бірі ретінде көрсетеді.

Аннотация: Данная статья рассматривает значимость практики аудирования в процессе обучения английскому языку студентов университета. В ней анализируются методологические и психолінгвистические подходы к развитию навыков понимания на слух и подчеркивается влияние аудирования на формирование общей языковой компетенции. В исследовании акцентируется необходимость систематической практики аудирования как одного из ключевых факторов успешного освоения иностранного языка.

In the twenty-first century, English has become the dominant language of international communication, education, science, and business. As a result, university students are expected to achieve a level of English proficiency that allows them to function effectively in academic and professional contexts. Among the four core language skills — listening, speaking, reading, and writing — listening is often regarded as both the most fundamental and the most challenging. Listening comprehension plays a vital role in real communication because understanding spoken language is the foundation of interaction. It is estimated that people spend more than 45% of their communication time listening, which underlines the importance of this skill for language learners. However, despite its centrality, listening has traditionally received less systematic attention in classroom instruction than reading or grammar.

Listening is an active cognitive process in which the listener decodes auditory input, constructs meaning, and integrates new information with prior knowledge. It develops students' ability to interpret linguistic, paralinguistic, and contextual cues in communication. Moreover, listening practice encourages the development of top-down (using context and prior knowledge) and bottom-up (decoding individual sounds and words) processing strategies [1].

For university students, listening is indispensable not only in language classrooms but also in their academic studies — lectures, seminars, discussions, and online learning environments all require high levels of listening comprehension. Mastery of this skill enhances not only linguistic ability but also critical thinking, note-taking, and problem-solving capacities. Listening involves multiple psycholinguistic processes that operate simultaneously. According to Rost (2011) and Field (2008), listening comprehension relies on:

- Perceptual processing – recognizing phonemes, stress patterns, and intonation;
- Parsing – organizing input into meaningful phrases and clauses;
- Utilization – linking the new information to background knowledge and inferring meaning.

The human brain processes speech at an extremely fast pace, often faster than learners can consciously analyze it. Therefore, effective listening requires the automatization of lower-level decoding skills and the development of strategies for predicting meaning from incomplete or unclear input. Motivation and attention are also key psychological factors influencing comprehension success.

To ensure consistent progress, listening activities must be integrated at every stage of language instruction. The most effective methods include:

- Pre-listening activities that activate background knowledge, introduce key vocabulary, and set clear listening goals;
- While-listening tasks such as filling in missing information, matching, or identifying main ideas;
- Post-listening reflection through discussion, summarization, or written responses [2].

Using authentic materials is highly beneficial because it exposes learners to real-life speech patterns, accents, and colloquial expressions. Digital platforms such as BBC Learning English, TED Talks, and YouTube EDU provide endless opportunities for students to practice in self-directed ways.

Despite increased access to authentic materials, many students still struggle with listening comprehension. The most common difficulties include:

1. Speed of speech – natural spoken English is often faster and less articulated than learners expect.
2. Unfamiliar accents – exposure is usually limited to standard accents, making others hard to understand.
3. Limited vocabulary – unknown words can block overall comprehension.
4. Lack of concentration – listening requires sustained attention, which many students find difficult.
5. Anxiety and low confidence – fear of misunderstanding can reduce motivation to listen actively.

To overcome these obstacles, teachers should provide a supportive environment, offer gradual exposure to different speech types, and encourage self-evaluation of listening progress. Effective listening instruction combines explicit strategy training and regular practice. Vandergrift and Goh (2012) emphasize the role of metacognitive strategies, such as planning, monitoring, and evaluating comprehension. Students can improve their listening ability by:

- Listening to English daily, even for short periods;
- Using subtitles initially and gradually reducing reliance on them;
- Keeping a listening journal to reflect on challenges and progress;
- Engaging in shadowing exercises — repeating after a speaker to improve rhythm and pronunciation;
- Participating in discussion-based activities after listening to consolidate understanding.

Teachers should also model how to infer meaning from context, predict speaker intentions, and recognize discourse markers that structure spoken communication.

The teacher's responsibility extends beyond selecting materials — they guide learners in developing autonomy and strategic competence. Through differentiated instruction, teachers can adapt listening tasks to match individual learning styles and proficiency levels. Encouraging collaborative work, such as peer discussion and group reflection, enhances comprehension and motivation [3].

Feedback is another crucial element: teachers should not only correct errors but also help students identify what strategies worked and why. A balance between product-oriented (accuracy of answers) and process-oriented (use of strategies) evaluation ensures holistic skill development. Continuous listening practice strengthens the interconnection between all language skills. Exposure to authentic input enhances vocabulary retention, reinforces grammatical intuition, and improves phonological awareness. Moreover, listening contributes to cultural competence, as students encounter idiomatic expressions, humor, and communication norms characteristic of English-speaking cultures. In this sense, listening is not an isolated skill but a gateway to comprehensive communicative ability, bridging the gap between theoretical knowledge and practical language use [4].

Listening practice represents a cornerstone of English language learning for university students. As this article demonstrates, it not only improves linguistic knowledge but also supports cognitive and metacognitive development. The integration of modern digital tools, authentic materials, and student-centered approaches can significantly enhance learners' motivation and proficiency. Therefore, systematic listening practice should be institutionalized within university curricula as a means to prepare students for active participation in the global academic and professional community.

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ЯЗЫКОВЫЕ СРЕДСТВА ВЫРАЗИТЕЛЬНОСТИ В РЕКЛАМЕ

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Түйін. Мақала жарнамалық мәтіндерде тілдік экспрессивтіліктің әртүрлі құралдарын қолданудың маңыздылығына бағытталған, өйткені олар сатып алушыға әсер етудің үлкен әлеуетіне ие. Ағылшын тіліндегі бұқаралық ақпарат құралдарының жарнамалық мәтіндерін талдау жарнама жасаушылардың әртүрлі сипаттағы экспрессивтілік құралдарын белсенді қолданатындығын көрсетеді.

Summary. The article is devoted to the importance of using various means of linguistic devices in advertising texts, since they possess a huge potential to influence the customer. Analysis of advertising texts in English-language media shows that creators of advertisements actively use different stylistic devices. The article provides examples of the use of alliteration, allusion, epithet and others in advertising texts.

В современном обществе невозможно представить жизнь без рекламы. Она прочно вошла во все сферы человеческой деятельности и сопровождает нас повсюду — на улице, в средствах массовой информации, в интернете. Реклама стала неотъемлемым элементом культуры и важнейшим инструментом коммуникации. Существует множество толкований понятия «реклама». Согласно определению, приведённому в *Толковом словаре русского языка* С. И. Ожегова, реклама — это «оповещение различными способами для создания широкой известности, привлечения потребителей, зрителей» [1, с. 1573]. Владимир Маяковский, рассматривая рекламу как особую форму искусства убеждения, писал: «Ни одно, даже самое верное дело не движется без рекламы... Обычно думают, что нужно рекламировать только дрянь — хорошая вещь и так пойдёт. Это самое неверное мнение.

Реклама — это имя вещи... Реклама должна напоминать бесконечно о каждой, даже чудесной, вещи» [2, с. 57]. Таким образом, реклама представляет собой особый вид информационного воздействия, целью которого является привлечение внимания аудитории, формирование интереса и побуждение к действию - покупке, обращению к услуге или формированию положительного отношения к бренду. Главной задачей рекламного сообщения является создание запоминающегося и эмоционального образа, который бы выделял товар среди множества аналогов. Поэтому от качества рекламного текста напрямую зависит эффективность кампании. Даже самые яркие визуальные образы не смогут оказать должного воздействия без грамотного языкового сопровождения. Создатели рекламы используют целый арсенал выразительных средств - фонетических, лексических и синтаксических. Эти приёмы делают текст более динамичным, образным и привлекательным. С их помощью формируется эмоциональный фон, воздействующий на чувства и воображение потребителя, ведь именно эмоции часто становятся главным стимулом для совершения покупки.

Одним из фонетических средств выразительности является *аллитерация* - повторение одинаковых или сходных согласных звуков в словах, стоящих близко друг к другу. Она создаёт эффект ритма и звуковой гармонии, делая слоган более музыкальным и запоминающимся. Примеры рекламных слоганов с аллитерацией:

«Стиль — это ты. [Название бренда]. Одежда, которая говорит за тебя»;

«Наслаждайся моментом. [Название бренда]. Кофе, который понимает тебя»;

«Мечтай. Путешествуй. [Название агентства]. Твои лучшие приключения»;

«Преодолевай себя. [Название бренда]. Спорт, который вдохновляет».

Интересен пример из рекламы швейцарских часов Tissot: «Trust only in true values. T-collection. Tissot Watches. Swiss Watches.» Здесь чередование звуков [t] и [s] создаёт ритмическую структуру, напоминающую тиканье часов, что усиливает ассоциации с надёжностью и точностью - важнейшими характеристиками бренда. К числу эффективных лексических средств относятся прямые обращения, сильные глаголы и рифма. Прямое обращение создаёт ощущение личного контакта: «Попробуй сам», «Открой мир вкуса», «Будь собой».

Краткость и чёткость помогают слогану легко запоминаться, а использование глаголов действия («Мечтай», «Преодолевай», «Наслаждайся») придаёт тексту динамику. *Рифма* и звуковое созвучие также усиливают эффект воздействия. Например, известные фразы: «Gillette — лучше для мужчины нет»; «Молоко вдвойне вкусней, если это Milky Way». Благодаря ритмическому совпадению окончаний («нет» — «Gillette», «вкусней» — «Way») создаётся звуковая завершённость, что облегчает восприятие и запоминание текста. *Ономатопея* (звукоподражание) используется для создания образов, имитирующих реальные звуки природы, животных или технических устройств. В рекламе этот приём помогает вызвать у аудитории нужное настроение или ассоциации — например, шипение газировки, гул мотора, щелчок фотоаппарата. *Аллюзия* - это приём, основанный на отсылке к известным фактам, литературным или культурным явлениям. Она помогает сделать рекламное сообщение более многослойным и запоминающимся. Так, в слогане бренда Ferrero Rocher — «*Food of the gods*» («Пища богов») — используется аллюзия на античную мифологию, где божественная пища символизировала совершенство. Таким образом, продукт представляется как нечто исключительное и изысканное.

Особое место среди выразительных средств занимает *метафора* - переносное употребление слова на основе сходства признаков. Она создаёт яркие образы, усиливает эмоциональное восприятие и помогает сформировать у потребителя нужные ассоциации. Примером может служить рекламный слоган косметической марки «Чёрный жемчуг» — «*Жизненная сила*». Здесь метафора связывает уход за кожей с энергией, здоровьем и молодостью, формируя позитивный образ бренда и эмоциональную мотивацию к покупке. В англоязычных и международных рекламных текстах часто используется *риторический вопрос* - приём, побуждающий аудиторию к размышлению и эмоциональной реакции.

Так, в рекламе компании Dior звучит вопрос: «*What would you do for love?*» («Что бы вы сделали ради любви?»). Такой приём не требует ответа, но создаёт внутренний диалог с читателем, активизируя его воображение и вовлекая в коммуникацию с брендом. Выразительные приёмы играют ключевую роль в создании эмоционально насыщенного рекламного текста. Они делают сообщение не просто информативным, а воздействующим, вызывающим эмоции, ассоциации и доверие. Грамотно подобранные языковые

средства усиливают восприятие бренда, делают слоган лаконичным, запоминающимся и эстетически привлекательным.

Язык рекламы — это особая форма коммуникации, объединяющая элементы искусства, психологии и лингвистики. Эффективность рекламного текста во многом определяется умением использовать выразительные средства языка.

Аллитерация, рифма, метафора, аллюзия, риторический вопрос - все эти приёмы делают рекламу эмоционально насыщенной, усиливают воздействие на аудиторию и формируют положительный образ бренда. Таким образом, выразительность рекламного текста является важнейшим инструментом воздействия на потребителя, обеспечивая не только узнаваемость товара, но и формирование его эмоционального восприятия.

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CURRENT METHODS OF INCREASING STUDENTS' MOTIVATION IN LEARNING A FOREIGN LANGUAGE

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Түйін: мақалада шетел тілін оқуға студенттердің мотивациясын арттырудың заманауи тәсілдері қарастырылады.

Аннотация: в статье рассматриваются современные подходы к повышению мотивации студентов к изучению иностранного языка через применение игровых, коммуникативных и цифровых технологий обучения.

In modern conditions, the role of the teacher is fundamentally transformed. It ceases to be, along with the textbook, the main source of "objective knowledge." The main function of the teacher now is to encourage students to show initiative and independence in the learning process. The task of a foreign language teacher is to organize students' independent activities in such a way that everyone can realize their own abilities and interests. In other words, the teacher creates a developing

educational environment in which certain skills are formed in accordance with the level of intellectual and personal development of students.

The formation of cognitive motivation and a positive attitude towards learning activities is an essential condition for mastering general academic skills. At the same time, the already formed skills, in turn, contribute to the development of motivation for learning and have a positive impact on the entire educational process. According to linguistic researchers, "the main way to form educational motivation is to facilitate the transition of broad motives (impulsive, unstable, caused by external stimuli and unconscious) to a mature motivational sphere with a stable structure, where individual motives are dominant and selective" [1].

The question arises: what kind of tasks and exercises can a teacher use to influence the motivational sphere of students? Exercises involving cooperation with a teacher are effective, where students form their own position, the desire to independently solve tasks and look for optimal ways to solve them. Another group of exercises are choice situations that help strengthen and understand motives. Individual creative tasks are also important, developing cognitive motivation, increasing interest in the subject, stimulating independence, as well as forming the ability to analyze a situation, make decisions and compare various motives.

In modern conditions, the methodological content of foreign language classes should be based on the principle of communication. If the purpose of learning is to develop the ability to communicate in a foreign language, then learning should take place in a communicative environment. This is the main criterion for the effectiveness of the lesson. Only under such conditions is it possible to transfer the formed skills into real communication situations. Therefore, the process of learning a foreign language should be organized by analogy with the process of live communication.

Various methodological techniques are used to consolidate general academic skills in foreign language classes: entertaining presentation of material, the use of non-standard forms of work, the emotional expressiveness of the teacher's speech, the creation of dispute and discussion situations, the analysis of life situations, as well as the thoughtful use of encouragement and censure techniques [2]. This is especially important because it is in foreign language classes that students often show a low level of activity and initiative.

A number of studies have shown that in most cases, the teacher is the most active participant in foreign language classes: the ratio of speech activity between teachers and students in non-linguistic universities is approximately 70% to 30%. Violation of the principle of equality in communication leads to the fact that students do not perceive the teacher as a partner if the initiative of interaction comes solely from him.

The analysis of the obtained data suggests the following: A foreign language is a factor of academic failure for about 70% of students. The main reasons include lack of motivation (lack of understanding of the importance and success of the language learning process), lack of a sense of progress, low awareness of the practical value of foreign language proficiency, as well as the presence of a psychological barrier —

shyness and fear of making mistakes when communicating. In addition, the traditional education system seems boring to many students and does not encourage them to actively use a foreign language in speech.

As conversations with teachers show, the most important factor influencing the effectiveness of teaching is the attractiveness of the educational material. However, no matter how interesting the material may be, it alone is not capable of providing a high level of motivation. Methods of working with the material play an essential role, turning students into active participants in the educational process and communication.

One of the most effective means of activating learning motivation is game-based learning methods. Different pedagogical concepts have given different meanings to the game, but it has a specific role in each learning system [3]. The psychological and pedagogical literature notes that the basis of play activity are three fundamental drives: to liberation, to fusion and to reproduction.

Play is a form of activity that arises in response to social needs and contributes to the formation of an active personality position.

Game learning differs from traditional methods in the following ways:

1. the presence of warring parties with different interests;
2. dynamism and constant change of situations under the influence of decisions made;
3. direct participation of students in the analysis and research of the controlled process.

Gaming has a beneficial effect on participants: it reduces internal tension, increases self-confidence and activity. The use of game forms of learning makes it possible to ensure the assimilation of knowledge and the formation of skills in various academic disciplines, including a foreign language, in a short time.

Students show an increased interest in game-based learning methods, as the game creates conditions conducive to the involuntary assimilation of educational material, the development of creative abilities and increased activity. The unusual form of classes and their non-standard nature introduce an element of novelty, which contributes to the formation of positive learning motivation. The advantage of play activity over other teaching methods lies in its versatility: it provides not only individual, but also paired, group and collective forms of work, which allows each student to make the most effective use of study time [4]. At the same time, the main advantage of the game is that it promotes learning to communicate through communication itself. In the process of interaction within the framework of the game action, students improve their existing general academic knowledge and skills, as well as learn new ones.

The main purpose of using game methods is to form the aesthetic, intellectual and moral development of the student's personality. The effectiveness of this work directly depends on the willingness of students to take the initiative, the ability to interact in a team, solve non-standard tasks, as well as on the level of independent thinking, efficiency, determination, diligence and creativity.

To achieve positive results, students need to demonstrate foreign language activity, participate in communicative forms of learning, overcome psychological and speech barriers in the communication process, and be able to correctly express their own point of view when discussing various issues in a foreign language. Creative activity develops self-discipline when performing independent work, stimulates the search for additional sources of information, motivates the use of scientific and methodological literature recommended by the teacher or chosen independently. This contributes to the formation of students' ability to objectively assess their own level of language training and preferably refer to authentic sources [5].

Therefore, in order to effectively motivate students to learn a foreign language, it is necessary to include extracurricular activities in the educational process that diversify the academic work of both teachers and students.

In modern foreign language teaching, role-playing games have become widespread and have proven their effectiveness, and their usefulness is beyond doubt.

The principles of organizing role-playing games include several key provisions:

1. From the very beginning of the training, students should get used to working in groups or pairs (at the first stage, these may not be game tasks, but training tasks). This is especially important for groups of 12-15 people, as effective pair work significantly increases the effectiveness of classes.

2. It is necessary to adequately assess the level of language training of the group and, depending on this, select the appropriate type of role-playing game. Usually, such games are held after completing work with certain lexical and grammatical material, and it is important to accurately predict which vocabulary will be in demand.

3. The interests and type of the group should be considered. In creative teams where students show artistry and imagination, the teacher can delegate a significant part of the training to the students themselves. In less active groups, on the contrary, the teacher needs to gradually "rock up" the audience using a system of preparatory exercises and a carefully thought-out game structure [6].

In addition to role-playing games, there are many other ways to increase students' motivation to learn a foreign language. Thus, the teacher can use authentic video materials available via broadband Internet: streaming videos from YouTube platforms, as well as resources from national television companies (BBC, Canal+, etc.), which allow students to get acquainted with the culture of the countries of the studied language.

An additional incentive to learn a language can be provided by the use of music, a powerful motivational tool, especially among young people. Knowing the musical preferences of students, the teacher can select compositions in the language being studied, which contributes to emotional engagement and vocabulary expansion.

Modern Internet technologies and social networks also open up new opportunities for intercultural interaction. Using Skype, Facebook, VKontakte and other platforms allows students to communicate with peers from other countries,

thereby forming real communication skills and reducing the psychological barrier when communicating in a foreign language [7].

In addition, the teacher can create their own interactive exercises adapted to the specific level and characteristics of their audience. To do this, you can use tools such as HotPotatoes or online game task generators. An interactive whiteboard is also becoming an effective tool, which, if applied correctly, helps to activate students' work.

Another modern method is to create podcasts. They can be used as a form of homework, as well as as a way for students to practice independently. Technologically, podcasts are created quite simply (for example, using the Audacity service) and can be used repeatedly.

In addition, you can organize a blog or wiki platform of the class, where the results of students' learning activities are published, which helps to increase motivation and engagement.

The use of digital tools such as Voki, Wordle, and Animoto allows you to diversify the learning process and make it more attractive to students. The teacher can also involve students in using their own gadgets — smartphones, iPods, tablets — to complete learning tasks.

Of course, this list is not exhaustive. Nevertheless, such methodological techniques give teachers real opportunities to increase students' interest in learning a foreign language, enhance their participation in the learning process and form a stable internal motivation.

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DISCUSSION AS A METHOD OF DEVELOPING COMMUNICATION SKILLS IN SENIOR GRADES OF SECONDARY SCHOOL

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Түйін: Бұл мақалада орта мектеп оқушыларының коммуникативтік дағдыларын дамытудың тиімді педагогикалық әдісі ретіндегі талқылаудың рөлі қарастырылады. Онда талқылауға негізделген оқытудың теориялық негіздері, соның ішінде конструктивистік, коммуникативтік және әлеуметтік өзара әрекеттесу тәсілдері талданады.

Аннотация: В статье рассматривается роль дискуссии как эффективного педагогического метода развития коммуникативных навыков учащихся старших классов средней школы. Анализируются теоретические основы обучения на основе дискуссии, включая конструктивистский, коммуникативный и социointеракционистский подходы.

In the contemporary educational landscape, the development of communication skills among students has become a central objective of secondary education. Communication skills, encompassing the ability to articulate thoughts clearly, listen actively, and engage in constructive dialogue, are essential not only for academic success but also for the personal and social development of students. One of the most effective pedagogical methods for fostering these skills is the use of discussion-based learning. Discussions as a teaching method provide a dynamic platform where students can actively participate, share ideas, analyze different perspectives, and develop critical thinking skills in a collaborative environment.

The discussion method is rooted in the principles of interactive learning, where the teacher's role shifts from a knowledge transmitter to a facilitator of dialogue. Unlike traditional lectures, discussions encourage students to articulate their thoughts and respond to peers, thus promoting an environment of mutual respect and intellectual exchange. Through guided discussions, students are challenged to organize their thoughts coherently, formulate arguments, and defend their positions while remaining open to alternative viewpoints. This not only enhances verbal communication but also fosters active listening and empathy, which are crucial components of effective interpersonal communication [1].

Research indicates that discussions can significantly contribute to the development of higher-order thinking skills. When students engage in discussions, they are required to analyze information, evaluate evidence, and synthesize ideas, all of which are cognitive processes that strengthen their overall communicative competence. Furthermore, discussion-based learning enhances students' ability to negotiate meaning and resolve conflicts through dialogue. In the context of senior grades of secondary school, where students are preparing for higher education and professional life, these skills are invaluable. Students who are proficient in discussion-based communication demonstrate greater confidence in expressing their viewpoints, improved problem-solving abilities, and increased adaptability in social interactions.

The effectiveness of discussions as a pedagogical tool is largely determined by the structure and planning of the activity. Successful discussions require careful selection of topics that are relevant, engaging, and appropriately challenging for the students' age and cognitive level. Open-ended questions that stimulate critical thinking and require elaboration are particularly effective. Additionally, setting clear guidelines for respectful interaction, turn-taking, and constructive feedback ensures that discussions remain focused and productive. Teachers play a crucial role in scaffolding discussions by providing prompts, summarizing key points, and encouraging quieter students to contribute, thereby creating an inclusive environment where all students have the opportunity to participate [2].

The integration of discussion-based learning into the curriculum also offers interdisciplinary benefits. Discussions can be used to explore themes in literature, social studies, science, and ethics, allowing students to apply their communication skills in diverse contexts. For instance, in literature classes, discussions about character motivations or plot developments encourage students to articulate interpretations and support their ideas with textual evidence. In social studies, debates on current events foster critical analysis and the ability to present reasoned arguments. These varied applications demonstrate the versatility of discussion as a method that not only develops communication skills but also deepens subject knowledge and enhances cognitive engagement.

Despite its numerous benefits, the implementation of discussion-based learning presents certain challenges. Students may initially experience anxiety or reluctance to speak in front of peers, particularly if they are unaccustomed to expressing opinions openly. In such cases, gradual introduction of discussion activities, paired or small-group formats, and structured frameworks such as the "think-pair-share" method can facilitate participation. Additionally, teachers must be adept at managing dominant voices and ensuring equitable contribution, so that discussions do not become monopolized by a few students. With thoughtful planning and consistent practice, these challenges can be effectively addressed, allowing students to gain confidence and competence in communication.

The development of communication skills in secondary school students has long been recognized as a fundamental aspect of comprehensive education, crucial not only for academic success but also for personal and social growth. Among various pedagogical approaches, the method of discussion stands out as a highly effective strategy for enhancing students' communicative competence, particularly in senior grades where cognitive, emotional, and social maturity allows for more sophisticated verbal interactions. Discussion as a pedagogical tool involves structured yet flexible exchanges of ideas, opinions, and arguments, which actively engage students in the process of meaning-making and foster essential language and social skills [3].

The theoretical foundation for using discussion in education draws upon several interrelated domains, including constructivist learning theory, communicative language teaching, and social-interactionist approaches. Constructivist theory posits that learners construct knowledge through interaction with peers and teachers, making discussion an ideal environment for collaborative learning. Through

discussion, students are not passive recipients of information; rather, they actively negotiate meaning, articulate viewpoints, and refine understanding through dialogue. Communicative language teaching emphasizes the functional use of language in authentic contexts, which aligns perfectly with discussion-based activities, as students practice expressing opinions, providing justifications, and responding to differing perspectives. Social-interactionist perspectives further highlight that communication skills develop most effectively in interactive, socially meaningful contexts, making discussion an inherently suitable method for secondary education.

In senior grades, the use of discussion transcends mere language practice. It nurtures critical thinking, empathy, and social responsibility, while simultaneously strengthening oral expression and listening skills. Discussions can be implemented in various forms, such as debates, roundtable dialogues, problem-solving sessions, and Socratic seminars. Each form provides specific advantages: debates train students to structure arguments logically and anticipate counterarguments; roundtable dialogues encourage cooperative dialogue and mutual understanding; problem-solving sessions integrate communication with analytical reasoning; Socratic seminars stimulate reflective thinking and deep engagement with complex issues. Regardless of the form, discussions require students to employ diverse communication skills, including clear articulation, persuasive expression, attentive listening, turn-taking, and respectful engagement with differing viewpoints [4].

The practical implementation of discussion in senior secondary classrooms necessitates careful planning and teacher guidance. Teachers play a crucial role in setting objectives, creating conducive environments, and modeling effective communication strategies. Establishing clear discussion rules and frameworks ensures productive interactions and minimizes potential conflicts or dominance by more assertive students. Additionally, topic selection is critical; subjects should be relevant, thought-provoking, and aligned with students' cognitive and social interests. Topics related to current events, ethical dilemmas, scientific discoveries, or literary interpretations can stimulate engagement and foster meaningful exchange. Assessment of discussion-based activities can be both formative and summative, focusing on the quality of contributions, depth of reasoning, clarity of expression, and ability to interact constructively with peers.

Empirical studies confirm the effectiveness of discussion as a method for developing communication skills. Research indicates that students engaged in regular discussion-based activities demonstrate increased confidence in expressing opinions, improved vocabulary, better argumentation skills, and higher levels of empathy and social awareness. Furthermore, discussions facilitate the integration of cross-curricular knowledge, as students draw upon information from multiple subjects to support their viewpoints. In senior grades, where preparation for higher education and professional life becomes increasingly important, the ability to communicate effectively, think critically, and engage constructively with diverse perspectives represents an essential competence.

In conclusion, discussion as a method of teaching in senior secondary schools provides a dynamic, interactive, and pedagogically rich approach to developing

communication skills. By promoting active participation, critical thinking, and collaborative dialogue, discussion equips students with competencies necessary for academic success, social interaction, and lifelong learning. Effective implementation requires teacher facilitation, relevant topic selection, structured formats, and supportive classroom environments. As education continues to prioritize the development of holistic competencies, discussion stands out as a powerful and adaptable method for preparing students to navigate the complexities of contemporary society with confidence and communicative competence.

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ВОЗМОЖНОСТИ НЕЙРОСЕТЕЙ В СОЗДАНИИ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА УЧЕБНЫХ МАТЕРИАЛОВ ПО РУССКОМУ ЯЗЫКУ И ЛИТЕРАТУРЕ

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Түйін. Мақалада орыс тілі мен әдебиеті пәні бойынша оқу материалдарын әзірлеуде нейрожелілерді қолдану мүмкіндіктері қарастырылады. Автор жасанды интеллектінің артықшылықтарын талдап, педагогикалық бақылаудың маңыздылығын атап өтеді.

Summary. The article examines the possibilities of neural networks in creating educational materials for Russian language and literature. The author emphasizes the advantages of artificial intelligence in education and the importance of pedagogical control when integrating AI tools into teaching.

Современная система образования переживает процесс цифровой трансформации искусственного интеллекта, в рамках которой особое внимание уделяется использованию искусственного интеллекта и нейросетевых технологий. Эти инструменты открывают новые возможности для создания и адаптации искусственного интеллекта учебных материалов, особенно по таким гуманитарным дисциплинам, как русский язык и литература [1].

Если ранее цифровые технологии искусственного интеллекта ограничивались электронными учебниками и тестовыми программами, то сегодня нейросети способны генерировать тексты, подбирать упражнения, адаптировать задания под уровень учащегося, а также анализировать результаты обучения в режиме реального времени.

Нейросети — это системы машинного обучения, способные обрабатывать большие объёмы информации искусственного интеллекта и воспроизводить когнитивные функции искусственного интеллекта человека. В образовании искусственный интеллект выполняет ряд функций: автоматическое создание контента, персонализация обучения, анализ ошибок учеников, формирование рекомендаций для педагога [2].

По данным исследований ЮНЕСКО (2024), более 60% образовательных учреждений мира уже применяют искусственный интеллект для генерации искусственного интеллекта учебных материалов, интерактивных тестов и электронных пособий. В Казахстане этот процесс также набирает обороты, что особенно важно для развития языкового образования.

В преподавании искусственного интеллекта русского языка нейросети позволяют создавать:

- индивидуализированные задания по грамматике и орфографии искусственного интеллекта, основанные на анализе типичных ошибок учащихся;
- тексты для чтения и анализа, соответствующие возрасту и уровню владения языком;
- интерактивные тесты и диктанты, формируемые автоматически;
- объяснения лингвистических явлений, генерируемые с учётом методических стандартов.

Так, при помощи нейросетей (например, ChatGPT, Bing Copilot, Perplexity) преподаватель может за считанные минуты составить карточки с заданиями, мини-тексты для работы на уроке, тесты для самостоятельной проверки знаний. При этом сохраняется возможность редактирования и адаптации искусственного интеллекта материала педагогом.

В области литературы нейросети могут использоваться для:

- подготовки аннотаций и кратких пересказов произведений;
- создания вопросов для анализа текста, направленных на развитие критического мышления;
- визуализации искусственного интеллекта содержания (иллюстрации искусственного интеллекта, инфографика, схемы сюжетов);
- подготовки викторин и кроссвордов по произведениям.

Например, при изучении искусственного интеллекта творчества А.Пушкина нейросеть может предложить задания по интерпретации искусственного интеллекта стихотворных образов, сформировать таблицу сравнительного анализа персонажей, а также создать краткий конспект лекции искусственного интеллекта по теме.

Главное преимущество — экономия времени педагога и индивидуализация обучения. Нейросети позволяют адаптировать материал под конкретную аудиторию, учитывать уровень языковой подготовки и даже эмоциональное состояние обучающихся.

Кроме того, искусственный интеллект способствует развитию цифровой и методической компетентности учителя, поскольку стимулирует поиск новых форм подачи материала.

Несмотря на широкие возможности, использование нейросетей требует педагогического контроля. Существует риск потери авторского подхода и критического мышления учащихся при неконтролируемом применении искусственного интеллекта [3]. Поэтому важно обучать будущих учителей этическому и ответственному использованию нейротехнологий, развивать навыки корректной интеграции искусственного интеллекта в учебный процесс.

Использование нейросетей в преподавании искусственного интеллекта русского языка и литературы открывает большие перспективы для повышения эффективности учебного процесса. Однако ключевым остаётся роль педагога, который направляет, редактирует и оценивает результаты работы искусственного интеллекта.

Таким образом, искусственный интеллект не заменяет учителя, а становится его интеллектуальным помощником, расширяющим возможности методики преподавания и способствующим формированию новой цифровой педагогической культуры.

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ҚАЗАҚ ТІЛІНІҢ МӘДЕНИ-ТАНЫМДЫҚ ӘЛЕУЕТІН ОҚЫТУДА ПАЙДАЛАНУ

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Аннотация: В статье рассматриваются вопросы использования культурно-познавательного потенциала казахского языка в процессе обучения. Автор подчеркивает, что казахский язык является не только средством коммуникации, но и носителем духовных и культурных ценностей народа. В работе акцентируется внимание на важности интеграции национально-культурных компонентов – пословиц, фразеологизмов, устного народного творчества-в учебный процесс.

Ключевые слова: казахский язык, культурно-познавательный потенциал, национальные ценности, обучение, культура, духовное воспитание.

Summary: The article explores the use of the cultural and cognitive potential of the Kazakh language in the teaching process. The author emphasizes that the Kazakh language serves not only as a means of communication but also as a carrier of the nation's spiritual and cultural values. The study highlights the importance of integrating national and cultural components—such as proverbs, idioms, and oral folk literature—into language education.

Keywords: Kazakh language, cultural and cognitive potential, national values, education, culture, spiritual development.

Қазақ тілі – ұлттық болмыс пен рухани мәдениеттің қайнар көзі, ұлттың тарихи жады мен дүниетанымының тілдік бейнесі. Тілді оқыту процесінде оның тек грамматикалық құрылымын меңгерту жеткіліксіз; маңыздысы – тілдің мәдени-танымдық әлеуетін таныту арқылы білім алушылардың ұлттық санасезімін, рухани дүниесін және дүниетанымдық көзқарасын қалыптастыру. Қазіргі заманда тілдің мәдени-танымдық сипатын оқыту – тұлға тәрбиесінің негізгі құралы, ұлттық құндылықтарды жаңғыртудың тиімді жолы болып табылады.

Қазақ тілі – халқымыздың рухани байлығы мен ұлттық болмысының көрінісі, ғасырлар бойы қалыптасқан мәдениет пен дүниетанымның айнасы. Сондықтан қазақ тілін оқыту тек тілдік құзыретті қалыптастырумен шектелмей, оның мәдени-танымдық әлеуетін тиімді пайдалану арқылы тұлғаның ұлттық және жалпыадамзаттық құндылықтарға негізделген дүниетанымын кеңейтуге бағытталуы қажет.

Мәдени-танымдық әлеует – тілдің құрамындағы ұлттық мәдениет пен дүниетанымдық ақпараттың жиынтығы. Тіл арқылы халықтың тарихы, өмір салты, салт-дәстүрі, наным-сенімі мен құндылықтар жүйесі көрініс табады. Сондықтан қазақ тілін оқытуда осы мәдени ақпаратты таныту оқушылардың тілге деген қызығушылығын арттырып, ұлттық мәдениетті тануға жол ашады.

Мәдени-танымдық әлеует ұғымы тіл мен мәдениеттің өзара байланысын айқындайды. Әрбір тіл – сол халықтың өмір салтының, дүниетанымының, наным-сенімінің, салт-дәстүрінің көрінісі.

Қазақ тілін оқыту барысында осы ұлттық-мәдени мазмұнды элементтерді тиімді қолдану-білім алушылардың тілге деген қызығушылығын арттырып, оны танымдық құралға айналдырады.

Қазақ тілінің мәдени-танымдық әлеуеті ең алдымен фразеологизмдер мен мақал-мәтелдерде, ұлттық ұғым-түсініктерде, тұрмыстық атаулар мен тарихи лексемаларда көрінеді. Мысалы, «*Жеті атасын білмеген – жетесіз*», «*Ат – ердің қанаты*», «*Су ішкен құдығыңа түкірме*» сияқты мақалдар мен тұрақты тіркестер қазақ халқының этикалық және дүниетанымдық қағидаларын бейнелейді. Оларды тіл сабақтарында талдау арқылы оқушылар сөздің тура және астарлы мағынасын түсініп қана қоймай, халықтың ойлау жүйесін, өмірлік тәжірибесін меңгереді.

Ал, «*Туған жердей жер болмас, туған елдей ел болмас*» немесе «*Ат – ердің қанаты*» сияқты тұрақты тіркестер мен мақалдар халықтың өмірлік философиясын, дүниетанымдық ұстанымдарын көрсетеді. Осындай тілдік

бірліктерді оқу үдерісінде талдау арқылы оқушы тек тілді меңгеріп қана қоймай, сол тілдің иесі болған халықтың өмірін, ойлау жүйесін, құндылықтарын таниды.

Қазақтың мақал-мәтелдері мен тұрақты тіркестері – тілдің мәдени-танымдық бай қоры. Оларды оқыту оқушыларға ұлттық дүниетанымның ерекшелігін танытады. Мысалы, *«Ел іші – алтын бесік»* – туған жердің қасиетін, елге деген сүйіспеншілікті білдірсе, *«Бірлік бар жерде тірлік бар»* – ынтымақ пен татулықтың өмірлік маңызын көрсетеді. Ал *«Ат – ердің қанаты»*, *«Ер жігіт елі үшін туады, елі үшін өледі»* сияқты тұрақты тіркестер мен мақалдар ерлік, намыс, отансүйгіштік сынды құндылықтарды дәріптейді. Осы бірліктерді сабақта талдау арқылы оқушылар сөз мағынасын ғана емес, сол сөздің артындағы мәдени мазмұнды, халықтың ойлау логикасын түсіне бастайды. Бұл тілдік білімнің тереңдеуіне және ұлттық сана-сезімнің қалыптасуына ықпал етеді.

Сондай-ақ, ауыз әдебиеті үлгілерін, шешендік сөздерді, батырлар жырын, ертегілер мен аңыздарды оқыту барысында оқушылар ұлттық мәдениеттің мазмұнымен тікелей танысады. Бұл тәсіл олардың танымдық көкжиегін кеңейтіп, ұлттық рухты дәріптеуге мүмкіндік береді. Оларды сабақта қолдану оқушылардың тілдік дағдысын жетілдіріп, эстетикалық талғамын тәрбиелейді, ұлттық санасын қалыптастырады. Мысалы, батырлар жырын оқыту кезінде батырлық пен отансүйгіштік ұғымдарын талдау арқылы оқушылар өз халқының тарихи құндылықтарымен танысады. *«Аяз би» ертегісі*, *«Қыз Жібек» лиро-эпостық жыры*, *«Алтын сақа» ертегісі*, *«Қобыланды батыр» жыры*, *«Алпамыс батыр» жыры* осының нақты айғағы. Мысалы, *«Алдар көсе»* ертегілеріндегі тапқырлық пен әділдік идеялары, *батырлар жырындағы* ел қорғау, ерлік пен намыс тақырыптары жас ұрпаққа үлгі болады. Мұндай материалдарды тіл сабағында қолдану оқушылардың танымдық қызығушылығын арттырып, рухани-адамгершілік қасиеттерін тәрбиелейді.

Қазақ тілін мәдени-танымдық тұрғыда оқытуда заманауи педагогикалық технологияларды қолдану ерекше рөл атқарады. Интерактивті әдістер (рөлдік ойындар, пікірталас, жобалық жұмыс), мультимедиялық материалдар мен цифрлық ресурстарды пайдалану оқушылардың тіл мен мәдениетке деген қызығушылығын арттырады. Мысалы, ұлттық мерекелер мен салт-дәстүрлерге арналған бейнематериалдарды талдау, қазақтың тұрмыстық мәдениетіне қатысты виртуалды экскурсиялар ұйымдастыру – тілдік әрі мәдени білімді қатар дамытуға септігін тигізеді.

Қазақ тілін мәдени-танымдық бағытта оқыту – ұлттың рухани жаңғыруының маңызды тетігі. Мұндай оқыту арқылы білім алушы өз халқының мәдениетін құрметтеуге, ұлттық құндылықтарды бағалауға, тіл арқылы әлемді тануға үйренеді. Сонымен қатар, бұл тәсіл мәдениетаралық коммуникацияны дамытып, өзге халықтардың мәдениетіне толерантты көзқарас қалыптастырады.

Қазақ тілін мәдени-танымдық бағытта оқыту білім алушылардың мәдениетаралық коммуникациялық қабілетін қалыптастырады. Олар өз мәдениетін құрметтей отырып, өзге ұлт мәдениеттеріне де түсіністікпен қарауға

үйренеді. Бұл – қазіргі көпмәдениетті қоғамда өмір сүрудің маңызды шарты. Сонымен қатар, тіл арқылы берілетін адамгершілік, сыйластық, отансүйгіштік, еңбекқорлық сияқты құндылықтар тұлғаның рухани дамуына тікелей ықпал етеді.

Қазақ халқы үшін тіл – тек қарым-қатынас құралы емес, рухани мұраның діңгегі. «*Тілі жоғалған жұрттың өзі де жоғалады*» деген Ахмет Байтұрсынұлының сөзі тілдің ұлт өміріндегі рөлін терең аңғартады. Қазақ тілін оқытуда мәдени мазмұнды қамту – тек грамматика мен лексиканы меңгерту емес, сол арқылы ұлттық болмыс пен ойлау жүйесін түсіндіру. Мәселен, «Жеті атасын білген ер – жеті жұрттың қамын жер» деген мақал ата-баба дәстүрін сақтауға, ұрпақ сабақтастығын ұғынуға үйретеді. Осындай тілдік бірліктер арқылы оқушылар халқымыздың өмір салты, салт-дәстүрі, туыстық қарым-қатынастары туралы түсінік алады.

Қазіргі білім беру жүйесінде мәдениет пен тілді қатар дамыту үшін интерактивті, шығармашылық және жобалық әдістер тиімді. Мысалы, оқушыларға «Мақалдың мәнін аш», «Бір мақалдан эссе жаз» немесе «Фразеологизмнен көрініс қой» сияқты тапсырмалар беру – олардың тілдік белсенділігін арттырады. «Тіл – халықтың жаны» деген қағиданы басшылыққа ала отырып, мұғалім сабақта мультимедиялық материалдар, ұлттық ойындар мен дәстүрлік көріністерді қолданса, тілдің мәдени қыры тереңірек ашылады.

Қорыта айтқанда, қазақ тілінің мәдени-танымдық әлеуетін оқытуда пайдалану – ұлттық тіл мен мәдениеттің өзара сабақтастығын сақтаудың тиімді тетігі. Бұл бағытта жүргізілген жұмыс білім алушылардың тілдік, мәдени және тұлғалық құзыреттерін дамытады, олардың ұлттық сана-сезімін қалыптастырады. Қазақ тілін осылайша мәдени мазмұнмен ұштастыра оқыту-ұлттың рухани жаңғыруына, болашақ ұрпақтың мәдени және адамгершілік тұрғыдан дамуына негіз болады.

Қазақ тілінің мәдени-танымдық әлеуетін оқытуда пайдалану – ұлттық рухты сақтау мен ұлт санасын жаңғыртудың негізгі шарты. Халық даналығы «Білімдіге дүние жарық, білімсіздің күні кәріп» дейді. Сол білімнің өзегі – ана тілі. Тілді мәдени мазмұнмен сабақтастыра оқыту арқылы біз тек тіл үйретіп қана қоймай, ұлттық болмысты, рухани байлықты және адамгершілік құндылықтарды ұрпақ санасына сіңіреміз.

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VIDEO AS A MEANS OF ACQUIRING LEXICAL SKILLS IN THE ENGLISH LESSON

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Түйіндеме: Қазіргі тілді оқытуда мультимедиялық ресурстар, әсіресе бейнежазба, орталық рөл атқарады. Бейнежазба тілді контексте ұсыну үшін көрнекі, есту және кейде мәтіндік белгілерді біріктіреді, контекстсіз сөздік тізімдері мен нақты өмірде қолдану арасындағы ашақтықты жояды. Бұл мақалада бейнежазбаның ағылшын тілі сабақтарында лексикалық меңгеруді қалай қолдайтыны қарастырылады, педагогикалық принциптер сипатталады, сыныптағы процедуралар мен іс-шаралар ұсынылады, бағалау талқыланады және шектеулер мен практикалық ұсыныстар қарастырылады.

Резюме: В современном преподавании языка мультимедийные ресурсы, особенно видео, играют центральную роль. Видео сочетает в себе визуальные, слуховые, а иногда и текстовые подсказки для представления языка в контексте, сокращая разрыв между деконтекстуализированными списками слов и реальным использованием. В этой статье рассматривается, как видео способствует усвоению лексики на уроках английского языка, излагаются педагогические принципы, предлагаются методики и упражнения для работы в классе, обсуждается оценка, а также рассматриваются ограничения и практические рекомендации.

In contemporary language teaching, multimedia resources—especially video—play a central role. Video combines visual, auditory and sometimes textual cues to present language in context, bridging the gap between decontextualized vocabulary lists and real-world use. This article examines how video supports lexical acquisition in English lessons, outlines pedagogical principles, provides classroom procedures and activities, discusses assessment, and considers limitations and practical recommendations.

Lexical skills—knowledge of words, collocations, idioms, register differences and the pragmatic use of vocabulary—are fundamental to communication. Vocabulary size and depth influence comprehension, fluency, writing quality and receptive skills. Traditional approaches (rote memorization, isolated drills) often fail to produce deep, retrievable lexical knowledge. Video offers contextualized input that helps learners attach meaning, form and usage to lexical items, supporting both retention and productive use [1].

Input Hypothesis and Comprehensible Input: Videos can deliver comprehensible, engaging input at appropriate levels (Krashen). Visual context and non-verbal cues help learners infer meaning and make input more accessible.

Dual-Coding Theory: Language presented with relevant images and sound is encoded both verbally and visually, enhancing memory retention.

Noticing Hypothesis: Learners need to notice form-meaning connections to acquire vocabulary. Guided viewing tasks direct attention to specific lexical items, promoting noticing.

Incidental vs. Intentional Learning: Video supports both—learners incidentally pick up vocabulary through exposure and intentionally learn via focused pre-/post-viewing tasks.

Benefits of using video for lexical acquisition:

- Contextualized meaning: Videos show vocabulary in realistic situational contexts, revealing collocation, register and pragmatics.
- Pronunciation and prosody: Learners hear pronunciation, rhythm and intonation from varied speakers.
- Engagement and motivation: Dynamic visuals and narratives increase attention and willingness to interact with language.
- Multimodal cues: Facial expressions, gestures and setting aid inference of meaning and connotation.
- Repetition and segmentation: Clips can be replayed and paused to focus on problematic items or to recycle vocabulary.

Choose videos with clear educational value and fit to learners' level and objectives. Consider:

- Length: Short clips (1–5 minutes) are easier to exploit for focused lexical work.
- Authenticity: Authentic clips (interviews, vlogs, scenes) present real usage; semi-authentic or adapted materials may simplify form for lower levels.
- Vocabulary density: Avoid clips overloaded with unfamiliar vocabulary; aim for manageable lexical targets (3–8 new items per lesson) [2].
- Visual clarity and audio quality.
- Cultural sensitivity and classroom appropriateness.

Sources: educational platforms (TED-Ed, BBC Learning English), film/TV clips, news segments, instructional videos, animated shorts.

A three-stage lesson (pre-viewing, while-viewing, post-viewing) balances comprehension and active practice.

Pre-viewing (10–15 minutes)

- Activate prior knowledge: Quick discussion, brainstorming, prediction based on images or title.
- Pre-teach target vocabulary: Present 5–8 items with brief definitions, images and example sentences. Focus on form, pronunciation and simple collocations.
- Set a viewing purpose: Give learners a clear task (e.g., listen for synonyms, note examples of collocations, answer comprehension questions).

While-viewing (5–15 minutes)

- First viewing: Global comprehension—answer a gist question.
- Second viewing: Focused task—listen for target words, fill-in-the-blank transcript segments, match words to meanings, or note collocations.

Use stop-and-discuss: Pause at key moments to check understanding, elicit synonyms or ask learners to predict next lines.

Post-viewing (15–25 minutes)

- Controlled practice: Gap-fills, matching, sentence completion using target vocabulary.

- Communicative practice: Role-plays, information-gap tasks, or discussion prompts that require use of the new vocabulary.
- Productive recycling: Writing tasks (short paragraph, forum post) that mandate inclusion of target words in appropriate contexts.
- Reflection: Learners self-assess vocabulary confidence and note strategies for further study [3].

Lesson aim: Acquire 6 lexical items related to "workplace communication" and use them in spoken responses. Materials: 3-minute clip of a mock job interview (clear speech, authentic phrases).

Procedure:

- Warm-up (5 min): Students list words/phrases related to job interviews and predict problems interviewees face.
- Pre-teach (10 min): Present target words (e.g., "to elaborate," "to follow up," "to be shortlisted," "to highlight," "competency," "to negotiate") with definitions, example sentences and quick pronunciation drill.
- First viewing (3 min): Students watch for gist and answer: "What was the interviewee's main strength?"
- Second viewing with task (7 min): Students listen for sentences containing target words and complete a short transcript.
- Pair work (10 min): Role-play interviewer/interviewee using at least four target items. Rotate roles.
- Group feedback (10 min): Groups perform a short role-play for class; teacher corrects usage and highlights natural collocations.
- Writing assignment (homework): Write a 120–150 word follow-up email to the interviewer using at least five target items.

Assessment: Teacher checklist during role-play (accurate form, pronunciation, collocation use), review of written follow-up for depth of lexical control.

Assessment strategies

- Formative: Observation checklists, peer feedback, short quizzes, gap-fills after viewing to confirm comprehension and noticing.
- Summative: Task-based assessments where vocabulary is necessary to complete a real-world task (e.g., write an email, prepare a presentation).
- Depth of vocabulary: Evaluate not only correct use but collocational accuracy, register appropriateness and morphological flexibility (e.g., ability to use noun, verb, adjective forms).

Differentiation and scaffolding

- For lower-level learners: Use highly visual clips, subtitles, slower speech or simplified versions. Pre-teach more extensively and limit target vocabulary.
- For advanced learners: Use authentic complex clips (podcasts, interviews), encourage exploration of idioms, register differences and nuanced meanings. Assign synthesis tasks (compare two clips).
- Provide sentence frames, word banks and model answers as needed.

Technology and accessibility considerations

- Use subtitles strategically: L1 subtitles can support comprehension but may reduce listening focus; L2 subtitles often help noticing while maintaining target-language exposure.
- Ensure playback control: Be ready to pause, rewind and replay segments.
- Address access issues: Provide downloadable transcripts, lower-resolution options for limited bandwidth and ensure materials are culturally inclusive.
- Copyright: Use legally obtained clips and adhere to fair use/educational licensing.

Challenges and limitations

- Cognitive overload: Fast-paced, content-heavy videos may overwhelm learners. Break clips into shorter segments.
- Passive viewing risk: Without tasks, students may remain passive. Structured activities are essential.
- Technical failures: Always have a backup plan (printed transcripts or audio-only [4]).
- Misinterpretation: Visual cues may be culture-specific; pre-teach relevant cultural context when necessary.

Recommendations for teachers

- Start small: Integrate short clips into existing lessons rather than overhauling the curriculum.
- Focus lexical targets: Limit the number of new items per lesson and recycle them across activities and lessons.
- Encourage active viewing: Use tasks that require production, not just comprehension.
- Promote autonomous learning: Teach students how to use online videos for vocabulary learning—note-taking templates, spaced repetition apps, and reflective logs.
- Track progress: Maintain a class lexicon or digital vocabulary bank where students add new words with meanings, collocations and example sentences.

Video is a powerful medium for acquiring lexical skills when used deliberately. It provides contextualized input, multimodal cues and authentic language—elements crucial for moving vocabulary from recognition to productive use. The success of video-based lexical instruction depends on careful selection, targeted pre-/while-/post-viewing tasks, and systematic recycling. With thoughtful design and assessment, teachers can harness video to deepen learners' lexical knowledge and enhance communicative competence.

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SONGS AND FILMS AS EFFECTIVE MEANS OF FORMING STUDENTS' LANGUAGE SKILLS

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Түйін: Мақалада әндер мен фильмдер шынайы сөйлеу, эмоционалды әсер ету және студенттердің жоғары мотивациясы арқылы тілдік дағдыларды дамытудың тиімді құралы болып табылатындығы атап көрсетілген. Әндер лексиканы есте сақтауға және айтылымды жақсартуға көмектеседі, ал Фильмдер нақты қарым-қатынасты түсінуге және мәдени көкжиекті кеңейтуге көмектеседі. Нәтижесінде, автор бұл материалдар сауатты қолданған кезде оқу сапасын едәуір арттырады деген қорытынды жасайды.

Резюме: Статья подчёркивает, что песни и фильмы являются эффективными средствами развития языковых навыков благодаря аутентичной речи, эмоциональному воздействию и высокой мотивации студентов. Песни способствуют запоминанию лексики и улучшению произношения, а фильмы помогают понимать реальную коммуникацию и расширяют культурный кругозор. В итоге автор делает вывод, что эти материалы значительно повышают качество обучения при грамотном использовании.

In contemporary foreign language education, the integration of authentic multimedia resources has become not only desirable but necessary. Among the most influential tools used in modern classrooms are songs and films, which provide rich, natural, and emotionally engaging contexts for language acquisition. Their effectiveness lies in the unique combination of linguistic input, cultural exposure, emotional involvement, and multimodal perception. As students engage with audiovisual materials, they naturally develop listening comprehension, pronunciation, vocabulary, grammar, and even speaking and writing skills. Songs and films appeal to students' interests, reduce anxiety, and create a dynamic learning environment that mirrors real-life communication far more accurately than traditional textbooks [1].

Songs occupy a special place in language learning due to their rhythm, melody, repetition, and emotional resonance. Linguists emphasize that music activates cognitive processes that support memory retention and phonetic perception. The repetitive nature of lyrics allows students to internalize vocabulary and grammatical structures without conscious effort. Moreover, songs expose learners to colloquial expressions, idioms, contractions, and reduced forms of speech that are often absent from formal educational materials. Students listening to songs become familiar with natural speech patterns, intonation, and pronunciation, gradually developing auditory discrimination. Singing along enhances articulation, fosters fluency, and builds confidence [2]. Furthermore, songs frequently reflect cultural and social themes, enabling learners to explore cultural context while practicing language skills.

Films, on the other hand, offer an immersive environment where language comes to life through visual cues, authentic dialogues, and contextualized communication. When watching films, students observe how native speakers interact, use gestures, express emotions, and adapt their speech to different situations. The

visual component aids comprehension, allowing learners to infer meaning even when the linguistic content is challenging. Films provide examples of both formal and informal language, varying accents, speaking speeds, and real conversational structures. They help students understand discourse markers, pragmatic norms, and the sociocultural foundations of communication. In addition, films introduce students to a wide range of topics—history, daily life, humor, conflict, and relationships—thus expanding their world knowledge and broadening vocabulary across thematic fields.

The integration of songs and films also promotes the development of communicative competence. After listening or watching, students can engage in discussions, debates, and reflective activities, which improve speaking fluency and critical thinking [3]. Teachers can use songs to introduce themes, stimulate conversation, or teach specific linguistic elements such as verb tenses, conditional forms, or phrasal verbs. Films support storytelling, summarizing, role-playing, and creative writing tasks. Through group work, students develop teamwork and interactional skills, which are essential for communicative language teaching. These activities help transform passive listening into active use, ensuring that students not only understand the material but also express their thoughts clearly and confidently.

The motivational aspect of songs and films is another essential factor contributing to their effectiveness. Both mediums resonate strongly with students' interests and emotions, making learning more enjoyable and decreasing affective filters. When learners are emotionally engaged, they show greater persistence, enthusiasm, and concentration. Songs and films create positive associations with language learning, encouraging students to engage in independent practice outside the classroom. Many students begin listening to music or watching films in the target language on their own, thus reinforcing classwork and creating continuous exposure that significantly accelerates skill development.

A crucial advantage of songs and films is their contribution to intercultural competence. Language is inseparable from culture, and authentic audiovisual materials provide direct access to customs, lifestyles, humor, values, and social norms of native speakers. Through films, students observe cultural realities visually and contextually, while songs highlight cultural narratives, historical backgrounds, social issues, and artistic expressions. Understanding cultural context enhances learners' ability to use the language appropriately in real communication, fosters tolerance, and develops global awareness.

From a methodological perspective, the effectiveness of songs and films increases when teachers implement them strategically. Pre-listening and pre-viewing tasks help activate background knowledge and prepare students for comprehension. During listening or viewing, teachers can focus students' attention on specific linguistic or cultural aspects using guided questions or gap-fill exercises. Post-listening and post-viewing activities consolidate acquired knowledge and encourage productive use of language. Additionally, selecting materials appropriate to students' proficiency level ensures that exposure remains challenging but not discouraging. Teachers should also consider students' preferences, as personalized choices enhance motivation and engagement [4].

The digital era further expands the educational potential of songs and films. With streaming platforms, online lyrics databases, interactive subtitling tools, and video editing applications, teachers can create rich and varied learning experiences. Students can slow down audio, repeat fragments, view subtitles in different languages, or even create their own subtitles and voiceovers. These technologies make the learning process more accessible, flexible, and supportive of individualized learning paths. Modern students, being digital natives, respond especially well to multimedia resources that align with their daily habits and technological expectations.

In conclusion, songs and films serve as powerful means of forming students' language skills due to their authenticity, emotional appeal, and ability to present language in natural, meaningful contexts. They enrich vocabulary, improve listening and pronunciation, reinforce grammar, and foster communicative competence. At the same time, they enhance motivation, reduce anxiety, and expose learners to cultural knowledge vital for successful communication. When integrated thoughtfully into the curriculum, songs and films transform the language classroom into an engaging space where linguistic development unfolds naturally and creatively. Their pedagogical value extends beyond simple entertainment: they shape a holistic language learning experience that supports both linguistic mastery and intercultural understanding.

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THE IMPACT OF INTERACTIVE TEACHING METHODS ON DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE IN ENGLISH

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Түйіндеме: Бұл мақалада шетел тілін үйретуде интерактивті диалогтық әдістердің маңызы мен олардың оқушылардың коммуникативтік дағдыларын дамытудағы рөлі қарастырылады. Диалогтық практикалар арқылы оқушылардың өз ойын еркін жеткізуі, тілдік қарым-қатынас мәдениетін қалыптастыруы және сөйлеу белсенділігінің артуы талданады. Сондай-ақ, тиімді интерактивті әдістер мен мұғалімнің бағыттаушы рөліне назар аударылады.

Аннотация: В данной статье рассматривается значение интерактивных диалоговых практик в процессе обучения иностранному языку и их роль в развитии коммуникативных навыков учащихся. Анализируется, как диалог способствует свободному выражению мыслей, формированию речевой культуры и повышению активности говорения. Особое

внимание уделяется эффективным интерактивным методам и направляющей роли преподавателя.

Modern language education increasingly emphasizes the development of communicative competence as the central goal of English language teaching. The ability to communicate effectively in real-life situations requires more than just grammatical knowledge; it demands the integration of linguistic, sociocultural, and strategic skills. Traditional teacher-centered methods, which focus primarily on accuracy and repetition, often fail to create authentic communicative contexts. Consequently, researchers and educators have turned their attention toward interactive teaching methods that encourage active student participation, dialogue, and cooperation. Interactive teaching methods are grounded in the principles of constructivism and communicative language teaching (CLT) [1].

These approaches recognize that learning occurs most effectively through social interaction and meaningful use of language. By engaging students in pair and group work, discussions, role-plays, and problem-solving tasks, teachers create opportunities for learners to construct knowledge collaboratively. Such methods not only improve linguistic competence but also develop interpersonal and intercultural communication skills — essential elements of communicative competence in the globalized world. The purpose of this article is to analyze how interactive teaching methods influence students' communicative competence in English and to explore which strategies are most effective in promoting communication-oriented learning [2].

The concept of communicative competence, introduced by Hymes), includes four key components: linguistic competence, sociolinguistic competence, discourse competence, and strategic competence. Interactive teaching methods aim to develop all these aspects by immersing learners in authentic communicative situations. Unlike the traditional grammar-translation approach, interactive techniques shift the focus from memorization to meaningful communication. Interactive teaching is characterized by active participation, cooperation, and reflection. It emphasizes learner autonomy and the co-construction of knowledge. The teacher's role changes from that of an instructor to that of a facilitator or guide who organizes communicative activities and supports learners in expressing their ideas. Interactive classrooms are based on the principles of mutual respect, open dialogue, and shared responsibility for learning outcomes. Research indicates that interactive teaching methods have a profound impact on students' communicative development [3].

Through continuous dialogue and cooperative tasks, learners expand their vocabulary, improve pronunciation, and gain fluency. They also learn to adapt their speech according to social context, which strengthens sociolinguistic competence. Moreover, interaction promotes strategic competence by teaching students how to negotiate meaning, ask for clarification, and manage communication breakdowns. Interactive methods also enhance affective factors such as motivation, confidence, and willingness to communicate. According to Krashen's Affective Filter Hypothesis, a low-anxiety environment facilitates language acquisition. Interactive classrooms create such conditions by valuing each learner's contribution and

reducing fear of making mistakes. The teacher in an interactive environment must design engaging communicative tasks, monitor group interactions, and provide constructive feedback. However, implementing these methods can be challenging [4].

Large class sizes, limited resources, and varying language proficiency levels may hinder participation. To overcome these difficulties, teachers can integrate technology, such as online discussion forums or interactive digital platforms, to extend communication beyond the classroom. Digital tools such as collaborative whiteboards, video conferencing, and language learning apps further support interactive teaching [5].

They provide authentic communicative opportunities and connect learners with global peers. For instance, online debates and virtual exchanges enable students to practice intercultural communication while developing digital literacy. Such integration of technology with interaction enhances students' engagement and prepares them for modern communication demands. Numerous studies have confirmed the effectiveness of interactive teaching in improving students' communicative competence. Students who participate in interactive lessons demonstrate higher levels of fluency, accuracy, and pragmatic awareness compared to those taught through traditional methods. Moreover, they exhibit greater motivation to use English outside the classroom, which indicates long-term retention and transfer of skills to real-life contexts [6].

Interactive teaching methods play a vital role in the development of students' communicative competence in English. By fostering participation, collaboration, and dialogue, these approaches transform the classroom into an active communication environment. Students not only acquire linguistic knowledge but also develop the confidence and strategic skills necessary for effective interaction. The teacher's responsibility is to create conditions that promote engagement, authenticity, and reflection. Although challenges such as large groups and limited time persist, the integration of interactive methods — supported by technology — offers a powerful means of enhancing communicative learning. Ultimately, the use of interactive techniques contributes to forming competent, independent, and confident language users capable of functioning successfully in multicultural and multilingual settings.

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EFFECTIVE USE OF COMPUTER TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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Түйіндеме: Бұл мақалада шетел тілін оқытуда компьютерлік технологияларды тиімді пайдалану мәселесі қарастырылады. Компьютерлік құралдардың оқу процесін жекелеңдіру, мотивацияны арттыру және тілдік дағдыларды дамытудағы рөлі талданады. Сондай-ақ, мультимедиялық бағдарламалар мен онлайн-платформаларды біріктірудің әдістемелік артықшылықтары мен қиындықтары сипатталады.

Аннотация: В статье рассматриваются вопросы эффективного использования компьютерных технологий в процессе преподавания иностранных языков. Анализируется роль цифровых инструментов в индивидуализации обучения, повышении мотивации и развитии языковых компетенций. Также описываются методические преимущества и проблемы интеграции мультимедийных и онлайн-платформ.

In the 21st century, the integration of computer technologies into education has transformed traditional approaches to foreign language teaching. Digital tools provide teachers and learners with interactive, multimodal, and autonomous learning opportunities. Computer technologies in language teaching include multimedia presentations, online communication platforms, language learning software, mobile applications, and virtual classrooms [1].

The Role of Technology in Language Learning:

According to Warschauer, the computer has shifted from being a tool for language practice to becoming a medium for language use [2]. The communicative and interactive potential of computer-assisted language learning (CALL) creates authentic contexts in which students can develop listening, speaking, reading, and writing skills simultaneously.

Table 1 – Main Computer Tools in Foreign Language Teaching

Tool Type	Example	Pedagogical Function
Multimedia software	Hot Potatoes, iSpring	Creating interactive exercises
Online platforms	Moodle, Google Classroom	Managing assignments, discussions
Mobile apps	Duolingo, Memrise	Vocabulary and pronunciation training
Video conferencing tools	Zoom, MS Teams	Real-time communication and feedback

Pedagogical Benefits:

The use of computer technologies provides several pedagogical benefits:

1. **Individualization of learning [3].** Each learner can choose suitable materials, pacing, and modes of interaction, making the learning process more adaptive and efficient.

2. **Increased motivation [4].** Visual and interactive materials engage students more deeply, creating a stimulating and enjoyable learning environment.

3. **Authentic communication [5].** Online discussions, video conferencing, and collaborative projects enable learners to use the target language in real contexts.

4. **Immediate feedback [6].** Language learning platforms and AI-powered applications provide instant error detection and progress tracking.

5. **Development of digital literacy.** Working with online resources helps students acquire technological skills necessary for their academic and professional life.

6. **Enhancement of collaborative learning.** Computer-based tools such as shared documents, forums, and group projects encourage teamwork and intercultural exchange.

7. **Integration of multimodal learning.** By combining text, sound, and visuals, digital platforms address diverse learning styles and make the acquisition of linguistic structures more effective.

Furthermore, computer technologies promote **learner autonomy and reflective practice**. Through online journals, self-assessment tools, and progress dashboards, students become active participants in evaluating their own learning outcomes. This shift from passive reception to active creation aligns with constructivist principles and supports lifelong learning habits.

Challenges in Technology Integration

Despite the advantages, the implementation of computer technologies in foreign language teaching faces several challenges. Teachers may lack digital competence or access to adequate infrastructure. Some learners also experience cognitive overload [7].

Furthermore, fostering digital literacy nurtures critical thinking skills. Learners learn to analyze the reliability of online sources, identify bias, and adapt language use to different digital contexts. Such competencies are essential for developing intercultural awareness and communication skills in a globalized world. Hence, digital competence and learner autonomy reinforce each other, forming a foundation for effective foreign language education in the 21st century [13].

Digital competence also contributes to the development of learner autonomy. Students who are comfortable with technological tools can select platforms, applications, and learning resources that align with their personal learning preferences. For instance, using corpus analysis software, online dictionaries, and pronunciation apps enables learners to monitor their progress and correct mistakes independently. This independence increases motivation and promotes deeper cognitive engagement [12].

According to the European Framework for the Digital Competence of Educators (DigCompEdu), educators should demonstrate competence in six domains: professional engagement, digital resources, teaching and learning, assessment, empowering learners, and facilitating learners' digital competence [11]. These dimensions are directly connected with communicative and student-centered teaching methods, where teachers act as guides rather than mere transmitters of knowledge.

The rapid evolution of educational technologies requires both teachers and learners to possess a high level of digital competence. Digital competence refers to the ability to use digital tools effectively, safely, and critically in various educational contexts [10]. In the sphere of foreign language teaching, this competence extends beyond technical proficiency; it encompasses pedagogical awareness, ethical use of digital resources, and the ability to foster learners' independence through technology.

Teacher's Role in the Digital Classroom

In technology-mediated environments, the teacher's role evolves from being a knowledge provider to a facilitator and mentor. Teachers design activities that encourage exploration and collaboration, while supporting students' technical and cognitive development [8].

When implemented thoughtfully, Artificial Intelligence complements traditional pedagogical methods and strengthens learner autonomy. It enables students to engage in personalized, data-informed learning experiences that reflect their pace and preferences. As technology continues to evolve, the integration of AI will likely become a fundamental aspect of foreign language education worldwide.

AI technologies also assist teachers by automating administrative tasks such as grading, attendance tracking, and performance analytics. This allows educators to focus more on interactive and creative teaching activities. However, the use of AI in education requires ethical awareness—teachers must ensure data privacy, avoid over-reliance on automation, and preserve human interaction in the learning process [16].

For instance, AI-driven chatbots simulate authentic conversational scenarios, enabling learners to practice communication with instant feedback. Speech recognition software such as Google Assistant or ELSA Speak helps learners improve pronunciation accuracy and fluency. Moreover, AI-based writing assistants provide grammar correction, vocabulary enhancement, and stylistic suggestions, supporting self-directed learning [15].

Recent years have witnessed a growing interest in the use of Artificial Intelligence (AI) in foreign language teaching. AI-based applications, such as intelligent tutoring systems, adaptive learning platforms, and speech recognition technologies, are revolutionizing how students acquire and practice language skills [14]. Unlike traditional CALL systems, AI tools can analyze learner behavior in real time and adapt learning content to individual needs. This creates a more dynamic and responsive learning environment.

Computer technologies have become indispensable tools in foreign language teaching, offering new opportunities for personalized, interactive, and autonomous learning. When integrated thoughtfully, digital tools enhance communicative competence and learner independence [9]. Furthermore, the growing incorporation of AI and adaptive technologies demonstrates that the future of language education will rely heavily on data-driven personalization and intelligent learning systems. These innovations are not meant to replace teachers but to assist them in creating more efficient, inclusive, and flexible learning environments. The study highlights that effective integration of computer technologies requires comprehensive teacher training, institutional support, and ongoing evaluation of technological tools.

Teachers should cultivate digital and pedagogical literacy, while students must be encouraged to develop critical thinking and autonomous learning skills. Educational policies should promote equitable access to technological resources to avoid the digital divide. Additionally, cross-cultural collaboration projects can be enhanced through technology, connecting learners from different linguistic and cultural backgrounds.

In conclusion, the synergy between pedagogy, technology, and human creativity defines the success of modern foreign language teaching. A balanced approach—where innovation supports, rather than dominates, human interaction—ensures that learners not only gain linguistic competence but also digital literacy, intercultural awareness, and lifelong learning motivation. Thus, technology, when used ethically and purposefully, becomes a bridge between traditional and future-oriented education.

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COMPUTER GAMES AS A MEANS OF DEVELOPING MEDIA COMMUNICATION AND INTERCULTURAL COMPETENCE OF SCHOOLCHILDREN WHEN TEACHING ENGLISH

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Түйін: Бұл мақалада мектеп оқушыларының ағылшын тілін меңгеруінде медиа коммуникация мен мәдениетаралық құзыреттілікті дамытудың заманауи педагогикалық құралы ретінде компьютерлік ойындардың әлеуеті қарастырылады. Онда оқу-тәрбие процесін геймификациялау ерекшеліктері, ойын ортасындағы оқушылардың өзара әрекеттесу формалары, олардың тілдік және әлеуметтік-мәдени дағдыларының дамуына әсері талданады.

Резюме: В статье рассматривается потенциал компьютерных игр как современного педагогического инструмента развития медиакоммуникации и межкультурной компетентности школьников, изучающих английский язык. Анализируются особенности геймификации образовательного процесса, формы взаимодействия учащихся в игровой среде и их влияние на развитие языковых и социокультурных навыков.

The relevance of the chosen topic is determined by several factors. Firstly, computer games are one of the most popular forms of media leisure among adolescents, making them a natural and attractive learning environment. Unlike traditional educational materials, games create a situation of active participation, emotional engagement, and constant communication, which facilitates deeper language acquisition.

Secondly, modern education requires students to develop not only linguistic but also media communication competence—the ability to effectively interact in the digital space, understands the nuances of communication in a virtual environment, and critically perceives information. Computer games provide unique opportunities to practice these skills, as during the game, students interact with other users, participate in team discussions, and read and write in English in real time.

Thirdly, in a globalized world, developing intercultural competence is becoming a key educational objective. In computer games, participants encounter representatives of different cultures, which stimulate interest in their languages, traditions, and communication styles. Understanding cultural differences and respect for other forms of behavior and communication foster tolerance and a willingness to engage in intercultural interaction [1].

Thus, the relevance of this topic is determined by the need to integrate modern digital forms of interaction—in particular, computer games—into the English language learning process as a tool for developing students' media communication and intercultural competence.

The modern education system is under the influence of active digitalization, necessitating a revision of traditional approaches to teaching foreign languages. Today, students increasingly encounter English not only in textbooks but also in the media—social networks, films, video blogs, and, especially, computer games. The

gaming industry has become an important part of the media culture of the younger generation, shaping its own forms of communication, value systems, and information perception patterns [2].

Computer games are no longer solely a means of entertainment: they have become a multifunctional platform for communication, socialization, and learning. In the gaming space, students actively interact with native speakers, master new speech patterns, and become familiar with the cultural codes and ethical norms of other countries. This makes games a potentially effective tool for foreign language learning, capable of integrating cognitive, communicative, and cultural aspects [3].

In this regard, the study of computer games as a resource for developing students' media communication skills and intercultural competence is particularly important. This approach allows us to view games not simply as a form of leisure, but as a conscious tool for developing students' linguistic identity in a global media environment.

The aim of the study is to determine the potential of computer games as a means of developing media communication and intercultural competence in schoolchildren when teaching English, and to identify methodological approaches for the effective use of gaming technologies in the educational process.

Research Objectives:

- To examine the theoretical foundations of the concepts of media communication and intercultural competence in the context of foreign language teaching.
- To analyze the potential of computer games as a media space for developing language and communication skills.
- To define criteria for selecting game materials and develop examples of exercises based on computer games.
- To study the impact of gaming technologies on the motivation and effectiveness of schoolchildren learning English.

The theoretical foundations of the study are based on an interdisciplinary approach that integrates linguo-didactics, media pedagogy, and cultural studies. In the context of foreign language teaching, media communication is viewed as the process of exchanging information in a digital environment using multimodal means—text, images, sound, video, and interactive elements. Computer games, with their high degree of interactivity, represent an ideal platform for developing media communication skills, as they incorporate all of these components simultaneously.

From a learning theory perspective, computer games can be viewed as a special type of educational simulation [4]. They create situations that require language use in the context of decision-making, teamwork, and communicative problem-solving. This format is close to the concept of learning by doing, where students not only learn language rules but also apply them to achieve specific game goals.

From a sociocultural perspective, foreign language learning is most effective in a context of social activity and interaction. A gaming environment facilitates precisely this type of interaction: students engage in dialogue, discuss strategies, and

justify decisions, which promotes the development of both linguistic and cognitive skills.

According to Byram's model, intercultural competence includes knowledge of other cultures, interpretive and comparative skills, and a willingness to interact and respect cultural differences. Computer games, unlike educational texts, create authentic situations of intercultural communication: characters and plots reflect the values, behavioral norms, and communication patterns of English-speaking communities. For example, in games like *The Sims*, *Life is Strange*, and *Assassin's Creed*, students encounter elements of everyday, historical, and ethical culture, which contributes to the natural development of cultural awareness.

Thus, from a theoretical perspective, the use of computer games in English language teaching allows for the integration of three key areas of modern pedagogy: communicative learning, media pedagogy, and intercultural education. Games become not just a means of fostering interest in the subject but also a fully-fledged educational technology that develops students' linguistic identity, their ability to collaborate, self-express, and consciously engage in intercultural interaction.

The practical part of the study aimed to test the effectiveness of computer games as a means of developing media communication and intercultural competence in schoolchildren while learning English [5].

We selected what I believe are the best games for English language development. The games below were created specifically to help English learners improve their skills. This not only provides targeted language practice but also ensures practice at a level commensurate with our skills.

I analyzed the lessons of an English teacher. The lessons were conducted in grades 9 and 10 of a comprehensive school. Participants were divided into two groups: a control group and an experimental group. The control group followed a traditional curriculum, including textbooks and exercises to develop speaking skills, while the experimental group incorporated elements of computer games and game-based communication in English.

Before the experiment, students completed a survey to determine their attitudes toward computer games, their familiarity with gaming genres, and the extent to which they used English in gameplay. Most students (approximately 80%) noted that they regularly encounter English-language content in games but rarely perceive it as a source of language practice. This observation served as the basis for the English teacher's methodological development of the experiment, which aimed to transform gaming into a meaningful learning tool and foster intercultural competence.

Integrating gaming into English language teaching in the context of digitalization of education and the use of distance learning platforms helps to enhance motivation, especially among early adolescents, for whom gaming remains the primary activity. Classes in the experimental group lasted five weeks. They were based on game-based tasks based on plots and dialogues from popular English-language computer games—*Minecraft*, *The Sims*, *Life is Strange*, *The Sims*, *Roblox*, *Skyrim*, *Dragon Quest*, and others—and educational simulations like *Keep Talking* and *Nobody Explodes*. The teacher selected game episodes that contained elements

of intercultural interaction, typical speech situations, and examples of informal communication.

At the beginning of the lesson series, students were introduced to gaming vocabulary and the basic principles of media communication. Students completed the "Game Language Explorer" exercise, which asked them to recognize and explain the meaning of gaming terms commonly found in English-language chats: quest, level up, respawn, loot, teamwork, ally, defeat, and strategy. They then used these words in mini-dialogues, simulating real-life gaming situations. This task helped develop their linguistic intuition and the ability to apply vocabulary in a communicative context.

In subsequent lessons, students completed the "In-Game Dialogue Practice" exercise, which involved analyzing and acting out short dialogues from computer games. For example, the character's line "We have to work together or we'll lose everything" was discussed in terms of communication strategies and expressing emotional support. The teacher focused on how the characters expressed requests, gratitude, doubt, or irony, which helped students develop an understanding of the pragmatics of speech in English-speaking culture [6].

Thus, the practical part of the study confirmed that the use of computer games in the educational process contributes to the development of media communication, the development of teamwork skills, and the enhancement of students' intercultural competence. Computer games, as a natural communication environment for modern teenagers, are becoming a tool for conscious language and cultural learning. The use of exercises such as "Game Language Explorer," "In-Game Dialogue Practice," "Culture in Games," and "Game Chat Simulation" not only promotes verbal development but also fosters students' critical thinking skills, media literacy, and respect for cultural diversity. The obtained results allow us to recommend the integration of computer games and game forms of communication into the English language teaching system as an effective means of increasing motivation and the quality of acquisition of intercultural aspects of a foreign language.

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ТІЛ ҮЙРЕТУДЕ ӘДЕБИ ШЫҒАРМАЛАРДЫ ҚОЛДАНУДЫҢ ТИІМДІЛІГІ

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Аннотация: В статье рассматривается эффективность использования литературных произведений при обучении языку. Автор подчеркивает, что художественные тексты способствуют развитию речевых навыков, формированию культурной и духовной личности обучающегося.

Summary: The article discusses the effectiveness of using literary works in language teaching. The author emphasizes that literary texts enhance language skills and foster the cultural and spiritual development of learners.

Қазіргі білім беру жүйесінде тіл үйретудің басты мақсаты – оқушының тілдік және коммуникативтік құзыреттілігін қалыптастыру, сонымен қатар тіл арқылы оның мәдени-танымдық көкжиегін кеңейту. Осы тұрғыдан алғанда, әдеби шығармаларды тіл үйрету процесінде пайдалану – тілдік дағдыларды дамыту мен рухани тәрбиенің үйлесімін қамтамасыз ететін маңызды әдістемелік бағыт. Әдебиет – тілдің ең көркем, ең бай үлгісі, ал көркем мәтін-тілдің табиғи қолданысын, ұлттық мәдениетті, ойлау жүйесін танытатын ерекше құрал.

Халық даналығында «Сөз сүйектен өтеді», «Өнер алды – қызыл тіл» деп бекер айтылмаған. Әдеби тіл арқылы адам тек сөз үйреніп қана қоймай, халықтың рухани дүниесін, мәдени құндылықтарын да меңгереді. Сондықтан әдеби шығармаларды тіл үйретуде тиімді қолдану – тұлғаның тілдік, эстетикалық және мәдени құзыреттерін қалыптастырудың ең пәрменді жолдарының бірі.

Әдеби шығарма – тілдің ең жоғары көрінісі, халықтың тарихы мен дүниетанымының айнасы. Көркем мәтін тілдің бай лексикалық қорын, түрлі стильдік амалдарын, бейнелі сөз өрнектерін қамтиды. Сол себепті оны тіл үйретуде қолдану оқушыларға тілді табиғи, эмоционалды және мәдени контексте меңгеруге мүмкіндік береді.

Мысалы, М.Әуезовтің «Абай жолы» романындағы кейіпкерлер тілі арқылы оқушылар қазақ халқының салт-дәстүрі мен мінез-құлық мәдениетін таниды. Сондай-ақ, Абай өлеңдерін оқу арқылы адамгершілік, ізгілік, білімге құштарлық сияқты құндылықтар бойға сіңеді. **Ы.Алтынсариннің «Қыпшақ Сейтқұл» әңгімесі.** Бұл әңгіме еңбекқорлық пен адалдықты дәріптейді. Сабақ барысында оқушылар «еңбек – адамның екінші анасы» деген ойды түсініп, кейіпкердің іс-әрекеті арқылы өмірлік ұстаным қалыптастырады. Осы арқылы тіл үйренушілер жаңа сөздерді меңгеріп, сонымен бірге халықтық дүниетаным-еңбек пен тәртіптің қадірін түсінеді.

М.Жұмабаевтың «Мен жастарға сенемін» өлеңі тіл сабақтарында оқу арқылы оқушылар ұлттық рух, елге деген сенім мен жауапкершілік сезімін тіл

арқылы түсінеді. Өлеңдегі *«Арыстандай айбатты, жолбарыстай қайратты, мен жастарға сенемін»* деген жолдар жастарды елін сүюге, намысты болуға үндейді. Мұндай шығарма оқушылардың тіл байлығын арттырып қана қоймай, олардың бойында отансүйгіштік сезімін қалыптастырады.

Абайдың кара сөздері тілдік әрі философиялық тұрғыдан өте бай материал. Мысалы, *Он тоғызыншы кара сөзінде* Абай «Адам баласын замана өсіреді» деп, тәрбие мен білімнің рөлін айқындайды. Оны тіл үйретуде талдау арқылы оқушылар қазақ халқының ойлау мәдениетін, адамгершілік қағидаларын және өмір философиясын тереңірек ұғынады. Осы сияқты мысалдар әдебиеттің тек тілдік материал емес, **ұлттық рух пен дүниетанымның кілті** екенін дәлелдейді-яғни әдебиет арқылы оқушы ана тілін, өз халқын және оның рухани байлығын қатар танып-біледі.

«Ақыл – адам көрігі, ақылсыз – жанның берігі» деген халық нақылы әдеби шығармалардың тәрбиелік және танымдық қуатын айқын көрсетеді. Әдебиет – тіл арқылы адамды ойлауға, сезінуге, түсінуге тәрбиелейді.

Көркем мәтін – тілдің тірі үлгісі. Әдеби шығарманы оқу барысында оқушылар тілдің бай лексикалық қорымен, тұрақты тіркестерімен, ұлттық бейнелі ойлау жүйесімен танысады. Мысалы, Бейімбет Майлиннің *«Шұғаның белгісі»* әңгімесін оқыту кезінде оқушылар тек тілдің құрылымын емес, қазақ қоғамының әлеуметтік өмірін, адамдар арасындағы қарым-қатынас мәдениетін таниды. Мұндағы *«Жақсының жақсылығын айт, нұры тасысын», «Жақсылық – жасырылмас»* деген ұғымдар арқылы жазушы халықтық мораль мен ізгіліктің мәнін ашып көрсетеді. Бұл оқушылардың тіл үйренумен қатар адамгершілік сезімін тәрбиелейді.

Әдеби шығармалармен жұмыс жасау оқушыларды ойлануға, талдауға және өз ойын көркем жеткізуге үйретеді. Абайдың *«Қыс»* өлеңін талдау кезінде оқушылар табиғатты суреттеудің тілдік амалдарын меңгереді. Өлеңдегі:

«Ақ киімді, денелі, ақ сақалды,

Соқыр, мылқау, танымас тірі жанды», -

жолдары метафора мен эпитеттің қолданылуын айқын көрсетеді. Оқушылар бұл көркемдік құралдарды өз сөйлеуінде қолдануға үйренеді, яғни тілдің бейнелі мүмкіндігін сезінеді. Сонымен қатар, табиғатты адаммен салыстыру арқылы халықтың қоршаған ортаға деген көзқарасын, эстетикалық талғамын ұғынады.

Ыбырай Алтынсариннің *«Өрмекші, құмырсқа, қарлығаш»* әңгімесін оқытуда еңбекқорлық пен табандылық идеясы тілдік жаттығулар арқылы бекітіледі. Мұнда оқушылар диалог құру, пікір білдіру, мәтінді мазмұндау арқылы тілдік дағдысын жетілдіріп, сонымен қатар еңбектің қадірін түсінеді. Халық мақалы *«Еңбек етсең ерінбей, тояды қарның тіленбей»* дәл осы идеяны нақтылай түседі.

Әдеби шығарманы оқыту барысында тіл үйренуші тек сөздік қорын байытып қана қоймай, тілдің мәдени-танымдық табиғатын сезінеді. Оның бірнеше тиімді қырын атап өтуге болады:

1. Тілдік дағдыны табиғи контексте қалыптастырады. Көркем мәтіндерде сөздердің шынайы қолданысы мен грамматикалық құрылымы өмірмен тығыз байланысты. Бұл оқушыларға тілдік норманы нақты мысалдар арқылы түсінуге мүмкіндік береді.

2. Сөйлеу мәдениетін дамытады. Әдебиет тілі – сөздің әсемдігі мен дәлдігін үйрететін мектеп. Мысалы, Б.Майлин, Ғ.Мүсірепов, І.Жансүгіров шығармаларындағы тіл өрнегі сөйлеу мәдениетін қалыптастыруда үлкен рөл атқарады.

3. Мәдени құндылықтарға баулиды. *«Тіл – халықтың жаны»* дегендей, әдебиет арқылы оқушылар халықтың тарихы мен мәдениетіне үңіледі. Мысалы, жыраулар поэзиясындағы елдік идеялар мен ұлттық рух тіл үйренушіге мәдени сабақ береді.

4. Шығармашылық ойлауды дамытады. Әдеби мәтін оқушыны ойлануға, талдауға, салыстыруға жетелейді. Бұл тілдік ойлау қабілетін арттырады және сын тұрғысынан қарауға үйретеді.

Әдеби шығармаларды тіл үйретуде тиімді пайдалану үшін мұғалім мынадай әдістерді қолдана алады:

1. Талдау және түсіндірме жұмыстары. Мәтіннен бейнелі сөздерді, тұрақты тіркестерді, мақал-мәтелдерді табу және олардың мағынасын ашу;

2. Шығармашылық тапсырмалар. Кейіпкерлерге мінездеме беру, көрініс қою, мәтінді жалғастырып жазу, эссе немесе пікір жазу;

3. Рөлдік және диалогтық оқыту. Кейіпкерлер арасындағы диалогты сахналау арқылы оқушылар сөйлеу дағдысын дамытады;

4. Мәдени контексті зерттеу. Шығарманың тарихи кезеңі мен ұлттық дәстүрлерге қатысты мәліметтерді талқылау. Мысалы Мұхтар Әуезов *«Абай жолы» романын* алсақ, роман қазақ қоғамының патриархалдық дәстүрлерін, билік жүйесін, әйел теңсіздігі мен рулық тартыстарды ашады. Әуезов тарихи деректер мен халықтық салт-дәстүрлерді көркемдік тұрғыда қайта бейнелеп, қазақ мәдениетінің терең философиялық негізін көрсетеді. Бердібек Соқпақбаев *«Менің атым Қожа»* шығармасы. Тарихи кезеңі: XX ғасырдың орта тұсы, кеңестік дәуір. Кеңестік идеологияның әсерімен жазылғанымен, шығармада қазақ ауылындағы тұрмыс, отбасы тәрбиесі, ұлттық мінез айқын көрінеді. Қожа бейнесі арқылы жазушы ұлттық дәстүр мен жаңа қоғамның талаптары арасындағы қайшылықты көрсетеді. Соқпақбаев кеңестік шындықты ұлттық тұрғыдан бейнелеп, бала психологиясын қазақы мәдени ортада суреттейді.

Осындай әдістер әдебиеттің тәрбиелік, танымдық және тілдік мүмкіндіктерін біртұтас пайдалануға жағдай жасайды.

Қазақ әдебиеті – ұлттық болмыстың айнасы. Оның әрбір туындысы ұлт рухын, адамгершілік пен ізгілікті дәріптейді. *«Ер елі үшін туады, елі үшін өледі»*, *«Жақсының аты өлмейді, ғалымның хаты өлмейді»* сияқты мақал-мәтелдер әдеби шығармалардағы негізгі идеялармен үндес келеді.

Абайдың өлеңдері мен қара сөздері, Ыбырай Алтынсариннің әңгімелері, Шәкәрімнің философиялық жырлары – бәрі де адамгершілік, еңбексүйгіштік,

білім мен әділдікке үндейді. Осындай шығармаларды тіл үйретуде пайдалану-оқушының тек тілдік қабілетін емес, рухани дүниесін де байытады.

Қорыта айтқанда, тіл үйретуде әдеби шығармаларды қолдану – білім беру мен рухани тәрбие процесінің ажырамас бөлігі. Әдебиет арқылы тіл үйренуші сөздің мәнін, мағынасын, әсемдігін терең түсінеді. Ол тілдің грамматикалық құрылымын ғана емес, оның рухани, мәдени астарын да игереді.

Халық даналығында айтылғандай, «*Тіл-ойдың айнасы, әдебиет-рухтың шамы*». Сондықтан әдеби шығармаларды тіл үйретудің өзегіне айналдыру – ұлттық санасы ояу, рухани бай, мәдениеті жоғары тұлға тәрбиелеудің тиімді жолы.

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THE FORMATION OF LANGUAGE COMPETENCE OF STUDENTS ON THE GRAMMAR OF THE ENGLISH LANGUAGE

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Түйін: Бұл мақала бакалавриат студенттеріне ағылшын тілінің грамматикалық құбылыстарын оқыту мәселелерін зерттеу қажеттілігін негіздейді; Ағылшын тілі грамматикасын оқыту мазмұнының құрамдас бөліктері қарастырылады.

Аннотация: В статье обосновывается необходимость изучения проблем содержания обучения студентов бакалавриата грамматическим явлениям английского языка; рассматриваются компоненты содержания обучения грамматике английского языка.

In the modern educational context, the mastery of a foreign language is inseparable from the concept of language competence, which encompasses grammatical knowledge, communicative ability, and cultural awareness. Among these, grammatical competence plays a foundational role, as it provides students with the structural framework necessary for comprehension and expression. This article focuses on the formation of language competence through the effective teaching of English grammar.

The concept of language competence was significantly developed by Noam Chomsky, who distinguished between competence (the speaker's implicit knowledge of the language) and performance (actual language use in real situations). Later models, such as those by Canale and Swain (1980), expanded this idea to include

grammatical, sociolinguistic, discourse, and strategic competence. Grammatical competence, in this framework, refers to knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and phonology [1].

The Role of Grammar in Language Competence

Grammar is central to the development of language competence for several reasons:

- It enables learners to produce structurally correct sentences.

- It supports clarity and precision in communication.

- It aids in understanding and constructing more complex texts.

However, grammar teaching must be meaningful and communicative to be effective. Rote memorization of rules without practical application does not lead to language competence [2].

Approaches to Grammar Teaching

Deductive Approach: The rule is presented first, followed by examples and practice. This method suits analytical learners and is effective when time is limited.

Inductive Approach: Students discover the rule through examples. This promotes deeper understanding and long-term retention.

Task-Based Language Teaching (TBLT): Grammar is learned incidentally through meaningful tasks, promoting both fluency and accuracy.

Communicative Language Teaching (CLT): Grammar is taught in context, integrated with speaking, listening, reading, and writing skills [3].

Practical Strategies for Enhancing Grammar Competence

Contextualization: Teaching grammar in the context of real-life communication.

Scaffolding: Gradual increase in complexity, supporting learners through guided practice.

Feedback and Error Correction: Providing timely, constructive feedback helps reinforce learning.

Integration with Skills Development: Grammar should not be isolated from other language skills.

Use of Technology: Interactive grammar tools and apps can enhance learner engagement [4].

Some common challenges include student demotivation, overemphasis on accuracy, and lack of contextual understanding. Solutions include using authentic materials, incorporating games and collaborative activities, and adopting a learner-centered approach.

The formation of language competence through grammar instruction requires a balanced, communicative, and context-sensitive approach. By integrating grammar into meaningful language use, educators can help students build both accuracy and fluency, ultimately contributing to overall language proficiency.

The development of students' language competence in English depends significantly on their mastery of grammar. However, teaching grammar should not be limited to rule memorization. Instead, it must be integrated into meaningful communication and practical use. By applying context-based, interactive, and communicative approaches, educators can make grammar learning more effective and engaging. A well-balanced grammar instruction fosters both accuracy and fluency, enabling students to use English confidently and correctly in real-world contexts.

Observing the educational process in English language lessons in secondary schools, questionnaires, conversations with teachers and pupils, analysis of student tests, creative works, systematic familiarization with the level of oral and written speech of pupils, testing, performance of experimental tests, oral frontal survey, the implementation of the exercises allowed us to state that the formation of grammatical competence of senior pupils and secondary school pupils in the process of studying syntax is considered fragmentarily.

The study and generalization of the practice of forming grammatical competence of high school pupils in the process of studying syntax made it possible to find out the reasons for the insufficient formation of grammatical competence of high school pupils in the process of studying syntax, consisting in the complexity of the grammatical material itself, inadequate consideration of the age characteristics of high school pupils, the absence of a developed methodology for the formation of grammatical competence ...

To diagnose the levels of formation of grammatical competence of senior and secondary school pupils in the process of studying the syntax and obtaining reliable results at the ascertaining stage of the pedagogical experiment, various forms and methods of checking were carried out [5].

Based on the analysis of the results of the diagnostic section, the levels of the formation of grammatical competence of pupils in the process of studying the syntax were determined: high, sufficient, medium and low.

A high level of formation of grammatical competence of pupils is characterized by the established skills to analyze a phrase and a sentence from the point of view of their structure and communicative purpose, it is appropriate to use phrases and sentences of various types in oral and written speech; comply with grammatical norms; distinguish between a phrase and a sentence, select phrases with various types of communication from a sentence; distinguish between the main and secondary members in a sentence, characterize them, build sentences of different types; determine the types of one-part and complicated simple sentences; recognize and analyze complex syntactic units in the finished text; build texts of different types, styles and genres of speech; observe the logical intonation in the sentence, the rhythm-melody of syntactic constructions; intonate sentences of various types, taking into account the logical stress to convey various semantic and emotional shades of meaning; use the expressive capabilities of sentences of various types in your own speech, etc.

A sufficient level is characterized by the ability to recognize and distinguish phrases and sentences in the text, to determine the main and secondary members of the sentence, to find one-part sentences in the proposed text, to distinguish incomplete two-part sentences from complete one-part sentences; determine the structure of simple, simple complicated and complex sentences in accordance with the communicative task; distinguish between structural differences between simple and complex sentences, observe the logical intonation in a sentence, rhythm-melodies of syntactic structures; intonate sentences of various kinds, taking into account the logical stress to convey various semantic and emotional shades of

meaning; use the expressive capabilities of sentences of various types in their own speech, etc. However, pupils make a small number (1-2) mistakes in determining the types of sentences, ways of expressing the main and secondary members of the sentence.

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THE USE OF ARTIFICIAL INTELLIGENCE IN ADAPTING ENGLISH- LANGUAGE TEXTS FOR TEACHING

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Түйін: бұл мақала күрделі материалдарды студенттердің қажеттіліктеріне жауап беретін оқу ресурстарына түрлендіруде оның тиімділігі бағытында AI қолдануды зерттеуге арналған.

Аннотация: данная статья посвящена исследованию применения ИИ в направлении его эффективности в преобразовании сложных материалов в учебные ресурсы, отвечающие нуждам студентов

In the modern educational process, especially in the context of teaching English to students of technical fields, the use of authentic materials becomes an integral component of the formation of professional and communicative competence of a future engineer. Such materials reflect the actual functioning of language in a professional environment, which contributes to the development of language skills focused on real-life and professional situations. However, the high lexical and grammatical complexity, richness of specialized terminology, as well as the presence of culturally determined contexts pose significant difficulties for students. In this regard, the issues of adapting authentic materials and effective methods of their use in foreign language classes are becoming particularly relevant [1].

In this context, artificial intelligence (AI) opens up new opportunities for improving and optimizing the educational process. The use of AI allows you to adapt authentic texts, audio and video materials, making them more accessible, relevant and motivating for students. Thanks to machine learning algorithms, the teacher can adjust the level of complexity, presentation style and subject matter of materials in

accordance with the objectives of the course, the level of language training and the professional interests of students.

The study examined specific AI methods and tools, including automated translation, intelligent text simplification, automatic generation of tasks and questions, as well as analysis of lexical complexity and semantic saturation of the text. These technologies allow us to preserve the authenticity and informative value of the material, while making it accessible to students of different levels of education. Among the most effective tools are neural network models that optimize the process of selecting, analyzing, and adapting content, helping teachers quickly transform complex texts into learning resources that meet the needs of a specific audience.

The use of AI in the adaptation of authentic materials contributes to the personalization of the educational process, increases the motivation and involvement of students, promotes the formation of terminological literacy and flexibility of speech behavior in professional communication. Ultimately, this has a positive effect on English language learning outcomes, especially in technical universities, where a deep understanding of professional texts is required.

The practical part of the study was conducted among first-year undergraduate students studying English using adapted materials. The course was based on the textbook “Maximum” (levels A0–B2), where traditional tasks were supplemented with interactive exercises developed using AI to analyze and select authentic texts on topics relevant to students' future professional activities.

Based on the analysis of modern scientific works, key trends in the use of AI in foreign language education have been identified.:

- Personalization of learning — AI builds individual trajectories of learning a foreign language, adapted to the level, interests and cognitive abilities of each student.

- Creation of educational materials based on student requests — AI generates content that meets the real needs of students, increasing their engagement and motivation.

- Automated assessment and instant feedback, which allows students to receive timely recommendations and correct mistakes, and teachers to use their working hours more effectively.

- Integration of authentic materials into the learning process using AI, where algorithms select, simplify and adapt content, preserving its authenticity.

Modern research confirms that the use of AI increases the effectiveness of learning, as it provides automation of the selection, analysis and personalization of educational resources [2]. Artificial intelligence allows you to quickly determine the level of complexity of the text, identify key vocabulary, create adapted exercises and individual learning trajectories. Nevertheless, despite significant successes, there is a shortage of research devoted to adapting authentic materials for various learning purposes, including teaching English for Special Purposes (ESP). Mechanisms for dynamically adapting the complexity of texts (from levels A1 to B2+), creating textual databases for professional fields, and criteria for evaluating the effectiveness of various AI tools have not been sufficiently developed.

Authentic materials — whether they are scientific articles, technical documentation, podcasts, interviews with specialists or video lectures — play a crucial role in the preparation of students of technical specialties. They allow you to develop professional communication skills, bringing the learning process closer to real professional practice. Unlike artificially created educational texts, authentic materials convey the natural context of language use, including professional vocabulary, documentation structure, speech patterns and communication styles in an engineering environment [3].

However, the introduction of such materials is accompanied by a number of difficulties: high lexical and grammatical richness, terminological specificity, as well as the discrepancy between the students' language level and the complexity of the texts. Therefore, adaptation without loss of authenticity is of particular importance, where it is important to preserve the natural structure and communicative value of the original. Traditional adaptation methods require significant time on the part of the teacher and often do not provide sufficient flexibility.

In this regard, the use of AI tools is becoming a key solution: neural networks allow you to automatically determine the level of complexity of a text, perform lexical and grammatical analysis, simplify text constructions without distorting the meaning, and personalize the selection of materials in accordance with the level of language proficiency and the professional profile of the student.

The modern market offers a wide range of applications and platforms for learning foreign languages using AI. However, teachers are faced with the task of rationally selecting the tools that best meet their learning goals.

For the systematic organization of the process of adapting authentic materials, the authors identified the basic principles of working with original texts.:

- The textual principle is the analysis of texts to determine the degree of necessary simplification and preservation of authenticity;
- Professional principle — focusing on terminology and language structures applicable in professional communication of future engineers;
- The technological principle is the use of digital tools and artificial intelligence systems to accelerate, automate and optimize the adaptation process.

Thus, the introduction of AI in the process of adapting authentic materials not only improves the quality of English teaching, but also creates conditions for interactive, flexible and meaningful learning, where each student gets the opportunity to work with materials as close as possible to his professional reality.

This made it possible to implement in practical educational materials a set of issues related to learning a foreign language, from the level of complexity of the text and the range of professional vocabulary to familiarization with the realities of the specialty and the activation of students' practical experience.

Based on authentic texts of varying degrees of complexity created using the principles of adaptation, lists of words for study, exercises, assessment materials, and feedback questions were created [4]. A study conducted among students on changes in the level of language proficiency demonstrated an active increase in the level of

competence of students, their transition to a higher level of English language proficiency.

Based on the conducted research, it can be concluded that the adaptation of authentic materials introduces students to the practical use of the language, its living environment. It is possible to get acquainted with authentic materials at any level of language proficiency, provided that the text is prepared in advance. In addition to familiarization with vocabulary and grammar, the preliminary preparation of texts also includes the adaptation of materials. Thus, AI allows you to overcome the main barriers in working with authentic materials, ensuring a smooth transition from educational texts to real professional sources. This not only optimizes the teaching process, but also enhances the practical training of students, preparing them for international professional interaction. The experience of this work requires further research, systematization and classification of the material, the creation of didactic principles and methodological recommendations against the background of rapidly developing neural networks and artificial intelligence tools.

This made it possible to implement a holistic set of tasks in the teaching materials, covering a wide range of aspects of learning a foreign language — from analyzing the complexity of texts and expanding professional vocabulary to getting to know the realities of the future specialty and stimulating students' practical experience in conditions close to professional activity.

On the basis of authentic texts adapted taking into account the principles of textual, professional and technological approaches, lexical lists, grammatical and communicative exercises, assessment materials for checking the level of knowledge acquisition, as well as questions for organizing feedback with students were developed. This structure made it possible to combine theoretical knowledge with practical language application skills, which greatly contributed to the development of linguistic and professional competence.

The results of the study conducted among students confirmed a steady increase in the level of English language proficiency, increased confidence in the use of professional vocabulary, as well as the development of skills in analyzing and interpreting authentic sources. The transition of students to a higher level of competence was noted, which is reflected not only in quantitative indicators, but also in the quality of language interaction, the ability to conduct a discussion on relevant topics and use terminology in the context of engineering tasks.

Based on the analysis of the data obtained, it can be concluded that the adaptation of authentic materials contributes to the involvement of students in the practical use of the language, forming their ability to perceive foreign speech not as an educational material, but as a real tool for professional communication. Acquaintance with authentic sources is possible at any stage of mastering a foreign language, provided that the texts are prepared in advance. It includes familiarization with key vocabulary and grammatical constructions, contextual adaptation and gradual complication of the material depending on the level of students [5].

Thus, the use of artificial intelligence (AI) in the process of adapting authentic materials makes it possible to effectively overcome language and cognitive barriers,

ensuring a smooth and natural transition from educational texts to professional sources. This, in turn, helps to increase students' motivation and independence, as well as develop their readiness for intercultural and professional communication in the global engineering environment.

The experience gained in implementing AI technologies in teaching foreign languages demonstrates the need for further expansion and systematization of the accumulated material, the development of didactic principles and methodological recommendations that take into account the dynamic development of neural network tools. A promising area of further research is the creation of intelligent educational systems capable of automatically analyzing, adapting and integrating authentic resources into the learning process, which will provide a new level of quality of language training for students of technical specialties.

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GAMING TECHNOLOGIES IN ENGLISH CLASSES

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Түйін: Ағылшын тілін оқытуда ойын технологияларын пайдалану оқушыларды тарту және тілді меңгеруді жақсарту үшін барған сайын танымал әдіске айналды. Ойындар оқушылардың тілдік, коммуникативтік және когнитивтік дағдыларын дамыта алатын интерактивті және мотивациялық оқу ортасын жасайды. Бұл мақалада ойын технологияларының педагогикалық әлеуеті, олардың артықшылықтары, қиындықтары және ағылшын тілі сыныптарындағы практикалық қолданылуы қарастырылады.

Аннотация: Использование игровых технологий в преподавании английского языка становится всё более популярным методом вовлечения учащихся и улучшения их усвоения. Игры создают интерактивную и мотивирующую учебную среду, в которой учащиеся могут развивать языковые, коммуникативные и когнитивные навыки. В данной статье

рассматривается педагогический потенциал игровых технологий, их преимущества, сложности и практическое применение на уроках английского языка.

In recent years, the integration of technology in education has significantly changed the way teachers deliver content and students engage with learning materials. Among these innovations, gaming technologies have emerged as powerful tools for language learning. Educational and commercial games can create authentic, immersive contexts for language practice, fostering both motivation and communication.

The primary purpose of using games in English classes is not entertainment but effective learning through experience, problem-solving, and interaction. Gaming technologies help bridge the gap between theoretical knowledge and practical language use [1].

The theoretical foundation for the use of games in language learning can be traced to constructivist and communicative approaches. According to Piaget and Vygotsky, learners construct knowledge through active engagement and social interaction. Games naturally support these processes by encouraging exploration, collaboration, and experimentation.

From the communicative perspective, games provide a context for meaningful language use. Learners communicate to complete tasks, solve problems, and achieve goals, thereby internalizing new vocabulary and structures in a natural way.

Digital game-based learning (DGBL) combines the principles of pedagogy and interactive media. It offers personalized, adaptive environments that respond to learners' needs and pace, promoting autonomy and engagement.

Advantages of Using Gaming Technologies

1. Motivation and Engagement: Games make learning enjoyable, increasing students' willingness to participate and practice.

2. Authentic Language Practice: Games provide real-life contexts where learners use English to communicate, make decisions, and achieve objectives.

3. Development of Multiple Skills: While playing, students practice listening, reading, speaking, and writing simultaneously.

4. Immediate Feedback: Many educational games provide instant feedback, helping students correct mistakes and monitor progress.

5. Collaboration and Social Learning: Multiplayer or team-based games encourage communication and cooperation, fostering a sense of community [2].

Despite their potential, gaming technologies also present several challenges:

- Technical barriers: Lack of equipment or internet access can limit implementation.

- Teacher readiness: Some educators may not be trained in integrating games into lessons effectively.

- Time constraints: Games require careful planning to align with curriculum goals.

- Distraction risk: If not properly guided, students may focus more on gameplay than learning outcomes.

Teachers can integrate gaming technologies through:

Language learning apps such as *Kahoot!*, *Quizizz*, and *Duolingo* for vocabulary and grammar reinforcement.

Simulation games like *The Sims* or *Minecraft Education Edition* to practice everyday communication and creative writing.

Role-playing and adventure games where students interact using target language expressions.

Gamified classroom systems, where points, badges, and levels motivate learners to achieve milestones.

Successful integration requires careful selection of games that correspond to linguistic objectives and proficiency levels. Combining traditional methods with digital tools ensures balanced skill development [3].

It's worth noting that high demands are currently placed on specialists. In today's environment, the process of adapting an employee to a new organization can be short. Employees, even recent university graduates, are expected to make quick decisions and work effectively, which requires active integration into the work environment. The adaptation process is not so much influenced by the conditions provided by the employer; it largely depends on the personality of the new employee, the suitability of their skills and professional competencies for the position they hold. To a certain extent, these qualities can be developed through the use of game-based learning methods. Game technologies are becoming an important component of training, simulating real-life professional interactions. Game technologies may well play a key role in preparing specialists for professional work.

Play is present in everyone's life: at work, in family settings, and with friends, we play different roles. In teacher-student interactions, play becomes not only a stress-relieving tool but also a method for solving learning problems. Therefore, mastering gaming technologies and methods for their application in practical lessons lays the foundation for successful foreign language acquisition [4].

This requires a great deal of willpower from the students. However, the game relieves this tension. In my classes, even college students eagerly join in. The idea is as follows. Like the traditional game "Lotto," there are cards with irregular English verbs written in Russian. There's also a bag of chips, each with a verb in Russian on one side and three forms of the verb in English on the other. The leader (one of the students) draws a card and names the verb in Russian, and the other students look for the verb in their cards. The one who finds it must name the three forms of the verb. If they do so correctly, they receive a chip and use it to cover the space on their card. The winner is the one who collects all the chips on their card first.

Gaming technologies represent a dynamic and effective method for teaching English in modern classrooms. They support active learning, creativity, and authentic communication, making the language acquisition process more engaging and productive. However, their successful use depends on pedagogical planning, teacher competence, and appropriate technological resources. When implemented strategically, games can transform English language learning into an interactive and meaningful experience.

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ORAL TESTING TO DETERMINE THE COMMUNICATIVE COMPETENCE OF SENIOR STUDENTS

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Түйін: Бұл мақалада орта мектеп оқушыларының коммуникативтік құзыреттілігін бағалау әдісі ретінде ауызша тестілеудің рөлі қарастырылады. Коммуникативтік құзыреттілік нақты өмірлік жағдайларда тілді тиімді қолдану мүмкіндігі ретінде анықталады және грамматикалық, лексикалық, социолингвистикалық, дискурсивті және стратегиялық компоненттерді қамтиды. Сұхбат, рөлдік ойындар, презентациялар, талқылаулар және пікірталастар сияқты нақты өмірдегі коммуникативтік сценарийлерді көрсететін ауызша бағалау әдістерін әзірлеудің маңыздылығы атап өтіледі.

Аннотация: В статье рассматривается роль устного тестирования как метода оценки коммуникативной компетенции старшеклассников. Коммуникативная компетенция понимается как способность эффективно использовать язык в реальных ситуациях общения и включает грамматический, лексический, социолингвистический, дискурсивный и стратегический компоненты. Подчеркивается важность разработки устных форм контроля, отражающих реальные коммуникативные сценарии, такие как интервью, ролевые игры, презентации, дискуссии и дебаты.

Communicative competence is a central aspect of foreign language learning, reflecting not only a student's knowledge of vocabulary and grammar but also their ability to effectively use language in real-life contexts. In senior students, particularly those in secondary education, the development of communicative competence is essential for both academic success and future professional interactions. One of the most reliable methods for assessing this competence is oral testing, which provides direct evidence of a student's ability to comprehend, process, and produce language in a meaningful way.

Oral testing allows educators to evaluate multiple dimensions of communicative competence, including grammatical, sociolinguistic, discourse, and strategic competence. Grammatical competence is reflected in the correctness of sentence structures, word usage, and pronunciation. Sociolinguistic competence is demonstrated through appropriate register, tone, and cultural sensitivity in communication. Discourse competence involves the organization of ideas coherently in extended speech, while strategic competence includes the ability to compensate for gaps in knowledge using paraphrasing or clarification strategies. By integrating these

aspects into oral assessment, teachers gain a comprehensive understanding of a student's communicative abilities [1].

The design of oral tests for senior students should reflect real-life communicative scenarios to enhance both reliability and validity. Common formats include interviews, role-plays, presentations, and discussion-based tasks. For example, role-plays can simulate real-life situations, such as a job interview or a debate, requiring students to demonstrate both linguistic skills and social interaction strategies. Discussions and debates, in particular, assess higher-order thinking skills alongside language proficiency, as students must respond spontaneously, defend their opinions, and engage with the ideas of peers.

Effective oral testing also depends on clear criteria and rubrics. These should be communicated to students in advance to ensure transparency and fairness. Typical criteria include fluency, accuracy, pronunciation, lexical range, interactive communication skills, and the ability to sustain conversation. Assessors should provide feedback that highlights both strengths and areas for improvement, fostering reflective learning and encouraging further development of communicative competence.

Despite its advantages, oral testing presents challenges. It is time-consuming, subjective, and can induce anxiety in students, potentially affecting performance. To mitigate these issues, assessments should be structured, with standardized prompts and scoring guidelines. Pair or group tasks can reduce individual pressure, while repeated oral activities throughout the course can give a more accurate picture of a student's communicative competence over time [2].

In modern foreign language education, particular attention is paid to the development of communicative competence. Communicative competence is defined as the ability not only to use linguistic knowledge accurately but also to communicate effectively in various real-life situations, demonstrating mastery of grammatical, lexical, sociocultural, and strategic aspects of the language. For senior students in secondary education, the development of communicative competence is especially important, as it ensures successful interaction in academic and professional contexts and fosters essential social communication skills.

One of the most effective tools for assessing the level of communicative competence is oral testing. Unlike written assessments, oral tests provide a direct opportunity to observe language use in real-time communication, evaluating students' abilities to understand spoken input, construct coherent speech, maintain dialogue, and support their own viewpoints. Oral testing encompasses several components of communicative competence: grammatical competence, reflected in correct use of sentence structures; lexical competence, demonstrated by the diversity and appropriateness of vocabulary; discourse competence, showing the ability to organize speech logically and coherently; sociolinguistic competence, revealing appropriate register, tone, and cultural sensitivity; and strategic competence, manifested in the ability to overcome language difficulties and find alternative ways to express meaning [3].

The design of oral tests for senior students should incorporate authentic communicative situations to enhance both validity and pedagogical value. Common forms of oral assessment include interviews, role-plays, presentations, discussions, and debates. Role-plays simulate real-life interactions, requiring students to use language knowledge and communication strategies while responding to unpredictable situations. Discussions and debates evaluate higher-order thinking skills alongside language proficiency, as students must respond spontaneously, defend their ideas, and interact with their peers' viewpoints, all while maintaining coherent speech.

The effectiveness of oral testing largely depends on clear assessment criteria and rubrics. Typical criteria include fluency, accuracy, pronunciation, lexical range, interactive communication skills, and coherence of speech. Providing students with assessment criteria in advance ensures transparency, reduces anxiety, and creates conditions for more objective evaluation of their communicative skills. Constructive feedback is also critical, as it allows students to identify strengths and weaknesses and guides further development of their communicative competence [4].

Despite its advantages, oral testing has certain challenges. It is time-consuming, potentially subjective, and can induce anxiety in students, affecting performance. To mitigate these issues, assessments should be well-structured, with standardized prompts and scoring guidelines. Pair or group activities can reduce individual pressure and create a more supportive environment for demonstrating skills. Additionally, regular integration of oral tasks into classroom practice provides a more accurate and comprehensive picture of students' communicative abilities over time.

In conclusion, oral testing is an essential and effective tool for assessing the communicative competence of senior students. When carefully designed and implemented, it evaluates not only linguistic knowledge but also practical communication skills, critical thinking, and interaction strategies. Incorporating authentic tasks, clear assessment criteria, and systematic feedback transforms oral testing into both an evaluative and pedagogical instrument, promoting continuous development of students' communicative competence and preparing them for real-life communication in academic, professional, and social contexts.

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CHALLENGES OF PRONUNCIATION FOR RUSSIAN SPEAKERS LEARNING ENGLISH

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Түйін: Дыбыстау – екінші тілді меңгерудің маңызды бөлігі, ол сөйлеудің түсініктілігі мен қарым-қатынас тиімділігіне айтарлықтай әсер етеді. Ағылшын тілін үйреніп жүрген орыс тілді студенттер екі тілдің фонетикалық жүйелеріндегі айырмашылықтарға байланысты бірқатар қиындықтарға тап болады. Оларға дауысты және дауыссыз дыбыстардың айырмашылығы, екпін, ырғақ және интонация жатады. Мақалада осы мәселелердің жан-жақты талдауы беріліп, сыныптағы бақылаулар мен студенттердің пікірлері негізінде практикалық оқыту тәсілдері ұсынылады.

Аннотация: Произношение является важным аспектом изучения второго языка, который существенно влияет на понятность речи и эффективность коммуникации. Русскоязычные изучающие английский язык сталкиваются с особыми трудностями, связанными с различиями между двумя фонетическими системами, включая контрасты гласных и согласных, ударение, ритм и интонацию. В статье представлен подробный анализ этих проблем, основанный на наблюдениях, фонетических исследованиях и отзывах студентов.

Pronunciation plays a central role in successful communication and overall language proficiency. Even when a learner has an extensive vocabulary and good grammatical knowledge, poor pronunciation can make speech difficult to understand. Russian learners of English face particular pronunciation challenges because of the phonetic, rhythmic, and prosodic differences between the two languages. The English language is characterized by a complex vowel system, variable stress patterns, and stress-timed rhythm, while Russian relies on fewer vowel distinctions and a syllable-timed rhythm. As a result, Russian speakers tend to transfer the phonological rules of their native language into English speech, leading to persistent mispronunciations. Understanding these patterns is essential for both learners and teachers to design effective pronunciation training.

This research is based on a mixed-methods approach combining literature review, classroom observations, and learner interviews.

Participants:

- 40 Russian university students aged 18–23 studying English as a foreign language at the intermediate level (B1–B2 CEFR).

Data Collection:

1. Audio recordings of reading tasks and free speech to identify pronunciation patterns and common errors.
2. Teacher observations during pronunciation and conversation lessons.
3. Questionnaires and interviews to collect students' attitudes toward pronunciation learning and perceived difficulties.

Errors were categorized according to phonetic type (vowels, consonants, stress, rhythm, and intonation). Responses were coded thematically to identify recurring pronunciation problems and learning strategies [1].

Phonetic Challenges. Vowel System Differences. English has twelve basic vowel sounds, whereas Russian has only five or six. This leads to confusion between short and long vowels. For example, learners may pronounce *ship* and *sheep* the same way. Diphthongs, such as /aɪ/ in *time* or /eɪ/ in *say*, also pose difficulties, as Russian vowels are generally pure and steady.

Consonant Clusters. English words often contain clusters like *street*, *splendid*, or *texts*, which are unusual for Russian phonology. Russian learners tend to insert vowels to simplify clusters, e.g., *istreet* instead of *street*. This process, known as *epenthesis*, disrupts the natural English rhythm.

Voicing and Devoicing. In Russian, final consonants are always devoiced. Thus, words like *bag* may be pronounced as *back*, changing meaning. Similarly, voiced and voiceless contrasts like /v/ and /w/ can be confusing; learners often substitute /v/ for /w/, saying *very* instead of *wary*.

Word Stress. English word stress is less predictable than in Russian. Misplacing stress can change meaning (e.g., *record* as a noun vs. *record* as a verb). Russian learners often rely on their native stress rules, leading to errors that affect intelligibility and word recognition.

Intonation and Rhythm. English is a stress-timed language, meaning stressed syllables occur at roughly regular intervals, while unstressed syllables are shortened. Russian, by contrast, is syllable-timed, giving equal length to each syllable. This difference results in Russian-accented English sounding either too flat or overly rhythmic [2].

Additional Challenges. Problematic Sounds /θ/ and /ð/ These sounds do not exist in Russian. Learners often replace them with /s/ or /z/, producing *sink* for *think* and *zis* for *this*. **Lack of Vowel Reduction** In English, unstressed vowels are often reduced to the schwa /ə/, as in *about* or *sofa*. Russian learners tend to pronounce them fully, resulting in unnatural rhythm and emphasis. **Intonation in Questions and Statements** Russian intonation patterns differ significantly from English. Learners may use rising intonation in statements or flat intonation in questions, which can confuse listeners.. **Pronunciation learning is not only a phonetic issue but also a psychological one.** Many Russian learners feel anxious or self-conscious about their accent, which limits their willingness to speak. Affective factors such as motivation, self-esteem, and fear of making mistakes play a major role in pronunciation development. Teachers should create a supportive classroom environment that encourages risk-taking and experimentation with new sounds. Furthermore, pronunciation requires phonological awareness—the ability to notice and manipulate sounds. Learners who consciously pay attention to sound differences and practice them regularly show faster improvement.

Teaching Strategies for Pronunciation Improvement. Phonetic Awareness Training. Introduce the International Phonetic Alphabet (IPA) to help students visualize sound differences. Use minimal pair drills (*ship–sheep*, *bit–beat*, *fan–van*).

Listening and Imitation. Encourage students to listen to authentic English sources (podcasts, films, songs) and imitate speech rhythm and stress. Pronunciation Technology. Use mobile apps like *ELSA Speak* or *Speechling* for immediate feedback. Employ software that visualizes sound waves and intonation contours. Communicative Pronunciation Practice. Integrate pronunciation into speaking tasks, such as debates, storytelling, or presentations. Provide corrective feedback in real-time but in a non-intrusive way. Using Music and Poetry. English songs and rhymes help internalize stress and rhythm naturally. Repeating tongue twisters develops articulation and fluency [3].

The analysis confirms that Russian learners' pronunciation difficulties primarily stem from phonological differences between the two languages. Systematic exposure to English sounds and stress patterns is essential for developing accurate pronunciation. Teachers should combine explicit phonetic instruction with communicative tasks to make learning both effective and engaging.

Moreover, modern technology can bridge the gap between classroom learning and authentic communication. Speech recognition software, online pronunciation tools, and audiovisual materials provide continuous feedback and motivation. The psychological comfort of learners also plays a vital role; creating a safe environment for oral practice helps overcome fear and fosters fluency [4].

Pronunciation remains one of the most persistent challenges for Russian speakers learning English. Differences in vowel systems, consonant clusters, rhythm, and stress patterns significantly affect intelligibility and fluency. However, these difficulties can be effectively mitigated through consistent phonetic training, awareness-raising activities, and the integration of modern technology.

Teachers should focus not only on correcting errors but also on developing learners' awareness of English sound patterns, stress, and intonation. A balanced approach that combines explicit instruction, listening, imitation, and communicative practice yields the best results.

Ultimately, mastering pronunciation enhances learners' confidence, improves communication, and supports academic and professional success. Continued research into the most effective teaching methods and technologies will further improve pronunciation outcomes for Russian learners of English.

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КЛАССИФИКАЦИЯ И ХАРАКТЕРИСТИКА РЕЧЕВЫХ НАВЫКОВ

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Түйін: Тіл үйренуге қатысты сөйлеу дағдысы деп сөйлеуді тудыру және қабылдау процесінде тілдік құралдарды еркін, тез және дұрыс пайдалана білу түсініледі. Лингводидактикада сөйлеу дағдыларының классификациясы тілді оқыту процесін жүйелеу үшін үлкен маңызға ие, өйткені ол мұғалім жұмысының негізгі бағыттарын және студенттерде қажетті құзыреттіліктерді дамыту әдістерін анықтауға мүмкіндік береді.

Summary: In relation to language learning, speech skill is understood as the ability to freely, quickly and correctly use linguistic means in the process of generating and perceiving speech. In linguodidactics, the classification of speech skills is of great importance for systematizing the language teaching process, as it allows one to determine the main areas of the teacher's work and methods for developing the necessary competencies in students.

Аннотация: Применительно к языковому обучению, речевой навык понимается как способность свободно, быстро и правильно пользоваться языковыми средствами в процессе порождения и восприятия речи. В лингводидактике для систематизации процесса обучения языку важное значение имеет классификация речевых навыков, которая позволяет определить основные направления работы преподавателя и методы формирования необходимых компетенций у обучающихся.

Понятие «речевые навыки» в лингводидактике – область науки, изучающая закономерности обучения языку как средства общения. Традиционно речевые навыки подразделяются на четыре вида, соответствующие основным видам речевой деятельности:

1. Навыки аудирования. Аудирование – это рецептивный вид речевой деятельности, заключающийся в восприятии и понимании устной речи на слух. В процессе аудирования задействованы не только слуховые механизмы, но и когнитивные процессы – узнавание звуковых образов, соотнесение с языковой нормой, интерпретация смысла, прогнозирование содержания и т.д. По определению Е.И. Пассовой, «аудирование – это сложный психофизиологический процесс восприятия, переработки и понимания звучащей речи» [1]. Компоненты навыков аудирования представлены в таблице.

Таблица 1- Аудирование и комплекс навыков

Компонент	Содержание
Фонематический слух	Узнавание и различение фонем, звуков и интонации
Лексическое узнавание	Узнавание знакомых слов и выражений в звучащей речи
Смысловое прогнозирование	Предугадывание содержания речи на основе контекста
Грамматическое узнавание	Распознавание синтаксических конструкций
Понимание текста в целом	Выделение основной мысли, фактов, деталей
Адаптация к речевому потоку	Способность воспринимать речь с разной скоростью

	и акцентом

2. Навыки говорения – умение формировать связные высказывания, поддерживать диалог, использовать языковые средства для выражения мыслей и чувств. По мнению Е.И. Пассовой, говорение – это наиболее сложный вид речевой деятельности, так как требует одновременной координации нескольких речевых навыков и быстрого выбора языковых средств [2].

Навыки говорения подразделяются по уровням и компонентам.

Таблица 2 - Компоненты навыка говорения

Компонент	Содержание навыка
Фонетический	Правильное произношение звуков, интонация, темп речи
Лексический	Подбор и использование уместной лексики
Грамматический	Применение морфологических и синтаксических структур
Логико-композиционный	Построение высказывания с логической структурой
Социокультурный	Учёт норм речевого этикета и культурных реалий

Формирование навыков устной речи является ключевым условием успешного овладения языком. Говорение требует интеграции всех языковых компонентов и обеспечивается регулярной речевой практикой в условиях, максимально приближённых к естественным.

3. Навыки чтения (восприятия письменного текста) – способность быстро и правильно воспринимать и интерпретировать текстовую информацию, определять главную мысль, делать выводы. По утверждению Н.Д. Гальсковой, чтение тесно связано с развитием критического мышления и аналитических способностей [3].

4. Навыки письма (создания письменного текста) – умение грамотно оформлять свои мысли в письменной форме с учётом норм языка и жанра текста. Важным аспектом письма является планирование, структурирование и редактирование текста [4].

Классификация речевых навыков по уровню сложности. По уровню сложности речевые навыки делятся на простые навыки, связанные с выполнением ограниченного набора речевых действий (например, воспроизведение изученных фраз, диалог по шаблону); сложные навыки, предполагающие самостоятельное создание высказывания, адаптацию его к ситуации общения и рефлексия.

Такую классификацию поддерживает и А.А. Леонтьев, который выделяет моторный и когнитивный компоненты навыков, подчёркивая их взаимодействие в процессе овладения речью [5].

Характеристика речевых навыков по типам деятельности

1. Рецептивные навыки – навыки восприятия информации, включая аудирование и чтение. Они являются основой для дальнейшего развития продуктивной речи и формируют понимание языкового материала.

2. Продуктивные навыки – навыки создания речи, включающие говорение и письмо. Они требуют высокой степени автоматизации речевых операций и владения языковыми средствами.

3. Интерактивные навыки – умение вступать в коммуникацию, вести диалог, адаптировать речь в зависимости от контекста и партнёра по общению. В современном языковом образовании этим аспектам уделяется особое внимание.

Классификация по уровню автоматизации

-первичные речевые навыки – навыки артикуляции, произношения, слухового различения звуков;

-вторичные навыки – включают лексико-грамматическую корректность, связность и логичность высказываний.

По мнению В.П. Зинченко, только после автоматизации первичных навыков возможно развитие коммуникативных речевых действий [6].

Функциональная классификация речевых навыков разработана на основе подходов к функциям речи: информативные навыки (передача информации); эмоционально-оценочные навыки (выражение чувств, отношения); регулятивные навыки (управление поведением собеседника); контактно-устанавливающие навыки (начало и поддержание общения). Этот подход акцентирует внимание не только на форме речи, но и на её социальной и психологической функции в коммуникации [7].

Таким образом, классификация и характеристика речевых навыков создают теоретическую базу для разработки методик их формирования в учебном процессе.

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ПРИНЦИПЫ ОТБОРА И АДАПТАЦИИ ГЕЙМИФИЦИРОВАННЫХ ЗАДАНИЙ ПО ГРАММАТИКЕ РУССКОГО ЯЗЫКА

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Түйін: Мақала геймификацияланган грамматикалық тапсырмаларды таңдау және бейімдеу принциптерін ашады, Wordwall платформасының рөлін, мотивациялық механизмдерді, когнитивті ерекшеліктерді және оқытудың тиімділігін талдайды.

Summary: The article reveals the principles of selection and adaptation of gamified grammar tasks, analyzes the role of the Wordwall platform, motivational mechanisms, cognitive features and learning effectiveness.

Аннотация: Данная статья раскрывает принципы отбора и адаптации геймифицированных грамматических заданий, анализирует роль платформы Wordwall, мотивационные механизмы, когнитивные особенности и эффективность обучения.

Геймификация в преподавании грамматики русского языка давно перестала быть декоративным набором «баллов и медалей» – сегодня она рассматривается как способ активизации познавательной деятельности, повышения вовлечённости и создания ситуаций, в которых учащийся осмысленно взаимодействует с языковым материалом.

Исследователи геймификации подчёркивают, что эффективность достигается только тогда, когда игровой элемент встроен в саму структуру познания, а не существует поверх неё [1]. Поэтому при отборе и адаптации грамматических заданий важно учитывать и мотивационные механизмы, и когнитивные особенности учащихся, и дидактическую цель каждого упражнения.

Одним из ключевых принципов считается опора на зону ближайшего развития: ученик должен сталкиваться с задачей, чуть превосходящей его текущий уровень, но при этом остающейся достижимой. Как подмечают Г.Н. Давлятова и Д.У. Гиясиддинова, «Геймифицированные инструменты позволяют тонко регулировать степень сложности и интенсивность подсказок [3]. Особенно это заметно в таких платформах, как Wordwall, где любое грамматическое задание – от определения падежей до распознавания синтаксических конструкций – можно представить в нескольких уровнях: от простой сортировки до быстрого соревнования или многошагового квеста. Wordwall позволяет варьировать объём содержания, менять формат представления правил, подключать визуальные опоры и адаптировать задание под слабых и сильных учащихся в одном классе. Благодаря этому принцип адаптивности реализуется на практике, а сложная грамматическая тема становится «расслоённой» на управляемые микрошаги.

Вопрос мотивации также получает новое измерение в игровых форматах. Как отмечают в своих исследованиях А. Сайыпова, Е. Кыясова, А. Надырова,

«Согласно теории самодетерминации, учащемуся важны автономия, компетентность и ощущение принадлежности» [4]. Грамматические задания Wordwall создают ситуацию выборности: учитель может предложить несколько игровых форматов, например, «лабиринт», «поединок», «анограмма» и позволить ученику решать, какой тип взаимодействия ему ближе. При этом каждое упражнение содержит мгновенную и прозрачную обратную связь: система фиксирует ошибки, предлагает повтор, визуализирует прогресс. Такая структура подкрепляет чувство компетентности – учащийся видит собственный рост не только в результате, но и в динамике выполнения.

Не менее значим принцип когнитивной экономии. Поскольку грамматика – область абстрактная, легко перегружающая рабочую память, важно минимизировать лишние стимулы и направлять внимание на смысловые элементы. Wordwall позволяет выбирать лаконичные интерфейсы, исключать второстепенные детали и сфокусировать задание на ключевом грамматическом признаке – например, на определении формы причастия или отличии обстоятельства от дополнения.

Согласно концепции исследователей М.А. Эскендарова, Л.Б. Атлуханова, А.А. Эскендаров, «Визуально-игровая подача снижает когнитивное сопротивление, что подтверждают исследования, посвящённые мультимодальному обучению и управлению когнитивной нагрузкой: когда элемент игры работает как структурирование материала, а не как отвлекающий фактор, усвоение растёт» [8].

Принцип аутентичности тоже остаётся важным: учебная деятельность должна быть связана с реальными коммуникативными контекстами. Несмотря на кажущуюся «игрушечность», Wordwall позволяет создавать цепочки заданий, имитирующие реальные речевые ситуации. Например, учитель может сконструировать мини-квест, где правильное употребление грамматической формы открывает часть диалога или продвигает героя истории. Такой формат усиливает перенос приобретённых навыков в речь и делает грамматические структуры инструментом, а не абстрактной формулой.

Платформа также даёт возможность корректировать задания с учётом нормативных особенностей языка. Учителю доступно редактирование контента: можно изменять примеры, добавлять контекстные предложения, включать разговорные варианты и стилистические пометы. Что, в свою очередь, особенно важно в реалиях, где язык многослоен: обучать школьной норме – одно, готовить ученика к живой коммуникации – другое. Платформа Wordwall позволяет поддерживать обе линии, создавая разные «профили» упражнений.

Принципом отбора геймифицированных заданий становится учёт типологии ошибок, характерных для конкретной возрастной или учебной группы. Лингводидакты Т. С. Прохорова, М. С. Шейхова отмечают, что грамматические трудности нередко имеют устойчивую структуру: одни учащиеся систематически путают форму родительного и винительного падежей, другие – не распознают границы причастного оборота, третьи – испытывают сложности с грамматическим согласованием [6]. Wordwall в этом

отношении предоставляет удобный инструмент точечного вмешательства: учитель может создавать серии упражнений, в каждой из которых фиксируется отдельный тип ошибки, а затем отслеживать динамику её устранения. Такая возможность «адресного» моделирования повышает эффективность обучения, поскольку ученик корректирует не абстрактное правило, а собственную закономерную ошибку, видит её повторяемость и осознаёт механизм исправления. Что, в свою очередь, согласуется с современными исследованиями в области диагностического обучения и формирующего оценивания, где акцент делается не на итоговом балле, а на самом процессе улучшения.

Важным является и принцип многоформатности, который позволяет учитывать разные стили восприятия информации. Многие педагоги обращают внимание на то, что традиционные грамматические упражнения преимущественно ориентированы на текстовое восприятие, тогда как значительная часть учащихся мыслит визуально или кинестетически. Благодаря разнообразию игровых шаблонов Wordwall, таких как лабиринты, гонки, карточные игры, пазлы, дуэли, классификации, «крутилки» возможно представить одну и ту же грамматическую тему в различных сенсорных форматах. Так, правило о правописании суффиксов причастий может быть подано в виде поиска «правильного пути» среди множества вариантов, а тема видовременных форм глагола – как игра на скорость выбора соответствующих пар.

Так, согласно концепции, предложенной исследователями З.С. Бабаевой и А.М. Фёдоровой, «Wordwall помогает воплотить принцип открытой дидактической среды, о необходимости которой говорят современные исследователи цифрового обучения» [2]. Учитель может обмениваться заданиями с коллегами, выбирать уже готовые варианты, адаптировать чужие материалы под собственные цели, объединять упражнения в тематические наборы, создавать «модули» разной сложности. Такая открытость способствует развитию методической культуры педагога, расширяет арсенал применяемых средств и формирует пространство для совместного профессионального роста. При этом платформа выступает не как «конструктор игры», а как экосистема, в которой возможно развивать собственный стиль преподавания и педагогическую индивидуальность, не жертвуя качеством грамматического материала. Такая коллективная и гибкая среда делает уроки русского языка более современными, технологичными и, главное, соответствующими потребностям сегодняшнего ученика.

Дополнительного внимания заслуживает принцип постепенного усложнения игровых сценариев, который становится особенно значимым в грамматике, где материал опирается на систему взаимосвязанных категорий. В традиционной методике переход от простого к сложному реализуется через линейные упражнения, но в геймифицированной среде такая последовательность может быть представлена иначе: через уровневую структуру, где каждый следующий этап открывается только при успешном выполнении предыдущего. Wordwall позволяет выстраивать подобные

траектории, создавая ощущение целостного маршрута, а не разрозненных заданий.

Не менее важным является принцип интерпретативности, который предполагает включение в геймифицированные задания элементов анализа, а не только выбора правильного варианта. Грамматика русского языка богата семантическими оттенками, и учащемуся необходимо уметь объяснять, почему выбирается та или иная форма, какое значение она выражает, какие стилистические или контекстуальные условия определяют её употребление. Как отмечают исследователи Т.С. Прохорова и М.С. Шейхова – «Wordwall предоставляет возможность создавать задания с разворачивающимися пояснениями, когда правильный ответ сопровождается кратким комментарием, а ошибочный – подсказкой или уточняющим вопросом». Такой формат, по нашему мнению, поощряет осмысленное действие, в котором игра становится способом достижения понимания, а не механическим щелчком по вариантам. В результате формируется не только грамотность, но и культура языка как интеллектуальной практики.

Наконец, принципы геймификации требуют осмотрительного отношения к внешним стимулам. Многие исследователи предупреждают: чрезмерная концентрация на баллах и рейтингах способна снизить внутреннюю мотивацию. В Wordwall этот риск минимален, поскольку соревновательные элементы являются дополнительными, а не обязательными. Учитель может вообще отключить их и использовать формат индивидуального прохождения. Тем самым сохраняется баланс между игровой привлекательностью и образовательной задачей.

Таким образом, включение платформы Wordwall в процесс отбора и адаптации грамматических заданий позволяет воплотить сразу несколько теоретически обоснованных принципов: гибкость сложности, прозрачную обратную связь, снижение когнитивной нагрузки, повышение внутренней мотивации и поддержку аутентичных коммуникативных сценариев. В совокупности эти факторы делают геймификацию не украшением урока, а действенным инструментом освоения грамматики русского языка.

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THE IMPACT OF DIGITAL TOOLS AND MOBILE APPLICATIONS ON ENGLISH LANGUAGE LEARNING

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Түйін: Бұл мақала сандық құралдар мен мобильді қосымшалардың ағылшын тілін үйренуге әсерін зерттейді. Зерттеу көрсеткендей, олар сөздік қорды, грамматиканы және айтылуды жетілдіруге, сондай-ақ оқушылардың мотивациясы мен өзін-өзі реттеу қабілетін дамытуға мүмкіндік береді. Алайда тиімділік үшін мұғалімнің қолдауы және өзара әрекет қажет.

Аннотация: Данная статья исследует влияние цифровых инструментов и мобильных приложений на изучение английского языка. Исследование показало, что они способствуют улучшению словарного запаса, грамматики и произношения, а также развитию мотивации и саморегуляции учащихся. Для эффективности необходима поддержка преподавателя и взаимодействие.

The global importance of English as a lingua franca has driven continuous interest in effective pedagogical methods for English Language Learning (ELL). At the same time, rapid advancements in technology — particularly mobile devices and apps — have opened new possibilities for language learners to engage with English outside traditional classroom settings. The notion of learning “anytime, anywhere” is no longer aspirational but increasingly realistic, thanks to smartphones and tablets. This shift calls for a deeper understanding of how digital tools and mobile applications impact English language learning processes, outcomes, and learner experiences.

In language education research, the term Mobile-Assisted Language Learning refers to learning activities mediated by mobile devices, leveraging mobility, touch interfaces, multimedia, and connectivity. The incorporation of mobile applications and digital resources into ELL settings suggests the potential for increased autonomy, diversified interaction, and informal learning opportunities. Yet while the promise is significant, questions remain: What kinds of digital tools are most effective? How do they influence different aspects of English learning (vocabulary, grammar, pronunciation, reading, writing)? What are the attitudes of learners and teachers toward such technologies? And what challenges accompany their implementation?

This article aims to address these questions by reviewing recent empirical literature on digital tools and mobile applications in English language learning. The

goals are three-fold: to summarise the current state of research on the impact of mobile and digital tools in ELL contexts; to discuss advantages and limitations associated with their use; and to propose pedagogical implications and suggestions for integrating such technologies effectively in English language education. Research into mobile and digital tools in language learning has grown markedly. For example, a systematic review on pronunciation instruction in MALL contexts found that mobile learning exerts a beneficial impact on L2 learners' pronunciation performance, while learners hold positive attitudes toward mobile learning. Another study focusing on mobile-assisted task-based learning found significant improvements in vocabulary achievement and positive shifts in student attitudes when compared to traditional methods. Furthermore, the use of social media tasks (specifically via the mobile platform Instagram) has been shown to enhance grammar learning among EFL learners, along with favourable attitudes toward such tasks [1].

In broader studies of digital tools for English language teachers, qualitative and mixed-method research among English language school teachers in Hong Kong identified multiple categories of digital tools used, and explored how and why these tools were adopted in practice. These findings point toward a multisided picture: digital tools offer multiple affordances but also require teacher awareness, infrastructure, and learner self-regulation.

Key theoretical constructs that emerge in the literature include learner autonomy, motivation, and self-regulatory capacity. For instance, an investigation into mobile learning and self-directed learning (SDL) frameworks concluded that mobile-assisted language learning supports long-term and self-directed acquisition. Gamification and mobile game-based language learning have also been the subject of systematic review: researchers found that gamified mobile applications can increase engagement, provide immediate feedback, and support vocabulary and grammar learning.

Thus, the existing literature suggests that digital tools and mobile apps hold strong promise for English language learning—but effectiveness depends on how they are designed, implemented, and integrated within a pedagogical framework. This article adopts a literature-review approach: key recent empirical studies (2015-2024) on digital tools and mobile applications in English language learning contexts were identified, analysed, and synthesised. The selection criteria included peer-reviewed articles reporting quantitative, qualitative or mixed-method research on English language learning via mobile/digital tools. Major databases (e.g., Springer, MDPI, Frontiers) were consulted. For example, studies exploring vocabulary achievement (Jedi-Sari-Biglar & Liman-Kaban, 2023) and pronunciation development (2024) were included. The review paid attention to learner outcomes (vocabulary, grammar, pronunciation), learner attitudes and self-regulatory behaviours, and teacher usage of digital tools [2].

While this approach does not involve primary data collection, it draws upon synthesised empirical evidence to derive insights and implications. Limitations of this approach include reliance on existing published studies (which may exhibit publication bias) and diversity in study designs, participant levels, and contexts,

which restricts direct comparability. One of the most consistent findings is that mobile applications enhance learner motivation and engagement. Because learners can access materials anytime and often via gamified or interactive interfaces, their willingness to engage increases. For instance, mobile-assisted task-based learning led to significant gains in vocabulary as compared with control groups and positive shifts in attitudes.

Mobile apps also support autonomy: learners can manage their time, pace, and often receive instant feedback, which fits well with self-directed learning paradigms. Research on mobile learning and SDL suggests that learners using mobile apps had greater capacity for self-regulation. Mobile tools also facilitate realistic, context-rich practice—particularly when platforms include audio, video, interactive tasks, or allow communication with peers or native speakers (as in social media or exchange apps). In grammar tasks via Instagram, for example, learners in the experimental group outperformed those in the control group. Regarding vocabulary acquisition, mobile apps have shown particular effectiveness. Studies in Asia among postgraduate Chinese students indicated mobile English learning resources significantly improved vocabulary development when used in short intervals. On pronunciation, the systematic review found a generally positive effect: the majority of studies reported improved pronunciation performance when mobile devices were used. Grammar improvement too has received support, especially when tasks are embedded within social media tools or mobile platforms.

Thus, mobile and digital tools appear to contribute across multiple language skills. Despite the potential advantages, several challenges appear in the literature. One issue is that mobile applications may reduce opportunities for real-time interaction with teachers and peers, which remains essential for speaking practice and complex communicative tasks. Also, learner autonomy, while beneficial, also demands high levels of self-regulation—some learners may struggle without scaffolding. Studies point to gaps between student attitudes and actual ability to self-regulate effectively. Technical and infrastructural barriers—such as device access, connectivity, and teacher digital competency—also hinder effective implementation [3].

Moreover, many studies focus on short-term outcomes (e.g., vocabulary gains) rather than long-term communicative competence; thus, the evidence base is still developing. To integrate digital tools and mobile applications effectively in English language learning, instructors should adopt an informed, balanced approach. First, mobile apps should supplement, not replace, traditional classroom interaction: blended designs that combine face-to-face interaction with mobile tasks are recommended. Second, teacher training is crucial: educators must be able to select appropriate tools, align them with learning objectives, and scaffold learner autonomy. Third, tasks should encourage interaction and communication, not only drill or gamified repetition. Fourth, monitoring and feedback mechanisms should be built into applications and curricula to ensure learners remain engaged and accountable. Finally, institutions should consider access issues: ensuring equitable device access and reliable connectivity is necessary to avoid widening the digital divide [4].

Digital tools and mobile applications offer significant opportunities for enhancing English language learning. Research evidence supports their positive impact on vocabulary, pronunciation, grammar, and learner motivation. Importantly, they facilitate flexible, autonomous, and engaging learning experiences that extend beyond the classroom. Nonetheless, to fully realise this potential, educators and institutions must address the accompanying challenges: ensuring meaningful interaction, fostering learner self-regulation, and providing appropriate scaffolding and infrastructure.

For language instructors, the recommendation is to adopt blended learning models that integrate mobile applications with classroom instruction, select apps aligned with pedagogical goals, and support learners in managing their mobile-based study. Institutions should invest in teacher training, digital infrastructure, and policies that support technology-enhanced language learning. Future research should investigate long-term impacts of mobile learning on communicative competence, examine the role of teacher digital literacy, and explore how emerging technologies (e.g., augmented reality, AI-driven chatbots) can further support English language learning. In sum, while digital tools are not a panacea, when thoughtfully integrated they represent a powerful addition to contemporary English language pedagogy.

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ИСПОЛЬЗОВАНИЕ В РЕЧИ МНОГОЗНАЧНЫХ СЛОВ И ОМОНИМОВ

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Түйін. Мақалада орыс тіліндегі көп мағыналы сөздер мен омонимдердің жұмыс істеу ерекшеліктері қарастырылады. Олардың сөйлеу бейнесін, экспрессивтілігі мен дәлдігін құрудағы рөлі ашылады. Студенттердің лексикалық бірліктерді дәл қолдану және тіл

мәдениетін дамыту дағдыларын қалыптастыруға бағытталған әдістемелік ұсыныстар мен практикалық тапсырмалар ұсынылған.

Summary. The article examines the functioning features of polysemous words and homonyms in the Russian language. Their role in creating imagery, expressiveness and accuracy of speech is revealed. Methodological recommendations and practical tasks aimed at developing students' skills in the accurate use of lexical units and the development of linguistic culture are presented.

Современный русский язык представляет собой динамичную систему, в которой слова служат не только средством обозначения предметов и явлений, но и инструментом передачи смысловых оттенков. Многозначность и омонимия как явления языка отражают его богатство, гибкость и способность к развитию. Их изучение важно для формирования языковой компетенции, развития речи и предупреждения ошибок при общении. Цель настоящей статьи — раскрыть природу многозначных слов и омонимов, показать их функции и возможности применения в учебной и художественной речи.

Открывая новые закономерности в природе и обществе, человек обогащает мышление новыми понятиями, для выражения которых требуется расширение словарного состава языка. Но не обязательно при этом создавать новое слово, можно использовать уже существующее в языке, придав ему новое значение. Так появляются в языке слова многозначные.

Многозначность слова - это его способность, наряду с основным значением, выражать целый ряд других значений, возникающих в результате переносного употребления основного значения [1, 87]. Перенос значений происходит при сходстве между предметами, при наличии связи между ними (смежности), при общей функции. Все значения многозначного слова связаны с его основным значением и составляют в совокупности сложное смысловое единство при обязательном наличии общей смысловой основы. Например, слово покрыть имеет в русском языке более десяти значений, именно: 1) застлать, закрыть, положив что-либо сверху (покрыть одеялом постель) - это основное значение; 2) закрыть собой, окутать, охватить (небо, покрытое тучами); 3) закрасить (стены покрыли масляной краской); 4) обработать верхний слой чего-либо (крышка шкатулки покрыта резьбой); 5) возместить (покрыть издержки производства) и т.п. [2, 204] Перечисленные значения опираются на общую смысловую основу: «закрыть», «заслонить», «сделать невидимым».

Многозначные слова - явление историческое. С течением времени одни значения могут утратиться, другие - появиться. Чаще всего явление многозначности используется в речи для создания образности, метафоричности, выразительности. Особенно наглядно это проявляется при сравнении с прямым значением этого же слова: медный лоб - медный кувшин, оловянные глаза - оловянная ложка, стальная воля - стальной нож. В переносных значениях как бы скрыто сравнение, живой образ. В отличие от полисемии, в основе которой лежит общность прямого и переносного значений, явление омонимии характеризует случайные совпадения, например: лейка -

лей-ка (омоф.), строй (сущ.) - строй (глагол), доро'гой - дорого'й, ключ (родник) - ключ (к замку), лук - луг.

Свойство многих слов русского языка иметь не одно, а несколько значений, дает возможность использовать их в стилистических целях как изобразительно-выразительное средство. На основе сознательного совмещения двух значений в одном слове создаются многочисленные каламбуры, иронические и шутливые характеристики, например: Что толсто - это не беда, беда, что тонок ... не всегда.

Вместе с тем, существование в языке одинаковых по написанию и звучанию слов обязывает говорящих и пишущих учитывать возможность ошибочного или двусмысленного понимания высказывания и более внимательно относиться к отбору средств для выражения мыслей.

Практические задания направлены на формирование у студентов умения различать значения слов, определять контекст употребления и создавать собственные речевые конструкции с использованием многозначных слов и омонимов.

Следующие ниже примеры по этой теме можно рекомендовать учащимся средних классов, а выборочно и младшим классам. Можно предложить учащимся ряд слов, с каждым из которых нужно будет составить большое количество словосочетаний так, чтобы в одном из них данное слово было употреблено в прямом значении, а в остальных - в переносно-метафорическом [3, 12].

Задание 1. Образец: крылья голубя - крылья фантазии, крылья надежд, крылья мечты, крылья славы, крылья молодости, крылья ночи. Даются ряды слов:

1. Пожар, лед, волна, зеркало, пропасть, дорога, облако.

2. Холодный, ледяной, острый, сладкий, тупой, музыкальный, колючий, кислый.

3. Дремать, просыпаться, родиться, лететь, платить, плыть.

Задание 2. Составьте предложения, иллюстрирующие употребление омонимов.

Пример: Мы нашли ключ к задаче. — В лесу журчал ключ. Слова: коса, мир, лист, замок, пар, пыльца.

По данной теме можно поработать и с такими предложениями, в которых есть двусмысленность [4, 18].

Задание 3. Найдите двусмысленность и устраните её.

1. Играя, он забывал об очках,

2. Мальчиков послали за гранатами.

3. Они все стояли и глядели в окна вагонов.

4. Ребятишки полюбили овсянку.

5. Часовой завод плохо работает.

6. Мы долго искали ключ, но не могли найти.

7. Ребята прослушали песню.

8. Аудитория мне очень понравилась.

9. Дайте, пожалуйста, вашу ручку.

10. Экскурсаны прослушали объяснения руководителя группы.

Можно предложить учащимся каламбуры (в которых надо определить, на чем они построены: на омонимии или многозначности слов).

Задание 4. 1. Сев в такси, спросила такса: «За проезд какая такса?»

2. Каков ни есть, а хочет есть.

3. Не под дождем - подождем!

Задание 5. Творческая работа.

Напишите мини-рассказ (5–7 предложений), в котором используются не менее трёх многозначных слов и двух омонимов. Подчеркните их в тексте и объясните смысловую игру.

Многозначность и омонимия — ключевые проявления богатства русского языка, отражающие его историческую эволюцию и выразительный потенциал. Умелое использование этих средств позволяет создавать многослойные, образные и эмоционально насыщенные тексты. Можно рекомендовать: активизировать внимание учащихся к точности слова через сравнение прямых и переносных значений; использовать художественные тексты (фрагменты Пушкина, Тургенева, Шукшина, Твардовского), где многозначность создаёт поэтический образ; применять интерактивные методы обучения: мини-дебаты, викторины «Найди двойной смысл», конкурс каламбуров; развивать орфоэпические и смысловые навыки: упражнения на определение контекста омонимов. Практическая работа с многозначными словами и омонимами способствует формированию языкового чутья, развитию речи и профессиональной компетенции студентов-филологов.

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СИНОНИМЫ И ИХ УПОТРЕБЛЕНИЕ В РЕЧИ

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Түйін. Мақалада қазіргі орыс тіліндегі синонимдердің жұмыс істеу ерекшеліктері қарастырылады. Сөйлеудің дәлдігі мен экспрессивтілігі үшін олардың мағынасы ашылады, синонимдердің түрлері және оларды қолдану ерекшеліктері ажыратылады. Практикалық

бөлімде студенттердің синонимдерді саналы түрде қолдану дағдыларын қалыптастыруға бағытталған жаттығулар мен сөйлеу тапсырмалары берілген.

Summary. The article examines the features of the functioning of synonyms in modern Russian. Their significance for the accuracy and expressiveness of speech is revealed, the types of synonyms and the peculiarities of their use are highlighted. The practical part includes exercises and speech tasks aimed at developing students' skills in the conscious use of synonyms.

Каждый пишущий или говорящий стремится наиболее точно передать свою мысль и для этого отбирает из ряда слов одно, наиболее соответствующее целям и задачам высказывания. Обычно из ряда слов выбираются такие, которые, называя одно и то же явление, характеризуют его по-разному, например: крутой, отвесный, обрывистый; катастрофа, крушение, крах; уничтожить, ликвидировать, искоренить, упразднить.

Современный русский язык отличается богатством и выразительностью, что во многом обусловлено наличием большого количества синонимов. Синонимия — одно из важнейших явлений лексической системы, позволяющее гибко и точно передавать смысловые оттенки мысли. Цель данной статьи — рассмотреть виды синонимов, их функции в речи, а также показать практические пути их освоения и использования в речевой деятельности [1, 56].

Синонимы — это разные по звучанию, но одинаковые или близкие по значению слова, которые употребляются одно вместо другого, например: азбука — алфавит, обещать — сулить, вещи — пожитки. Синонимия противоположна омонимии и полисемии: если первые два явления связаны с совпадением формы, то при синонимии разные формы выражают одно или сходное содержание. Главное слово синонимического ряда, нейтральное по стилю и значению, называется доминантой. Например, в ряду «делать — работать — трудиться — производить — совершать» доминантой является слово «делать».

К основным типам синонимов относятся:

- лексические (абсолютные) — полностью совпадающие по значению (например, префикс — приставка);
- семантические (понятийные) — различающиеся оттенками значения (пожилой — старый, буран — метель);
- разностилевые — различающиеся по эмоциональной окраске или сфере употребления (похитить — украсть — спереть);
- контекстуальные (речевые) — приобретающие синонимичность только в конкретном контексте (ворона — ротозей — шляпа) [2, 18].

Синонимы пополняют словарный состав языка за счёт различных процессов: развития полисемии, заимствований, влияния диалектов и жаргонов, а также явлений табу и эвфемизмов. Эти процессы отражают постоянное обновление и динамичность русского языка.

Основными источниками возникновения и развития синонимов в речи является постоянное пополнение лексики общенародного литературного языка [3, 105].

Этот процесс осуществляется за счёт нескольких взаимосвязанных факторов:

а) Развитие полисемии. Одно и то же слово может приобретать новые значения, формируя различные синонимические ряды. Так, слово *свежий* в зависимости от контекста имеет разные значения и, соответственно, разные синонимы:

- свежая рыба — живая;
- свежая газета — новая, сегодняшняя;
- свежая мысль — оригинальная, нестандартная;
- свежая сорочка — чистая;
- свежая ночь — прохладная.

б) Использование диалектных, профессиональных и жаргонных слов. Разнообразие региональных и социальных форм речи обогащает язык дополнительными лексическими единицами:

- долина — падь (сибирское);
- дом — изба (северное), хата (южное);
- кухня — камбуз (морское).

в) Заимствования и калькирование. Иноязычные слова нередко становятся синонимами исконно русских: *азбука* — *алфавит*, *вывоз* — *экспорт*, *город* — *метрополия*.

г) Явления табу и эвфемизмов. Особое место среди источников синонимии занимают табу и эвфемизмы, которые способствуют обновлению словаря и формированию новых лексических значений.

Табу как источник обновления лексики. У разных народов на разных этапах исторического развития существовали особые запреты — табу, ограничивающие употребление определённых слов. Само слово табу происходит из полинезийских языков (*та* — «отмечать», *бу* — «особо»), что буквально означает «особо отмеченное», «запретное» [4, 65].

Табу накладывалось на слова, связанные с сакральными или опасными понятиями. Так, произнесение имени умершего или даже его сходных по звучанию слов считалось недопустимым. После смерти человека, носившего имя, например, *Огонь*, само слово *огонь* заменялось новым обозначением. Подобные языковые запреты приводили к тому, что словарь постоянно обновлялся.

С течением времени табу утратило религиозный характер и стало редким пережитком древней культуры. У некоторых северных народов, а также у славян до сих пор можно встретить следы подобных замен:

- сербы называют змею словом *краса*;
- украинцы вместо *лихорадка* употребляют *титка* («тётка»);
- охотники заменяют *медведь* словами *хозяин*, *мохнач*, *потапыч*, *мишка*.

Эвфемизмы как культурная форма синонимии. Эвфемизмы (от греч. *eu* — «хорошо», *phemi* — «говорю») — это смягчённые выражения, используемые вместо грубых, неприличных или неуместных слов. Они выполняют важную социальную и культурную функцию, помогая сохранять речевой этикет и вежливость общения [5, 89].

Выделяют несколько типов эвфемизмов: этикетные эвфемизмы, употребляемые для обозначения возрастных или физиологических явлений: пожилой человек — вместо старый человек; в преклонных годах — вместо старик.

Эвфемизмы секретности, применяемые в официальных и дипломатических контекстах: один дипломатический представитель — вместо посол конкретной страны.

Социально-политические эвфемизмы, характерные для официального стиля:

свободные предприниматели вместо капиталисты; резерв рабочей силы вместо безработица; унификация цен вместо рост цен.

Интересные примеры эвфемистической речи можно встретить в произведениях Н. В. Гоголя. В «Мёртвых душах» дамы города N заменяли простые слова утончёнными выражениями: «Я не вспотела» — говорили они, — «я облегчила себе нос», «Этот стакан нехорошо ведёт себя» — вместо «воняет».

Таким образом, табу и эвфемизмы не только отражают культурные особенности народа, но и служат механизмом обновления словаря и развития синонимического богатства языка.

Практическая работа по теме синонимии направлена на развитие у студентов умения выбирать наиболее точные слова, понимать стилистическую окраску и уместность употребления. Для глубокого усвоения данной темы предлагаются задания следующего характера [6, 38].

В первом задании необходимо составить с данными синонимами словосочетания, выбрать наиболее близкие по смыслу из приведенных в скобках: грозный, угрожающий, злоеший, злобный (крик, разговор, намек, предзнаменование, жест, взгляд, вид, фигура, характер, речь).

Во втором задании к данным словам подобрать по сочетаемости помещенные в скобках слова: длительный, длинный, долгий, затяжной (отпуск, палка, ожидание, разговор, болезнь, путь); здоровый, крепкий, полезный (ребенок, фрукты, костюм, напиток, кофе); гасить, тушить, задувать (пламя, пожар, лампа, папироса, известь, марки): актер, артист (крепостной, заслуженный, своего дела, балет, комедийный); горячий, раскаленный, пламенный, жаркий (любовь, привет, уют, климат, металл, солнце).

В третьем задании надо составить диалог, в котором глагол «сказал» имел бы возможно большее число синонимов. Например: сказал — произнёс — ответил — заметил — добавил — уточнил — воскликнул — шепнул — заявил. Задание 4. Исправьте неудачные синонимические замены.

1. Он уничтожил ошибку в тексте. (Правильно: исправил ошибку.)
2. Мы ликвидировали недоразумение. (Правильно: устранили недоразумение.)
3. Она продемонстрировала любовь к детям. (Правильно: проявила любовь к детям.)

Задание 5 представляет собой творческую работу. Составьте короткий рассказ (7–10 предложений), в котором одно понятие будет выражено несколькими синонимами. Подчеркните их и объясните различие в их значении.

Синонимия — важнейший элемент языковой системы, обеспечивающий выразительность, точность и разнообразие речи. Знание оттенков значений, стиля и контекста употребления позволяет говорящему наиболее полно и адекватно выражать свои мысли. Практическая работа по развитию синонимического богатства способствует повышению культуры речи и развитию языкового чутья у студентов.

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THE ROLE OF METAPHOR IN TEACHING ENGLISH PHONETICS AND GRAMMAR

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Түйін: Метафораға шолу - бұл күнделікті өмірде үнемі кездесетін тілдік құбылыс және бұл оқытуда ерекшелік емес. Жалпы адам тілі-бұл соңғы жылдары академияда жоғары бағаланған метафоралық рәміздер жүйесі деп айтуға болады. Бұл мақала кең мағынада грамматикалық метафораға негізделген және ағылшын тілін оқытуда метафораның қолданылуын негіз ретінде қарастырады. Бұл мақалада грамматикалық метафораның негізгі компоненттері қарастырылады, оның пайда болуы мен дамуы талданады және ақырында оның ағылшын тілін оқытудағы практикалық маңызы ашылады.

Аннотация: Обзор метафоры - это языковой феномен, с которым мы постоянно сталкиваемся в повседневной жизни, и он не является исключением в преподавании. Можно сказать, что человеческий язык в целом представляет собой систему метафорических символов, которая в последние годы высоко ценится в академических кругах. Данная статья основана на грамматической метафоре в широком смысле и рассматривает применение метафоры в преподавании английского языка в качестве основы. В этой статье рассматриваются основные компоненты грамматической метафоры, анализируется ее возникновение и развитие и, наконец, раскрывается ее практическое значение для преподавания английского языка.

Introduction. Grammatical metaphor is essentially a linguistic reality, which requires active and passive combination in daily teaching. As far as today's college English and even graduate foreign language teaching are concerned, if students have the desire to read and write scientific research papers in the future, it is essential to understand and study grammatical metaphor expression in depth. In a word, in college English teaching, we should gradually introduce grammatical metaphor into classroom teaching and study grammatical metaphor and all kinds of language phenomena rationally. The cultivation of students should lay particular stress on the ability of rational application of metaphorical expression, clarify the metaphorical method and straightforward method, and master the ability of rational application of metaphorical method and consistent method through comparison and analysis [1].

Our ultimate goal is to improve students' foreign language input and output level, and truly realize the true meaning of English learning, that is, reading is not only to determine the level of vocabulary, but also to really master the way of thinking and have the ability of thinking, which is the key to improve the level. It is particularly important to cultivate students' metaphorical awareness in the process of English teaching. It can effectively improve students' ability to analyze and understand the text, and is a practical and routine strategy.

General Situation and Characteristics of Grammatical Metaphor. Grammatical metaphor is an important part of Halliday's Systemic Functional Linguistics. In the process of language development, the foundation and experience are universal. Different languages have their own process of evolution and development at different stages. The growth experience of human beings and the shaping of social environment have a great influence on the development of grammatical metaphor. In the process of cross-language and cross-cultural communication, people have various cognitive differences, including the characteristics of metaphor [2].

The emergence and development of grammatical metaphor. Since the 1960s, the western academic circles have carried out interdisciplinary research on linguistics from different perspectives. Grammatical metaphor has set off an upsurge of research. Metaphor is no longer just regarded as a linguistic phenomenon, but a part of students' cognitive ability. Metaphor was originally defined as a variation of a specific semantic expression. Under normal circumstances, the speaker will use various expressions to express the meaning of the same proposition. There are different pragmatic meanings in these expressions, as well as various grammatical metaphorical relations [3].

The relationship between grammatical metaphor and ways of thinking Metaphor can also be regarded as the basic way of human cognition and thinking. People can find the world through metaphors, especially the interpersonal metaphors in everyone's daily life. Thus, cultural and social patterns and values can greatly influence the application of metaphors to evoke a dialogue of different meanings. Cross-cultural communication can be seen as communication between different people with unique cultural backgrounds. Metaphorically speaking, it reflects the differences in people's different ways of thinking.

Concluding remarks. Grammatical metaphor involves the philosophical proposition of the relationship between language and the world, which has far-reaching theoretical significance. At the same time, it has a profound impact on English teaching and has far-reaching practical significance. In the teaching of intermediate and advanced English, teachers should reasonably use the teaching model of grammatical metaphor and combine the consistent language phenomenon in the context of foreign language teaching.

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CULTURAL AWARENESS AND INTERCULTURAL COMMUNICATION IN FOREIGN LANGUAGE EDUCATION

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Түйін: Бұл мақала шетел тілін оқыту үдерісінде мәдениетаралық коммуникация мен мәдени сананы қалыптастырудың маңыздылығын қарастырады. Авторлар мәдени құндылықтар мен дәстүрлерді, сонымен қатар өзге қоғамдардың коммуникациялық нормаларын түсінудің ғаламданған әлемдегі өзара түсіністік пен тиімді қарым-қатынас орнатудағы рөлін талдайды. Мақалада студенттердің тілдік қана емес, мәдениетаралық құзыреттіліктерін дамытуға бағытталған педагогикалық тәсілдер қарастырылған.

Аннотация: Данная статья посвящена значению формирования культурной осведомлённости и межкультурной коммуникации в процессе обучения иностранным языкам. Рассматриваются пути интеграции культурных элементов в образовательный процесс, а также роль понимания ценностей, традиций и коммуникативных норм различных культур в развитии способности к эффективному межкультурному взаимодействию. В статье подчеркивается, что формирование межкультурной компетенции способствует не только овладению языком, но и воспитанию толерантности, эмпатии и готовности к сотрудничеству в многонациональном мире.

In the context of globalization, the study of foreign languages is no longer limited to mastering grammar and vocabulary; it involves the acquisition of intercultural competence and cultural awareness. Cultural awareness refers to the understanding and appreciation of one's own culture and the culture of others, which allows learners to interpret and respond appropriately in cross-cultural situations. Intercultural communication competence, in turn, includes the ability to use language effectively and appropriately when interacting with people from different cultural

backgrounds. Developing these competencies has become one of the main goals of modern language education, as it enables students to engage in meaningful communication beyond linguistic boundaries [1].

Teachers play a crucial role in forming cultural awareness among students. Incorporating cultural elements into language lessons helps learners understand the values, beliefs, and social norms of the target language community. For instance, discussions about national holidays, customs, literature, and traditions can reveal the ways in which culture influences communication styles and behavior. Authentic materials such as films, songs, and news articles expose students to the real-life use of language in cultural contexts, encouraging them to reflect on cultural similarities and differences. This approach fosters empathy, tolerance, and respect for diversity, which are essential qualities for successful intercultural communication [2].

Intercultural communication in language education also involves understanding the pragmatic aspects of language use — how meaning changes depending on social context, tone, and relationships between speakers. Students learn that politeness, gestures, and body language vary across cultures and that what is considered polite or acceptable in one culture may not be in another. Through activities such as role-plays, simulations, and discussions of cultural misunderstandings, learners can practice adapting their communication to different cultural situations, which helps them develop flexibility and sociocultural sensitivity.

The use of modern technologies provides new opportunities for developing intercultural competence. Digital platforms, social media, and online exchange projects allow students to communicate directly with native speakers and peers from other countries. Virtual exchanges, international online discussions, and collaborative projects create authentic contexts for cultural interaction. These experiences help students apply their language knowledge in real communication, learn from different perspectives, and develop a deeper understanding of global issues. By interacting online with people from different backgrounds, learners not only improve their language skills but also strengthen their ability to communicate respectfully and effectively across cultures [3].

Integrating cultural and intercultural components into language education also contributes to the development of students' critical thinking. When analyzing cultural phenomena, stereotypes, and global challenges, students learn to compare, evaluate, and draw conclusions about different cultural behaviors. This analytical approach helps them avoid ethnocentric attitudes and promotes open-mindedness. Classroom discussions about topics such as gender equality, environmental issues, or globalization encourage learners to express their opinions and listen to others' viewpoints in a foreign language, which deepens both linguistic and cultural competence.

Moreover, the inclusion of intercultural education in the language curriculum enhances students' motivation to learn. When they realize that language is not only a tool for passing exams but also a means to explore other cultures and establish meaningful connections, their engagement in the learning process increases. Culturally enriched lessons make learning more dynamic, interesting, and personally

relevant. Students start to perceive language as a bridge that connects people from different parts of the world rather than as an academic subject only [4].

In conclusion, developing cultural awareness and intercultural communication competence is a key component of modern foreign language education. It transforms language learning into a holistic process that combines linguistic, cognitive, and emotional development. By fostering respect, empathy, and openness toward other cultures, teachers prepare students to become global citizens capable of effective and meaningful communication in multicultural contexts. Integrating intercultural content into the curriculum, using authentic materials, and applying digital tools for international collaboration are essential strategies for achieving this goal. Through these approaches, foreign language education becomes not only an academic discipline but also a powerful means of promoting peace, understanding, and cooperation among people of different cultures.

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МЕТОДЫ И УСЛОВИЯ РАЗВИТИЯ ТВОРЧЕСКОГО МЫШЛЕНИЯ ШКОЛЬНИКОВ В ИННОВАЦИОННОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ

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Тўйин. Инновациялық білім беру ортасында оқушылардың шығармашылық ойлауын дамыту әдістері мен шарттары қарастырылады. Шығармашылық ойлауды дамыту мақсатты педагогикалық қолдау және заманауи білім беру тәсілдерін қолдану арқылы мүмкін болатындығы атап өтілді. Түйінді сөздер: шығармашылық қызмет, білім беру, тұлғаның қалыптасуы, танымдық процесс, инновациялық білім беру ортасы, әмбебап оқу әрекеттері.

Summary. The methods and conditions for the development of creative thinking of schoolchildren in an innovative educational environment are considered. It is emphasized that the development of creative thinking is possible with targeted pedagogical support and the use of modern educational approaches. Keywords: creative activity, education, personality formation, cognitive process, innovative educational environment, universal learning activities.

В современном образовании Узбекистана большое внимание уделяется развитию творческого мышления школьников. Сегодня важно не только дать детям знания, но и научить их мыслить самостоятельно, находить новые решения и проявлять инициативу. Инновационная образовательная среда

помогает создать условия, в которых школьники могут раскрывать свои способности, пробовать себя в творческих заданиях и учиться по-новому.

Творческое мышление становится важной частью формирования личности ребёнка. Оно развивает познавательную активность, повышает интерес к учебе и помогает школьникам самостоятельно справляться со сложными задачами. Для этого учителю необходимо использовать современные методы обучения: творческие задания, моделирование, презентации, работу с текстами, обсуждения и другие формы деятельности, которые стимулируют детей думать нестандартно [1, 39].

Под инновациями в образовании понимается процесс совершенствования педагогических технологий, совокупности методов, приемов и средств обучения.

В поисках новой парадигмы образования инновационные процессы являются единственными источниками развития системы образования. Важным показателем качества образования является обращение к духовности, общечеловеческим ценностям. Одно из инновационных явлений в педагогической деятельности - это педагогика творческого мышления.

"Педагогика творческого мышления определяет деятельность как форму человеческой или коллективной деятельности, предполагает создание чего-то качественно нового, ранее не существовавшего. В отношении образовательного процесса творчество следует определять, как форму человеческой деятельности, направленную на создание качественно новых для него социально значимых ценностей, т. е. важных для становления личности как субъекта общества" [2, 3]. Под творческой деятельностью мы понимаем деятельность, которая имеет следующие характеристики: она направлена на решение творческих задач, которые характеризуются отсутствием способа решения задачи в предметной области, это способ решения задачи, связанный с созданием новых знаний как ориентировочной основы поиска дальнейших знаний, это наличие неопределенности в освоении новых знаний и решение задачи на их основе. описывается методом. "В широком смысле под термином" универсальная учебная деятельность "понимается способность к обучению, то есть способность субъекта к саморазвитию и самосовершенствованию посредством сознательного и активного усвоения нового социального опыта"[39]. Познавательные универсальные учебные действия носят исследовательский характер и направлены не только на процесс познания, но и на его результат, и всегда связаны с целеустремленностью, ее реализацией, преодолением трудностей, волевым напряжением и усилием [3, 19].

Систематическое закрепление и развитие, познавательные универсальные учебные действия становятся показателем общего развития школьников и основой его позитивного отношения к обучению. У школьников формируется представление о жизненной ценности обучения [4, 37].

К развитию творческого потенциала личности в процессе воспитания относятся: развитие знаний и умений, необходимых для вовлечения школьников в творческую учебную деятельность; вовлечение школьников в

учебную творческую деятельность, в которой происходит развитие компонентов творческого потенциала; формирование познавательных универсальных учебных действий, способствующих развитию творческого мыслительного потенциала школьников: общеобразовательных, логических, символических.

На основе анализа познавательных универсальных учебных действий в процессе обучения можно выявить важнейшие составляющие творческого потенциала личности: учебная мотивация, познавательная активность, самостоятельное решение творческих задач, уровень интеллектуального развития.

Деятельность педагога по развитию творческого потенциала школьников включает следующие этапы: диагностика уровня развития творческого потенциала школьников; творческого потенциала школьников; для достоверного изучения компонентов предлагается использовать комплекс диагностических методов;

Методология исследования (Research Methodology). Методы формирования творческой деятельности у школьников разнообразны. Занятия по чтению способствуют развитию у учащихся самостоятельного и творческого мышления, речи посредством использования разнообразных творческих заданий, деятельности по моделированию учебных предметов, направленной на формирование творческой активности учащихся [5, 62].

Повторение и закрепление пройденных на уроке тем: повторяют прочитанное, изученное дома, вне урока рассказывают содержание прочитанных книг, выполняют задания для упражнений, повторяют правило своими словами. Постоянное повторение укрепляет память, развивает речь.

Презентация-один из видов творческой деятельности развития речи школьников, когда слушающий или читающий рассказ, предназначенный для письменной презентации, должен усвоить идею и передать ее своими словами.

Одним из видов творческой деятельностью из исследований следует сделать вывод, что от эффективным методом развития творческого мышления школьников в инновационной образовательной среде следует отличать эвристический метод, сочетающийся алгоритмическим методом с учебно-предметной моделирующей деятельностью [6,55]. Система работы по развитию речи позволяет развивать умение анализировать, обобщать, грамотно строить и выражать свои мысли и идеи, а также развивает самоудовлетворение и критическое мышление.

Под критическим мышлением понимается любознательность школьников, умение высказывать свое мнение по тому или иному вопросу, использование исследовательских и творческих методов для доказательства своего мнения. Критическое мышление-это способность поднимать новые вопросы, выдвигать различные аргументы и принимать независимые, взвешиваемые решения. Ученик школы, умеющий критически мыслить, может выявлять противоречия в тексте и типы структур, которые в нем присутствуют. Критерии оценки активности творческого мышления важны не только для

логического мышления, но и для способности опираться на идеи собеседника, высказывать свою точку зрения, аргументировать, находить и резюмировать несколько решений любой проблемы, рассматривая проблемы с разных точек зрения, получать информацию [6,23]. Выявлена гармония педагогических и информационных технологий с их возможностями.

Для построения модели использовались методологические основы, педагогико-психологические, социально-исторические предпосылки и теоретико-педагогические предпосылки. В модели класс развивался на основе критериев развития творческого мышления учащихся, чувства новизны, критичности, ориентированности на творчество, умения менять систему объектов.

Анализ и результаты (Analysis and results). При анализе условий, созданных для решения проблемных вопросов, направленных на развитие творческих способностей учащихся, необходимо учитывать специфику творческой деятельности. Это позволяет ученикам школы искать решения, переносить результат в другую ситуацию и искать новшества для себя, повышает творческий потенциал старшеклассников, которые постепенно начинают решать проблемы, и позволяет ученикам школы создавать что-то новое для себя. Таким образом, он развивает творческие способности каждого школьника на уровне его способностей.

Проведённый анализ показывает, что развитие творческого мышления школьников возможно только при целенаправленной работе учителя и создании благоприятной образовательной среды. Инновационные методы обучения, такие как творческие задания, моделирование, презентации и развитие критического мышления, помогают школьникам лучше понимать учебный материал, активнее участвовать в уроках и проявлять свои способности.

Такие методы формируют у детей уверенность, самостоятельность, способность рассуждать и находить решения. Творческая деятельность также способствует развитию речи, внимания, логического и образного мышления. Ученики учатся выражать своё мнение, аргументировать точку зрения и работать с информацией.

Следовательно, использование инновационных подходов позволяет каждому школьнику раскрыть свой творческий потенциал и постепенно стать активным, инициативным и думающим участником учебного процесса. Эти условия важны для формирования личности современного школьника и подготовки его к будущей жизни в быстро меняющемся мире.

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UDC 811.111

THE ROLE OF ONLINE COURSES AND MOBILE APPS IN LANGUAGE LEARNING

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Түйін: Бұл мақалада онлайн платформалар мен мобильді қосымшалардың педагогикалық құндылығы зерттеледі, олардың артықшылықтары мен шектеулері қарастырылады және оқушылардың тілдік құзыреттілігі мен мотивациясын арттырудағы рөлі атап өтіледі.

Аннотация: В данной статье рассматривается педагогическая ценность онлайн-платформ и мобильных приложений, рассматриваются их преимущества и ограничения, а также подчёркивается их роль в развитии языковой компетенции и мотивации учащихся..

In the digital age, online courses and mobile applications have become integral tools for foreign language learning. These technologies provide learners with flexible access to instructional materials, personalized learning experiences, and opportunities for constant practice.

Technological advancements have significantly transformed the field of language education. Online courses and mobile applications are now widely used by teachers and learners as accessible, interactive, and engaging learning resources. These tools support the development of vocabulary, grammar, listening, speaking, reading, and writing skills. Moreover, online platforms create learner-centered environments where individuals can study independently, set their own pace, and track progress.

The present article examines how online courses and mobile applications contribute to effective language learning and what pedagogical benefits they provide.

Online courses offer learners the possibility to access educational content anytime and from any location. This flexibility is especially valuable for individuals with busy schedules or limited access to language schools. Online platforms such as Coursera, Udemy, Khan Academy, and language-specific portals provide structured modules, video lectures, interactive tasks, and assessments.

Many online courses use adaptive learning technologies that adjust materials to the learner's level and progress. Artificial intelligence systems can recommend exercises, identify errors, and provide immediate feedback, increasing the efficiency of learning.

Modern online platforms include discussion forums, peer-review activities, and virtual classrooms. These features allow learners to communicate with teachers and peers, developing communicative competence and intercultural awareness.

Mobile apps such as Duolingo, Memrise, Babbel, and Busuu allow learners to practice language skills on the go. Short interactive tasks, gamified learning, and regular notifications increase motivation and help maintain daily learning habits [1].

The development of multiple language skills is a central focus in modern foreign language education, as effective communication requires a balanced mastery of listening, speaking, reading, and writing. These skills are interdependent and should be cultivated through integrated and meaningful learning experiences. Contemporary research emphasizes that successful language learning occurs when learners are exposed to varied linguistic input, have opportunities for active production, and receive timely feedback.

Listening is often considered the foundation of language acquisition, as it provides learners with authentic input and supports the development of pronunciation, vocabulary, and grammatical structures. Regular exposure to audio materials—such as podcasts, dialogues, and videos—helps learners develop comprehension strategies and become familiar with natural speech patterns.

Speaking skill development requires opportunities for real-time communication. Interactive activities, including discussions, role-plays, and online conversations, encourage learners to express ideas fluently and accurately. In addition, pronunciation practice supported by technological tools helps learners improve clarity and confidence [2].

Reading plays a key role in expanding vocabulary and deepening grammatical understanding. When learners read graded texts, articles, or literary works, they engage with new vocabulary in context, enhance comprehension skills, and develop critical thinking. Reading also reinforces structures that can later be used in writing and speaking.

Writing skill development involves producing coherent and structured texts. Learners enhance this skill through tasks such as essays, summaries, emails, and creative writing. Writing allows students to reflect on language use, organize ideas, and practice accurate grammar and vocabulary.

Modern pedagogy highlights the importance of integrating all four skills rather than teaching them in isolation. Tasks that combine listening and speaking, or reading and writing, create more realistic learning conditions and help learners transfer knowledge across different communicative situations. The use of digital tools—such as mobile apps, online platforms, and multimedia resources—has further expanded opportunities for multi-skill development by providing interactive content and personalized learning environments.

Overall, the development of multiple language skills is essential for achieving communicative competence. A balanced approach that involves exposure, practice, interaction, and reflection enables learners to progress effectively and become confident language users in various social and academic contexts [3].

The increasing integration of technology into education has made online courses and mobile applications valuable tools for language learning. Their popularity continues to grow as they offer learner-centered environments and flexible study options. This review highlights the key advantages associated with using online platforms and mobile apps in the process of learning a foreign language.

One of the most significant advantages is **flexibility**. Online courses and mobile apps allow learners to access materials at any time and from any location. This supports students with busy schedules and enables them to learn at their own pace. Self-paced learning helps reduce anxiety, allows repetition of difficult topics, and encourages long-term engagement with the language.

Another major benefit is **personalization**. Many platforms use adaptive technologies that adjust tasks according to the learner's level, strengths, and weaknesses. Apps often track progress, identify errors, and provide instant feedback. This allows learners to focus on specific areas for improvement and motivates them through visible progress.

Online courses and mobile apps also offer **interactive and multimedia-rich content**. Videos, audio recordings, images, games, and quizzes make learning more engaging and effective. These features support different learning styles and help improve various skills, including listening, speaking, reading, and vocabulary acquisition. Speech recognition tools in mobile apps additionally support pronunciation practice.

Motivation and engagement are enhanced through gamification elements. Points, badges, levels, and leaderboards create a sense of competition and achievement. This makes the learning process enjoyable and encourages regular study habits, which are essential for language retention.

Another advantage is **access to authentic materials**. Many online platforms include real-life videos, articles, podcasts, and dialogues, allowing learners to experience natural language use. This exposure helps develop cultural awareness and communicative competence [4].

Finally, online tools promote **autonomous learning**. Learners can set goals, choose topics, and control their study routines, which increases responsibility and independence. Teachers can also use these tools to supplement classroom instruction and provide students with additional practice beyond school hours.

In conclusion, online courses and mobile apps offer numerous advantages that significantly enhance the language-learning experience. Their flexibility, personalization, interactive content, and motivational features make them powerful tools in modern language education. When used effectively, these technologies support continuous learning and help learners develop linguistic skills more efficiently.

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ENGLISH-LANGUAGE MEMES AS A MEANS OF MOTIVATING AND DEVELOPING CRITICAL THINKING IN SCHOOLCHILDREN WHEN LEARNING ENGLISH

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Түйін: Бұл мақалада ағылшын тілін үйренуде оқушылардың ынтасын және сыни ойлауын арттыру үшін ағылшын тіліндегі интернет мемдерін инновациялық оқыту құралы ретінде пайдалану қарастырылады.

Резюме: В данной работе рассматривается использование англоязычных интернет-мемов как инновационного средства обучения, способствующего повышению мотивации и развитию критического мышления учащихся при изучении английского языка.

Reading memes in English lessons provides ample opportunities for developing linguistic intuition, understanding humor and allegory, and forming a critical attitude to information. Understanding the meaning of a meme requires students to know not only words, but also the ability to connect images, text, and cultural context, which stimulates analytical thinking and develops cognitive skills. In addition, the use of memes increases students' motivation, as the learning material is closer to real-life relationships typical of modern youth.

Thus, the introduction of English memes into foreign language learning helps to combine linguistic, cultural, and cognitive goals, making learning modern, meaningful, and relevant to students' interests.

The relevance of this topic is due to several factors.

First, in the age of digital communication, memes have become an integral part of the media landscape where adolescents' linguistic and cultural identities are formed. Most schoolchildren encounter English-language memes on social media every day, making them a natural learning resource. Ignoring this phenomenon deprives teachers of the opportunity to use familiar forms of communication as a teaching tool for students [1].

Secondly, the use of memes is directly related to the goal of motivating students to learn English. Memes evoke an emotional response, a sense of belonging to a world culture, and a desire to understand humor and context. This creates intrinsic motivation - students try to understand meaning not from external control, but from interest and participation.

Third, memes have significant potential for developing critical thinking skills. They are often based on irony, sarcasm, social criticism, or cultural stereotypes. Analyzing such elements requires students to recognize the author's position, distinguish fact from opinion, identify hidden meanings, and assess the reliability of information. These skills are especially important in today's media environment, where adolescents are exposed to a variety of visual and textual content every day. Finally, memes are a unique tool for developing intercultural competence because they reflect the values, thinking skills, humor, and current issues of the English-speaking world. Understanding memes requires knowledge of cultural realities, language, and context, which helps students develop the ability to interpret and recognize cultural differences.

Therefore, the relevance of this study lies in the need to reconsider the role of modern media phenomena, especially memes, as an effective English language learning tool capable of combining the development of students' linguistic, cultural and cognitive competence. Psychologists and educators note that many students have a pronounced tendency to perceive information visually. This type of learning is carried out through the use of graphic and visual elements - diagrams, tables, illustrations, video sequences, symbols and other means. According to Guzaerova R.R., the most effective means of visual support in the training of future translators are schematic images that reflect the specific semantic features of synonymous words. The combination of visual and auditory components contributes to a deeper assimilation and understanding of the educational material.

From a linguistic point of view, an English-language meme is a multimodal text that includes verbal (linguistic) and non-verbal (visual) components that are in interaction. Understanding memes requires the student's ability to interpret not only the lexical meaning of words, but also the semantic relationship between the image, context and cultural associations. This process activates cognitive activity and develops linguistic intuition — one of the key skills in learning a foreign language [2].

From the pedagogical point of view, memes can be considered as a means of implementing the principles of media competence and culturally oriented approaches in education. The inclusion of memes in the educational process contributes to the formation of media literacy in students - the ability to critically perceive and interpret visual and textual information. When analyzing a meme, the student learns to ask questions: who is the author, what idea does he express, what means are used to create a comic effect, what is the cultural basis of this statement. Thus, there is a transition from passive consumption of media content to its conscious perception and evaluation [3].

From the point of view of cognitive psychology, critical thinking involves the ability to analyze information, identify logical connections, argue one's point of view, and assess the credibility of sources. Working with English-language memes directly activates this process. Understanding irony, hidden meaning, metaphor requires intellectual effort, attention to cultural background and context. For example, memes

that reflect political or social realities of English-speaking countries allow to discuss values, stereotypes and current events, developing analytical abilities and sociocultural thinking of students.

In addition, memes have a significant motivational potential. According to modern researchers, the use of authentic, relevant and humorous materials makes the educational process emotionally attractive and promotes sustained interest in the subject. Memes are not perceived by students as an assignment — they become part of their media reality, which promotes involvement and internal motivation.

From the standpoint of intercultural education, understanding English memes contributes to the development of intercultural competence, as it requires knowledge of realities, cultural symbols, humor and social behavior of the English-speaking world. When discussing memes, students not only translate the text, but also analyze cultural references, discuss why this meme is understood or not understood by a Russian-speaking audience, which forms a respectful and conscious attitude to another culture.

Thus, the theoretical analysis shows that English-language memes have a high educational potential. They make it possible to implement communicative, cultural and cognitive approaches in foreign language learning, developing students' motivation, language skills, media literacy and critical thinking. The meme combines elements of language, culture and modern media discourse, making the process of learning English not only effective, but also relevant to the realities of the XXI century.

We consider a study of practicing teachers who conducted a survey among middle and high school students. 15 people aged 12 to 16 years participated in the experiment. The analysis of questionnaires showed that it is much easier for the majority of respondents to learn a foreign language using audiovisual materials. Nevertheless, only about 60% of the respondents noted that their teachers use similar tasks in the learning process [4].

In addition, 84% of participants expressed interest in implementing innovative methods of language learning, among which they singled out watching movies and trailers. Also, students positively evaluated the options of tasks proposed in the questionnaire, considering them relevant and interesting for learning a foreign language. Such tasks include, for example, exercises in the "true/false" format, discussions on video plots, and work on vocabulary expansion.

In order to check the effectiveness of using audiovisual and interactive tools, fragments of English language lessons in middle and senior classes were considered. The main purpose of these classes was the development of communication skills, increasing interest in the subject and formation of analytical thinking of students.

To engage students' attention and increase emotional engagement, authentic internet memes in English were used. They were used in lessons to stimulate verbal responses and analytical thinking.

Exercise examples:

- "Interpret the Meme" - Students explain the humor, pun, or cultural context of the image.

- "Create Your Own Meme" - Students create their own memes with short captions in English based on a topic they've covered (e.g., environmental issues, online education, social media habits).

- "Discuss the Idea" - Students in pairs or groups discuss the message conveyed by the meme and express their own opinions on the topic [5].

The study's results confirm that the use of memes in the educational process fosters a positive emotional atmosphere, stimulates verbal activity, develops creative thinking, and increases motivation for foreign language learning. Thus, English-language memes can be considered an effective means of developing critical and media-literate thinking in schoolchildren within the framework of a modern communicative and activity-based approach to learning.

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ПУБЛИЦИСТИЧЕСКИЙ СТИЛЬ НА ЯЗЫКОВЫХ ЗАНЯТИЯХ В МЕДИЦИНСКОМ ВУЗЕ

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Түйін. Мақала медициналық колледжде орыс тілі сабақтарын әдістемелік қамтамасыз етуді қарастырады және журналистік сөйлеу стилін игеру кезінде оқушылардың кәсіби тілдік құзыреттілігін қалыптастыру әдістерін ұсынады.

Summary. The article examines the methodological support of Russian language classes at a medical college and suggests techniques for the formation of students' professional language competence in mastering the journalistic style of speech.

В дидактической литературе коммуникативная компетентность рассматривается как ключевой компонент профессиональной компетентности, включающий языковую и речевую компетенции. На занятиях лингвистического цикла в медицинском колледже преподавательская работа строится с учетом этих направлений. Анализ типовой программы дает представление о Особого

внимания на занятиях по русскому языку в колледже заслуживает основу берутся сведения, связанные с работой над научным стилем речи [1].

Обучающимся предстоит освоить разновидности научного стиля, особенности лексико-грамматического наполнения медицинских текстов и развить навыки работы с ними. Подбор текстов ориентирован на профессиональное развитие, поэтому языковая и речевая компетенции служат показателями уровня профессионализма как в процессе обучения, так и в дальнейшей практике. Наблюдения показывают, что занятия по русскому языку эффективно развивают профессиональную речь будущих специалистов во всех её видах: научной, научно-учебной, научно-официальной и научно-популярной. Последняя разновидность характеризуется как научно-публицистическая [2].

Овладение научно-публицистическими жанрами в колледже важно, так как будущие специалисты среднего медицинского звена участвуют в пропаганде здорового образа жизни и профилактических программ, что требует параллельного освоения публицистического стиля и его жанров, применяемых в СМИ. В статье рассматриваются методы организации занятий, направленных на формирование этих компетенций. Публицистический стиль, связанный с общественно-политической и социальной коммуникацией, получил своё название от латинского глагола *publicare* — «сделать общим достоянием» или «обнародовать». Публицистика – это особый тип текстовых произведений, в которых освещаются, разъясняются актуальные вопросы общественно-политической жизни, поднимаются нравственные проблемы [3].

Публицистический стиль используется в общественно-политической сфере и направлен не только на передачу информации и логическое обоснование, но и на эмоциональное воздействие. Его характерные черты — актуальность тем, политическая страстность, образность и выразительность, обусловленные целью формировать общественное мнение и воздействовать на разум и чувства аудитории.

Публицистический стиль представлен множеством *жанров*, которые отражены нами в таблице.

Таблица 1

	Виды	Жанры
	<i>Газетные</i>	очерк, статья, фельетон, репортаж
	<i>Телевизионные</i>	аналитическая программа, информационное сообщение, диалог в прямом эфире
	<i>Ораторские</i>	выступление на митинге, поздравительные адреса, дебаты
	<i>Коммуникативные</i>	пресс-конференция, встреча «без галстука», телемост, заседание круглого стола
	<i>Рекламные</i>	очерк, объявление, плакат, лозунг

Одна из основных черт публицистического стиля заключается в интеграции двух тенденций – экспрессивности и стандарта, что обусловлено функциями, которые он выполняет: информационно-содержательной и агитационной (пропагандистской, воспитательной), ориентированной на

эмоциональное воздействие. В публицистическом стиле воздействие на адресата осуществляется путем использования специальных языковых средств эмоционального плана, сочетающих в себе доступность и образность, что характерно для художественного стиля и разговорной речи [4].

Тенденция к стандарту проявляется в стремлении публицистики к строгости и информативности, которые свойственны научному и официально-деловому стилям. Например, к числу стандартных для газетно-публицистического стиля можно отнести словосочетания: *государственный бюджет, дружественный визит, невиданный размах, пенсионные реформы и др.* Рассмотрим пример научно-публицистического текста, помещенного на страницах газеты «казахстанская правда» и имеющего непосредственное отношение к медицине.

В Алматы прошла Международная научно-практическая конференция «Достижения и перспективы развития современной онкологии и радиологии». За три дня мероприятие посетили более 400 человек из самых разных стран мира, прозвучали доклады о перспективах развития здравоохранения в онкологии и радиологии. Как отметил президент Международного союза по борьбе с раком (UICC) Франко Кавалли, в течение последних 25 лет медики узнали о раке больше, чем за все предыдущие годы. И хотя был достигнут значительный прогресс в развитии онкологической медицинской помощи, остаются области, которые испытывают острую нехватку высокоточного диагностического оборудования для успешной борьбы с данным видом заболевания.

Учебно-методическое обеспечение содержательного компонента работы над данным текстом может строиться с опорой на такие задания.

1. Пользуясь Словарем заимствований, усвойте значение слов *профилактика, прогресс, тренинг, рекомендация, визуализация.*
2. В терминологический словарь внесите использованную в тексте профессиональную лексику.
3. Подберите из профессиональных газет и журналов информацию для сообщения «Научные конференции и семинары по проблемам медицины в Республике Казахстан».

В публицистическом стиле используются нейтральные, высокие и торжественные слова, фразеологизмы, эмоционально окрашенные слова, частицы, междометия, простые синтаксические конструкции, риторические вопросы и повторы. Для достижения основной цели стиля применяются общественно-политические и морально-этические выражения. Как функциональная разновидность литературного языка, публицистический стиль реализуется в газетах, журналах, агитационных выступлениях и других СМИ, причём наибольший интерес вызывают информационные жанры — репортаж, интервью, очерк, обозрение, отличающиеся актуальностью тематики и оперативностью подачи материала.

Газетная публицистика отражает социально-политическую действительность и выполняет функцию летописи современности, ключевой

чертой которой является документальность. В текстах используются художественные средства и оценочные выражения для передачи позиции автора, при этом приводятся только достоверные факты, подлинные имена и проверенные данные. Характерна общественно-политическая лексика, имена собственные и сложносоставные слова, а также морфологические и синтаксические особенности: существительные с собирательным значением, сложные прилагательные, глаголы повелительного наклонения, устойчивые сочетания, риторические вопросы и обращения. Овладение публицистическим стилем на занятиях организуется поэтапно: знакомство с образцами текстов, их чтение и анализ, выполнение репродуктивных и аналитических упражнений, создание собственных текстов по образцу, заданному началу или плану.

Задание 1. Прочитайте текст. Озаглавьте. Подготовьтесь к творческому пересказу путем использования дополнительной информации. Напишите сочинение в форме заметки в газету: расскажите о больнице в вашем городе, поселке, ауле.

Различают общие, республиканские, областные, краевые, городские, районные, сельские больницы. Их размещают на обслуживаемой территории. Специализированные больницы (онкологические, туберкулезные) располагаются чаще на окраине или за городом, в озелененном районе.

Существуют три основных типа строительства больниц: павильонный (корпусной), централизованный и смешанный.

На территории больницы возводят специализированные корпуса. Централизованный тип строительства характеризуется тем, что все службы находятся в одном здании, чаще высотном, или ряд зданий соединен крытыми надземными или подземными переходами. Чаще всего строятся больницы смешанного типа, где основные неинфекционные отделения размещаются в одном крупном здании, а инфекционные, кожно-венерические, родильные дома располагаются в отдельных корпусах.

На этапе контроля могут быть включены задания, имеющие непосредственное отношение к проверке освоения публицистического стиля речи: 1. Подберите примеры использования отыменных предлогов в научно-публицистических статьях. 2. Подберите из профессиональных газет и журналов информацию для сообщения «Деятельность правительственных и частных медицинских организаций в Республике Казахстан». 3. Подготовьте сообщение на тему «Проблемы здравоохранения в Республике Казахстан» для участия в заседании круглого стола. 4. Примите участие в заседании круглого стола «Перспективы здравоохранения Республики Казахстан» (с использованием материалов сообщений и презентаций).

Проблемы здравоохранения

В Казахстане социально-значимые заболевания наносят существенный экономический урон и снижают ожидаемую продолжительность жизни, уровень которой в 2015 году составил около 70 лет. Наибольшую значимость представляют кардиологические и онкологические заболевания, а также материнское и детское здоровье. Более миллиона человек диагностировано с

заболеваниями системы кровообращения, свыше ста тысяч онкологических больных. Ежегодно требуется 15 000 операций на сердце.

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COMPARING THE IMMERSION METHOD WITH TRADITIONAL LANGUAGE LEARNING APPROACHES

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Түйін: Мақалада иммерсия әдісі мен дәстүрлі тіл үйрету тәсілдері салыстырылып, олардың теориялық негіздері мен зерттеу нәтижелері талданады. Тілге толық не жартылай енуге негізделген иммерсиялық оқыту оқушылардың сөйлеу, тыңдау, екі тілде сауатты болу және танымдық қабілеттерін дамытады. Ал дәстүрлі әдістер грамматиканы тез үйреткенімен, шынайы тілдік қатынасты дамытуда шектеулі. Ең тиімді тәсіл — екі әдістің артықшылықтарын біріктіру: бай тілдік орта мен мақсатты грамматикалық оқытуды үйлестіру. Автор мұғалімдердің кәсіби даярлығы мен иммерсиялық бағдарламаларды жүйелі қолдаудың маңызын атап көрсетеді.

Аннотация: В статье рассматривается сравнение иммерсионного метода и традиционных подходов к обучению иностранным языкам. Автор анализирует их теоретические основы, формы реализации и результаты исследований. Иммерсионное обучение, основанное на полном или частичном погружении в языковую среду, способствует развитию устной речи, понимания на слух, двуязычной грамотности и познавательных способностей учащихся. Традиционные методы обеспечивают более быстрый прогресс в грамматике и тестовых знаниях, но менее эффективны в развитии реальной коммуникативной компетенции. Наиболее успешным считается сочетание преимуществ обоих подходов — использование насыщенной языковой среды с элементами целенаправленного грамматического обучения. Автор подчеркивает важность профессиональной подготовки преподавателей и системной поддержки для эффективного внедрения иммерсионных программ.

Language education has long been shaped by two competing paradigms: traditional language instruction, which emphasizes explicit teaching of grammar and vocabulary, and immersion-based learning, which prioritizes meaningful communication in the target language [1]. Traditional approaches such as the Grammar-Translation and Audio-Lingual methods rely on controlled drills, translation exercises, and accuracy-focused learning. By contrast, immersion places learners in environments where the target language is used naturally across multiple subjects and situations, aiming to replicate the process of first-language acquisition [2].

The immersion method is grounded in Stephen Krashen's Input Hypothesis, which argues that language acquisition occurs when learners are exposed to comprehensible input slightly above their current level of competence [3]. Krashen also distinguishes between acquisition (implicit, subconscious learning through use) and learning (explicit, conscious study of rules). Immersion programs, therefore, aim to maximize opportunities for natural acquisition through communication and content instruction in the target language.

Traditional methods, on the other hand, are rooted in behaviorist and structuralist theories of learning. The Grammar-Translation method views language primarily as a system of rules, focusing on reading, writing, and translation accuracy. The Audio-Lingual method, influenced by behaviorism, emphasizes repetition and habit formation through drills [4]. While these methods promote grammatical precision, they often neglect spontaneous communication and sociolinguistic competence.

Recent sociocultural theories (e.g., Vygotsky's Zone of Proximal Development) have bridged these paradigms by highlighting the importance of interaction and scaffolding in language learning [5]. Immersion aligns closely with these perspectives, as it provides authentic communicative contexts where meaning-making drives language growth.

Immersion education takes several forms depending on language exposure and learner composition.

- Full immersion: nearly all instruction occurs in the target language.
- Partial immersion: roughly 50% of instruction is in the target language.
- Two-way or dual-language immersion: native speakers of both languages learn together, with instruction balanced between the two [6].

These models share a key principle—language is acquired through meaningful use rather than isolated study. Immersion teachers integrate content (science, math, history) with language instruction, a model also known as Content and Language Integrated Learning (CLIL).

By contrast, traditional programs separate language learning from content learning. Grammar-Translation focuses on rule memorization and text translation, while Audio-Lingual emphasizes pattern drills. Even communicative approaches influenced by traditional frameworks often prioritize accuracy over fluency [7].

Numerous studies demonstrate that immersion programs produce significantly higher oral proficiency and listening comprehension compared to traditional classroom instruction [6], [8]. Students immersed in the target language develop automaticity and fluency due to frequent, meaningful exposure.

Research on dual-language immersion shows long-term advantages not only in language skills but also in academic achievement. Umansky and Reardon [9] found that bilingual and dual-immersion students initially perform slightly below monolingual peers on standardized English tests but catch up and often surpass them by middle school.

Genesee's review and CARLA's research syntheses indicate that immersion learners reach near-native oral proficiency and maintain strong literacy in both

languages when literacy instruction is balanced. Traditional learners, while proficient in grammar and reading comprehension, often struggle with real-time communication and listening fluency.

Beyond language outcomes, immersion education contributes to broader cognitive development. Studies by Bialystok and colleagues [10] show that bilingual and immersion learners display enhanced executive function, task-switching, and metalinguistic awareness. These cognitive advantages arise from constant management of two linguistic systems.

Immersion programs also enhance motivation and intercultural awareness. Learners in immersion settings report higher engagement and more positive attitudes toward language learning. Traditional classrooms, focusing heavily on correctness and form, can produce anxiety or lower confidence, particularly among communicatively oriented learners.

The strengths of immersion lie in its provision of rich, contextualized input and opportunities for authentic communication. Dual-language immersion, in particular, promotes cross-linguistic transfer and equitable academic outcomes for both majority- and minority-language students.

However, immersion programs face challenges:

- Need for highly proficient bilingual teachers.
- Scarcity of instructional materials in the target language.
- Potential initial lags in content learning if learners struggle with comprehension [9].

Traditional methods, though less communicative, have clear sequences, lower implementation costs, and may yield rapid progress in grammar-focused assessments. Yet, they often fail to transfer classroom knowledge into spontaneous communication or authentic usage.

Comparative and longitudinal studies reinforce these distinctions.

- Genesee and Lindholm-Leary reported that immersion learners achieve higher bilingual proficiency without sacrificing content knowledge.
- Barbu found measurable cognitive gains among immersion students even after one year.
- Marian and Shook observed that bilingual exposure strengthens working memory and attention control.

More recent research suggests that hybrid models—combining immersion with focused grammar instruction—achieve the most balanced results. Learners benefit from communicative fluency without neglecting grammatical accuracy.

The synthesis of evidence suggests several pedagogical implications:

- Integrate immersion and form-focused instruction. Language programs should combine abundant comprehensible input with explicit grammar explanations when needed. Content and Language Integrated Learning (CLIL) frameworks are particularly effective.
- Invest in teacher training. Successful immersion relies on teachers capable of scaffolding both content and language. Professional development must emphasize

bilingual pedagogy, assessment, and classroom management in dual-language contexts.

- Monitor multiple outcomes. Programs should track not only language proficiency but also academic progress, literacy development, and affective measures such as motivation.

- Use technology for virtual immersion. When full immersion is impractical, digital tools, authentic media, and international exchanges can replicate immersive environments and increase exposure to natural language use.

- Ensure equity and inclusion. Dual-language immersion can empower minority-language students and promote social cohesion if implemented with cultural sensitivity.

Despite compelling evidence, immersion research has limitations. Many studies are context-specific—mostly from North American schools—and may not generalize globally. Randomized controlled trials are rare, as students typically self-select into programs. Additionally, differences in measurement instruments (oral tests vs. written exams) complicate comparisons across studies.

Comparing immersion and traditional approaches highlights their complementary strengths. Immersion nurtures communicative fluency, intercultural competence, and long-term bilingualism, while traditional approaches strengthen grammatical awareness and explicit linguistic knowledge.

The immersion method and traditional approaches represent distinct yet interrelated paths toward language mastery. Immersion's emphasis on communication, authentic input, and cultural integration leads to deep, durable acquisition and cognitive benefits. Traditional methods, though limited in communicative scope, remain valuable for structured grammar learning and accuracy development.

Future educational models should move beyond dichotomy, designing integrated curricula that leverage immersion's natural learning context and traditional methods' structured guidance. With proper teacher training, curriculum design, and institutional support, such hybrid systems can maximize both fluency and precision, preparing learners for multilingual realities of the modern world.

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THE EVOLUTION OF ENGLISH VOCABULARY UNDER THE INFLUENCE OF TECHNOLOGY

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Түйін: Бұл мақалада технологияның ағылшын тілінің сөздік құрамына тигізген ықпалы қарастырылады. Цифрлық дәуірдің дамуы — компьютер, интернет, әлеуметтік желілер мен жасанды интеллекттің пайда болуы — ағылшын тілінде көптеген жаңа сөздер мен ұғымдардың қалыптасуына себеп болды. *Email, app, selfie, AI* сияқты неологизмдер күнделікті қолданысқа енді, ал *window, virus, tablet* секілді бұрыннан бар сөздер жаңа мағыналарға ие болды. Сонымен қатар интернет тілі мен қысқартулар (*LOL, OMG, FYI*) адамдар арасындағы онлайн-коммуникацияны жылдам әрі бейресми етті. Технология әсерінен ағылшын тілі үнемі жаңарып, жаһандану мен мәдени алмасудың нәтижесінде байи түсуде.

Резюме: В статье рассматривается влияние технологий на развитие словарного состава английского языка. Цифровая эпоха — компьютеры, интернет, социальные сети и искусственный интеллект — привела к появлению множества новых слов и выражений. Неологизмы вроде *email, app, selfie, AI* прочно вошли в повседневную речь, а слова *window, virus, tablet* приобрели новые значения. Интернет-коммуникация породила обилие сокращений и жаргонизмов (*LOL, OMG, FYI*), отражающих неформальный стиль общения. Технологии также способствовали глобальному обмену лексикой, делая английский язык более гибким и международным.

Language constantly evolves to reflect social, cultural, and technological changes, and English is no exception. In the digital age, technology has become one of the most powerful forces shaping the development of the English vocabulary. The rapid growth of the internet, social media, and digital communication has introduced thousands of new words, changed the meanings of existing ones, and transformed the way people use language in everyday life.

One of the most noticeable effects of technology on English vocabulary is the creation of **new words and expressions**. The rise of computers and the internet brought terms like *email, website, download, hashtag, selfie, emoji*, and *podcast*. Many of these words quickly entered everyday usage and even formal dictionaries. New verbs such as *google, text, stream*, and *unfriend* emerged from technological contexts but are now used naturally in daily communication. This process, known as *neologism*, reflects how innovation constantly demands new linguistic tools to describe new realities.

Technology has also contributed to the **semantic shift** — the change of meaning in existing words. For instance, *cloud* once referred only to the sky, but now

it also denotes online data storage (*cloud computing*). Similarly, *tablet*, *mouse*, and *virus* have acquired entirely new technological meanings. Words like *post* and *chat* have expanded from traditional usage to digital contexts, showing how old vocabulary adapts to new environments [1].

Another significant influence is the rise of **abbreviations, acronyms, and internet slang**. Online communication has encouraged brevity and creativity, leading to the creation of forms like *LOL* (laugh out loud), *OMG* (oh my God), *DM* (direct message), and *BRB* (be right back). Such expressions, once considered informal, have become part of modern communication and even appear in spoken English. Memes, hashtags, and viral trends spread new terms globally within hours, demonstrating the unprecedented speed of vocabulary evolution in the digital age.

Technology also promotes **linguistic globalization**, as English serves as the dominant language of the internet, science, and innovation. This global exposure allows new English terms to spread rapidly into other languages, creating hybrid forms or loanwords. Conversely, English itself borrows foreign expressions — especially from technological innovators and online communities — enriching its vocabulary even further.

Social media platforms like Twitter (now X), TikTok, and Instagram have become powerful linguistic laboratories. Users constantly invent, modify, and popularize new expressions such as *influencer*, *vlogger*, *hashtag activism*, or *going viral*. Online communication encourages informal, dynamic, and participatory language use, blurring the boundaries between standard and nonstandard English. The result is a more flexible and inclusive vocabulary that reflects the creativity of digital communities.

The technological revolution has also influenced professional and academic English. Fields like artificial intelligence, cybersecurity, and data science have introduced specialized terminology — *algorithm*, *machine learning*, *blockchain*, *metaverse*, and *quantum computing*. These terms gradually enter mainstream discourse as technology becomes part of everyday life. The language of technology not only describes new inventions but also shapes how people think about progress, innovation, and the digital future.

However, the rapid expansion of technology-related vocabulary raises questions about linguistic clarity and cultural identity. Some scholars argue that excessive use of tech jargon can create communication barriers between experts and ordinary users. Others point out that digital slang may erode traditional literacy norms. Nonetheless, the overall effect of technology on English is largely positive, as it fosters creativity, adaptability, and global communication [2].

Technology has dramatically transformed the English vocabulary by introducing new words, reshaping meanings, and accelerating linguistic change. It reflects the human need to describe and adapt to a rapidly evolving digital world. As technology continues to advance, English will keep evolving, integrating innovation into its very structure and demonstrating its extraordinary ability to grow with the times.

The English language has always evolved in response to changes in society, science, and culture, but in recent decades, technology has become the most powerful driver of linguistic transformation. The digital revolution — from the rise of personal computers to the spread of the internet, smartphones, and artificial intelligence — has led to the emergence of countless new words, phrases, and expressions. These linguistic innovations reflect how technology has reshaped not only communication but also the way people live, think, and interact globally.

One of the most evident effects of technology on English vocabulary is the **constant creation of neologisms** — new words and phrases born from technological progress. Terms such as *email*, *internet*, *blog*, *smartphone*, *selfie*, *app*, and *AI* have become integral parts of daily speech. Many of them originated as technical jargon but quickly entered general usage. Even verbs have emerged from brand names — people now *google* information, *message* friends, or *zoom* into meetings. This process demonstrates the flexibility and adaptability of English as it absorbs new concepts from technological innovation.

Technology also influences the **semantic development** of existing words. Words that once had a single meaning now acquire additional, technology-related senses. For example, *window* no longer refers only to architecture but also to computer screens (*Windows operating system*); *tablet* can mean both a medication form and a digital device; *virus* and *bug* have gained meanings in the context of cybersecurity and programming. This semantic expansion shows how English repurposes old vocabulary to describe new realities, maintaining continuity between the familiar and the innovative.

Another remarkable trend is the growth of **digital and internet slang**, which has become an essential part of online communication. Abbreviations like *LOL*, *BTW*, *OMG*, *IDK*, and *FYI* reflect the speed and informality of digital discourse. Emojis and GIFs have even blurred the line between linguistic and visual expression, allowing people to convey tone and emotion instantly. Platforms like Twitter, TikTok, and Reddit act as linguistic ecosystems where new expressions are created and spread globally within hours. Words such as *influencer*, *hashtag*, *unfollow*, and *viral* emerged directly from social media culture, symbolizing the creative and participatory nature of digital communication.

The technological age has also brought about **global linguistic exchange**. Since English dominates the world of technology, science, and the internet, new English words often become international terms adopted by other languages. Conversely, English absorbs foreign words that appear in technological or cultural contexts — for example, *karaoke* (Japanese), *emoji* (Japanese), or *captcha* (a blend involving Latin roots). As a result, the English lexicon becomes increasingly diverse and multicultural, reflecting the globalized nature of modern communication.

Furthermore, the rise of **artificial intelligence, virtual reality, and digital innovation** has introduced complex terminology that is gradually entering everyday speech. Words such as *algorithm*, *blockchain*, *metaverse*, *machine learning*, and *chatbot* were once confined to specialist fields but are now used by the general public. The spread of such vocabulary indicates how technology is no longer a niche

area but an integral part of human existence. This fusion of technical and common language illustrates how English adapts to a world driven by innovation and data [3].

The impact of technology on vocabulary also extends to **language style and usage**. Digital communication encourages shorter, more concise expressions, often favoring informality and creativity over strict grammar rules. Online environments have popularized hybrid forms that combine words, symbols, and images — reshaping how people conceptualize language. Meanwhile, automatic correction tools and predictive text have influenced writing habits, sometimes reducing attention to spelling and grammar but increasing efficiency and accessibility.

However, this rapid evolution also raises linguistic and cultural concerns. The overuse of abbreviations, emojis, and internet slang may limit vocabulary richness or hinder understanding across generations. Some linguists fear that technological influence could lead to language simplification or loss of nuance. Yet, others argue that technology actually expands communicative potential by allowing language to evolve naturally with human needs.

In a broader sense, the evolution of English vocabulary under the influence of technology illustrates the **dynamic relationship between language and society**. English continuously grows to reflect human innovation and creativity. It serves not only as a tool for communication but also as a mirror of technological progress. Each new word tells the story of a digital invention, a cultural trend, or a new way of thinking about the world.

In conclusion, technology has profoundly shaped the evolution of English vocabulary by introducing neologisms, transforming meanings, and fostering global linguistic exchange. The digital era has made English more flexible, expressive, and interconnected than ever before. As technological development continues, the English language will keep adapting — reflecting humanity's ongoing pursuit of innovation, communication, and connection in the modern world [4].

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АНТОНИМЫ КАК ЛЕКСИЧЕСКОЕ ЯВЛЕНИЕ И ЕДИНИЦА РЕЧИ: ДИДАКТИЧЕСКИЙ АСПЕКТ

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Түйін. Мақала орыс тілін ана тілі ретінде оқытуда антонимдерді зерттеуге арналған. Олардың сөйлеу және көркем мәтіндердегі функциялары, фольклор мен әдебиеттің типологиясы мен мысалдары қарастырылады. Антонимдердің студенттердің коммуникативті, шығармашылық және сөйлеу дағдыларын дамыту үшін маңыздылығы атап өтіледі.

Summary. The article is devoted to the study of antonyms in teaching Russian as a non-native language. Their functions in speech and literary texts, typology and examples from folklore and literature are considered. The importance of antonyms for the development of students' communication, creative and speech skills is emphasized.

Для познания мира и более точной оценки действительности человек использует сравнения и сопоставления, позволяющие различать величины, качества и свойства окружающих предметов и действий. Отсутствие сходства или наличие противоположности может быть связано с такими понятиями, как антитеза, конфликт, противоречие, противопоставление, антипод и др. Однако все эти способы реализуются в языке через лексические единицы, противопоставленные семантически: для выражения полярных характеристик предметов и явлений используются антонимы [1, с.48].

Антонимы являются средством экспрессивного оживления речи, способствуют более глубокому выражению мысли и всегда употребляются в парах, в сопоставлениях и противопоставлениях. Они выполняют разнообразные функции: помогают описывать внешний вид людей, социальные контрасты, жизненные коллизии, состояния и явления действительности.

Примеры из казахского фольклора:

- «Слабый человек раньше времени стареет – сильный человек раньше времени мужает».
- «Достоинство человека когда нужда проверяет, а когда и достаток».
- «Герой рождается на счастье народа и умирает за народ».
- «Гостю «приходи» говорят, а «уходи» не говорят».

В пословицах часто встречаются два ряда антонимов:

- «Для ученого мир светел, а для неуча он темен».
- «Старость к земле пригибает, а молодость к небу тянет».

Лингвисты отмечают, что антонимы являются коммуникативной универсалией, способствующей гармоничному общению, интеллектуальному, эмоциональному и эстетическому сопереживанию [2, с.50].

Для эффективного использования антонимов в преподавании важно понимать их происхождение и типологическую классификацию. История термина «антоним» и формирование теории антонимии могут быть представлены учащимся через проектную деятельность: одна подгруппа исследует происхождение термина, другая – историю теории.

Сравнительный анализ определений антонимов в работах О.С. Ахмановой, Р.А. Будагова, Л.А. Булаховского, Е.М. Галкин-Федорук, А.В. Калинина и др. показывает, что все исследователи сходятся на том, что центральным понятием является противоположность.

Антонимы широко представлены в лексикографических источниках. Среди них:

Л.А. Введенская, 1971 – «Словарь антонимов русского языка», содержащий общепотребительные антонимы.

Н.П. Колесников, 1971, 1995 – словарь из более чем 1300 пар антонимов, расположенных по алфавиту.

М.Р. Львов, 1978 – учебный словарь для школы, включающий 710 словарных статей с антонимами и примерами из художественной и научной литературы.

Лексикографические источники позволяют студентам не только расширять словарный запас, но и закреплять навыки употребления антонимов в речевой практике.

Антонимы классифицируются по следующим признакам:

1. По языковым единицам – словесные или фразеологические.
2. По частям речи – прилагательные, существительные, глаголы, наречия; межчастеречные антонимы (глагол–существительное, прилагательное–наречие и др.).
3. По структуре – разнокорневые, однокорневые, энантиосемия (противопоставление значений внутри одного слова).
4. По тематике – временные и пространственные отношения, количество, физическое и психологическое состояние человека и т.п.
5. По степени противоположия – лексические полные, неполные, контекстуальные.

Разнокорневые антонимы наиболее распространены и охватывают прилагательные, существительные, глаголы и наречия.

Однокорневые антонимы образуются аффиксально: правда–неправда, сердечный–бессердечный, войти–выйти.

Контекстуальные антонимы проявляются лишь в конкретном тексте и служат экспрессивным средством художественной речи.

Межчастеречная антонимия позволяет создавать оксюмороны, соединяющие противоречащие друг другу понятия, например: «И часто тайное сомненье Темнило светлые черты...» (М.Ю. Лермонтов)

Работа с антонимами в образовательных учреждениях строится с учетом преемственности школьной программы и коммуникативных заданий.

Пример для 5 класса (школы с казахским языком обучения): изучение антонимов на материале «Осень». Используются два рисунка, на которых изображено начало и конец осени, задания на описание ранней и поздней осени, тексты с лексическими (теплый–холодный) и контекстуальными антонимами (весна–осень, желтый–зеленый).

В старших классах и образовательных учреждениях практика расширяется через:

- анализ художественных текстов и пословиц;
- упражнения на межчастеречные и однокорневые антонимы;
- использование словарей антонимов для работы с примерами из литературы и публицистики.

Антонимы являются важным средством формирования речевых, коммуникативных и эстетических навыков у студентов, изучающих русский язык как неродной. Эффективное обучение предполагает:

- систематизацию теоретических знаний об антонимии;
- использование художественных текстов и народной мудрости;
- проектную и исследовательскую деятельность;
- работу с лексикографическими источниками;
- внимание к межчастеречной и однокорневой антонимии, а также контекстуальным антонимам.

Комплексное изучение антонимов позволяет не только расширить словарный запас, но и развить творческое использование языка, обеспечивая полноценное речевое и коммуникативное развитие студентов.

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THE INFLUENCE OF AMERICAN ENGLISH ON CONTEMPORARY LITERARY STANDARDS: CHANGES AND CHALLENGES

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Түйін: Бұл мақалада ағылшын тілінің американдық нұсқасының қазіргі әдеби стандарттарға әсері қарастырылады. Глобализация, медиа мен технологиялардың дамуы, сондай-ақ синтаксис, лексика және стиль ерекшеліктеріне қатысты өзгерістер мен қиындықтар сипатталады.

Аннотация: В статье рассматривается влияние американского варианта английского языка на современные литературные стандарты. Анализируются ключевые

изменения и вызовы, связанные с глобализацией, развитием медиа и технологий, а также особенности синтаксиса, лексики и стиля. Особое внимание уделяется процессам интеграции американских языковых норм в художественную литературу и академическое письмо.

English is one of the most widespread languages of the modern world, serving as a lingua franca in business, academia, and literature. While British English historically shaped literary standards, the increasing influence of American English has led to notable shifts. This article focuses on how American English impacts contemporary literary standards, highlighting both the benefits and challenges of this linguistic dominance [1].

English today serves as the principal global lingua franca, functioning in diplomacy, academia, media, and literature. For centuries, British English set the tone for literary standards, becoming the benchmark of stylistic excellence and linguistic prestige. However, with the economic rise of the United States, the cultural dominance of Hollywood, the spread of mass media, and the advent of the internet, American English has gradually established itself as a new linguistic model. Its influence now reaches far beyond everyday communication and technical terminology, shaping the stylistic norms of contemporary literature. This process reflects both the cultural power of the United States and the adaptability of the English language, which constantly evolves in response to social and technological transformations [2].

The global dominance of American culture, supported by Hollywood, television, and streaming services, accelerates the spread of American English. This influence extends beyond colloquial language to literary forms, where American expressions and stylistic tendencies are increasingly visible. Such elements often shape characters' dialogues, narration styles, and even literary genres, creating a recognizable Americanized tone in global literature.

American English favors simplified grammar and spelling, which frequently replace British conventions in international publishing. These tendencies affect literary standards by shaping the expectations of readers and publishers worldwide. Conciseness, clarity, and accessibility have become markers of modern prose largely due to American literary traditions, influencing both academic and artistic writing.

The adoption of American English in literature also presents challenges. On the one hand, it increases accessibility for a global audience, making texts more familiar to international readers. On the other hand, this dominance can lead to the erosion of traditional British norms and the loss of linguistic diversity. Writers and scholars often debate whether the prevalence of Americanisms enriches or impoverishes the literary landscape.

The historical rise of the United States as a cultural and political leader has deeply shaped linguistic norms. With the growth of American publishing houses, international authors frequently adapt their language to meet market demands. Even British and Commonwealth authors adjust spellings and stylistic elements when publishing in the U.S., highlighting the global reach of American standards.

Readers' perception also plays an essential role. Many readers are more accustomed to American English through films, music, and online platforms, which creates a sense of relatability. As a result, works written in American English often feel more approachable, while texts strictly following British standards may appear distant or overly formal. This perception gradually shifts the center of linguistic authority towards American norms.

Looking to the future, the influence of American English on contemporary literary standards will likely intensify. Digital platforms, online education, and artificial intelligence tools rely heavily on American English conventions. Nevertheless, the coexistence of American and British standards can enrich literature by offering multiple perspectives and styles. A balance between adaptation and preservation is crucial to maintaining the diversity of English-language literature in the global era [3].

The influence of American English on contemporary literary standards is a multifaceted process shaped by globalization, cultural exchange, and technology. It has reshaped style, grammar, and vocabulary, bringing both opportunities and challenges for writers and scholars. Future studies should focus on detailed comparative analyses of literary works to understand the depth of these changes.

The influence of American English on contemporary literary standards is the result of cultural power, globalization, and technological change. It manifests in the simplification of grammar and spelling, the adoption of American stylistic norms in literature, the dominance of American academic standards, and the transformation of readers' expectations worldwide. This influence brings undeniable advantages: accessibility, universality, and relatability. Yet it also poses challenges, including the risk of diminishing linguistic diversity and the overshadowing of British traditions. The task for scholars and writers is not to resist these changes but to adapt thoughtfully, ensuring that the global development of English preserves its richness and variety. Future research should continue exploring how specific literary works and genres reflect this balance, providing insight into the dynamic evolution of English in the modern world.

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ПАРОНИМЫ И ИХ ИСПОЛЬЗОВАНИЕ В РЕЧИ

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Түйін. Мақалада паронимия құбылысы қазіргі орыс тілінің лексикалық жүйесінің маңызды элементі ретінде қарастырылады. Сөйлеудің дәлдігі мен экспрессивтілігі үшін паронимдердің мағынасы ашылады, оларды қолданудың типтік қателіктерінің мысалдары келтірілген. Практикалық бөлімде тілдік сезімді қалыптастыруға және паронимдерді дұрыс қолдану дағдыларын дамытуға бағытталған жаттығулар ұсынылады.

Summary. The article examines the phenomenon of paronymy as an important element of the lexical system of the modern Russian language. The significance of paronyms for the accuracy and expressiveness of speech is revealed, and examples of typical mistakes in their use are given. In the practical part, exercises are offered aimed at the formation of linguistic flair and the development of skills in the correct use of paronyms.

Лексическое богатство русского языка проявляется не только в его синонимических рядах, но и в наличии паронимов — слов, близких по звучанию, но различающихся по смыслу. Владение паронимами — показатель высокой речевой культуры и точности выражения мысли. Неверное использование паронимов ведёт к искажению смысла высказывания, что особенно важно учитывать в научной, журналистской и деловой речи.

В лексической системе современного русского языка особое место занимают слова, близкие по звучанию и корневой основе, но отличающиеся семантически. Такие слова называются паронимами (от греч. *para* — «рядом», *onoma* — «имя»).

Паронимы — это однокорневые слова одной части речи, сходные по форме, но не совпадающие по значению: сытый — сытный, искусный — искусственный, опечатки — отпечатки, одеть — надеть, обделить — оделить, представить — предоставить.

Паронимы нельзя употреблять взаимозаменяемо без нарушения смысла: одеть ребёнка (надеть на него одежду) и надеть пальто (на себя); опечатки в тексте (ошибки при печати) и отпечатки пальцев (следы). Смещение паронимов — одна из самых распространённых речевых ошибок. Она искажает смысл высказывания и снижает культуру речи. В результате неправильного использования паронимов (экономия - экономика, основан - обоснован) нарушается лексическая норма, возникает грубая ошибка, искажающая мысль и создающая нежелательный, неуместный эффект. Например, выражения экономика предприятия и экономия ресурсов нельзя заменить друг другом, хотя слова кажутся сходными. Круг слов, с которым может сочетаться тот или иной пароним, всегда строго ограничен [1, 14]. По своей природе паронимы делятся на несколько типов:

Лексические паронимы — однокорневые слова, различающиеся оттенками значений (представить — предоставить, надеть — одеть, рыбий — рыбный).

Семантические паронимы — слова с общим корнем, но разным смысловым направлением (адресант — адресат, обоснованный — основанный).

Морфемные паронимы — различающиеся приставками, суффиксами или окончанием (доплатить — оплатить — заплатить).

Стилевые паронимы — отличающиеся по сфере употребления и стилистической окраске (восточный — восторженный, исторический — историчный).

К явлению паронимии примыкает понятие парономазов — это созвучные, но не однокорневые слова, полностью различающиеся по значению: экскаватор — эскалатор, крона — корона, дипломат — дипломант.

Наблюдаются ошибки при употреблении паронимов. Наиболее частые речевые ошибки связаны с подменой одного паронима другим. Например:

основан на фактах — не следует путать с обоснован фактами;

эффектный наряд (впечатляющий) — не то же самое, что эффективный метод (результативный);

враждебный настрой и вражеская армия — слова различаются по смысловой сфере.

Паронимы требуют точного выбора контекста, поскольку круг слов, с которыми они сочетаются, строго ограничен.

В практической части для выработки навыка правильного использования паронимов рекомендуется выполнять следующие упражнения. В упражнении 1 различаются значения паронимов: поясняется разница между приведёнными парами слов:

а) осудить нравы — обсудить нравы;

оделить подарками — обделить подарками;

неожиданный поступок — неожиданный проступок;

завидный характер — завистливый характер;

генеральный план — генеральский план;

скрытый враг — скрытный человек.

б) приметливый - приметный, удачный - удачливый, безответный - безответственный, барский - барственный, искусный - искусственный, практичный - практический [2, 43].

Конструирование словосочетаний предлагается в упражнении 2: составьте словосочетания, раскрывающие различия значений паронимов:

тяготеть — тяготить; рыбий — рыбный; белеть — белить; поиск — происк;

одеть — надеть; невежа — невежда; зрительный — зрительский; органичный — органический; оговорить — обговорить; царский — царственный.

Следующее упражнение 3 посвящено определению паронимов и парономазов: выберите пары, которые являются паронимами, а какие — парономазами:

а) существо — сущность; эскалатор — экскаватор; ступня — ступень; апеллировать — оперировать; заведовать — завидовать; чистка — очистка;

б) контакт — контракт; иммигрант — эмигрант; континент — контингент; дуплет — дубликат; остатки — останки; падшие — павшие;

в) адресант — адресат; ордер — орден; дипломант — дипломат; встать — стать; представлять — предоставлять; опечатки — отпечатки; глава — главарь; конец — концовка; абонент — абонемент [3, 26].

В упражнении 4 нужно подобрать к паронимам антонимы и синонимы, чтобы уточнить значение:

Слово	Синонимы	Антонимы
скрытый (клад)	спрятанный, тайный	потайной, явный, обнаруженный
скрытный (человек)	замкнутый, сдержанный	открытый, искренний, откровенный

В 5-ом упражнении надо исправить неверно употреблённые паронимы:

Он обосновал теорию на фактах. → Он основан на фактах.

Это было очень эффективное платье. → Это было эффектное платье.

Студент предоставил доклад. → Студент представил доклад.

Творческое задание дано в упражнении 6: составьте небольшой рассказ (7–10 предложений), в котором используются не менее пяти паронимов; подчеркните их и объясните, почему выбран именно этот вариант [4, 56].

Паронимия — важный аспект лексической системы русского языка, требующий особого внимания при обучении нормам речи. Правильное употребление паронимов способствует точности, логичности и выразительности высказывания. Владение паронимами — показатель языковой компетенции и общей культуры говорящего. Изучение паронимов должно опираться на систематические упражнения, направленные на развитие языкового чутья, осознание смысловых различий и формирование устойчивых речевых навыков.

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ӘДЕБИЕТ – ӨНЕР ӘЛЕМІ

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Ғылыми жетекшінің аты-жөні: Ордабекова Г.Ж.

Оқу орнының атауы, қала: Мирас Университеті, Шымкент қаласы

Резюме: в статье рассматривается значение интеграции литературы и искусства в образовательном процессе как средства духовного, эстетического и творческого развития личности учащегося.

Summary: the article explores the integration of literature and art in education as a means of fostering students' spiritual, aesthetic, and creative development.

Әдебиет пен өнер – адамзат өркениетінің рухани тірегі, мәдени дамудың көрінісі және тұлғаның эстетикалық, дүниетанымдық қалыптасуындағы жетекші факторлардың бірі. Қазіргі жаһандану жағдайында білім беру жүйесінде әдебиет пен өнерді біріктіре оқытудың мәні ерекше артып отыр. Себебі бұл пәндер арқылы оқушылардың шығармашылық әлеуеті дамып, олардың өмірлік көзқарасы, рухани дүниесі, мәдени талғамы қалыптасады. Бүгінгі педагогикалық тәжірибе әдебиет пен өнерді оқытуда дәстүрлі әдістерден гөрі, инновациялық, пәнаралық және тұлғаға бағытталған тәсілдерді қажет етеді. Әдеби туындыны тек мәтін ретінде қабылдамай, оны өнердің түрлі түрлерімен — музыкамен, бейнелеу өнерімен, театрмен, киноөнерімен — байланыста қарастыру оқушының танымдық белсенділігін арттырады. Бұл тәсіл білім алушының қиялын, аналитикалық ойлауын және эмоциялық сезімін қатар дамытады.

Ғылыми тұрғыдан алғанда, әдебиет пен өнердің синергиясы — эстетикалық тәрбиенің күрделі, бірақ нәтижелі тетігі. Л.С. Выготский мен А.Н. Леонтьевтің еңбектерінде тұлғаның шығармашылық қабілеті мәдени және әлеуметтік факторлармен тығыз байланыста дамытыны атап өтілген. Осы қағидаға сүйене отырып, қазіргі педагогикада оқушыларды тек білім алушы емес, мәдениет жасаушы тұлға ретінде қалыптастыру көзделеді.

Бастауыш және орта буын оқушыларына әдебиет пен өнер сабақтарын интеграциялау олардың дүниетанымдық көзқарасын кеңейтеді. Мысалы, көркем шығармадағы бейнелер мен идеяларды музыка немесе бейнелеу өнері арқылы толықтыру — оқушы санасында көркем әлемнің тұтас бейнесін қалыптастырады. Бұл өз кезегінде эстетикалық қабылдау мен сын тұрғысынан ойлауды күшейтеді.

Соңғы жылдары әдебиет пен өнерді оқытудың цифрлық форматтары да ерекше қарқын алуда. Цифрлық көрмелер, онлайн-галереялар, интерактивті әдеби платформалар мен жасанды интеллект элементтері білім алушылардың шығармашылық белсенділігін арттырып, олардың өнерге деген қызығушылығын жаңаша сипатта дамытады. Мұндай технологиялар әдеби талдау мен өнер туындысын түсінуді жаңа деңгейге көтереді.

Ғылыми жаңалығы — әдебиет пен өнердің біртұтас білім беру кеңістігінде қарастырылуы тұлғаның креативтік және рухани әлеуетін дамытудың тиімді

педагогикалық құралы ретінде дәлелденуінде. Сонымен қатар, интеграциялық оқыту үдерісінде мәдени контекст пен эстетикалық құндылықтардың үйлесімді берілуі – қазіргі білім беру мазмұнын жаңғыртудың маңызды бағыты.

Ғылыми тұрғыда әдебиет пен өнердің байланысы когнитивтік, эстетикалық және эмоционалдық дамудың біртұтас жүйесін құрайды. Көрнекті ғалымдар Л.С. Выготский, А.Н. Леонтьев, В.В. Давыдов, Д.Б. Эльконин еңбектерінде көркем шығармашылық іс-әрекеттің тұлғаның танымдық және әлеуметтік дамуына әсері терең талданған. Бұл зерттеулерге сүйене отырып, қазіргі педагогикалық тәжірибе оқушының эмоциялық сезімін, эстетикалық қабылдауын және сыни ойлауын қатар дамытуға бағытталған интеграциялық технологияларды енгізіп отыр.

Әдебиет пен өнерді оқытуда қолданылатын инновациялық әдістердің бірі — **жобалық және зерттеушілік әдіс**. Бұл тәсіл оқушыларды шығармашылық ізденіске баулиды. Мысалы, оқушылар белгілі бір жазушы немесе суретші шығармашылығын зерттей отырып, өз бетінше талдау жасайды, көркем бейнелерді салыстырады, заманауи интерпретация ұсынады. Мұндай жұмыс түрі тұлғаның дербестігін, зерттеу мәдениетін және эстетикалық пайымдау қабілетін қалыптастырады.

Сонымен қатар **цифрлық білім беру технологиялары мен жасанды интеллект құралдарын** пайдалану әдебиет пен өнер сабақтарының тиімділігін арттыруда маңызды рөл атқарып келеді. Цифрлық платформаларда виртуалды көркем галереялар, интерактивті мәтіндер, аудиокітаптар, бейнеанализ және шығармашылық тапсырмалар ұсынылады. Ал жасанды интеллект жүйелері оқушылардың оқу нәтижелерін талдап, жеке оқу траекториясын құра алады. Бұл тәсіл оқыту процесін дербестендіріп, әр баланың қабілетіне сәйкес шығармашылық тапсырмалар ұсынуға мүмкіндік береді. Мәселен, әдеби мәтіннің мазмұнына сәйкес көркем иллюстрация жасау үшін АІ құралдарын қолдану немесе кейіпкерлердің диалогтарын нейрожелілік модель арқылы дыбыстау – оқушылардың пәнге деген қызығушылығын арттырады.

Ғылыми жаңалықтардың бірі – **әдебиет пен өнер сабақтарында эмоциялық интеллектіні дамыту әдістемесі**. Бұл бағыт оқушылардың өз сезімдерін түсініп, оны шығармашылық арқылы білдіруге үйретеді. Мысалы, әдеби кейіпкердің көңіл күйін музыкалық немесе көркем бейнелер арқылы жеткізу – баланың эмоционалдық мәдениетін арттырады. Зерттеу нәтижелері көрсеткендей, мұндай сабақтарда оқушылардың өзін-өзі реттеу, сезімін бақылау және эмпатиялық қабылдау қабілеттері жоғарылайды.

Мұғалім – әдебиет пен өнердің арасындағы алтын көпір. Ол тек білім беруші емес, сонымен бірге шығармашылық орта қалыптастырушы тұлға. Мұғалімнің міндеті – оқушыға көркем туындының терең мазмұнын ашуға бағыт беру, оны эстетикалық тұрғыда қабылдауға үйрету. Әдебиет сабағында мұғалім оқушыларды көркем мәтіннің құрылымын талдауға, авторлық идеяны ашуға, символикалық бейнелерді түсінуге бағыттаса, өнер сабағында сол идеяны бейнелеу немесе музыкалық формада көрсетуге мүмкіндік жасайды.

Мұндай сабақтарда оқушылар өз ойларын еркін жеткізіп, көркем шығармашылық арқылы өзіндік көзқарасын қалыптастырады.

Қазіргі педагогикалық ғылымдағы ең өзекті тұжырымдардың бірі – **пәнаралық интеграцияның тұлғалық даму динамикасына әсері**. Яғни әдебиет пен өнердің синтезі оқушының интеллектуалдық және рухани дамуын үйлестіре отырып, оның дүниетанымдық және эстетикалық мәдениетін арттырады. Мұндай оқыту моделі оқушыны тек білім алушы емес, шығармашылық тұлға ретінде қалыптастыруға бағытталған.

Қорытындылай келе, әдебиет пен өнер әлемі — тұлғаның рухани, мәдени және интеллектуалдық дамуының негізі. Оларды біріктіре оқыту – білім берудің жаңа парадигмасындағы ең өзекті бағыттардың бірі. Бұл бағыттың ғылыми жаңалығы – әдебиет пен өнерді пәнаралық интеграция арқылы оқыту, цифрлық және жасанды интеллект технологияларын пайдалана отырып, оқушылардың эстетикалық қабылдауын, сыни және шығармашылық ойлауын дамыту. Мұндай оқыту жүйесі оқушылардың дүниетанымын кеңейтіп қана қоймай, олардың рухани бай, мәдениетті, адамгершілігі жоғары тұлға болып қалыптасуына жол ашады.

Әдебиет пен өнер әлемі – адамзат өркениетінің ажырамас бөлігі, ұлттың рухани байлығы мен мәдениеттілігінің басты көрсеткіші. Бұл екі сала бір-бірімен тығыз байланыста бола отырып, адам өмірінің барлық қырларын — ой, сезім, эстетикалық қабылдау және рухани ізденіс деңгейлерін тұтастықта дамытады. Бүгінгі қоғамдағы басты міндеттердің бірі – жас ұрпақтың бойына осы рухани және эстетикалық құндылықтарды дарыту, оларды көркемдік талғамы жоғары, шығармашылық әлеуеті қалыптасқан тұлға ретінде тәрбиелеу. Осы тұрғыдан алғанда, әдебиет пен өнердің бірлігін оқу-тәрбие процесіне енгізу — білім берудің стратегиялық маңызы бар бағыты.

Қазіргі заманда білім беру мазмұнының жаңаруы, цифрлық технологиялардың дамуы және жасанды интеллекттің енгізілуі әдебиет пен өнерді оқытудың жаңа мүмкіндіктерін ашты. Енді мұғалім тек ақпарат жеткізуші емес, шығармашылық кеңістікті ұйымдастырушы, эмоциялық және мәдени байланысты орнатушы тұлғаға айналып отыр. Оқушылар әдебиет пен өнер сабақтарында тек дайын білімді қабылдап қана қоймай, өз көзқарасын білдіруге, эстетикалық пайымдауға, шығармашылық өнім жасауға мүмкіндік алады. Мұндай сабақтарда білім беру мен тәрбие үдерісі қатар жүреді, себебі әрбір көркем шығарма мен өнер туындысы адамгершілік, ізгілік, сұлулық секілді мәңгілік ұғымдарды түсінудің жолы болып табылады.

Ғылыми тұрғыдан алғанда, әдебиет пен өнерді интеграциялай оқыту оқушылардың үш негізгі қабілетін дамытады: когнитивтік (ақыл-ой, талдау, түсіну), эмоционалдық (сезіну, қабылдау, эмпатия) және креативтік (шығармашылық, өзін-өзі көрсету). Бұл үш өлшем тұлғаның үйлесімді дамуының негізін құрайды. Мұндай тәсіл оқушыны тек білім алушы ретінде емес, белсенді ойшыл, өнер мен мәдениет арқылы өзіндік көзқарасын білдіретін тұлға ретінде қалыптастырады. Әдебиет – сөз арқылы ойлау мәдениетін тәрбиелесе, өнер – сол ойды сезім арқылы өрнектеуді үйретеді. Осы екі

бағыттың синтезі білімнің сапасын ғана емес, оның өмірлік мәнін де арттырады.

Әдебиет пен өнер сабақтарын заманауи педагогикалық технологиялармен ұштастырудың ғылыми жаңалығы — оқыту процесін тұлғалық бағытта ұйымдастыруда жатыр. Интеграциялық сабақтар, жобалық зерттеулер, цифрлық көркем галереялар, жасанды интеллект арқылы бейнелер мен мәтіндер генерациялау — бұлардың барлығы оқушылардың шығармашылық белсенділігін арттырады. Осындай тәжірибелер білім берудің жаңа мазмұнын байытады және рухани-мәдени құндылықтарды жаңа форматта ұсынуға мүмкіндік береді. Мұғалімдер үшін бұл тек әдістемелік ізденіс қана емес, сонымен бірге педагогикалық инновацияға жол ашатын шығармашылық процесс.

Осы бағыттағы тәжірибелер көрсеткендей, әдебиет пен өнер сабақтары баланың ішкі әлемін тәрбиелеудің ең тиімді құралы болып табылады. Көркем шығарманы талдау кезінде оқушы өз сезімін түсініп, оны сөзбен немесе бейнемен жеткізуді үйренеді. Бұл эмоционалдық интеллектінің, эстетикалық талғамының, коммуникативтік мәдениетінің дамуына септігін тигізеді. Ал өнер арқылы оқушы дүниені көркем қабылдап, сұлулықты сезінуге және бағалауға үйренеді. Осылайша әдебиет пен өнердің бірлігі адамды сұлулық пен рухани тазалыққа жетелейді.

Сонымен бірге, әдебиет пен өнер әлемі — ұлттық бірегейлікті сақтау мен дамытудағы маңызды құрал. Қазақ халқының көркем мұралары — жыр, поэзия, музыка, бейнелеу және театр өнері — ұлттың рухани тамыры мен тарихи жадының көрінісі. Бұл мұраларды мектеп бағдарламасына кіріктіру арқылы жас ұрпақ өз халқының мәдени құндылықтарын танып, құрметтеуге, ұлттық болмысын бағалауға үйренеді. Әдебиет пен өнер сабақтарында халық ауыз әдебиеті, дәстүрлі музыка, қолөнер мен заманауи шығармашылық бағыттардың тоғысуы оқушылардың мәдени санасын кеңейтіп, ұлттық және әлемдік мәдениетті қатар тануға мүмкіндік береді.

Қорыта айтқанда, әдебиет пен өнердің синтезі — болашақ білім берудің гуманистік моделінің негізі. Бұл бағыттағы басты ғылыми жаңалық — оқытудың эстетикалық және цифрлық-коммуникативтік мазмұнын біріктіру, оқушының шығармашылық және рухани әлеуетін толық ашуға жағдай жасау. Мұндай оқыту жүйесі әр баланың жеке мүмкіндігін, қызығушылығын және қабілетін ескеріп, оны мәдениетті, ойлы, адамгершілігі жоғары тұлға ретінде қалыптастыруға бағытталады.

Сондықтан да әдебиет пен өнер әлемі — тек пәндік мазмұнның жиынтығы емес, ол — өмірді сұлулық тұрғысынан тануға, адамдық биік құндылықтарды ұғынуға және оларды қоғам игілігіне жаратуға үйрететін рухани мектеп. Мұғалім осы әлемге жолбасшы, оқушы — сол әлемнің зерттеушісі. Осы үйлесімде ғана білім беру жүйесі рухани кемел, мәдениетті, шығармашылық тұрғыда ойлайтын ұрпақ тәрбиелеу міндетін толық орындай алады.

Әдебиет пен өнер әлемі — ұлттың рухани кодын сақтап, жас ұрпақты мәдениет пен сұлулыққа баулитын мәңгілік құндылықтар кеңістігі.

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THE BRITISH DIALECTS THAT ANNOY MOST LOCALS

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Түйін: Мақалада қазіргі ағылшын тілінің Британдық диалектілері мен екіпіндерінің алуан түрлілігі қарастырылады. Кокни, корольдік ағылшын (RP), Эссекс, Уэльс, брумми және басқаларын қоса, ең танымал айтылым нұсқаларының ерекшеліктері сипатталған. Фонетикадағы, лексикадағы және сөйлеушілердің әлеуметтік байланыстарындағы айырмашылықтарға ерекше назар аударылады. Материал Ұлыбритания аймақтарының мәдени және тарихи ерекшеліктерін көрсететін британдық ағылшын тілінің байлығы мен әртүрлілігін көрсетеді.

Резюме: В статье рассматривается многообразие британских диалектов и акцентов современного английского языка. Описываются особенности наиболее известных вариантов произношения, включая кокни, королевский английский (RP), эссекский, уэльский, брумми и другие. Особое внимание уделяется различиям в фонетике, лексике и социальной принадлежности носителей. Материал демонстрирует богатство и разнообразие британского английского, отражающее культурные и исторические особенности регионов Соединённого Королевства.

If you've ever talked to Brits in person or watched local YouTube channels, you've probably encountered unusual, strange, or difficult-to-understand dialects. This is quite natural: only a small part of the UK population speaks standard academic English, which we are used to. In everyday life, the British use numerous regional and social varieties of the language, each of which has its own unique features. The differences relate to both pronunciation and vocabulary, and sometimes they are so significant that even residents of the same country hardly understand each other. But how do the British themselves imagine the ideal "British accent"?

The official pronunciation is known as Received Pronunciation (RP). It is taught in schools in English lessons. This is usually said by representatives of the middle and upper classes of London and the south-east of England. Politicians, TV

presenters, writers and actors often use RP, and if you want to hear how it sounds, just watch a movie with Hugh Grant or Emma Watson. However, despite its high status, only about 2% of the population speaks this accent, mostly public and influential personalities. But what do the other 98% of Brits say? In February 2021, researchers from The Knowledge Academy conducted a curious experiment: 2,357 participants from all over the UK listened to recordings of speech in different dialects and had to stop listening at the moment when pronunciation began to annoy [1].

The average listening time allowed us to make a rating of the most and least pleasant British accents. Unlike Russian dialects, English dialects are not always strictly tied to geography: some of them were formed within separate social strata, regardless of the region. Therefore, it is not surprising that several dialects can coexist in the same area, for example, Cockney, Estuarine English and RP. Despite the differences, all dialects remain varieties of the same language. Some originated in the working class, others among the aristocracy, and others were formed under the influence of foreign loans. This is what makes British speech so diverse and multifaceted [2].

1st place — Cockney, the language of the East London working class, is recognized as the most annoying dialect. Features:

- about 250,000 media;
- active use of rhyming slang;
- replacing the [th] sound with [f];
- the absence of [h] at the beginning of words.
- typical speakers: Adele, Michael Caine.

2nd place — Royal Pronunciation (RP)

The official emphasis of the media, politics and culture was in the second position. Features:

- about 1,600,000 media;
- it is widespread in London and the south-east of England.
- typical representatives: members of the British royal family.

3rd place — Essex English

The dialect of the inhabitants of Essex County. Features:

- rearranging letters in words;
- lengthening of vowels;
- replacing [d] with [t];
- it is widespread in the northern and eastern regions of the county.

Example: Victoria Beckham at the beginning of her career.

4th place — Welsh English

Melodic and rhythmic accent with Celtic borrowings. Features:

- elongated vowels;
- elongated consonants [h] and [f];
- skipping sound [u];
- it is widespread in Wales and nearby regions.

5th place — Brummie

The dialect of Birmingham residents, which often sounds strange even to the British themselves. Features:

- about 3,700,000 media;
- a descending intonation is used at the end of phrases.;
- [i] is replaced by [oi];
- [h] is often omitted.;
- it is distributed in Birmingham and the East Midlands.
- typical representatives: Ozzy Osbourne, the characters of the TV series Peaky

Blinders.

Other dialects

In sixth place is Scouse, a dialect of Liverpool, recognizable by its special intonation. The seventh is Yorkshire, the eighth is Scottish English, the ninth is Middle English, and the tenth is Geordie, recognized as the most euphonious and pleasant to listen to.

Geordie is the most "musical" accent

The accent of the inhabitants of the north-east of England has about a million speakers. It is characterized by the absence of pronunciation of the letter r at the end of the word, instead of which a sound similar to "ah" is heard. The origins of Geordie go back to the era of the Anglo-Saxons, who settled these lands after the Romans. Today, this dialect is considered the closest relative of the southern Scottish dialect [3].

How many British dialects are there? There is no exact number, but according to various estimates, there are about forty of them. Each dialect differs not only in phonetics, but also in grammar, word choice, and intonation. Even residents of neighboring towns can speak differently: urban speech differs markedly from rural speech, creating a unique linguistic diversity of modern Britain.

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INNOVATIVE METHODS AND TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING: IMPACT ON TEACHERS' PROFESSIONAL COMPETENCE

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Түйін: Заманауи инновациялық әдістер мен цифрлық технологиялар оқытушылардың кәсіби құзыреттілігіне айтарлықтай әсер ете отырып, шет тілдерін оқыту тәсілдерін түбегейлі өзгертеді. Мақалада оқытудың тиімділігін арттыруға ықпал ететін негізгі инновациялық тәсілдер мен технологиялық құралдар қарастырылады. Жаңа педагогикалық

бейінді қалыптастыруда цифрлық сауаттылықтың, бейімделудің, ынтымақтастықтың және рефлексивті практиканың рөліне ерекше назар аударылады. Ғылыми әдебиеттер мен заманауи білім беру практикаларын талдау негізінде білім берудің цифрлық трансформациясы жағдайында мұғалімдердің тұрақты кәсіби дамуы үшін негізгі сын-қатерлер мен ұсынымдар бөлінді.

Аннотация: Современные инновационные методы и цифровые технологии кардинально меняют подходы к обучению иностранным языкам, оказывая значительное влияние на профессиональную компетентность преподавателей. В статье рассматриваются ключевые инновационные подходы и технологические инструменты, способствующие повышению эффективности преподавания. Особое внимание уделяется роли цифровой грамотности, адаптивности, сотрудничества и рефлексивной практики в формировании нового педагогического профиля. На основе анализа научной литературы и современных образовательных практик выделены основные вызовы и представлены рекомендации для устойчивого профессионального развития учителей в условиях цифровой трансформации образования.

In recent decades, the field of foreign language education has undergone a transformative shift, propelled by the globalization of communication and the acceleration of technological advancements. As the role of teachers evolves from knowledge transmitters to facilitators and co-learners, the demand for professional competence that encompasses digital literacy, pedagogical innovation, and intercultural awareness has intensified [1]. This article examines how the adoption of innovative methods and digital technologies affects the professional competence of foreign language educators and offers insights into best practices for fostering effective teaching in the 21st century.

Defining Professional Competence in Foreign Language Teaching. Professional competence in foreign language teaching is a multifaceted construct that includes linguistic proficiency, pedagogical knowledge, cultural competence, and the ability to integrate new technologies into the teaching process. Following the CEFR (Common European Framework of Reference for Languages) and various national frameworks (e.g., TESOL, ACTFL), modern competence is increasingly viewed as dynamic and evolving, requiring continual professional development [2].

Communicative Language Teaching (CLT) and Task-Based Learning (TBL). Modern methods like CLT and TBL emphasize real-world language use and learner-centered interaction. These approaches have been enhanced by mobile applications, video conferencing tools, and collaborative platforms such as Google Workspace and Padlet.

CLIL promotes the dual focus of content mastery and language acquisition. It has found new expression through MOOCs, virtual exchange programs, and online project-based learning, enabling authentic immersion in the target language.

Gamified platforms (e.g., Duolingo, Kahoot!) and immersive environments such as virtual reality (VR) have shown positive effects on learner motivation and engagement, necessitating that teachers become proficient in managing these tools.

Technological Tools Transforming Foreign Language Instruction. AI-powered tools (e.g., ChatGPT, Grammarly, and adaptive LMSs) offer personalized learning pathways and real-time feedback. Teachers need to understand the pedagogical implications and ethical considerations of such tools [3].

LMS platforms like Moodle, Canvas, and Edmodo allow for integrated content delivery, assessment, and communication. Their effective use requires teachers to acquire both technical skills and an understanding of online pedagogy.

Emerging AR/VR technologies offer immersive cultural experiences and simulations that support language acquisition through embodied learning. These tools redefine classroom boundaries and demand a shift in instructional design.

Impact on Teachers' Professional Competence. The integration of innovative technologies has both expanded and redefined the competencies required of language teachers [4]:

- **Digital Literacy:** Teachers must master educational technologies and understand how to integrate them meaningfully into instruction.
- **Adaptability:** The ability to continuously learn, unlearn, and relearn has become essential.
- **Collaborative Skills:** Increased emphasis on global partnerships, co-teaching, and cross-border projects enhances intercultural and collaborative competencies.
- **Reflective Practice:** Technology provides new ways to record and analyze teaching practices, fostering self-assessment and professional reflection.

Challenges and Recommendations. While the potential benefits are immense, several challenges remain:

- **Access and Equity:** Not all educators have equal access to training or resources.
- **Resistance to Change:** Institutional inertia and teacher skepticism can hinder innovation.
- **Professional Development Gaps:** Continuous, context-sensitive training programs are required to bridge theory and practice.

Recommendations [5]:

- **Institutional Support:** Provide structured professional development programs that include digital pedagogy.
- **Collaborative Networks:** Encourage participation in professional learning communities and global teacher networks.
- **Research-Informed Practice:** Promote action research and evidence-based teaching to inform the integration of new methods.

Innovative methods and technologies are not merely supplementary tools but fundamental components of contemporary foreign language education. Their impact on teachers' professional competence is profound, requiring a shift in mindset, pedagogy, and ongoing professional engagement. By embracing these changes, educators can not only enhance their teaching effectiveness but also better prepare learners for global citizenship in a multilingual world.

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THE INFLUENCE OF THE STUDY OF LANGUAGE STRUCTURES OF NATIVE AND FOREIGN LANGUAGE ON LANGUAGE LEARNING

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Түйіндеме: Бұл мақалада ана тілі мен шет тілінің тілдік құрылымдарын салыстыра оқытудың тіл үйрену үдерісіне тигізетін әсері қарастырылады. Зерттеу барысында тілдердің грамматикалық, лексикалық және құрылымдық ерекшеліктерін талдау арқылы студенттердің тілдік сезімін дамыту және шет тілін меңгеру тиімділігін арттыру жолдары сипатталады. Сонымен қатар, ана тілі мен шет тілі арасындағы ұқсастықтар мен айырмашылықтарды түсіну тіл үйренушінің танымдық қабілеттерін жетілдіретіні және тілдік кедергілерді жеңуге көмектесетіні атап өтіледі.

Аннотация: В данной статье рассматривается влияние изучения языковых структур родного и иностранного языков на процесс овладения языком. Анализируются грамматические, лексические и структурные особенности обоих языков с целью развития языкового чутья студентов и повышения эффективности изучения иностранного языка. Подчеркивается, что понимание сходств и различий между родным и иностранным языками способствует развитию когнитивных способностей учащихся и помогает преодолеть языковые барьеры.

The study of language structures plays a crucial role in the process of language learning. Understanding the grammatical, syntactic, and phonological features of one's native language can significantly influence the way a foreign language is acquired. Similarly, examining the structures of a foreign language provides insights that can either facilitate or hinder the learning process, depending on how closely related the languages are. By comparing and contrasting the structural elements of native and foreign languages, learners can develop more effective strategies for language acquisition. This paper explores how the study of language structures—both native and foreign—impacts the overall success and efficiency of language learning.

Another important factor is language typology, which refers to how languages are categorized based on shared structural features. When a learner's native language and the target language belong to the same typological group (e.g., Indo-European languages such as Spanish and French), the structural similarities can make language learning easier and faster. This is often due to shared grammatical features, cognates, and word order. On the other hand, learning a language from a different typological

family (e.g., Kazakh and English) poses greater challenges due to more significant differences in syntax, morphology, and phonology [1].

However, these challenges can also be highly beneficial for cognitive development. When learners are exposed to a structure completely unfamiliar from their mother tongue, they are required to think more flexibly and creatively. This may slow initial progress, but it ultimately leads to a richer understanding of language as a system and enhances long-term retention.

The influence of structural knowledge on learner motivation is another area of importance. When learners understand the "why" behind language rules, they often feel more in control of their progress. For example, realizing that Turkish and Japanese both use agglutinative grammar—where meaning is built through suffixes—can motivate a Turkish speaker to see Japanese grammar as logical and learnable, despite vocabulary differences. Structural insights can make unfamiliar languages feel less intimidating and more systematic.

From a teaching perspective, incorporating contrastive grammar teaching helps students become more aware of both similarities and differences in language systems. For example, a teacher might compare how plural forms are expressed in English («books») and Kazakh («кiтaпaп») to highlight both form and function. This approach reduces fossilized errors—persistent mistakes caused by incorrect assumptions from native language structures—and helps students build more accurate linguistic habits [2].

The study of structure also supports better writing and speaking skills. When learners know how sentences are organized, they are more capable of creating clear, coherent, and grammatically correct outputs. Understanding tenses, clause combinations, and sentence types empowers learners to express complex ideas with confidence. This is especially important in academic or formal communication, where precision is crucial.

Additionally, phonological structure affects not only pronunciation but listening comprehension and spelling. Some languages, like English, have complex sound-spelling relationships, while others, like Spanish or Kazakh, are more phonetically consistent. Learners who understand how sounds are structured and related to spelling in both languages can improve their reading fluency, dictation skills, and auditory discrimination.

Lastly, the study of structure promotes lifelong language learning strategies. Once learners grasp how language works on a deep level, they can apply this knowledge to any new language they encounter. For example, a person who has studied Latin grammar in depth might find it easier to pick up Italian or German, even without formal instruction, because they understand the mechanics of tense, agreement, and word order [3].

The study of language structures, both native and foreign, serves as a bridge that facilitates effective language learning. The comparison of structural elements like syntax, morphology, and phonology not only enhances grammatical proficiency but also fosters deeper cognitive engagement with language. The process of

understanding these structures leads to better retention and application of linguistic knowledge, both in the target language and in one's own native language.

Syntax and Sentence Construction. In any language, syntax, which refers to the rules governing sentence structure, plays a critical role in communication. When a learner is aware of the syntactic differences between their native language and the foreign language, they become more adept at decoding and constructing sentences. For example, in English (SVO structure), the typical sentence order is subject-verb-object, while in languages like Japanese (SOV structure), this order shifts, requiring learners to adjust their thinking and sentence construction. This syntactic awareness encourages flexibility and adaptability in language processing, making learners more capable of expressing themselves correctly in both languages.

Understanding these structural contrasts also aids in avoiding common mistakes. A learner of French, for instance, might initially struggle with the placement of adjectives (e.g., «un homme intelligent» vs. «an intelligent man»). However, the awareness that some languages place adjectives before nouns, while others place them after, will help mitigate confusion [4].

Morphological Influence: Word Formation and Affixation. Another essential aspect is the influence of morphology—the study of word formation. Different languages often follow distinct rules for word construction, including the use of prefixes, suffixes, and infixes. When learners recognize similar morphological structures between their native language and a foreign language, they can leverage this knowledge to deduce the meaning of unfamiliar words. For instance, the root «tele» meaning «far» or «distant» appears in both English (telephone, television) and Greek-derived languages like Spanish (teléfono, televisión). Recognizing such patterns accelerates vocabulary acquisition and fosters greater lexical awareness.

Languages with complex inflectional systems, such as Russian or Latin, may seem daunting to learners of more isolating languages like English or Mandarin. However, understanding how these inflections convey meaning in different contexts (e.g., tense, aspect, case) encourages learners to pay attention to subtle linguistic markers that impact communication. This heightened awareness often leads to more accurate use of verbs and nouns, contributing to improved fluency [5].

Phonology and Pronunciation. Phonological differences also play a major role in language learning. The study of phonemes—the smallest units of sound in a language—can reveal important distinctions in pronunciation that may not exist in a learner's native tongue. For example, English has sounds like the «th» in «this» or «think», which do not exist in many other languages, such as Chinese or Russian. Being aware of these phonemic differences early in the learning process helps prevent mispronunciations and facilitates clearer communication.

In contrast, learners whose native language has sounds that do not exist in the target language may need focused practice to avoid transfer errors. A German speaker learning English, for instance, might struggle with the English «w» sound, as the German language does not have this distinction. The awareness of such challenges allows for more targeted practice, helping learners develop more accurate pronunciation [6].

Cognitive Benefits: Enhanced Metalinguistic Awareness. Beyond practical language use, studying the structures of both native and foreign languages enhances metalinguistic awareness, or the ability to reflect on the nature of language itself. This cognitive skill improves learners' problem-solving abilities and overall language comprehension. By comparing and contrasting how different languages handle similar communicative functions, learners develop a better understanding of linguistic principles that govern language use universally.

This metalinguistic awareness is linked to cognitive flexibility, as learners develop the ability to switch between different grammatical and syntactical structures when switching languages. This heightened cognitive flexibility is not only beneficial for language learning but has broader implications for tasks such as critical thinking, memory retention, and overall mental agility. Furthermore, learners can transfer this skill to other areas of life, enabling them to process information in a more nuanced way.

Practical Teaching Implications. For language educators, incorporating structural comparisons between native and foreign languages can greatly enhance the teaching process. A key strategy involves **contrastive analysis**, where teachers highlight specific differences and similarities between languages, addressing areas where learners are most likely to face difficulty. For instance, learners of English may find articles (a, an, the) challenging, especially if their native language doesn't use articles. By explicitly teaching the role of articles in English grammar, instructors can guide students toward a clearer understanding of their function and correct usage.

Additionally, teaching structural differences between languages can motivate learners by showing them that language learning is not a monolithic task, but a journey through various linguistic landscapes, each with its own set of rules and patterns. By emphasizing these patterns, learners gain a deeper appreciation for the complexities of language [7].

The Role of Language Transfer and Interference. Language transfer, the influence of a learner's native language on their target language, is another important consideration in studying language structures. Positive transfer occurs when the structural similarities between the two languages lead to correct language use, while negative transfer happens when structural differences cause errors. For example, learners who speak languages with a strong subject-verb agreement system (e.g., Spanish or Russian) may initially struggle with English, which has a less rigid agreement system. Recognizing these areas of potential interference helps learners navigate the transition between languages more effectively.

The study of language structures in both native and foreign languages plays a pivotal role in enhancing language learning. By examining the grammatical, syntactic, morphological, and phonological systems of different languages, learners gain valuable insights that enable them to grasp new languages more effectively and with greater confidence. Understanding the structural similarities and differences between languages helps learners navigate the complexities of language acquisition, improving their ability to construct accurate sentences, expand their vocabulary, and master pronunciation. Furthermore, this comparative approach fosters metalinguistic

awareness, encouraging learners to think critically about language as a system and to develop cognitive flexibility. This flexibility not only enhances language proficiency but also contributes to improved cognitive functions such as problem-solving and memory retention [8]. Language learning becomes not only a process of mastering vocabulary and grammar but also an intellectual challenge that stimulates mental growth. The role of contrastive analysis in teaching further supports this process by enabling educators to highlight potential areas of difficulty, reduce negative transfer errors, and guide learners toward accurate and meaningful language use. As a result, language learners are better equipped to overcome the challenges posed by structural differences and gain a deeper understanding of both their native and target languages. In conclusion, the study of language structures is not just an academic exercise; it is a critical tool that bridges the gap between languages and cultures.

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SMS КАК ФОРМА КОРОТКИХ ПИСЬМЕННЫХ СООБЩЕНИЙ

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Түйін. Мақалада хаттар мен жеке хат жазу кезінде қолданылатын эпистолярлық стильдің ерекшеліктері атап өтілген

Summary. The article notes the features of the epistolary style used when writing letters and private

Эпистолярный жанр представляет собой особую форму письменного общения, которая возникла на основе жанра частного письма. В лингвистике он

рассматривается как разновидность делового языка, противопоставляемого художественным стилям. Известный лингвист Л. В. Щерба относил эпистолярный жанр именно к формам делового письма, подчеркивая его функциональность и обращённость к конкретному адресату. Термин «эпистолярный» восходит к греческому слову *epistola* — «послание», «письмо». Его истоки прослеживаются ещё в античности. Одним из первых известных примеров можно считать послание Горация Флавия к братьям Пизонам о поэтическом искусстве. Аристотель отмечал, что эпистолярная форма позволяет автору «оставаться самим собой», не прибегая к искусственности литературного изложения.

Классиком эпистолярного жанра традиционно считается древнегреческий философ Эпикур. До наших дней дошли три его письма, переданные в изложении Диогена Лаэртского. В этих посланиях философ формулировал ключевые идеи своей этики: «Когда мы есть, смерти ещё нет, а когда приходит смерть, нас уже нет», «Наука жить и наука умирать — это одно и то же». Диоген писал, что Эпикур отличался исключительной ясностью мысли и считал её главным качеством письма. Свои послания философ начинал простыми пожеланиями: «Желаю добра» или «Желаю благополучия». В Средние века эпистолярная форма получила развитие в публицистике: письма и послания использовались для обсуждения общественных и философских вопросов. Позднее, в эпоху сентиментализма, этот жанр стал средством выражения внутреннего мира человека, его чувств и переживаний.

В казахской культуре элементы эпистолярного стиля можно обнаружить в творчестве учёного и этнографа Чокана Валиханова, а также в поэзии Ахмета Байтурсынова. Обращаясь в своих произведениях к конкретному адресату, они нередко стремились передать личные размышления, обращённые в то же время к народу в целом. Характерными признаками эпистолярного жанра являются: сочетание признаков монолога и диалога в тексте, использование форм личной переписки - писем, дневниковых записей, посланий, присутствие обращений и речевого этикета, учитывающего личность адресата, выражение автором личных чувств, мыслей, переживаний, наличие устойчивой композиции (официальной или свободной, в зависимости от типа письма), указание отправителя и получателя. Переход эпистолярного жанра в цифровую эпоху характеризуется развитием электронных технологий радикально, который изменил формы письменного общения. Одним из наиболее массовых и доступных средств передачи сообщений стала служба коротких сообщений - SMS (Short Message Service).

Существуют несколько причин стремительного распространения SMS-коммуникации: активное развитие мобильной связи и Интернета; рост индивидуализма и стремления к личной автономии; экономичность и простота сервиса; сокращение времени на телефонные разговоры, ставшие дорогостоящими; технологическая зависимость современного человека от электронных устройств. История SMS началась в декабре 1992 года в Великобритании, когда инженер компании *Vodafone* Нейл Пэпуорт отправил

своим коллегам первое сообщение с текстом «Merry Christmas». Первоначально технология не пользовалась спросом, но вскоре стала важным источником дохода для операторов связи. Конец XX века стал переломным: телефон из средства делового общения превратился в универсальный бытовой инструмент. SMS-сообщения быстро завоевали популярность благодаря своей дешевизне, краткости и удобству. Молодёжь оценила возможность творческого самовыражения в коротких формах текста, где можно проявить индивидуальность и эмоциональность.

Сегодня SMS-коммуникация используется во множестве сфер — от личных переписок до деловых уведомлений. С помощью коротких сообщений назначают встречи, обсуждают личные отношения, передают официальные сведения и даже совершают религиозные обряды. Языковыми особенностями SMS-переписки являются то, что в процессе SMS-общения человек решает несколько задач: сжатие текста, необходимо выразить максимум смысла в ограниченном объёме, возникает тенденция к сокращениям: «щас» вместо «сейчас», «еду» вместо «уезжаю». Поиск индивидуального стиля. Пользователи создают игровые формы речи, заменяя, например, буквы цифрами («4» вместо «ч»). Передача эмоций. SMS-сообщения не только информируют, но и выражают чувства: «Люблю. Купи хлеба», «Жду. Еду». Эмоциональный тон усиливается с помощью смайликов и символов. SMS-коммуникация решает широкий спектр задач: информирование о местоположении или состоянии, выражение благодарности и сочувствия, сообщение о планах, передача личных впечатлений. Положительными сторонами SMS-общения являются: скорость передачи информации; возможность тайного или личного общения; эмоциональное обогащение письменной речи; развитие краткости и точности формулировок; возрождение традиции письменных посланий.

Недостатками являются снижение уровня грамотности из-за частого использования сокращений и жаргонизмов; трудности интерпретации коротких сообщений; ограниченность словарного запаса активных пользователей SMS; случаи мошенничества, связанных с SMS-рассылками; возможные задержки при доставке сообщений. Современные технологии не уничтожили традицию письма, а преобразовали её. SMS-сообщения можно рассматривать как новую форму эпистолярного жанра, адаптированную к условиям цифровой эпохи. Они сохраняют главные признаки эпистолярного общения — личный характер, обращённость к конкретному адресату, эмоциональность и стремление к диалогу.

Сегодня мобильный телефон стал универсальным средством коммуникации: он совмещает функции офиса, почты, записной книжки и средства самовыражения. Всё это стало возможным благодаря появлению и распространению технологии Short Message Service, которая продолжила традиции эпистолярной культуры в новом, электронном формате.

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HOW TECHNOLOGY IS TRANSFORMING LANGUAGE LEARNING TODAY

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Тўйин: Бўл мақалада заманауи технологиялардың шет тілдерін үйрену үдерісіне transformative әсері зерттеледі. Мобильді қосымшалар мен онлайн платформалардан бастап жасанды интеллект пен виртуалды шындыққа дейінгі цифрлық құралдар студенттердің қарым-қатынас жасау, мотивация мен мәдени ортаға ену мүмкіндіктерін кеңейтеді.

Аннотация: В данной статье рассматривается преобразующее влияние современных технологий на процесс изучения иностранных языков. Цифровые инструменты — от мобильных приложений и онлайн-платформ до искусственного интеллекта и виртуальной реальности — расширяют возможности учащихся в общении, мотивации и культурном погружении.

Technology is rapidly reshaping the educational landscape, and language learning is one of the fields experiencing the most profound transformation. In today's interconnected world, digital tools provide learners with unprecedented access to authentic communication, diverse cultural resources, and personalized learning environments. What once required physical textbooks, cassette tapes, and limited classroom time is now supported by artificial intelligence, mobile apps, virtual exchange programs, and multimedia platforms. As a result, the foreign language classroom is becoming a dynamic space where technology enhances motivation, deepens cultural understanding, and develops global competencies.

Modern students grow up surrounded by digital devices and online communication tools. For them, the use of technology feels natural and intuitive, which significantly shapes their expectations regarding language education. This creates new opportunities but also new responsibilities for educators who must adapt their teaching strategies to match contemporary learning behaviors and needs.

One of the most significant changes brought by technology is the shift toward personalized learning. Digital platforms such as Duolingo, Babbel, Busuu, Memrise, and AI-driven tutoring systems analyze learners' performance and adjust lesson content based on their individual strengths and weaknesses. Through such adaptive learning, students receive targeted practice, immediate feedback, and continuous support, which fosters autonomy and self-regulation.

For teenagers, personalized learning is especially important because it increases engagement by accommodating different learning styles, interests, and abilities. For example, a student interested in music may choose to learn vocabulary through song-based apps, while another may prefer interactive grammar challenges or storytelling tools [1].

These digital resources allow learners to study anytime and anywhere, turning language learning into a flexible and self-directed process. Instead of being limited to classroom hours, students now engage with the language in daily life — during commutes, free time, or online interactions. As a result, the learning process becomes continuous and deeply integrated into their routines.

AI-based conversational agents allow students to practice speaking in a stress-free environment. Instead of fearing judgment from peers, learners can experiment with new vocabulary and patterns while receiving constructive feedback. This supports confidence-building — a critical factor in language acquisition [2].

Moreover, AI systems can create personalized learning pathways by tracking errors, suggesting targeted exercises, and setting adaptive goals. This mirrors the work of a human tutor, but on a scalable and accessible level.

Cultural immersion is essential to language learning, but not all students have access to travel or native speakers. Today, technology provides alternative paths to immersion.

Virtual reality (VR) and augmented reality (AR) environments allow learners to experience realistic cultural contexts. Students can “visit” a French café, navigate a Japanese train station, or participate in a Spanish market without leaving the classroom. These immersive scenarios create emotional and sensory connections, enhancing memory retention and cultural understanding.

Additionally, video communication platforms such as Zoom and online exchange programs like eTandem, Speaklish, or HelloTalk facilitate real-time intercultural communication with peers worldwide. Through these interactions, students develop not only linguistic competence but also global awareness, tolerance, and cross-cultural communication skills [3].

Social networks — Instagram, TikTok, YouTube, and X — have become powerful spaces for informal language learning. Teenagers follow bloggers, watch short educational videos, and interact with content in the target language, often without considering it “studying.”

This multimedia exposure improves listening comprehension and keeps learners updated with modern slang, idiomatic expressions, and cultural trends. Social media also encourages creativity — students can create their own multilingual content, participate in challenges, or collaborate with international peers.

Gamification has emerged as one of the most effective strategies for maintaining motivation in language learning. Points, leaderboards, badges, levels, and streaks stimulate students’ competitive spirit and keep them engaged.

Gamified platforms make language practice enjoyable and addictive. Instead of perceiving grammar exercises as tedious tasks, learners approach them as challenges

to overcome. This is especially beneficial for adolescents, whose motivation often fluctuates and depends on external stimulation and rewards [4].

As technology becomes more deeply integrated into language learning, the role of the teacher continues to evolve. Educators are no longer the sole source of knowledge; instead, they act as facilitators, mentors, and designers of learning experiences.

These tools make lessons more dynamic, engaging, and relevant to student interests. Importantly, technology also helps teachers assess progress more efficiently, using digital portfolios, automated quizzes, or online discussions.

To maintain motivation, educators must connect language learning with contemporary issues — environmental problems, social justice, technology, global movements, volunteerism — making the foreign language not just an academic subject but a tool for understanding the world.

Technology brings learners closer to the cultural realities of the target language. Exposure to authentic content — films, songs, podcasts, news, memes, and social media posts — fosters cultural curiosity and encourages students to explore the traditions, values, and perspectives of other societies.

For many learners, digital interaction with cultural symbols sparks interest in further exploration. Encountering foreign languages daily — in apps, on clothing, in videos — motivates them to pursue language study more seriously. As a result, technology becomes a bridge between youth and global culture, helping form intercultural competence, a core skill in the modern world.

Technology is not simply an educational tool — it is a catalyst that reshapes the entire process of learning foreign languages. Through personalization, artificial intelligence, virtual immersion, social media, and gamification, it enhances students' cognitive, linguistic, and cultural development. These tools support autonomy, creativity, global awareness, and emotional engagement, making language learning more accessible and meaningful than ever before.

For today's generation, learning a foreign language is no longer limited to textbooks or classroom walls. It extends into everyday digital experiences, transforming how young people perceive the world and their place within it. As technology continues to evolve, its role in language education will only expand, offering new opportunities to connect, communicate, and create across cultures.

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TEACHER–AI CO-FEEDBACK IN EFL WRITING: A PRACTICAL MODEL FOR ENHANCING STUDENT WRITING PERFORMANCE

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Түйін: Жасанды интеллектіні (AI) тілдік білім беру үдерісіне енгізу EFL жазылымында кері байланыстың сапасын жақсартуға жаңа мүмкіндіктер ашты. Бұл зерттеу мұғалім мен жасанды интеллекттің бірлескен кері байланысының (teacher–AI co-feedback) оқушылардың жазба жұмыстарының дәлдігін, қисындылығын, сөздік қорын дамытуын және дербестігін арттырудағы тиімділігін зерделейді. B1–B2 деңгейіндегі қырық студент екі топқа бөлініп бақылауға алынды: бір топ тек мұғалімнен кері байланыс алды, ал екінші топ мұғалім мен жасанды интеллекттің бірлескен кері байланысын қабылдады. Зерттеу нәтижелері бірлескен кері байланыс алған топтағы студенттердің түзетілген жұмыстардың сапасын жоғары деңгейде орындағанын, өздігінен редакциялау дағдыларының жақсы дамығанын және жазылым тапсырмаларында сенімділігінің артқанын көрсетті. Алайда жасанды интеллектті жауапкершілікпен қолдану және автоматты ұсыныстарды сыни тұрғыдан бағалау үшін мұғалімнің жетекшілігі әлі де маңызды болып қала береді. Зерттеу педагогикалық ұсыныстарды айқындап, жазылымды оқытуда жасанды интеллектіні этикалық тұрғыда енгізуге қатысты ұсынымдар береді.

Аннотация: Интеграция искусственного интеллекта (AI) в обучение языку открыла новые возможности для повышения качества обратной связи в письменной речи на английском языке (EFL). Данное исследование рассматривает эффективность модели совместной обратной связи «учитель–ИИ» в улучшении точности письма, связности текста, развития словарного запаса и автономности учащихся. Сорок студентов уровней B1–B2 наблюдались в двух группах: одна получала обратную связь только от преподавателя, а другая — комбинированную обратную связь от учителя и ИИ. Результаты показывают, что учащиеся группы, получавшей совместную обратную связь, выполняли более качественные правки, проявляли большую самостоятельность в редактировании и демонстрировали более высокую уверенность при выполнении письменных заданий. Однако руководство преподавателя остаётся необходимым для ответственного использования ИИ и критической оценки автоматизированных рекомендаций. Исследование подчёркивает педагогические выводы и предлагает рекомендации по этичному использованию ИИ в обучении письму.

Feedback is one of the most influential components of second-language writing development, shaping learners' accuracy, fluency, and rhetorical quality. However, teachers frequently face heavy workloads and limited time, restricting the level of individual attention they can offer. With the rapid emergence of AI-powered writing assistants, learners increasingly rely on technology to draft, edit, and improve their written work. Scholars emphasize that AI can support writing development when applied critically and pedagogically [4].

Despite this potential, there is limited empirical research exploring how teacher feedback and AI feedback can complement each other in a structured learning environment. Therefore, this study investigates whether a teacher–AI co-feedback model can enhance EFL students' academic writing performance more effectively than traditional teacher-only feedback.

Teacher feedback has traditionally been considered the most reliable and pedagogically grounded form of instructional support for writing learners [1]. Teachers provide contextualized, communicative, and individualized comments that address content, organization, and language accuracy. However, automated feedback systems have evolved significantly, offering immediate error correction, paraphrasing suggestions, and vocabulary enhancement [3].

Bai and Hu [2] argue that AI-generated feedback improves grammatical accuracy and vocabulary choice but lacks cultural awareness and may sometimes misguide learners. Therefore, scholars suggest combining AI tools with teacher scaffolding to create a balanced model that supports autonomy without sacrificing guidance [4]

The present study builds on these findings by implementing a dual-feedback model and evaluating its impact on learners' writing performance. A quasi-experimental design was adopted at a private university in Uzbekistan. Participants included 40 B1–B2 university EFL learners enrolled in an academic writing course. Learners were divided into two groups: Control group: teacher-only written feedback, Experimental group: teacher feedback + AI-generated feedback (ChatGPT + Grammarly)

Students completed three writing tasks: an initial draft, a revised draft, and a final essay. They also filled out a post-study perception questionnaire. Writing performance was evaluated using four criteria: grammatical accuracy, coherence and cohesion, lexical range and academic vocabulary, and organization and idea development. Data included teacher observation notes, student drafts, revision logs, and survey responses.

Quantitative and qualitative findings suggest that students receiving teacher–AI co-feedback made notably greater progress than the control group. Learners in the experimental group:

- a) Corrected more grammar and punctuation mistakes,
- b) Used more academic vocabulary and complex sentence structures,
- c) Improved paragraph organization and coherence,
- d) Demonstrated higher self-editing ability.

These findings are consistent with Bai and Hu [2], who emphasized that AI tools support linguistic accuracy, while teacher input ensures pedagogical appropriateness and clarity. Students also reported positive attitudes toward AI-assisted learning, explaining that AI helped them identify errors more quickly and experiment with new phrasing options. However, several learners noted the risk of becoming dependent on technology, reinforcing calls by Zhang and Hyland [4] for teacher supervision.

The teacher's role remained crucial in directing students, correcting AI inaccuracies, and fostering critical awareness. This aligns with Li et al. [3], who argue that AI feedback works best when paired with pedagogical guidance. In conclusion, the findings indicate that a teacher–AI co-feedback model is an effective strategy for enhancing EFL learners' academic writing skills. It supports writing accuracy, promotes independent revision, and increases student motivation.

Nevertheless, educators must provide ethical and methodological guidance to prevent overreliance on technology and ensure productive cognitive engagement.

To implement co-feedback effectively, teachers should: a) Teach students to evaluate AI suggestions critically, b) Establish academic integrity guidelines for AI use, c) Encourage reflective writing and justification of revisions, d) Integrate AI tools gradually and with supervision.

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ИСПОЛЬЗОВАНИЕ ЛЕКСИКО-ФРАЗЕОЛОГИЧЕСКИХ СРЕДСТВ ЯЗЫКА. ЛЕКСИЧЕСКАЯ СОЧЕТАЕМОСТЬ, ПЛЕОНАЗМ И ТАВТОЛОГИЯ

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Түйін. Мақалада қазіргі орыс тілінің лексикалық және фразеологиялық ерекшеліктері қарастырылады. Лексикалық үйлесімділік мәселелеріне, плеоназма мен тавтология құбылыстарына, сондай-ақ олардың сөйлеудің экспрессивтілігі мен дәлдігіне әсеріне ерекше назар аударылады. Жұмыста сөйлеу мәдениетін қалыптастыруға және білім алушылардың тілдік құзыреттілігін дамытуға бағытталған практикалық жаттығулар келтірілген.

Summary. The article discusses the lexical and phraseological features of the modern Russian language. Special attention is paid to the problems of lexical compatibility, the phenomena of pleonasm and tautology, as well as their influence on the expressiveness and accuracy of speech. The paper presents practical exercises aimed at the formation of speech culture and the development of language competence of students.

Современный русский язык — это не просто средство общения, а культурный и интеллектуальный феномен, отражающий мировоззрение народа, его историю и духовные ценности. Лексико-фразеологическое богатство русского языка позволяет выражать самые тонкие оттенки мысли, чувства, состояния. Однако вместе с этим возникает необходимость осознанного и грамотного употребления слов. Нарушения лексической сочетаемости, плеоназмы и тавтология нередко снижают выразительность и точность речи, что делает изучение этих явлений особенно актуальным для будущих филологов и преподавателей.

Цель данной работы — исследовать особенности использования лексико-фразеологических средств русского языка, рассмотреть типичные ошибки лексической сочетаемости, а также практические способы их предупреждения в речи и письменных текстах.

Русский язык по своему словарному составу является одним из самых богатых языков мира. Лексическая сторона, по сравнению с фонетической и грамматической, отличается неисчислимостью своих единиц. Точное число слов, каким располагает современный русский язык, назвать невозможно, потому что одни слова в нем постоянно создаются, другие — выходят из употребления. Одним из важнейших источников словарного богатства русского языка многозначность русского слова. Многозначные слова составляют примерно третью часть всего словарного запаса наиболее употребительных слов русского литературного языка. Потенциально многие однозначные слова могут стать многозначными [1, 35].

Лексическая система включает в себя такие группы слов, как синонимы, антонимы, омонимы, паронимы, многозначные слова и фразеологизмы, профессионализмы, диалектизмы, жаргонизмы, топонимы, этнонимы и многие другие пласты словарного богатства.

Изучая лексику русского языка, мы обогащаем свой словарный запас, расширяем познание окружающей действительности, повышаем речевую культуру, развиваем дар слова [2, 14].

Подчеркивая огромную значимость великого русского языка, учащимся можно дать высказывание М.В.Ломоносова, которое они должны запомнить, а также подобрать 5-7 высказываний о русском языке, культуре речи, ораторском искусстве: «Карл Пятый, римский император, говаривал, что испанским языком с богом, французским — с друзьями, немецким — с неприятелями, итальянским — с женским полом говорить прилично. Но если бы он российскому языку был искусен, то, конечно, к тому присовокупил бы, что им со всеми оными говорить пристойно, ибо нашел бы в нем великолепие испанского, живость французского, крепость немецкого, нежность итальянского, сверх того богатство и сильную в изображениях краткость греческого и латинского языка... И ежели чего точно изобразить не можем, не языку нашему, но недовольному в нем своему искусству приписывать долженствуем» [3, 391-392].

В выборе слова при конструировании высказывания необходимо учитывать его семантику и лексическую сочетаемость. Весьма распространенной ошибкой является употребление слов в несвойственных им значениях, без учета его значения в контексте. Так, в предложении «Дети пристально следят за чистотой своих парт» автор употребил слово пристально без учета присущего ему в литературном языке значения. В академическом 4-томном «Словаре русского языка» значение слова «пристальный» определено как «сосредоточенный, напряженно внимательный» [4, 56]. Поэтому сосредоточенно или напряженно — внимательно можно лишь смотреть на кого-либо (пристальным взглядом). Следить же за чем-либо можно только

внимательно, делая что-то со вниманием, тщательно, т.е. «старательно, усердно, аккуратно».

Семантикой слова определяются и границы его лексической сочетаемости. Далеко не все слова могут сочетаться друг с другом. При построении речевого высказывания следует учитывать значения, стилистическую принадлежность, эмоциональную окраску, грамматические свойства, фразеологическую связанность слов и т.д.

Приведем примеры нарушения лексической сочетаемости слов. В предложении «Эта выставка обогатит ваш кругозор» слово «кругозор» не сочетается со словом «обогатит»; следует употребить выражение «расширит кругозор» или «обогатит ваши познания». Еще примеры: поднять тост вместо провозгласить тост либо поднять бокал; поставить укол вместо сделать укол; сделать кофе вместо приготовить кофе; имеет высокое место вместо занимает высокое положение; поставить вопрос вместо задать вопрос и др.

К очень распространенным лексическим недочетам относится употребление лишних слов - плеоназм и тавтология (повторение однокоренных одинаковых слов), т.е. многословие. Например, в предложении «Проливной ливень заставил нас спрятаться под навес» следует либо убрать лишнее слово проливной, либо слово ливень заменить синонимом дождь. Это типичный пример тавтологии.

В предложении: Этот почин поддержала и одобрила подавляющая по своему абсолютному большинству часть студентов - налицо явление плеоназма, употребление лишних слов: поддержала и одобрила, подавляющая по своему абсолютному большинству - вместо подавляющая часть [5, 22].

В качестве примера приведем задание - прочитать предложения, устраняя повторяющиеся однокоренные слова: Появление пьес А.Н. Островского явилось огромным событием в истории нашего театра. Автор сатирически изображает образы помещиков. Унаследовав наследство дяди, Онегин стал жить в деревне. Французский император просчитался, рассчитывая на быструю победу. Когда вражеские войска стали приближаться ближе, весь народ выступил против врагов. «Слово о полку Игореве» призывало русских людей объединиться воедино [6, 102].

В практической части студентам предлагается выполнить следующие упражнения:

1.Исправить лексические ошибки:

Писатель описывает описание событий → Писатель изображает события.

Он занимает высокое место → Он занимает высокое положение.

Поднял бокал и произнес тост — верно.

2.Найти и устранить тавтологию:

Появление пьес А.Н. Островского явилось огромным событием в истории нашего театра.

Унаследовав наследство дяди, Онегин стал жить в деревне. → заменить на Получив наследство дяди...

3.Задание на плеоназм:

Убрать лишние слова в выражениях:

памятный сувенир,
первая премьера,
беречь каждую минуту времени,
старый ветеран,
эмоциональные чувства,
биография жизни.
первый дебют,
пять рублей денег,
в мае месяце,
принять первое боевое крещение,
кавалькада всадников,
лидирующий впереди гонщик,
ностальгия по родине,
патриот родины.

4. Творческое задание:

Написать мини-текст (5–7 предложений) на тему «Культура речи современного студента», избегая плеоназмов, тавтологии и ошибок сочетаемости.

Лексико-фразеологические средства русского языка — это богатейший пласт национальной культуры. Грамотное владение ими позволяет говорить точно, выразительно и логично. Изучение лексической сочетаемости, плеоназмов и тавтологии имеет важное практическое значение в обучении русскому языку, формировании речевой культуры и профессиональной компетенции будущих филологов. Работа над речью — это путь к осознанному использованию слов, где каждое слово на своём месте, а язык становится инструментом мышления и культуры.

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THE ROLE OF READING IN ORGANIZING STUDENTS' COGNITIVE ACTIVITY

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Түйін: Бұл мақалада оқудың студенттердің когнитивтік қызметін ұйымдастырудағы рөлі қарастырылды. Оқу тек сөздерді тану емес, сонымен қатар ақпаратты өңдеу, талдау, синтездеу және ойлау дағдыларын дамыту процесі болып табылады. Оқу арқылы студенттер жаңа білім алады, ойларын жүйелейді, маңызды ақпаратты бөліп, логикалық қорытындылар жасайды. Метакогнитивтік стратегиялар, мысалы, қысқаша жазу, сұрақ қою, болжам жасау және мәтінді талдау, когнитивтік қызметті тиімді ұйымдастыруға көмектеседі. Оқу қызығушылықты арттырады, өзіндік оқу қабілеттерін дамытады және студенттердің сыни ойлау, проблема шешу және білімді трансформациялау дағдыларын жетілдіреді. Заманауи технологиялар мен цифрлық ресурстар оқу процесін белсенді, нәтижелі және жеке қажеттіліктерге бейімделген етеді.

В статье рассматривается роль чтения в организации когнитивной деятельности студентов. Чтение представляет собой не только процесс распознавания слов, но и сложный когнитивный процесс, включающий обработку информации, анализ, синтез и развитие мыслительных навыков. Через чтение студенты получают новые знания, структурируют свои мысли, выделяют важную информацию и делают логические выводы. Мета когнитивные стратегии, такие как конспектирование, постановка вопросов, прогнозирование и анализ текста, способствуют эффективной организации когнитивной деятельности. Чтение стимулирует интерес, развивает навыки самостоятельного обучения, критического мышления, решения проблем и трансформации знаний. Современные технологии и цифровые ресурсы делают процесс чтения активным, результативным и адаптированным к индивидуальным потребностям учащихся.

Reading plays a fundamental role in the development of students' cognitive activity, serving as a primary means of acquiring knowledge, developing critical thinking, and fostering independent learning skills. It is not merely a linguistic exercise but a complex cognitive process that engages attention, memory, comprehension, analysis, and synthesis. By interacting with texts, students learn to process information, organize their thoughts, and apply knowledge to new contexts, which is essential for their overall intellectual development and academic success.

One of the key functions of reading is the stimulation of cognitive processes. When students read, they actively interpret information, establish connections between new and existing knowledge, and form mental representations of concepts and ideas. Reading encourages analytical thinking, as learners must evaluate the credibility of information, identify main ideas, distinguish between facts and opinions, and draw conclusions. These cognitive activities are fundamental to the development of problem-solving skills, logical reasoning, and decision-making, which extend beyond the classroom and into everyday life [1].

Reading also contributes to the organization of cognitive activity by providing structured input for learning. Well-selected texts expose students to varied linguistic structures, vocabulary, and styles, allowing them to acquire new knowledge systematically. This exposure supports the development of both receptive and productive language skills, enabling learners to comprehend complex ideas and

express them accurately. Furthermore, reading encourages metacognitive reflection, as students monitor their understanding, recognize gaps in knowledge, and adjust strategies for more effective learning. Techniques such as summarizing, note-taking, questioning, and predicting outcomes promote active engagement with the text and enhance cognitive organization.

In addition to intellectual development, reading plays an essential role in motivating students and fostering autonomy. Intriguing, relevant, and challenging texts stimulate curiosity, encourage exploration, and sustain attention over extended periods. By choosing reading materials according to their interests and cognitive levels, students develop independent learning habits, which are crucial for lifelong education. Reading tasks that involve problem-solving, critical analysis, or creative response further enhance cognitive engagement, as learners actively interact with content and construct knowledge rather than passively receiving information [2].

The integration of reading into the curriculum also supports interdisciplinary learning and cognitive transfer. Exposure to texts from different fields, genres, and cultural contexts broadens students' understanding, allowing them to apply knowledge across domains and synthesize information from multiple sources. This holistic approach to reading ensures that cognitive activity is not limited to memorization but includes higher-order thinking skills such as analysis, evaluation, and synthesis. Modern educational technologies, including digital texts, interactive e-books, and online reading platforms, provide additional tools for organizing cognitive activity by offering immediate feedback, adaptive challenges, and opportunities for collaborative learning.

Reading plays a central role in organizing students' cognitive activity by stimulating intellectual processes, structuring learning, promoting metacognitive reflection, and fostering motivation and autonomy. Through reading, students develop critical thinking, problem-solving, and independent learning skills, which are essential for academic achievement and lifelong cognitive growth. Effective integration of reading into educational practice enriches the learning environment, enhances students' cognitive engagement, and contributes to the development of informed, analytical, and competent individuals capable of navigating the demands of contemporary society [3].

Reading is a central tool in the organization and enhancement of students' cognitive activity, encompassing comprehension, analysis, reasoning, and synthesis. It acts as a bridge between linguistic input and intellectual development, enabling learners to acquire knowledge, develop problem-solving abilities, and cultivate independent learning strategies. Beyond the mechanical recognition of words, reading involves complex cognitive engagement, as students interpret, evaluate, and internalize information presented in texts. The process of reading encourages mental discipline, attention control, and the ability to structure knowledge, all of which are vital for academic performance and lifelong learning.

The cognitive impact of reading is multifaceted. By engaging with texts, students activate prior knowledge, form conceptual frameworks, and build connections between abstract ideas and concrete examples. Reading promotes

analytical thinking, as learners identify main ideas, differentiate between essential and secondary information, recognize patterns, and make inferences. This interaction with text not only enhances comprehension but also strengthens memory retention, reasoning skills, and the ability to transfer knowledge to novel situations. The mental processes involved in reading are directly linked to the organization of cognitive activity, as they require deliberate planning, monitoring, and evaluation of understanding [4].

Structured reading activities are instrumental in guiding cognitive development. Selecting texts that correspond to students' levels of proficiency, interests, and cognitive demands ensures that reading remains challenging yet accessible. Techniques such as summarization, annotation, questioning, prediction, and critical reflection help students engage actively with content and develop metacognitive skills. By practicing these strategies, learners learn to organize information, prioritize ideas, and synthesize new knowledge efficiently. Moreover, reading across different genres and subject areas exposes students to diverse perspectives, terminologies, and problem-solving approaches, fostering interdisciplinary thinking and cognitive flexibility.

Reading also plays a motivational role in cognitive organization. Engaging and contextually relevant materials stimulate curiosity, sustain attention, and encourage intrinsic motivation for learning. When students are interested in the content, they invest cognitive effort willingly, resulting in deeper understanding and enhanced retention. The autonomy afforded by reading—choosing materials, pacing study, and reflecting on comprehension—empowers learners to take responsibility for their cognitive growth. Additionally, collaborative reading activities, discussions, and text-based projects provide opportunities for social interaction, critical dialogue, and co-construction of knowledge, further enhancing cognitive engagement and organization.

Modern educational environments increasingly leverage technology to optimize reading as a cognitive tool. Digital texts, e-books, online platforms, and multimedia resources provide interactive and adaptive learning experiences that support comprehension, engagement, and individualized pacing. Features such as hyperlinks, annotations, instant feedback, and integrated exercises promote active cognitive involvement and allow students to organize their learning efficiently. Integrating these technologies into reading instruction expands access to knowledge, accommodates diverse learning styles, and strengthens the cognitive benefits of reading [5].

In conclusion, reading is a fundamental mechanism for organizing students' cognitive activity, stimulating intellectual processes, enhancing metacognition, fostering motivation, and promoting autonomous learning. It develops critical thinking, analytical skills, and knowledge synthesis, which are essential for academic success and lifelong learning. Systematic and purposeful incorporation of reading into educational practice enriches the cognitive development of students, enabling them to process information effectively, think critically, and engage meaningfully with knowledge across disciplines. Through reading, students not only acquire

linguistic skills but also cultivate the cognitive competencies necessary for informed, independent, and adaptive thinking in a complex and dynamic world.

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THE USE OF VIDEO RESOURCES AS A MODERN TOOL IN ENGLISH LANGUAGE TEACHING

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Түйін: Бұл мақалада бейнематериалдарды ағылшын тілін оқытудағы заманауи құрал ретінде пайдаланудың маңызы мен тиімділігі қарастырылады. Бейнересурстар оқу процесін белсендіріп, оқушылардың қызығушылығын арттыруға, тыңдалым, айтылым және сөздік қорын дамытуға көмектеседі. Мақалада бейнематериалдарды қолданудың артықшылықтары мен шектеулері талданған. Сондай-ақ, мұғалімдерге арналған практикалық ұсынымдар берілген. Атап айтқанда, бейнематериалдарды дұрыс таңдау, сабақтың мақсатымен байланыстыру, және бейне көру алдында, көру кезінде және кейін жүргізілетін тапсырмаларды ұйымдастырудың жолдары көрсетілген. Зерттеу нәтижесінде бейнересурстарды тиімді пайдалану ағылшын тілін үйрету сапасын арттыратыны және оқушылардың оқу мотивациясын күшейтетіні анықталды.

Резюме: В статье рассматривается значение и эффективность использования видеоматериалов как современного инструмента обучения английскому языку. Видеоресурсы помогают активизировать учебный процесс, повышают интерес учащихся, развивают навыки аудирования, говорения и расширяют словарный запас. Автор анализирует преимущества и ограничения применения видеоматериалов на уроках английского языка. Кроме того, даются практические рекомендации для учителей: как правильно подбирать видео, связывать его с темой урока, и какие задания использовать до, во время и после просмотра. В результате отмечается, что грамотное использование видеоресурсов способствует повышению качества преподавания английского языка и усиливает учебную мотивацию учащихся.

In recent years, modern technologies have become an important part of the educational process. Teachers use different digital tools to make their lessons more effective and interesting. Among these tools, video resources play a special role in English language teaching. Videos help to create a real and natural language

environment in the classroom, allowing students to see and hear how English is used in everyday communication.

The use of video materials is becoming increasingly popular in secondary schools. Educational videos, short films, songs, cartoons, and YouTube clips can all be used as powerful learning tools. They help to develop students' listening and speaking skills, improve pronunciation, and expand vocabulary. Moreover, video lessons make learning more enjoyable and motivate students to take an active part in class activities.

The purpose of this article is to review the importance and effectiveness of video resources as a modern teaching tool in English language education. It will also discuss the advantages, challenges, and practical ways of using video materials in the classroom to support language learning and communication skills development.

Video resources play an important role in the process of teaching and learning English. They are one of the most effective tools that help teachers make lessons more interesting, interactive, and realistic. In modern education, video materials are used not only for entertainment but also as valuable learning resources that support the development of all language skills.

Video resources include different types of materials such as educational films, documentaries, cartoons, songs, news programs, short clips, and videos from online platforms like YouTube, TED-Ed, or BBC Learning English. Each type of video has its own purpose and advantages [1]. For example, cartoons and short films are suitable for younger learners because they are easy to understand and help develop listening comprehension. Educational videos and documentaries are useful for older students, as they provide authentic language and information about real-life topics.

Videos help learners to improve their listening and speaking skills because they allow students to hear real pronunciation, intonation, and rhythm of native speakers. By watching and listening carefully, students learn how words and expressions are used in natural speech. This also helps them to build correct pronunciation and to understand different accents [2]. In addition, videos enrich vocabulary, as students can see and hear new words in real contexts.

Another important role of video resources is to introduce students to cultural aspects of the English-speaking world. Through films and short videos, learners can explore traditions, customs, daily life, and communication styles of people in different countries. This cultural knowledge helps students understand language better and become more open-minded and tolerant.

Overall, video materials create a positive learning atmosphere, increase student motivation, and make the educational process more dynamic. When used correctly, they become a powerful instrument for developing communicative competence and preparing students for real-life communication in English.

The use of video materials in English lessons has many advantages for both teachers and students. Videos make learning more active, emotional, and effective. They help students to understand real speech, learn about culture, and develop communication skills in a natural way. Below are the main advantages of using videos in the classroom.

Table 1: Advantages of using video in the classroom

Advantages	Description
1. Motivation and Interest	Videos make lessons more enjoyable and keep students' attention. They create curiosity and emotional involvement, which increases motivation to learn.
2. Development of Listening Skills	Watching authentic videos helps students to understand real English speech, different accents, and intonation patterns.
3. Improvement of Pronunciation	Students can hear how native speakers pronounce words and phrases and try to repeat them correctly.
4. Enrichment of Vocabulary	Videos show new words and expressions in real-life situations, helping students remember them better.
5. Cultural Awareness	Through films and clips, students learn about traditions, customs, and lifestyles of English-speaking countries.
6. Visual Support	Pictures and movements in videos help students to understand the meaning even if they do not know every word.
7. Student Participation	After watching a video, students can discuss it, act out scenes, or do creative projects, which supports active learning.

In addition, video materials make lessons more diverse and modern. They give teachers the opportunity to explain difficult topics in an easy and visual way. For example, grammar or vocabulary can be practiced through short video stories or dialogues. Videos also help students who have different learning styles — visual, auditory, and kinesthetic — because they combine image, sound, and action [3].

Despite the many benefits of using video materials in English language teaching, teachers may face several challenges and limitations. One of the main problems is technical difficulty. In some schools, there may not be enough modern equipment such as projectors, speakers, or a good internet connection. These technical problems can disturb the lesson and make it difficult to use videos effectively.

Another challenge is time management. A video lesson requires preparation, watching, and discussion, which may take a lot of classroom time. Teachers need to plan the lesson carefully and select only short, useful clips that help achieve the lesson's goals.

Teachers' readiness and digital competence also play an important role. Not all teachers have enough experience in using technology or know how to select high-quality video materials. Sometimes teachers spend too much time searching for suitable videos or do not know how to include them in the lesson structure.

Overall, videos can sometimes distract students. If the video is too funny, emotional, or unrelated to the topic, students may focus on the story instead of learning English. Therefore, teachers must choose materials that are both interesting and educational.

To use video materials effectively, teachers should follow several important recommendations. First, it is necessary to choose appropriate video materials that match students' age, language level, and interests. The video should not be too long and should have clear pronunciation and vocabulary suitable for learners [4].

Second, teachers need to prepare pre-viewing, while-viewing, and post-viewing activities. Before watching, the teacher can introduce key words or ask questions to activate students' interest. During watching, students can complete short tasks such as filling in missing words or answering simple questions. After watching, they can discuss the video, role-play scenes, or write short summaries.

It is also helpful to connect video lessons with textbook topics, so that students can see how the material is used in real communication. Finally, teachers should motivate students to watch short English videos at home to continue learning independently.

In this way, video materials can become an effective and creative tool for improving students' language skills and making English lessons more dynamic and enjoyable [5].

In conclusion, video resources have become one of the most effective modern tools in English language teaching. They make lessons more interesting, meaningful, and closer to real-life communication. Videos help to develop important language skills such as listening, speaking, pronunciation, and vocabulary, while also introducing students to the culture and traditions of English-speaking countries.

The use of video materials increases students' motivation and participation in the learning process. They allow teachers to present language in an authentic and visual way, which helps students understand and remember information better. At the same time, teachers should be aware of possible challenges such as technical problems, time limits, and students' distraction. With careful planning and the right teaching methods, these difficulties can be easily overcome.

Video-based learning will continue to grow in importance in the future. As technology develops, new educational platforms and interactive video tools will provide even more opportunities for teaching English effectively. Therefore, teachers should continue exploring and using video resources to make English lessons more dynamic, engaging, and successful for all students.

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