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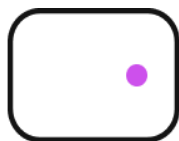
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«Жас зерттеуші 2024» атты халықаралық ғылыми- тәжірибелік конференциясының материалдарында бизнес және басқару, туризм және қонақжайлылықты басқару, ақпараттық және телекоммуникациялық жүйелер, физика, құқықтану, педагогика және психология, филология, дизайн және көркем еңбек, дене шынықтыру және спорт, бастапқы әскери дайындық, химия және биология бағыттарының дамуы бойынша ғылыми еңбектер жарияланды.

В материалах международной научно-практической конференции «Молодой исследователь 2024» опубликованы научные труды по развитию следующих направлений: бизнес и управление, туризм и управление гостеприимством, информационные и телекоммуникационные системы, физика, юриспруденция, педагогика и психология, филология, дизайн и художественный труд, физическая культура и спорт, начальная военная подготовка, химия и биология.

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ФУНКЦИИ НЕВЕРБАЛЬНЫХ СПОСОБОВ ОБЩЕНИЯ

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Түйін. Тілдесудің ауызша емес тәсілдерін зерделеу қарым-қатынас тетіктерін тереңірек түсінуге және тұлғааралық өзара іс-қимыл дағдыларын жақсартуға мүмкіндік береді.

Summary. Learning non-verbal modes of communication allows for a deeper understanding of communication mechanisms and improved interpersonal skills.

Невербальные способы общения играют важную роль в передаче информации и создании взаимопонимания между людьми. Жесты, мимика, поза и интонации помогают выразить чувства и намерения без слов, усиливая или дополняя устное общение. Они также дают возможность понять отношение человека к ситуации или собеседнику, зачастую быстрее и точнее, чем вербальные высказывания. Изучение невербальных способов общения позволяет глубже понять механизмы коммуникации и улучшить навыки межличностного взаимодействия.

Невербальные способы общения выполняют множество функций, которые помогают людям адаптироваться к разным социальным ситуациям и правильно вести себя в обществе. Это не только усиливает понимание между людьми, но и помогает им строить более крепкие и гармоничные отношения. Благодаря жестам, мимике, взглядам, интонации и позам, мы можем передавать разнообразную информацию, даже не используя слова.

Во-первых, невербальные сигналы помогают понять, к какой социальной или национальной группе принадлежит человек. Например, стиль одежды, манера держаться и даже жесты могут многое рассказать о происхождении и культурных корнях собеседника.

Во-вторых, невербальные проявления позволяют определить физическое и эмоциональное состояние человека. Радость, беспокойство или спокойствие видны через осанку, выражение лица, скорость движений и тембр голоса.

Также невербальные средства помогают показать отношение к происходящему. Например, заинтересованность или безразличие можно увидеть по тому, как человек держится, куда направлен его взгляд, и какие жесты он использует. Такие сигналы позволяют понять, как человек воспринимает собеседника или ситуацию, а также какие действия он, возможно, предпримет.

Кроме того, невербальное общение помогает оценить, как события или обстоятельства влияют на человека. Если кто-то явно нервничает или чувствует себя комфортно, это заметно по его позе и выражению лица. Невербальные сигналы также играют важную роль в обмене личной информацией — они показывают характер человека, его уверенность, способность к лидерству или

общительность. Такие качества передаются через жесты, взгляд, манеру говорить и даже тон голоса [1].

В итоге, невербальные сигналы помогают людям не только понять друг друга без слов, но и создать теплую атмосферу общения, наладить контакт и лучше ориентироваться в эмоциях и намерениях собеседников.

Невербальные сообщения играют важную роль в передаче информации и помогают людям лучше понять друг друга в общении. Во время общения без слов мы получаем много информации о собеседнике и о ситуации, что помогает строить доверительные и открытые отношения. Вот основные функции и виды информации, которые передаются невербально.

Во-первых, невербальные сигналы позволяют получить представление о личности собеседника. По тому, как человек двигается, смотрит, какой у него голос, можно сделать выводы о его темпераменте, например, активен он или сдержан. Также по выражению лица и позе мы можем понять, в каком эмоциональном состоянии находится человек — радуется, волнуется или, возможно, обеспокоен. Невербальные сигналы также часто показывают, насколько человек уверен в себе или как он относится к самому себе, так как люди с высокой самооценкой чаще выглядят спокойными и уверенными. Жесты и манеры дают нам информацию и о том, к какой группе или сообществу принадлежит человек, ведь культура и окружение влияют на невербальное поведение.

Во-вторых, невербальные знаки показывают, как собеседники относятся друг к другу. Например, если человек держится близко, много смотрит в глаза и использует открытые жесты, это может означать его дружелюбное отношение и желание общаться. Наоборот, если человек держится на расстоянии или отворачивается, это может быть признаком дискомфорта или незаинтересованности в общении. Через невербальные сигналы мы можем понять, как строятся отношения между людьми: кто из них больше доминирует, а кто, наоборот, стремится слушать и следовать.

В-третьих, невербальные сигналы помогают понять, как люди относятся к самой ситуации общения. Если собеседник расслаблен, улыбается, то можно предположить, что он чувствует себя комфортно. Если же кто-то суетится, смотрит на часы или отводит взгляд, это может означать, что он чувствует себя неуютно и, возможно, хочет закончить разговор. Такие сигналы помогают настроиться друг на друга и подстроить общение так, чтобы всем было комфортно.

Невербальные сообщения выполняют несколько важных функций, которые взаимодействуют с речью и помогают усилить, уточнить или даже заменить слова. К примеру:

Дополнение или усиление слов-когда невербальные сигналы, такие как жесты или интонация, поддерживают или подчеркивают смысл сказанного.

Опровержение-невербальные знаки могут противоречить сказанному. Например, человек может говорить «Я не волнуюсь», но при этом скрещивать руки и выглядеть напряженным.

Замещение-в некоторых ситуациях невербальные сигналы полностью заменяют слова, как, например, кивок вместо слов «да» или «я согласен».

Регулирование разговора-взгляд, кивки помогают управлять темпом общения и показывать, когда человек хочет сказать что-то или закончить разговор.

Таким образом, невербальные сообщения помогают нам понять собеседника не только на уровне слов, но и на уровне эмоций, намерений и общего отношения, что делает общение более искренним и полным [2].

Функции невербальной коммуникации включают:

Дополнение и замена слов: Невербальные сигналы могут усиливать сказанное, делая его более понятным. Например, когда вы обнимаете друга и говорите, что рады его видеть, объятие усиливает ваши слова. Жесты и выражения лица помогают точнее передать смысл, как когда человек в театре показывает два пальца, прося два билета.

Противоречие словам: Невербальные знаки могут говорить иначе, чем слова. Если на вопрос «Вам интересно?» человек отвечает «Да», но отворачивается и выглядит смущенным, это может вызвать сомнения в его искренности. Невербальные реакции часто менее контролируемы и показывают настоящее отношение.

- **Замена речи:** Иногда жесты полностью заменяют слова. В шумной обстановке, например, можно жестами показать другу, что нужно выйти, или ведущий дискуссии может взглядом пригласить кого-то к выступлению.

- **Регуляция общения:** Невербальные сигналы помогают координировать разговор. Поворот головы к кому-то может показать, что пришло его время говорить, а изменение тона голоса может сигнализировать о завершении мысли. Эти знаки поддерживают поток общения.

- **Передача эмоций и ритуалов:** Невербальные сигналы показывают наши эмоции и отношение к ситуации, собеседнику и к себе. Даже в формальных ситуациях невербальные выражения влияют на восприятие разговора и помогают передать наши чувства.

Невербальная коммуникация-важная часть общения, позволяющая понять настроение человека и его отношение к происходящему, делая общение живым и многослойным.

Невербальные способы общения являются важной составляющей эффективной коммуникации, позволяя людям выражать эмоции и отношения, усиливать смысл сказанного и регулировать взаимодействие. Умение распознавать и использовать такие сигналы способствует глубокому взаимопониманию и укреплению связей между людьми. Понимание невербальных сообщений также помогает избегать недопониманий и конфликтов, создавая более гармоничные условия для общения. Таким образом, развитие навыков невербального общения повышает качество взаимодействий и делает общение более содержательным и искренним.

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УДК 37

AUTHENTICITY AS A METHODOLOGICAL CATEGORY IN TEACHING A FOREIGN LANGUAGE

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Түйін: Мақалада соңғы жылдары шет тілін оқытуда шынайылық маңызды әдістемелік санатқа айналуы жайын қарастырады. Дәстүрлі оқытудағы жеңілдетілген оқу материалдарының орнына, шынайы тілдік жағдайлар мен материалдарға басатериымдық берілуде, бұл студенттердің оқудан тыс қарым-қатынас жасау қабілетін дамытуды қамтамасыз етеді. Шынайы материалдарды қолдану акедемиялық тіл үйрену мен оны нақты өмірде қолдану арасындағы алиақтықты азайтып, оқытудың практикалық құндылығые арттырады.

Резюме: Статья рассматривает про то что последние годы аутентичность становится важной методологической категорией в обучении иностранным языкам. Традиционный подход с упрощенными учебными материалами сменяется акцентом на реальные, естественные ситуации, чтобы учащиеся могли развивать коммуникативные навык, необходимые за пределами классной среды. Использование аутентичных материалов помогает сократить разрыв между академическим изучением языка и его реальным применением, повышая практическую ценность оучения.

This article examines the rising significance of authenticity as a methodological category in teaching foreign languages. Traditionally, language instruction relied on simplified and highly controlled learning materials tailored to learners' levels. However, recent approaches in communicative competence and practical skills have emphasized authentic materials and realistic scenarios to help students develop the language skills they need outside the classroom. Using authentic resources not only bridges the gap between academic language learning and real-world application but also increases the practical value of learning. This article discusses various aspects of authenticity, its advantages, challenges, and applications, illustrating how it can be integrated into foreign language curricula.

In recent years, authenticity has gained prominence as a fundamental concept in foreign language teaching methodologies. Moving away from traditional approaches that focused on artificial language structures, educators now recognize the value of exposing learners to real-life materials and scenarios. This shift is part of a broader move toward communicative competence, the idea that language learners should be prepared not just for exams but for actual interactions in the target language. Authenticity in language teaching, therefore, seeks to replicate the linguistic and cultural nuances of real-world communication, providing learners with practical skills and cultural understanding necessary for effective interaction beyond the classroom[1].

Authenticity in language education can be understood through several distinct elements:

Authentic materials are resources not created specifically for language learning but for native speakers. This category includes newspapers, books, movies, advertisements, websites, and social media content. By engaging with these materials, learners gain exposure to how language is genuinely used, with all its idiomatic expressions, slang, and cultural references. Authentic materials offer more than vocabulary and grammar; they provide insight into how language operates within its cultural and social contexts[1][2].

Authentic tasks are designed to mimic real-life communication scenarios. These may involve activities such as writing an email, participating in a debate, or ordering food at a restaurant. The purpose of these tasks is to equip learners with the skills to manage practical situations in the target language. Unlike traditional exercises, authentic tasks focus on the functional use of language, encouraging learners to think about how to apply language knowledge in everyday contexts[3].

Interaction with native speakers is another critical aspect of authenticity. Real-time communication, whether through virtual exchanges or immersion experiences, exposes learners to natural language use. Unscripted interaction helps students adapt to spontaneous conversation, boosting their confidence and cultural awareness. This interaction is often achieved through exchanges, online language partners, or travel, giving learners firsthand experience of the target language community[4].

The concept of authenticity in language learning is grounded in several theoretical frameworks. One of the core theories is Communicative Language Teaching (CLT), which advocates for teaching language as a tool for real communication rather than as an academic subject. CLT posits that exposure to natural language helps learners internalize linguistic structures in meaningful ways, enhancing retention and transferability to new contexts.

Another framework is Task-Based Language Teaching (TBLT), which supports the use of real-world tasks as a central element of language instruction. By focusing on tasks that mimic everyday interactions, TBLT aims to develop both linguistic and cognitive skills, enabling learners to solve problems and think critically in the target language. This approach places high value on pragmatic competence—knowing how to use language appropriately in various social situations[2][5].

Finally, Sociocultural Theory, developed by Vygotsky, emphasizes the social aspect of language learning. Authenticity aligns with this theory, as it recognizes language as embedded within culture and social interactions. By interacting with native speakers or engaging with culturally rich materials, learners gain a deeper understanding of the social rules governing language use, which is essential for successful communication.

Despite its many advantages, implementing authenticity in language teaching is not without challenges.

Linguistic Complexity Authentic materials often contain complex vocabulary, idiomatic expressions, and rapid speech patterns that can be overwhelming for beginners. Teachers may need to carefully select or adapt resources to align with

learners' language proficiency levels, ensuring that the material is challenging yet manageable[6].

Cultural Barriers Authentic content frequently includes cultural references that may be unfamiliar to learners. For instance, jokes, historical references, and societal norms in movies or articles may not be immediately understandable. Teachers must bridge this gap by providing cultural explanations or encouraging discussions about the cultural context, fostering intercultural awareness.

Resource Limitations Finding or adapting authentic materials that suit specific learning goals and proficiency levels can be time-consuming. Additionally, some resources may not be readily accessible, especially for classrooms with limited technology. Teachers may need to curate or modify materials extensively, balancing authenticity with practicality.

Time Constraints Authentic tasks often require more time to prepare and execute, as they may involve complex, open-ended interactions that differ from traditional exercises. Balancing the time needed for authentic tasks with[1][7].

Teachers can introduce a variety of reading materials, including news articles, blog posts, and literature from the target language. These texts offer learners an opportunity to engage with different writing styles and genres, helping them develop skills for interpreting and responding to varied content[8].

Audio-visual resources such as YouTube videos, TED Talks, and films expose students to real speech patterns and pronunciation variations. These resources can be tailored to the learners' levels by incorporating subtitles, if necessary, and encouraging note-taking to reinforce listening comprehension[9].

A task-based approach allows learners to apply language skills in problem-solving scenarios. For instance, students may role-play a business meeting, conduct a simulated interview, or write a cover letter for a job. Such tasks not only improve language proficiency but also equip students with essential problem-solving skills[1][10].

Connecting learners with native speakers through online platforms, such as language exchange websites or social media, provides valuable practice in real-time communication. These interactions allow students to practice language in an unscripted setting, improving both their fluency and confidence[2].

The integration of authenticity into language education represents a shift toward more practical and engaging learning experiences. By focusing on real-world materials and tasks, educators can provide students with a more immersive and culturally relevant language environment. Despite the challenges, the benefits of authenticity, including increased motivation, real-world language competence, and cultural awareness, make it an invaluable component of modern language pedagogy. As learners are exposed to authentic materials and interactions, they acquire not only linguistic skills but also a nuanced understanding of the cultural and social aspects of language, preparing them for meaningful communication in diverse real-world contexts[1][11].

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LISTENING AND READING BASED ESSAY IN DEVELOPING CRITICAL THINKING SKILLS

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Түйіндеме: Бұл мақалада тыңдау және оқу арқылы эссе жазу сын тұрғысынан ойлау қабілетін дамытудағы тиімді әдіс ретінде қарастырылады. Сын тұрғысынан ойлау қазіргі білім беру жүйесіндегі негізгі дағдылардың бірі болып саналады, себебі ол студенттердің ақпаратты сараптап, оны объективті тұрғыдан бағалау қабілетін жетілдіреді. Автор тыңдау және оқу материалдарын талдау арқылы эссе жазудың студенттерге пайдалы әсерін талдайды, оның ішінде сыни ойлау қабілеттерін қалыптастыруға, аналитикалық дағдыларды дамытуға және логикалық құрылымды жақсартуға қосатын үлесін сипаттайды. Мақалада тыңдау мен оқуға негізделген тапсырмалардың сыни тұрғыдан ойлау қабілетін дамытудағы орны мен маңызы көрсетіледі.

Резюме: В данной статье рассматривается написание эссе на основе аудирования и чтения как эффективный метод развития критического мышления. Критическое мышление является одним из ключевых навыков в современной системе образования, так как помогает студентам анализировать информацию и объективно ее оценивать. Автор анализирует положительное влияние написания эссе на основе прослушанного и прочитанного материала на студентов, особенно в формировании их критического мышления, развитии аналитических навыков и улучшении логической структуры. В статье подчеркивается роль и значение заданий на основе аудирования и чтения в развитии критического мышления.

The ability to think critically is increasingly essential in today's information-driven world where individuals are constantly exposed to diverse perspectives and must navigate complex issues. Critical thinking enables individuals to evaluate

information objectively analyze sources of knowledge and draw reasoned conclusions. For students especially those in higher education critical thinking is a vital skill that enhances academic success professional competencies and lifelong learning. One effective approach for developing critical thinking skills in students is through listening and reading-based essay writing which encourages learners to engage deeply with content critically assess information and articulate reasoned arguments in response to diverse materials.

Listening-based activities play a central role in fostering critical thinking as they require students to focus actively interpret meanings and synthesize information from spoken sources. Listening skills are essential for understanding lectures participating in discussions and responding thoughtfully to audio-based content. In many educational settings listening-based activities often involve analyzing speeches debates interviews or podcasts on various topics. For example when students listen to a lecture or a recorded debate they must identify key arguments evaluate evidence and recognize biases. This process involves critical thinking as it requires students to go beyond passive listening and to assess the credibility relevance and implications of the spoken content. Similarly reading-based activities provide a valuable platform for developing critical thinking skills by engaging students in analyzing written texts. Reading fosters cognitive engagement by encouraging learners to identify main ideas assess the validity of arguments and detect underlying assumptions. Academic reading materials such as articles essays and reports often present arguments that students must evaluate and respond to critically. When students read they are exposed to different viewpoints and perspectives which can challenge their own beliefs and encourage them to adopt a broader outlook. Critical reading requires questioning the author's intentions examining the strength of evidence and considering the context in which the text was produced [1].

Integrating listening and reading-based tasks into essay writing activities further enhances students' critical thinking abilities. When students are asked to write essays based on what they have read or heard they engage in reflective thinking synthesizing information from various sources and articulating their perspectives. Essay writing encourages students to evaluate sources critically and structure their thoughts coherently. Through this process students develop skills such as forming well-reasoned arguments drawing evidence-based conclusions and presenting ideas in a clear and organized manner. Writing essays based on listening and reading tasks helps students internalize information and connect new knowledge to existing understanding thus reinforcing critical thinking skills. In addition essay writing based on listening and reading fosters a sense of intellectual curiosity and independence in students. By engaging with diverse sources of information students are encouraged to explore topics from multiple angles question assumptions and seek out evidence that supports or challenges ideas. This independent exploration is a hallmark of critical thinking as it promotes the development of self-directed learners who are capable of analyzing information critically without relying on external guidance. Furthermore students who engage in listening and reading-based essay writing are better prepared to approach complex problems in a structured and analytical manner an essential skill

in both academic and professional contexts. Listening and reading-based essay writing also promotes the development of other essential skills that are interconnected with critical thinking. For instance students learn to improve their analytical skills as they break down arguments evaluate sources and identify logical inconsistencies. This process of analysis helps them recognize patterns form connections and identify areas where information may be lacking. Additionally writing essays based on listening and reading tasks encourages students to hone their communication skills by expressing their ideas clearly concisely and persuasively. These communication skills are vital for effectively conveying complex ideas to different audiences a competency that is highly valued in academia and the workplace [2].

One of the benefits of using listening and reading-based essays to develop critical thinking skills is that it enables students to practice metacognition or the ability to reflect on their own thinking process. As students listen read and write essays they become more aware of their biases assumptions and limitations in understanding. This self-reflective practice allows students to critically assess their own thought processes identify potential areas for improvement and adjust their approaches to learning. Metacognition is a core component of critical thinking as it encourages students to think about thinking itself fostering greater self-awareness and promoting more objective decision-making. Additionally listening and reading-based essay writing offers educators the opportunity to introduce a wide variety of perspectives and topics which is essential for developing critical thinking. When students are exposed to diverse viewpoints they are encouraged to think more broadly consider alternative perspectives and evaluate different arguments. Exposure to varied viewpoints is particularly important in today's globalized society where students must navigate complex issues that require understanding cultural social and political nuances. By engaging with a range of perspectives through listening and reading students learn to consider multiple sides of an issue and to develop well-rounded informed opinions. Furthermore the integration of listening and reading-based essays into curriculum aligns with current educational trends that emphasize interdisciplinary learning and experiential education. These approaches encourage students to apply knowledge from multiple subjects and to connect theoretical learning with real-world applications. By engaging in listening and reading-based essay writing students not only develop critical thinking skills but also gain insights into how knowledge from different fields can be interconnected. For example a student studying environmental science might listen to a podcast on climate change read a report on renewable energy and then write an essay analyzing the effectiveness of current environmental policies. This interdisciplinary approach fosters critical thinking by requiring students to synthesize information from various disciplines and apply it to solve complex problems [3].

Listening and reading-based essay writing also supports the development of media literacy skills which are increasingly important in the digital age. As students engage with audio and written materials they learn to evaluate the credibility of sources identify potential biases and assess the reliability of information. Media literacy is closely linked to critical thinking as it involves the ability to question the

authenticity of information and to make informed judgments about its validity. In an era where misinformation is prevalent teaching students to critically assess media content is essential for preparing them to become informed and responsible citizens. Moreover listening and reading-based essays encourage students to practice empathy and perspective-taking skills which are vital for critical thinking. When students engage with texts or audio that present diverse perspectives they are encouraged to consider the experiences beliefs and values of others. This process helps them move beyond personal biases and fosters a more open-minded approach to problem-solving. Empathy and perspective-taking are crucial components of critical thinking as they enable students to understand the motivations of others appreciate different viewpoints and make more inclusive and ethical decisions. In order to effectively implement listening and reading-based essay writing as a tool for developing critical thinking educators can adopt several strategies. First it is important to select high-quality listening and reading materials that offer a range of perspectives and encourage deep analysis. These materials should challenge students to question assumptions think critically and engage with complex ideas. Educators should also provide structured guidelines for essay writing that emphasize critical analysis synthesis and evidence-based reasoning. By outlining specific criteria for evaluating arguments and providing clear instructions for organizing essays educators can support students in developing their critical thinking skills [4].

Another effective strategy for enhancing critical thinking through listening and reading-based essays is to incorporate collaborative activities. Group discussions peer reviews and collaborative brainstorming sessions can provide students with opportunities to share ideas receive feedback and learn from one another. Collaborative activities promote critical thinking by encouraging students to consider alternative perspectives and to critically evaluate their own arguments. Additionally these activities foster a sense of community and mutual respect which are essential for creating an environment where critical thinking can thrive. Feedback is also a crucial component of developing critical thinking skills through listening and reading-based essay writing. Educators should provide constructive feedback that focuses on the quality of students' analysis the coherence of their arguments and their ability to support ideas with evidence. Feedback that is specific and targeted helps students understand areas for improvement and encourages them to refine their critical thinking skills. Regular feedback reinforces the importance of critical analysis and helps students internalize the skills needed to produce well-reasoned arguments [5].

In conclusion listening and reading-based essay writing is a powerful tool for developing critical thinking skills in students. By engaging with audio and written materials students learn to analyze evaluate and synthesize information from diverse sources. This process fosters independent thinking encourages intellectual curiosity and promotes a more nuanced understanding of complex issues. As students develop their critical thinking skills they become better equipped to navigate the complexities of modern life make informed decisions and contribute meaningfully to society. In a world where information is abundant and perspectives are varied the ability to think

critically is an invaluable skill that prepares students for academic professional and personal success.

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VISUAL METHODS AND THEIR IMPACT ON VOCABULARY ACQUISITION IN FOREIGN LANGUAGE TEACHING AT UNIVERSITY

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Түйін: Жоғары оқу орындарында шет тілін оқытудың заманауи әдістері сөздік қорын тиімді игеру үшін визуалды әдістерді қолдануды қамтиды. Виртуалды және кеңейтілген шындықтағы кескіндер, инфографика, бейнелер, графиктер, схемалар және визуализация сияқты визуалды әдістер студенттерге сөздерді мағыналары мен контекстімен тезірек байланыстыруға көмектеседі, бұл есте сақтауды және лексиканы белсенді қолдануды жақсартады.

Резюме: Современные методики преподавания иностранного языка в вузах предполагают использование визуальных методов для эффективного усвоения словарного запаса. Визуальные методы, такие как изображения, инфографика, видео, графики, схемы и визуализация в виртуальной и дополненной реальности, помогают студентам быстрее ассоциировать слова с их значениями и контекстом, что улучшает запоминание и активное использование лексики.

Visual methods rely on visual associations, which contribute to the activation of visual memory. Visual representation allows students to see the ambiguity of words, cultural and linguistic contexts, enhancing the emotional perception of information and contributing to its deeper assimilation. Research shows that visual information is absorbed faster than auditory information and stays in students' memory longer.

Types of visual methods [1]:

- Infographics and diagrams help structure complex information by illustrating the relationship between words and concepts. Students learn new words better when they see their connections with other words and categories.

- Pictures and illustrations are the most effective when teaching vocabulary related to specific subjects or actions. They allow you not only to visualize words, but also to link them to a specific image.

- Video materials — develop an understanding of the context and cultural characteristics of the language, contributing to the assimilation of phraseology and idiomatic expressions. A video that combines visual and auditory elements facilitates the memorization process.

- Augmented and virtual reality create immersive environments where students can "immerse themselves" in the language environment. This approach is especially useful for mastering colloquial vocabulary and cultural nuances [2].

Visual techniques help to create stronger associations and reduce the cognitive cost of memorization. They allow students to understand the meanings of words faster, as well as develop associative thinking. Visual learning facilitates the transfer of new knowledge into long-term memory and increases students' motivation to learn a language.

Visual learning methods are based on the principles of cognitive psychology, which states that most information is absorbed through visual channels. According to the theory of dual coding by A. Paivio, information processing occurs in two ways: verbal and figurative [3]. The use of visual stimuli stimulates both of these processes, which leads to deeper and more reliable memorization. In the context of learning a foreign language, this allows students to more successfully assimilate new words and phrases, forming complete semantic structures supported by visual images.

It is important for teachers to integrate visual techniques that can be adapted to different teaching materials and lesson formats. The use of such methods allows you to create interactive learning sessions, motivating students to actively participate and stimulating their cognitive activity.

Here are some examples of the introduction of visual methods into university curricula [4]:

Mental maps and lexical networks — allow you to create structured representations of lexical fields, combining related words into a single visual system. This helps students to see how new words connect with already known ones, improving the cognitive organization of knowledge.

Role—playing games with visual materials - the addition of role-playing games with pictures, illustrations or the use of VR technologies helps to create context and activate vocabulary. This approach allows you to simulate real communication situations and practice vocabulary in natural conditions.

Vocabulary magazines with visual elements — The creation of illustrated vocabulary magazines or "visual dictionaries" encourages students to work independently on vocabulary. This not only develops memorization skills, but also motivates students to use the language outside the classroom environment.

The analysis of research shows that the use of visual methods in teaching a foreign language helps to improve long-term memory. For example, experimental data show that students using graphic and visual materials memorize better and retain new vocabulary in memory longer than those who study using traditional methods. At

the same time, it is noted that the combination of visual and textual representation of information helps to reduce cognitive overload and increase the effectiveness of learning.

Effective implementation of visual methods requires methodical training of teachers and the development of a strategy for the use of various visual materials. To achieve the best results, teachers need to [5]:

- to select visual materials in accordance with the level of language and the subject of classes — visual stimuli should be accessible and understandable to students.

- combine visual techniques with other types of learning activities — for example, using images for pre-text or post-text work to activate vocabulary and develop listening and reading skills.

- to ensure interactivity in working with visual materials — students can create their own visual maps or infographics, which will allow them not only to remember words better, but also to develop a creative approach to language learning.

The use of visual methods in teaching a foreign language at a university allows you to create a more effective and exciting learning process. It is important for teachers to develop multimodal approaches, combining traditional and visual methods, in order to increase the level of vocabulary acquisition, its actualization and practical application [6]. The introduction of visual methods into the educational process can significantly improve the quality of language education and contribute to the personal and professional growth of students.

Visual learning methods offer great opportunities to create a personalized and inclusive educational experience that takes into account the cognitive characteristics of students. In higher education, visual methods can become an important element of the pedagogical process, contributing to the development of critical thinking, improving lexical competence and, ultimately, improving the level of proficiency in a foreign language. Teachers should take into account the importance of students' individual characteristics and adapt visual approaches to their needs and learning style to ensure the best results.

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METHODS OF RENDERING KAZAKH REALITIES INTO ENGLISH, USED IN THE NOVEL THE PATH OF ABAI

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Түйін: Бұл мақалада қазақ тілінен ағылшын тіліне шындықтың берілу түрлері сипатталған. «Абай жолы» романын ағылшын тіліне аудару мәселелері көтеріліп, кейбір теориялық тұжырымдар да жасалған.

Резюме: В данной статье описаны виды передачи истины с казахского языка на английский. Подняты проблемы перевода романа «Абай жолы» на английский язык и сделаны некоторые теоретические выводы.

"The Path of Abai," a novel by Mukhtar Auezov, serves as a significant cultural bridge, showcasing the rich traditions, values, and realities of Kazakh society through the life of the renowned poet Abai Kunanbaev. Translating such a work into English presents unique challenges and opportunities for capturing the essence of Kazakh realities. This article explores the various methods employed to convey these cultural elements effectively.

Some Kazakh terms and phrases are translated directly, while others are adapted to fit English-speaking contexts. For instance, words related to traditional practices (like "kuy" for a type of music) might be explained in footnotes or glossaries to provide context. This strategy ensures that readers grasp the cultural significance without losing the original meaning [1].

Descriptive translations play a crucial role in conveying the sensory experiences tied to Kazakh life. Instead of merely translating a term, translators often elaborate on the concept. For example, the description of a traditional yurt might include details about its construction and significance, allowing readers to visualize and understand its cultural importance. Incorporating footnotes or endnotes helps clarify cultural references, providing readers with background information about Kazakh customs, historical events, and societal norms. This method not only aids understanding but also enriches the reading experience by contextualizing Abai's life and the societal backdrop against which he lived.

Translators sometimes draw parallels between Kazakh realities and familiar concepts in Western cultures. For instance, comparing the role of the aul (village) in Kazakh society to that of a close-knit community in the West can help readers relate to the text. This comparative approach fosters a deeper understanding of the societal structures present in Kazakh culture [2].

Kazakh culture is rich in symbolism, with elements such as nature, animals, and folklore playing significant roles. Translators often strive to preserve these symbols while ensuring they resonate with English readers. For example, the imagery of the steppe as a source of both beauty and hardship can be elaborated upon to emphasize its dual significance in Kazakh life.

Utilizing literary devices such as metaphor and simile helps convey complex cultural realities. By crafting evocative comparisons, translators can illustrate themes central to Kazakh identity, such as resilience, connection to nature, and the importance of community.

Translators pay close attention to the tone and mood of the original text to evoke similar emotional responses in English readers. The use of vivid language and emotive descriptions can transport readers into the heart of Kazakh experiences, enabling them to empathize with the characters and their struggles.

The depth of Abai's character, shaped by his cultural environment, is crucial to the novel. Translators work to convey not just the words but the underlying motivations and feelings that define Abai's journey, thereby allowing readers to engage with his story on a personal level.

Translating "The Path of Abai" into English involves a multifaceted approach that balances linguistic accuracy with cultural depth. By employing strategies such as descriptive language, contextualization, symbolism, and emotional resonance, translators can effectively render the rich tapestry of Kazakh realities. This careful rendering not only preserves the integrity of Auezov's work but also introduces readers to the profound cultural heritage of Kazakhstan, fostering greater understanding and appreciation across linguistic and cultural boundaries [3].

Translating "The Path of Abai" into English involves a multifaceted approach that balances linguistic accuracy with cultural depth. By employing strategies such as descriptive language, contextualization, symbolism, and emotional resonance, translators can effectively render the rich tapestry of Kazakh realities. This careful rendering not only preserves the integrity of Auezov's work but also introduces readers to the profound cultural heritage of Kazakhstan, fostering greater understanding and appreciation across linguistic and cultural boundaries.

Moreover, the translation of this novel serves as a vital cultural exchange, highlighting the universal themes of identity, struggle, and humanity that resonate with readers worldwide. It encourages dialogue between different cultures, showcasing how literature can bridge gaps and foster empathy. By immersing English-speaking audiences in the life and values of Abai and his world, the translation ultimately contributes to a broader appreciation of Kazakhstan's rich literary and cultural traditions. Through these efforts, "The Path of Abai" continues to inspire and connect readers, reminding us of the shared human experiences that transcend language and geography [4].

Here are some specific examples of methods used to render Kazakh realities into English in "The Path of Abai":

1. Linguistic Strategies

Direct Translation and Adaptation

Example: The term "kuy," which refers to a traditional form of Kazakh music, is translated directly, but additional context may be provided in footnotes explaining its cultural significance, such as its role in storytelling and community gatherings.

Use of Descriptive Language

Example: Instead of simply translating “yurt,” the translation might describe it as “a portable, tent-like dwelling made of felt, traditionally used by nomadic Kazakhs, symbolizing their connection to the land and their lifestyle.”

2. Cultural Contextualization. Explanatory Notes

Example: References to “bai” (wealthy landowners) might be accompanied by notes that explain the historical context of land ownership in Kazakhstan and its implications for social hierarchy.

Comparative References

Example: The concept of an “aul” (village) might be likened to a “tight-knit community” in Western contexts, helping readers understand its social dynamics and the importance of communal support.

3. Symbolism and Imagery. Preserving Symbolic Meanings

Example: The steppe is described not just as an open landscape, but as a “vast, windswept expanse that reflects the spirit of freedom and the hardships of nomadic life,” emphasizing its dual nature in Kazakh culture.

Literary Devices. Example: When discussing Abai’s relationship with nature, a translator might use similes like “the steppe was as unforgiving as the harsh realities of life,” drawing a vivid connection between the landscape and the struggles faced by the characters.

4. Emotional Resonance. Capturing Tone and Mood

Example: The emotional weight of a scene where Abai reflects on his heritage could be rendered with rich, evocative language, such as “Abai’s heart ached with the burdens of his ancestors, their dreams and sorrows whispering through the winds of the steppe.”

Character Development. Example: When portraying Abai’s inner conflict, a translator might emphasize his feelings of alienation by translating a passage about his struggles with identity in a way that highlights his introspection and longing for belonging, making it relatable to readers from different backgrounds [5].

These examples illustrate how translators can creatively and thoughtfully convey Kazakh realities in "The Path of Abai." By using these methods, they ensure that the cultural nuances and emotional depth of the original text resonate with English-speaking audiences, allowing them to engage meaningfully with the narrative and its themes.

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ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ АНТОНИМОВ В ТЕКСТЕ ХУДОЖЕСТВЕННОГО ПРОИЗВЕДЕНИЯ: ОПЫТ ЛИНГВИСТИЧЕСКОГО АНАЛИЗА

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Түйін. Мақалада М.Шахановтың шығармаларындағы антонимдерді қолдану ерекшеліктері мен функциялары қарастырылады.

Summary. The article discusses the features of the use and functions of antonyms in the works of M.Shakhanov.

Антонимия как противопоставление – понятие абсолютное, в то время как антонимы (ее реализация) всегда относительны и обусловлены их эмоционально-оценочной или стилистической характеристикой, лексической сочетаемостью и речевой ситуацией. Антонимы широко используются как в художественной литературе, так и в разговорной речи, представляя собой один из источников выразительности нашей речи.

Использование отобранных примеров, из произведений известного казахского поэта Мухтара Шаханова, определили отбор и систематизацию материала для данной работы. В его произведениях используются такие средства художественной выразительности, как метафоры, сравнения, гиперболы и перифразы. Особенным является и его подход к антитезе, противопоставлению, в основе которых лежит использование полных (абсолютных) и неполных (контекстуальных) антонимов. Для анализа нами использованы переводы лирических и эпических произведений М. Шаханова, сделанные Е. Евтушенко, М. Синельниковым, Л. Латыниным, Вл. Леоновичем, Ю. Нейман, Е. Рейном и др. На основе созданных классификаций обратимся к рассмотрению отдельных типов антонимов, используя примеры, отобранные нами из произведений Мухтара Шаханова, опубликованных в сборниках «Лики времени» (1982 г.), «Книга памяти» (1984 г.), «Время стреляет из лука» (1988 г.).

Очень часто встречаются антонимы в его лирических произведениях:

Здесь, на границе вечной *тьмы* и *света*

Запомни, друг, я истину постиг... (*Баллада о светлой боли*)

Встречаются они и в произведениях, относящихся к лиро-эпическому жанру. Так, в проанализированной нами поэме «Эхо» роль антонимов исключительно велика и разнообразна. Вот женщина просит смилостивиться над ней и взывает к жалости Жудай-хана:

1. Помилуй, хан, – большому *кораблю*

Немного чести – *лодку* утопить...

2. Ты *сокол*, хан, я – жалкий *воробей*

Напрасен гнев и грозные слова...

Основная функция антонимов (и общезыковых, и контекстуальных) – выражение противоположности, которая присуща семантике подобных противопоставлений и не зависит от контекста. Однако функция противоположности может быть использована с различными целями, о чем свидетельствует анализ антонимов из произведения М. Шаханова “Отрарская поэма о побежденном победителе, или просчет Чингисхана”. Здесь антонимы используются:

1) для указания на предел проявления качества, свойства, отношения, действия:

Пока подойдет золотая пора,
Где ясны границы и *зла*, и *добра*,
Иссякнут моря, пересохнет река,
Пройдут на земле не *года*, а *века*.

2) для актуализации высказывания или усиления образа впечатления:

Ты *черен*, как *ворон* на *белом снегу*.

3) для выражения оценки:

Ты смотришь с усмешкой, хоть телом ослаб,
Как будто я твой не *владыка*, а *раб*!

4) для утверждения двух противоположных свойств, качеств, действий:

Пусть Город не виден – трава и ковыль,
Но слава его не *легенда*, а *быль*.

5) для утверждения одного из противопоставляемых признаков, действий или явлений:

Ты слышишь, Отрар, то не ветры *поют*,
То Азия *плачет* над пеплом твоим.

6) для признания качества, свойства, возможного или утвержденного между двумя противоположными по значению словами:

Узнай, что мечта не *погибла* – *живет*!

Встречается использование контекстуальных антонимов для создания сарказма:

И что над челом твоим –
Шапка иль *женский платок*? (*Взывая к мужеству*)

Таким образом, выступая со стилистическим и лексическим заданием, антонимы выполняют стилистические и лексические функции создания резкого контраста, то есть антитезы. А этот стилистический прием с различными целями широко используют не только поэты и писатели, он с давних пор известен народной поэзии. Этим, очевидно, можно объяснить тот факт, что в поэмах и балладах М. Шаханова так часто встречаются ряды, определяющие антонимию слов *радость*, *счастье*, *добро*, *дружба*:

1. Терпел он невзгоды от бедности,
Но не *злей* становился – *добрее*... (*Доброта*)
2. О бедный наш мир, где *удача* с *бедой*
Ведут бесконечный отчаянный бой (*Отрарская поэма*)
3. *Радость* на дворе иль *беда* –
Надо их встречать самому. (*Царство доверия*)

Антитеза у М. Шаханова часто составляет канву описания и способствует созданию сопоставительной характеристики. Ей же свойственно внести особый лиризм в поэтическое произведение, наполнить его глубоким философским смыслом:

1. Бредет у *подножья*, кто был на *вершине*,
Кто был у *подножья*, достиг *высоты*. (*Встреча на улице Жарокова*)
2. Ты не *гранит*, джигит,
А серый тусклый *лед*. (*Взывая к мужеству*).

Очень часты, в силу отмеченной яркой выразительности, антонимические пары, которые отличаются традиционностью, входят в состав фразеологических оборотов, устойчивых выражений, пословиц, афоризмов. Они широко встречаются и в творчестве М. Шаханова, но и здесь самобытность поэта создает условия для их оригинального включения в контекст, отражающий авторское видение нравственно-эстетических, социально-гражданских проблем. Речь идет об использовании антонимов, встреченных нами на страницах его произведений: *свет и мрак, купить и продать, молодость и старость, рано и поздно, зной и холод, земля и небо, слабость и сила, восток и запад, лето и зима, конец и начало, ночь и день, белое и черное, жизнь и смерть*.

Ставшие образами-символами, эти антонимичные ряды оказывают большую помощь тем, кто занимается переводами и в выборе оптимальной информативной единицы, наиболее точно передающей замысел автора, обращается к антонимам. На использовании явления формально-логической контрастности, на замене какого-либо понятия в подлиннике противоположным строится так называемый прием антонимического перевода.

Определим функциональное назначение антонимов.

- 1) для указания на предел проявления качества, свойства, отношения, действия:

Пока подойдет золотая пора,
Где ясны границы и *зла*, и *добра*,
Иссякнут моря, пересохнет река,
Пройдут на земле не *года*, а *века*.

- 2) для актуализации высказывания или усиления образа впечатления:

Ты *черен*, как *ворон* на *белом снегу*.

для выражения оценки:

Ты смотришь с усмешкой, хоть телом ослаб,
Как будто я твой не *владыка*, а *раб*!

- 3) для утверждения двух противоположных свойств, качеств, действий:

Пусть Город не виден – трава и ковыль,
Но слава его не *легенда*, а *быль*.

- 4) для утверждения одного из противопоставляемых признаков, действий или явлений:

Ты слышишь, Отрар, то не ветры *поют*,
То Азия *плачет* над пеплом твоим.

5) для признания качества, свойства, возможного или утвержденного между двумя противоположными по значению словами:

Узнай, что мечта не *погибла* – *живет*!

б) для указания на значение чередования, последовательности фактов, из которых один не может быть одновременно с другим, исключая другой:

Так жизнь продолжается –

Вечное противоборство

Двух сутей, двух сил бытия:

Тулпара и *клячи*.

Души и *бездушья*... (*Взгляд на мужчин*)

В ходе анализа мы выделили ряды, определяющие антонимию слов *радость, счастье, добро, дружба*:

1. Терпел он невзгоды от бедности,

Но не *злей* становился – *добрее*... (*Доброта*)

2. Все же до сих пор душа готова

Ожидая *радость*, встретить *грусть*...

(Почему меня назвали Мухтаром)

3. А ты родился – не на *счастье* нам – на *беду* (*Поиск сути*)

Антитеза прослеживается в ярких строках произведений:

Бредет у *подножья*, кто был на *вершине*,

Кто был у *подножья*, достиг *высоты*. (*Встреча на улице Жарокова*)

Вновь обращаясь к дидактическому аспекту проблемы, укажем на возможность использованного нами материала для внеаудиторной работы по краеведению, а также на его синкретичный характер, дающий возможность интегрировать знания учащихся, полученные на уроках русского языка и литературы [1;2].

План антитезы, обусловленной противопоставлением, исследуется также при изучении произведений «Горе от ума» А.С.Грибоедова, «Капитанская дочка» А.С.Пушкина, «Отцы и дети» И.С.Тургенева, «Хамелеон» А.П.Чехова.

Таким образом, мы обращаем внимание на то, что в процессе исследования текста следует подвергать анализу не только единичные оппозиции антонимов. Изучение высказываний, вырванных из естественного потока речи, дает недостаточное представление о реальном функционировании антонимов в речи. «Семантика по своему существу не может замыкаться в сфере изучения изолированных единиц независимо от того, будет ли этой единицей слово или даже целый абзац..., ибо системность языка – это не только система его отдельных средств, но и система коммуникации», – справедливо утверждает В.А.Иванова.

Анализ текстов художественных произведений убеждает нас в справедливости данного тезиса и дает представление о том, что среди средств создания образности одно из центральных мест принадлежит антонимии.

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О СЛОВАРНО-ОРФОГРАФИЧЕСКОЙ РАБОТЕ В ШКОЛЕ

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Тўйин. Мақалада мектептеги сөздік және орфографиялық жұмысты ұйымдастыру мәселесі, оқушылардың әдеби тілдің лексикалық, грамматикалық, айтылу және емле нормаларын меңгеруіне бағытталған құралдар ұсынылған.

Summary. The article is devoted to the issue of organizing vocabulary and spelling work at school which aimed at mastering lexical, grammatical, pronunciation and spelling norms of the literary language by the students.

Словарно-орфографическая работа в школе является важной частью обучения грамотному письму и владению языковыми нормами. Сложность русского языка требует постоянного развития навыков правописания, что особенно актуально для слов с непроверяемыми орфограммами и словами с особенными правилами написания. Эта область обучения включает формирование у школьников словарного запаса, улучшение орфографической зоркости и развитие способности к самостоятельному запоминанию сложных слов. В условиях современных образовательных стандартов становится необходимым внедрение эффективных методов и приемов, которые бы обеспечивали не только механическое запоминание, но и глубокое понимание учащимися лексических и орфографических норм. Работа над расширением словарного запаса школьников - одно из главных направлений в развитии их речи. В школе обучение русскому языку включает изучение слов с непроверяемыми написаниями, что называется словарной работой и предполагает понимание значения и запоминание правописания таких слов. Однако, по мнению учёного Л. В. Савельевой, термин «словарные слова» не совсем удачен, так как не раскрывает сути орфографического явления. При изучении таких слов учащиеся должны запоминать их написание через пояснения учителя, а не из словаря [1].

О. Н. Левушкина и Н. Ю. Зотова отмечают, что непроверяемых написаний около 30–35% по сравнению с проверяемыми, что делает необходимым особое внимание к этим словам. В. В. Ераткина подчёркивает, что механическое запоминание таких слов малоэффективно, поскольку ошибки

в них встречаются даже у старшеклассников [2, 3]. Практика показывает, что рациональный подход к изучению непроверяемых орфограмм, активизирующий мышление и память, значительно повышает эффективность обучения. В этом случае важно применять такие методы, которые стимулируют умственную деятельность и лучше закрепляют материал в памяти школьников.

Какой должна быть организация словарной и орфографической работы, и каким образом она осуществляется? Словарно-орфографическая работа представляет собой комплекс целенаправленных и систематических упражнений, направленных на усвоение учащимися лексических, грамматических, произносительных и орфографических норм литературного языка. Для обеспечения высокого уровня грамотности в письме следует применять разнообразные методы и приёмы, которые способствуют прочному запоминанию написания словарных слов и позволяют учителю эффективно организовать работу с ними. Таким образом, необходим пересмотр подхода к обучению лексике и орфографии на уроках русского языка.

Для обучения школьников умению писать слова с непроверяемыми орфограммами в методике орфографии имеются различные методы, подробное описание комплекса которых представлено в учебном пособии М. Т. Баранова [4]. Среди них ученый отмечает следующие: послоговое орфографическое проговаривание слова; многократная запись слова; этимологический анализ слова; составление таблиц из слов с непроверяемыми орфограммами; подбор однокоренных слов. Остановимся на рассмотрении каждого из них подробнее.

Послоговое орфографическое проговаривание слова опирается на речедвигательную (кинестетическую) орфографическую память. Слово с непроверяемой орфограммой орфографически четко проговаривается по слогам учителем (например, ко-ри-дор), затем учащиеся хором произносят это слово несколько раз по слогам. Многократная запись слова с непроверяемой орфограммой использует возможности моторной (пальцевдвигательной) орфографической памяти. Подбор однокоренных слов с непроверяемой орфограммой увеличивает количество усваиваемых слов. Составление таблиц из слов с непроверяемыми орфограммами. Определенную роль играет зрительное восприятие ряда слов с тождеством непроверяемых орфограмм, например: воробей, ворона, сорока. Этимологический анализ слов с непроверяемыми орфограммами для орфографических целей применяется только в том случае, если имеется простая понятная учащимся этимология и если этимологически исходное слово имеет ударную гласную в корне слова.

Работа над словами с непроверяемыми орфограммами начинается с объяснения их значения. Чтобы ученики лучше запомнили слова, полезно, чтобы они находили их в тексте сами, а при затруднениях пользовались толковым словарем. Слова с конкретным значением можно сопровождать изображениями или предметами. Иногда полезно обращаться к этимологическому словарю, чтобы показать связь с корневыми словами, что упрощает запоминание.

Этимологические словари. Учитель объясняет происхождение слова, дети составляют, записывают и произносят его. Пример: древнерусское «рогатое животное, пасется на подножном корме» - корова.

Толковые словари. Учитель объясняет значение слова без его упоминания, дети угадывают и записывают его, что развивает внимание и обогащает словарный запас. Примеры: «лиственное дерево с белой корой и сердцевидными листьями» - береза.

«Картинные» словари. Учащиеся подбирают признаки и действия к изображениям слов и пишут небольшие сочинения, используя изученные слов

Регулярная практика с трудными словами и использование словарей позволяют школьникам постепенно совершенствовать грамотность и выразительность речи. После ознакомления со словами с непроверяемыми орфограммами ученики произносят слово, ставят ударение, проводят разбор, выявляют несоответствия между звучанием и написанием, фиксируют в словаре и выделяют орфограммы. Для закрепления материала полезно находить однокоренные слова, подбирать синонимы и антонимы, составлять с ними предложения и рассказы. Работа с такими словами систематически продолжается на уроках через упражнения: диктанты, кроссворды, пословицы, загадки и игровые задания.

Слова с трудными орфограммами легче запоминаются при тематической группировке. Упражнения, такие как «Слово в слове», ассоциации и рифмы, помогают активизировать ассоциативное мышление. «Слово в слове». В слове выделяют другое, меньшее по размеру, с ударным гласным для запоминания орфограммы. Примеры: котлета - кот, комбайн - ком, кровать - кров.

Ассоциация. Для запоминания сложных слов подбирается ассоциативное слово с таким же ударным гласным. Примеры: морс - москвичи, торт - товарищи. Рифмы. Легкие стихи помогают запоминать написание слов. Пример:

«Копейка, копыто, корабль, корзина - пишем с буквой «о»,» - сказала Зина. Поиск. Найти в словаре слова с одинаковыми гласными или со слогом «ко» (карнавал, коридор). Группировка. Слова группируют по родам, числам, склонениям, частям речи и по типам орфограмм.

Облегчить работу с трудными словами помогают современные технические средства обучения. С помощью презентаций, видеороликов ученики легко представляют себе новое слово. Яркое выделение орфограммы способствует её лучшему запоминанию. Используя различные тренажёры, дети неоднократно повторяют и проверяют изученное. Используя интернет (социальные сетевые сервисы или сервисы Web 2.0.), создаются сетевые проекты. Во время работы над сетевым проектом ребята уточняют значение понятия «словарные слова», самостоятельно группируют и выделяют группу слов, над которой они хотели бы работать, планируют работу, постоянно оценивают свои продвижения, обмениваются информацией с другими участниками проекта.

Особое внимание следует уделить диктантам, которые развивают орфографическую зоркость учащихся [5, 4].

Творческие диктанты. Сюда входят задания на составление текста по ключевым словам или создание фрагмента текста на основе картины. Это помогает обогатить словарный запас и развить воображение у детей.

Выборочные диктанты. Учитель произносит текст, а ученики записывают только словарные слова. Например, можно диктовать слова с парными согласными на конце и в середине слова.

Диктант «Проверю себя». Учитель диктует текст, и ученики пишут его, пропуская сомнительные слова. Затем они могут спросить о написании нужного слова, после чего его правильный вариант вводится в текст. Учителю важно поддерживать учеников, чтобы они не боялись задавать вопросы.

Обоснованный диктант. Учитель диктует слова с безударными гласными, которые проверяются ударением. Ученик подбирает проверочные слова, объясняя орфограмму.

Диктант «Нужно найти слово». Учитель произносит предложения, а ученики подчеркивают слова, написание которых можно проверить.

Контрольный диктант. Проводится в конце четверти или года для оценки общего уровня знаний учащихся по пройденной теме.

Система словарно-орфографической работы, апробированная в школьной практике, демонстрирует хорошие результаты: заметно снижается количество ошибок в письменной речи учащихся, а их устная речь становится более точной и грамматически правильной. В ходе работы над словарными словами школьники развивают различные мыслительные операции, такие как наблюдение, анализ, сравнение, выявление сходств и различий, что способствует формированию у них навыков обобщения, выведения закономерностей и подведения итогов. Таким образом, комплексный подход к словарно-орфографической работе не только улучшает орфографическую грамотность, но и оказывает положительное влияние на общее развитие учащихся, формируя у них прочные языковые знания и умения, необходимые для успешной учебной деятельности и повседневной коммуникации.

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SPEECH RECOGNITION TECHNOLOGIES IN PHONETICS EDUCATION

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Түйін: Сөйлеуді тану технологиялары студенттердің мотивациясын арттыруға және дұрыс айтылымды меңгеру процесін жылдамдатуға қабілетті фонетиканы оқытудың қуатты құралы болып табылады.

Резюме: Технологии распознавания речи представляют собой мощный инструмент для обучения фонетике, способный повысить мотивацию студентов и ускорить процесс овладения правильным произношением.

In recent years, speech recognition technologies have been widely used in teaching foreign languages, especially in the development of phonetic skills. These technologies provide automatic pronunciation assessment and offer students accurate and prompt feedback. This allows users to improve their pronunciation skills, correct mistakes and minimize accent, relying on an individual approach and frequent practice.

An important feature of such technologies is the ability to analyze speech parameters such as intonation, stress, rhythm and articulation, which makes the learning process more accurate and effective. Speech recognition programs provide data on how the student deviates from the standard pronunciation, and provide recommendations for its correction. Such technologies also reduce the dependence of students on teachers and provide an opportunity for independent learning.

Despite significant advances, there are some limitations in the use of speech recognition technologies. Programs may not always adequately perceive regional accents or atypical speech patterns. There is also a problem with recognition accuracy at earlier stages of learning, when students' pronunciation is still far from standard.

Modern technologies are changing the way we learn, especially in the field of teaching foreign languages. One of the key innovative tools is speech recognition, which is becoming an indispensable assistant in teaching phonetics. Teaching correct pronunciation has always been one of the most difficult tasks for teachers and students, but speech recognition technologies make this process much easier.

Principles of speech recognition technologies in teaching phonetics. Speech recognition technologies use artificial intelligence (AI) algorithms to analyze spoken speech by comparing it with samples of standard pronunciation. Such systems can evaluate various parameters of oral speech, including [1]:

- Sounds and phonemes – the program analyzes how well individual sounds of the language are pronounced.

- Intonation and rhythm – analyzes the melody of speech, its tempo and rhythm.

- Accents – evaluates the correctness of the emphasis in words and sentences.

Speech recognition technologies provide feedback by pointing out pronunciation errors and suggesting ways to correct them. This approach contributes

to a more detailed analysis of speech, which is difficult with traditional teaching methods.

The advantages of using technology in teaching phonetics. Individual feedback. Students receive instant recommendations for improving pronunciation, which significantly increases the effectiveness of the educational process. Unlike regular classes, where the teacher may not be able to give detailed feedback to all students, technology allows each student to work at an individual pace [2].

Autonomous learning. Students can practice outside of the classroom, which contributes to more repetition and improved pronunciation quality. This is especially important for those who cannot constantly interact with the teacher.

Continuous practice. Programs and applications using speech recognition technologies allow students to practice at any time, giving them the opportunity to repeat and practice complex aspects of phonetics many times.

Motivation. Constant feedback encourages students to improve their results and achieve a higher level of pronunciation. This can increase self-confidence and motivation to learn a language.

Despite the obvious advantages, the use of speech recognition technologies in teaching phonetics has its limitations [3]:

- Recognition accuracy. Not all systems can accurately recognize speech with strong accents or with obvious phonetic errors. In the early stages of language learning, when pronunciation is very different from the norm, the system may give inaccurate results.

- Cultural and dialect differences. Many programs do a better job with neutral standard pronunciation, but they do not always correctly perceive dialect or regional accents. This can lead to problems for students whose pronunciation varies depending on their native language or region.

- Dependence on technology. Although autonomous learning is an advantage, it can lead to a reduction in the role of the teacher. Teachers play an important role in correcting errors that technology may not notice, and in providing additional explanations that help students better understand the phonetic features of the language.

Examples of using speech recognition technologies. Some popular language learning platforms and applications are already actively using speech recognition technologies [4]:

- Duolingo – provides pronunciation exercises using speech recognition that help students correct mistakes in real time.

- Rosetta Stone is a platform that actively uses this technology to improve pronunciation and develop speaking skills.

- Google and Apple have also implemented speech recognition technologies in their voice assistants (Google Assistant and Siri), which can be used for educational purposes to train pronunciation.

With the introduction of innovative technologies into the educational process, pronunciation and phonetics education is undergoing revolutionary changes. One of

the most promising technologies is speech recognition, which significantly speeds up and simplifies the process of mastering the correct pronunciation in a foreign language. In this text, we will consider the key aspects of using this technology, its capabilities, as well as possible limitations.

The mechanism of speech recognition technologies

Speech recognition technologies are based on the use of machine learning and artificial intelligence algorithms. These systems are trained to analyze the user's speech by comparing it with reference samples, after which estimates are given for various parameters:

Phonetic matching – the system analyzes how accurately individual sounds are pronounced, taking into account their phonetic environment.

Pronouncational integrity – the structure of words and sentences, the fidelity of intonation and rhythm are analyzed.

Phonological errors – deviations from the standard pronunciation are revealed, which can affect the understanding of speech by native speakers.

Advantages of speech recognition technologies in teaching phonetics

A high degree of personalization. Speech recognition technologies make it possible to adapt the learning process to each student. They can take into account the initial level of language proficiency and adjust the exercises according to specific pronunciation problems.

Real-time feedback. The programs immediately after completing the task give students information about which sounds or intonation constructions were performed incorrectly, which allows students to instantly correct mistakes and not fix incorrect pronunciation patterns.

Mass use. These technologies make it possible to train a large number of students at once, which is especially important for mass online courses or in conditions when the teacher has limited time to work with each student individually.

Improved confidence. Students can practice on their own, which reduces the fear of mistakes that occurs in the classroom. Thanks to frequent and informal practice, students feel more confident in using a foreign language in real life.

Problems and challenges related to the use of technology. Limited accuracy in the initial stages of training. Students with very low pronunciation levels may face difficulties, as the speech recognition system may misinterpret their attempts to reproduce sounds. This can lead to false corrections and make the learning process more difficult.

Incomplete adaptation to different accents and dialects. Although modern systems are already able to recognize various regional accents, many of them are still focused on standard pronunciation forms such as "American English" or "British English". This can create difficulties for students whose pronunciation differs significantly from these standards.

Technical difficulties. To fully use speech recognition technologies, high-quality equipment is required - microphones, headphones, as well as a stable Internet

connection, which may not be available in some regions or for certain groups of students.

Dependence on machine analysis. Although speech recognition technologies have powerful capabilities, they are not always able to take into account contextual errors that may occur during oral speech. A human teacher can offer more nuanced and detailed feedback that takes into account the specifics of the speech context.

Speech recognition technologies play an important role in modern phonetics education. They significantly improve the process of learning a foreign language by offering students personalized feedback and the opportunity to practice independently. However, it is important to take into account their limitations and not forget about the role of a teacher who can help correct mistakes and provide a deeper understanding of phonetic nuances. In the future, it is expected that these technologies will become even more accurate and inclusive, which will open up new horizons in pronunciation training.

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FEATURES OF TEACHING ENGLISH IN THE FRAMEWORK OF THE UPDATED CONTENT OF EDUCATION

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Түйін: Бұл мақалада қазақстандық орта білім беру мазмұнын жаңарту жағдайында кіші мектеп оқушыларына ағылшын тілін оқытудың әдістемелік негіздерін анықтау мәселесі өзекті болып табылады.

Резюме: В статье рассматривается проблема определения методологических основ обучения младших школьников английскому языку в условиях обновления содержания казахстанского среднего образования.

The updated content of education emphasizes a more holistic and integrated approach to learning. In this context, teaching English has evolved significantly, focusing not just on language proficiency but also on critical thinking, creativity, and intercultural competence. This article explores the key features of teaching English within this modern educational framework.

The updated curriculum stresses the importance of communication skills. Teaching English now prioritizes interactive methods that encourage students to engage in real-life conversations. This approach fosters fluency and confidence, allowing learners to express themselves effectively in diverse contexts.

In the past, English instruction often focused on isolated skills like reading, writing, listening, and speaking. The updated content promotes an integrated skills approach, where students practice multiple skills simultaneously. For example, a lesson might involve listening to a dialogue, discussing it in pairs, and then writing a summary, thereby reinforcing learning through interconnected activities.

Modern English teaching encourages critical thinking and creativity. Lessons are designed to challenge students to analyze texts, question assumptions, and create original content. Activities such as debates, role-plays, and project-based learning enable students to develop these essential skills while using English [1].

As globalization increases, understanding different cultures becomes crucial. The updated curriculum incorporates intercultural education, helping students to appreciate diverse perspectives. This includes studying literature from various English-speaking countries, discussing cultural norms, and exploring global issues through the lens of English.

The use of technology in English teaching has become essential. Digital tools and resources, such as language learning apps, online platforms, and interactive whiteboards, enhance the learning experience. These technologies facilitate collaboration, provide access to authentic materials, and allow for personalized learning paths.

The updated content framework promotes formative assessment as a way to support student growth. Teachers are encouraged to use various assessment methods, such as peer reviews, self-assessments, and portfolios, to monitor progress and provide constructive feedback. This shift focuses on learning processes rather than solely on final outcomes.

Teaching English in the context of the updated content of education reflects a dynamic and student-centered approach. By integrating communication skills, critical thinking, intercultural competence, and technology, educators can create engaging and relevant learning experiences. This holistic methodology not only enhances language proficiency but also prepares students for the complexities of the modern world.

A significant feature of the updated educational framework is the shift towards learner-centered pedagogy. This approach recognizes students as active participants in their own learning process. Teachers facilitate rather than dictate, encouraging students to take ownership of their learning journey. Techniques such as collaborative

learning, group projects, and personalized learning plans are vital in this context, allowing students to explore topics of interest and relevance.

Teaching English is increasingly contextualized, meaning that lessons are tailored to reflect students' real-life experiences and interests. By incorporating relevant themes and topics—such as environmental issues, technology, or social justice—teachers can make lessons more engaging and meaningful. This relevance not only boosts motivation but also aids in retention and application of language skills.

Emotional intelligence (EI) is gaining recognition as a vital component of effective learning. English language teaching now incorporates strategies that foster EI, such as empathy-building exercises and discussions about emotions and personal experiences. By cultivating a supportive classroom environment, students feel more comfortable expressing themselves and taking risks in their language use [2].

Recognizing the diverse needs of learners, differentiated instruction is a cornerstone of modern English teaching. Teachers are encouraged to tailor their methods, materials, and assessments to accommodate various learning styles, abilities, and interests. This could involve using varied texts, offering multiple project options, or providing additional support for struggling students, ensuring that every learner can thrive.

Collaboration is key in the updated educational content. English lessons often involve group work and peer learning, promoting social interaction and teamwork. These collaborative activities not only improve language skills but also help students develop essential soft skills, such as negotiation, problem-solving, and leadership.

To effectively implement the updated curriculum, ongoing professional development for teachers is essential. Educators are encouraged to engage in workshops, training, and peer collaboration to stay updated on best practices and innovative teaching strategies. This continuous learning ensures that teachers are equipped to meet the evolving needs of their students.

The features of teaching English in the framework of the updated content of education reflect a transformative approach that prioritizes student engagement, relevance, and holistic development. By focusing on communication, critical thinking, emotional intelligence, and collaboration, educators can create a rich and dynamic learning environment that prepares students not just for exams, but for life in an interconnected world. Embracing these features will ensure that English language teaching remains relevant, effective, and inspiring for learners [3].

The updated curriculum focuses on a more holistic and integrated approach to English language teaching. Key teaching features include:

Communicative approach: The focus is on developing communication skills through active and interactive methods, which helps students build confidence in using the language.

Integrated language skills: Teaching is delivered through a combination of reading, writing, listening and speaking, enabling students to use the language in complex situations.

Developing critical thinking: Learning tasks focus on analysing, evaluating and generating new ideas, which helps students become more independent thinkers.

Intercultural competence: Lessons include the study of different cultures and social contexts, which promotes respect for diversity and improves intercultural communication. Technology integration: The use of digital tools and resources enriches the learning process, allowing students to interact with relevant materials [4].

Formative assessment: Learning-focused assessment helps identify students' strengths and weaknesses and provides opportunities for improvement. Learner-centred: Teaching is structured around the interests and needs of students, which encourages deeper engagement. Contextualised learning: Topics and tasks are linked to real life, making language learning more relevant and interesting.

Emotional intelligence: Lessons include elements that promote emotional awareness and emotional management skills, helping to create a supportive environment.

Differentiated approach: Different learning styles and levels are taken into account, allowing each student to achieve success at their own pace.

Collaboration: The importance of group work and interaction among students to develop social and team skills.

Professional development of teachers: Ongoing training and exchange of experiences between teachers ensures that teaching methods are relevant.

These features make English language teaching more flexible and effective, preparing students for the challenges of the modern world and promoting their personal and professional growth.

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ОРГАНИЗАЦИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ НА УРОКЕ

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Түйін. Мақалада орыс тілінің іс-тәжірибелік сабақтарында студенттердің өз бетінше орындалатын жұмыстарын тиімді ұйымдастыру жолдары қарастырылған

Түйінсөздер: оқыту, білім беру, технология, әдіс-тәсілдер, оқушының белсенділігі, жағдай, ұйымдастыру, тиімділік, дүниетаным, кеңес беру.

Summary. The article looks at ways to effectively organize the student's independent work on Russian language practical classes

Keywords: training, education, technology, methods, student activity, situations, organization, efficiency, worldview, counseling.

В настоящее время в нашей стране создается новая система образования, которая ориентирована на вхождение в мировое образовательное пространство. В связи с этим в последнее время разрабатываются и внедряются в практику различные педагогические технологии обучения. Перед каждым преподавателем ставится задача повышения успеваемости студентов. Но средний ритм работы, выбранный преподавателем на уроке, может быть удобным для студентов, быстрым для остальных, даже медленным для некоторых. Поэтому преподаватель должен использовать на уроке новые технологии, повысить качество обучения. Каждый метод обучения включает в себя самостоятельную работу студентов. Задача метода обучения - повысить самостоятельность студентов. Самостоятельная деятельность студентов повышает их активность [1, 99].

Студенческая активность - это не только приобретение знаний и навыков, необходимых для обучения, но и умение использовать их на практике, в жизни. Например, для того, чтобы понять докладываемый материал преподавателя, необходимо внимательно выслушать студента, а для расширения и пополнения знаний, самостоятельно выполнять такие работы, как чтение, контроль, опыт, написание, рассуждение. По мнению Байтурсынова: «...ребенок должен получить образование через опыт самостоятельно» [4, 143].

Самостоятельная работа - работа, выполняемая без помощи преподавателя в течение специально отведенного времени. При организации самостоятельной работы необходимо учитывать следующие ситуации:

- определение цели и содержания самостоятельной работы;
- составление плана организации самостоятельной работы;
- ориентация на работу студента.

Самостоятельная работа студента является эффективным способом формирования умений и навыков. Студенты, обращаясь к самостоятельной работе, могут раскрыть свои способности и расширить свои возможности в соответствии с современными требованиями жизни. В принципе, самостоятельная работа студента считается наиболее эффективной. В этом деле необходимую роль играет поиск.

Поиск - это явление, свойственное природе студента. Есть студенты, которые любят собирать новые сведения самостоятельно, познавать многие вещи. Самостоятельная работа необходима для деятельности всех студентов в различных сферах деятельности. Формирование поисковых качеств любого студента осуществляется посредством различных форм и методов обучения. Например: организация научного общества студентов. Как говорится выше, к поисковой работе, к самостоятельной работе следует приобщать с первого дня

обучения в университете. С этого периода необходимо прививать им веру в себя, ориентировать их мировоззрение. Польский учитель Янош Корчак сказал: «Педагог тот, который не комкает, а формирует, не диктует, а учит..., переживает вместе с ним много вдохновляющих минут...». Поэтому наши всесторонние отношения оказывают огромное влияние на студента. Хорошее, красивое слово остается в сердцах навсегда. Его успеваемость, высокий уровень знаний зависит от мастерства преподавателя. Поэтому при проведении самостоятельной работы можно использовать различные приемы, выполнить одно задание несколькими способами.

Образование включает в себя активную деятельность, как преподавателя, так и студентов. Как бы ни старался преподаватель, если студенты не обучаются, процесс познания и восприятия отсутствует. Главное научить их работать самостоятельно. Настоящий преподаватель не тот, кто учит, а тот, от которого учатся обучаемые.

Обучение включает в себя: преподаватель передает определенные знания и контролирует процесс их усвоения. Недостаточно дать информацию, необходимо помочь развить навыки академической работы, умение использовать полученные знания.

При организации самостоятельной работы необходимо совмещать одну работу с другой. Содержание работы: ввод материалов, сообщений из повседневной жизни. Предпочтительнее выполнять самостоятельные работы на дому, тогда работа преподавателя не активна, только консультирование. Работа студента, выполняемая им самостоятельно, является одним из новшеств. Самое главное, увеличивает свои знания, повышает активность, способствует совершенствованию поисковых способностей [2, 48]. Можно преобразовать самостоятельную работу студентов на уроках русского языка.

Кроме того, с помощью профессора Жауынбая Караева «уровневые дифференцированные технологии» можно проводить самостоятельно со студентами. Цель уровневого обучения - обеспечить усвоение учебного материала каждым студентом на уровне своего развития. Это поможет студенту развивать мышление, воображение и память, желание, активность, повысить качество знаний. Лично я пользуюсь некоторыми элементами этого технолога.

Самостоятельная работа - это начало творческой работы. Поэтому невозможно развивать творческие способности студентов, без их самостоятельной работы. Одна из форм развития речи студентов – это чтение. Большое внимание уделяется совершенствованию техники обучения чтения. На уроках русского языка учатся самостоятельно выразительно читать текст и осмысливать его. Качество обучения самостоятельному обучению развивает мыслительные способности, язык, мировоззрение студентов.

Студент должен правильно донести свои чувства в соответствии с нормами русского языка. При изучении учебной дисциплины мы даем студентам выполнить следующие работы: чтение, объяснение, изложение, вопросы-ответы по грамматике (они проводятся устно). План, изложение, написание сочинения, анализ - это производится письменно.

I. Самостоятельная работа студентов по русскому языку:

Словообразовательная работа.

Увеличение словарного запаса

Какая красивая девушка?

А-красиво, тактично.

С-красавица, очаровательная.

Е-трудолюбивый, невнимательный, умелый.

М-добрый, культурный.

Рассмотрев вопрос, продолжит эту работу при помощи задания «Эрудит».

Прекрасная красивая, привычная девушка. Асем признается, как душа ...

II. Составление предложений.

Например: дать задание себе, чтобы составить восклицательные предложения.

На весеннюю тематику пришли: Ура, весна! Увы, но идет снег!

Ах, весна, воздух свежий! и т. д.

Теперь превратить эту лепту в предложенное предложение самостоятельно.

Информативное предложение: Пришла весна. Снег начал таять. Весенний воздух чистый.

На всех дисциплинах обучения студентам даются и другие виды самостоятельной работы. Важность самостоятельной работы - это способность студентов самостоятельно выполнять свои задания, способствовать повышению активности на уроке, формированию их творчества [3,101].

При использовании самостоятельной работы на занятиях студент всё время в поиске. Это способствует непрерывной работе в разностороннем мышлении. Умение самостоятельно работать служит основой для занятия научной деятельностью. А наука - это одна из самых трудных и сложных сфер деятельности, требующая много информационных знаний, умений и навыков. Эффективность научной работы зависит от широты кругозора студентов, образованности, информационной культуры.

Молодой исследователь, занимающийся научной работой, выбранной среди студентов, должен быть грамотным, многоотраслевым.

Знания, полученные своим трудом, сохраняются в памяти студента много времени. Если каждый студент присоединяется к активной мыслительной деятельности на уроке, стоит перед необходимостью преодоления трудностей, стремится сделать вывод и обобщение, самостоятельно найти ответы на различные вопросы, можно сформировать познавательную активность.

В заключение хочется сказать о том, что студент аккуратно владеет знаниями только в том случае, когда он умеет самостоятельно работать. А если в процессе обучения не проявляет каких-либо способностей к самостоятельной работе, то полученные знания быстро забыты и не могут пользоваться ими, где это необходимо. В этом заключается значимость самостоятельной работы для студентов.

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STEREOTYPES AND REALITY IN LEARNING A FOREIGN LANGUAGE

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Түйін: Мақалада шет тілдерін үйренуге байланысты жалпы стереотиптер және олардың шындықтан айырмашылығы қарастырылады. Автор тіл үйренудегі жетістік туа біткен қабілеттерге немесе жасқа қарағанда сабақтардың жүйелілігі мен мотивациясына көбірек байланысты екенін атап көрсетеді. Мақала тілді тиімді меңгеруге кедергі келтіретін мифтерді жоққа шығаруға және әрбір адам, қандай жағдай болмасын, бұл мәселеде табысқа жете алатынын көрсетуге арналған.

Резюме: В статье рассматриваются распространенные стереотипы, связанные с изучением иностранных языков, и их отличие от реальности. Автор подчеркивает, что успех в изучении языка больше зависит от регулярности занятий и мотивации, чем от врожденных способностей или возраста. Статья призвана развеять мифы, которые мешают эффективному освоению языка, и показать, что каждый человек, независимо от условий, может достичь успеха в этом деле.

Learning a foreign language is a path to new opportunities and prospects, a bridge connecting people and cultures. However, there are many stereotypes around this area that can confuse and even prevent you from successfully mastering a new language. Some of them are related to the learning processes themselves, others to the personal abilities of students, and others to cultural aspects and the perception of different languages. Let's analyze the most common stereotypes and compare them with reality [1].

1. Stereotype: "Learning a language requires talent"

One of the most persistent myths says that to successfully master a foreign language, you need an innate talent, without which it is impossible to achieve significant success. Many people who have started studying have difficulties and tend to attribute their failures to a lack of abilities. This stereotype leads some to drop out of classes, deciding that "they don't have a predisposition" to languages.

Reality: Research shows that success in learning a language depends more on diligence and regular practice than on "talent". Of course, some people grasp new information faster, but this does not mean that others cannot achieve a high level of language proficiency. Approaches, methods, motivation and diligence play a key role. In fact, the longer a person learns a language and the more often they interact with it, the better their results will be. In this sense, learning a language can be

compared to training: regular efforts give significant results, regardless of the level of initial abilities.

2. Stereotype: "It is easier for children to learn a language than for adults"

It is believed that children have a special ability to learn a language, and it is more difficult for adults in this regard. This stereotype often discourages those who start learning a language in adulthood, creating the feeling that adults need to overcome much more difficulties.

Reality: Indeed, children's ability to perceive and assimilate language is unique. Up to a certain age, they grasp pronunciation and grammar faster. However, adults compensate for this with other advantages: better developed cognitive skills, the ability to analyze and a conscious approach to learning. Moreover, research shows that adults can learn languages on an equal basis with children if they are motivated and find suitable teaching methods. For example, adults tend to understand grammatical structures faster and can apply more sophisticated techniques to improve skills.

3. Stereotype: "It is impossible to learn a language without immersion in the environment"

It is often heard that in order to master a foreign language it is necessary to live in a country where this language is spoken. It is believed that only through "immersion" one can fully understand the language and begin to speak it fluently.

Reality: Being in a language environment does contribute to learning, but it's not the only way to succeed. Modern technologies allow you to create a language environment without even leaving your native country. With the help of online courses, communicating with native speakers on social networks and watching materials in a foreign language (films, books, podcasts), you can fully immerse yourself in the language atmosphere [2]. Immersion in the environment speeds up the process, but is not a prerequisite for mastering it. Moreover, in order to really learn a language in another country, it still requires purposeful and methodical study – the environment itself will not do all the work for you.

4. Stereotype: "Learning a language takes a lot of time and effort"

This stereotype is especially common among adults who believe that in order to master a language they will have to completely change their daily routine and devote most of their free time to studying. Because of this, many people postpone learning the language, waiting for a more "appropriate moment".

Reality: Although it does take a certain amount of time to master a language, effectiveness depends not so much on the quantity as on the regularity and quality of classes. There are techniques that allow you to effectively use short periods of time, whether it's 15 minutes to learn new words or listening to podcasts on the way to work. The main secret of success in learning a language is regularity. Even a few minutes a day spent practicing the language will give results. Today, you can learn the language "piece by piece" using mobile applications, social networks and other resources. Moreover, research shows that classes that do not take much time, but are repeated regularly, can be even more effective than long but rare lessons.

5. Stereotype: "Difficult languages are given only to the gifted"

It is especially common to hear the opinion that some languages, such as Chinese, Japanese or Arabic, are too difficult for most people and require special abilities. This stereotype can scare away those who are interested in learning languages with an unusual writing and grammar system for them.

Reality: The level of complexity of a language is a relative concept. Yes, languages with a different writing system or unique grammatical structures may require more time to learn. However, this does not mean that only the "gifted" can master them. In addition, motivation and personal interests play a key role: a person who really likes the language being studied will overcome difficulties with greater ease. Modern teaching methods, such as gradual familiarization with hieroglyphs or the use of simple phrases to master basic structures, make the development of complex languages quite accessible.

6. Stereotype: "Learning grammar and rules are boring"

Many perceive learning a language as tedious memorizing rules, declensions and exceptions that only interfere with speaking. This stereotype leads to the fact that students avoid studying grammar and tend to immediately "start talking", believing that it is possible to do without rules.

Reality: Grammar is really important, but learning it can be made interesting and practical. Modern approaches focus not on memorizing rules, but on their natural assimilation through examples, practical exercises and conversations. For example, using flashcards with grammatical constructions, game applications, or dialogues makes learning grammar a part of natural communication. Grammar is the foundation that allows you to create understandable and correct phrases, and its study can be easily integrated into the process of language acquisition without turning it into boring memorization [3].

Stereotypes associated with learning foreign languages sometimes seem logical and plausible, but in reality, they are often myths that prevent us from evaluating and using our own capabilities. Modern methods, technologies and a flexible approach to learning open the way to learning any language for everyone, regardless of age, initial abilities and conditions. Learning a language is a process that can become fascinating and inspiring if you approach it without stereotypes and prejudices. The one who overcomes myths and moves towards his goal will definitely succeed.

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INCOMPLETE SYNTACTIC STRUCTURES AS A STRUCTURAL FEATURE OF ENGLISH COLLOQUIAL SPEECH

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Түйін: Мақала ағылшын тілінің ауызекі сөйлеу тілінің сипатты белгісі ретінде аяқталмаған синтаксистік құрылымдарды зерттеуге арналған. Спонтанды қарым-қатынас нәтижесінде пайда болатын толық емес синтаксистік құрылымдар сөйлеу әрекетінің динамизмі мен көп қабаттылығын көрсетеді.

Аннотация: Статья посвящена изучению незавершенных синтаксических структур как характерной особенности английской разговорной речи. Незавершенные синтаксические структуры, которые возникают в результате спонтанного общения, отражают динамичность и многослойность речевого взаимодействия.

The topic of incomplete syntactic structures in spoken English is a really interesting aspect of linguistics. Here are some key points to consider: Definition of incomplete structures: These are structures that are not fully completed. In spoken language, this can manifest itself in the form of fragments of sentences, unfinished thoughts, or structures where the speaker assumes that the listener will understand their intentions without fully completing them.

Reasons for their occurrence: Spontaneity of speech: Spoken language is often less formal and more impulsive, which means that people may not complete their thoughts. Contextual cues: In spoken language, interlocutors rely on context and non-verbal cues to interpret incomplete structures. Pragmatic functions: Incomplete structures can be used to create tension, intrigue, or to avoid revealing too much information at once. Examples: Use of partial sentences: "I would like to say that...", where the interlocutor may finish the thought later or leave it unfinished altogether.

Phrase breaks: "Well, I don't know, maybe I should try...". Structural features: Syntactic flexibility: Colloquial speech allows for more variability in syntactic structures compared to written speech. Clichés and fragmentary phrases: Set expressions that do not require completion to be understood are often used. Role in communication: Unfinished structures can serve to create a more natural, relaxed communication, which helps maintain interaction between interlocutors and creates an atmosphere of trust and openness. Psycholinguistic aspect Cognitive processes: Colloquial speech reflects the cognitive processes of the speaker. People often process information on the fly, which can lead to unfinished structures. This may also be due to the fact that people form thoughts as they speak, and do not always have time to complete them [1].

Phenomenon of "interruption": In conversational speech, participants often interrupt each other, which can lead to unfinished sentences. This may be due to the desire to contribute their own thoughts, thereby creating a dynamic exchange of ideas. Effects on interactivity. Dialogue and co-creation of meaning: Unfinished

structures can encourage the listener to participate in the creation of meaning. For example, when one interlocutor begins a sentence, the other can finish it or clarify it.

Indicators of inclusion: Signs such as "well", "sort of", "that is", can signal that the thought is not yet complete, and the interlocutor should be attentive to the context. Stylistic functions. Emotional coloring: Unfinished constructions can give speech emotional depth, indicating indecision, doubt, or, conversely, enthusiasm. For example, "I think that maybe ..." can express uncertainty or hesitation. Playfulness and Irony: Sometimes, incomplete sentences are used to create humor or irony, when a speaker intentionally leaves a thought unsaid to make the listener curious or laugh. Cultural Examples. Popular Shows and Movies: Movies and television often use incomplete sentences to create comedy or to emphasize character. For example, characters may start talking about one thing but then suddenly switch to another topic, making their conversation more natural and dynamic [2].

Literary Works: In some literary works, authors use incomplete sentences to convey the inner thoughts of characters, creating a stream-of-consciousness effect. Teaching Applications. Developing Communication Skills: In English language teaching, teachers can use incomplete sentences to improve speaking skills. For example, students can practice completing sentences or creating their own incomplete sentences to stimulate dialogue. Communication situations: Role plays and dialogues can be organized so that students practice using incomplete structures, which will help them to better adapt to natural spoken language. These aspects show how incomplete syntactic structures are an important part of English conversational speech, contributing to the dynamism, interactivity and naturalness of communication.

Social aspects. The influence of status and role: The degree of completion of syntactic structures may vary depending on the social roles of the interlocutors. For example, in hierarchical situations (e.g. at work), lower status may lead to greater hesitation in speech and, therefore, to frequent incomplete structures. The opposite may occur in conversations between close friends, where the interlocutors are more relaxed and confident. Cross-cultural differences: Different cultures have different norms of communication. In some cultures, incomplete structures may be perceived as a sign of uncertainty, while in others they may be the norm, reflecting openness and flexibility in communication. Speech act analysis. Pragmatics of incomplete structures: The study of incomplete syntactic constructions can be viewed through the prism of speech act theory, where incomplete phrases can indicate certain intentions of the speaker (e.g. request, statement, question). For example, "Can you help me with..." where the subsequent completion implies a specific request [3].

Speaking and Writing. Differences between speaking and writing: Unlike writing, where completeness and clarity are expected, speaking allows for a greater level of incompleteness and fragmentation. This is because speaking often occurs in real time, and interlocutors rely on intonation and gestures for understanding. Using Incomplete Structures in Writing: Some genres (such as blogs or informal correspondence) may use elements of incomplete structures to create a more lively and informal communication. Psychological and Emotional Aspects. Uncertainty and

Anxiety: Speakers who are uncertain or anxious may use incomplete structures more often. For example, “I don’t know, maybe this doesn’t make sense, but...” This may be due to internal fears about how their words will be received.

Emotional support: When talking about difficult emotions or experiences, open-ended structures can serve as a way to provide space for the interlocutor, allowing them to complete or respond to what was left unsaid. Technological aspect. The impact of technology on speech: With the development of technology (e.g. instant messengers and video calls), the structure of communication has changed. Open-ended structures can occur in text messages, where interlocutors interrupt each other or share unfinished thoughts, which reflects the style of communication in a digital format [4].

Virtual interviews and communication: In online meeting settings (e.g. Zoom), participants may use open-ended structures more often due to connection delays or a desire to avoid interruptions, which can also create new challenges in communication. Examples and case studies. Research and case studies: There are many studies that focus on the analysis of colloquial speech and incomplete structures. For example, a study based on colloquial speech corpora can show how often incomplete structures occur and in what contexts. Case studies: Studying specific dialogues, such as those from popular TV shows or films, can show how incomplete structures are used to create character, dynamics, or humor. These additional aspects highlight the variety and complexity of incomplete syntactic structures in colloquial speech.

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ЖАСТАРҒА КӨРКЕМ ӘДЕБИЕТ АРҚЫЛЫ МОТИВАЦИЯ БЕРУ

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Аннотация: В статье рассматривается значение, использование, психологическая направленность слова мотивация, проблема мотивации в художественной литературе.

Summary: The article examines the meaning, use, psychological orientation of the word motivation, the problem of motivation in fiction.

Мотивация сөзінің қазақ тіліндегі мән-мағынасын көп адам біле бермейді. Барлық адамға түсінікті болу үшін тақырыпты шабыт, жігерлену деп жазудың орнына мотивация сөзін қолдандым.

Мотивация (ағылшынша-motivation) - қолдану ыңғайына қарай қазақша баламасы «ниет», «түрткі», «ынталану», «кірісу», «жігерлену» деген сөздерге мағынасы жақын келеді. Алғаш рет бұл ұғымды немістің философы А.Шопенгауэр өзінің философиялық шығармасында жеткілікті төрт негіздің бірі ретінде қарастырған. *Moveo* латынша сөз болып, «қозғалу, әрекет ету» мағынасын береді, демек *motivation* сөзбе-сөз мағынада «қозғалту, әрекетке келтіру» мағынасында қолданылады. Жігеріңіз құм болып, өзіңізді бұлыңғыр тұманның ішінде қалғандай сезініп, үнемі сәтсіздіктерге ұшырап, өзіңізге деген сеніміңізді жоғалтқан сәттерде мотивация іздейтініміз анық. Бірде жақын адамдарыңыз қолдаса, бірде достарыңыз бен бауырларыңыз көмек беруі мүмкін. Алайда, барлық уақытта олай бола бермеуі, хақ мүмкін. Ондай жағдайда не істеуіміз керек? Соңғы уақытта, бәлкім, психологиялық жағынан әлсіз болғандықтан болар интернеттен мотивация іздейтіндердің қарасы көбейіп кетті. Оның бір себебі- жоғарыда айтылған жағдайлар болса, екінші бір себебі -кітап оқымау деп ойлаймын.

«Кітап дегеніміз-алдыңғы ұрпақтың артқы ұрпаққа қалдырған рухани өсиеті.Кітап оқудан тиылсақ, ой ойлаудан да тиылар едік»-деген Ғабит Мүсірепов атамыздың сөзінен-ақ кітаптың қаншалықты құнды екенін байқаймыз. Кітаптың адам өмірінде алатын орны бөлек. Ғалымдар кітап оқыған адамның жүйке жүйесі дамуы тез жүретіндігін дәлелдеген. Сондай-ақ қартайған кезде жүйке жүйесінің шаршауы, үлкен миының қартаюы байқалмаған деседі. Адам кітап оқыса, ой ойлануды қажет етеді. Адамның көкірек көзі ашылады. «Ойдан маржан-меруерт төгілгенде, кім шыдап отыра алар оны термей»-деген сөздерімен Шәкәрім атамыз да барлық білім кітапта екендігін жеткізіп отыр. Фариза Оңғарсынова:«Кітап оқымаған адам тамырсыз қаңбақ»-деп өзіндік ойы, пікірі болмаған жастардың басқаларға жұмыс істеп, қаңбақ секілді ұшарын жел, қонарын сай білетінін айтқандай. «Артық ғылым кітапта,Ерінбе оқып көруге»-деген ұлы Абай ақын айтқандай, кітапсыз өмір сүру ХХІ ғасырда мүмкін емес екені анық. Тек кітап қана дәл мәнді білім береді. Әрбір адам кітап оқу арқылы, соның ішінде көркем әдебиет арқылы әлемнің тылсым табиғатын, жаңа құндылықтарын тани түседі.

Қазақтың көркем тілі-көркем әдебиетінде. Ол бабамыздың қол жеткізген ұлы игіліктерінің бірі. Көркем әдебиет оқи отырып, өмірлік сабақ та аласың, дана да боласың. Әр парағын ашқан сайын мінез-құлқың да өзгеріп, өмірге деген көзқарасың жақсы жағынан қалыптасады. Бұрынғы ауызша тараған дана, ақыл сөздер өркениет пайда бола қағаз бетіне басылды. Қазіргі таңда оқырмандар кітапханадағы шетелдің шатпағын оқып, көркем әдебиетіміз шетке ысырылып қалып жатқаны өкінішті. «Күш білімде, білім кітапта» бұрын солай еді. Бүгін құндылықтардың орны ауысып, жер жаһанды тақталастар мен бақталастар жайлаған заманда әдеби кітаптар оқылмай, жертезек болып жатқан жеңіл сөздерден құралған оқулықтар санаға сіңіп, елдің есін екеу, түсін төртеу

қылды. Сұранысқа ие кітаптардың көбісі: «Қалай тез баюға болады?», «Бақытты болу құпиясы» сынды тілге жеңіл, санаға сәуле құймайтын оқулықтар жастардың дүниетанымға деген көзқарасын бұзды.

«Жастар кітап оқымайды!»-деген қасаң пікірді аға буыннан жиі естиміз. Жастар оқитын, қазіргі қоғамға түсінікті, тұшымды дүние болса, қанекей! Заманауи тақырыпқа сай кітаптар қатары бірең-сараң. Қазіргі таңда тарлан жазушылар жетерлік. Солардың бірі Шерхан Мұртаза, Төлен Әбдіков сынды жазушылар. Бірақ олар айтарын өткен заманда айтып, қазіргі жаңа заманда әзірге үнсіз отыр. Осындай олқылықтарды көргенде, аталарымыздың тасқа қашалғандай жазылған өшпейтін мұралары еске түседі.

Сәбит Мұқановтың «Ботагөз», «Өмір мектебі», Әзілхан Нұршайықовтың «Махаббат қызық -мол жылдар», «Ақиқат пен аңыз», Бейімбет Майлинның «Шұғаның белгісі» және тағы да басқа осындай бірегей туындыларды көз майыңды тамызып оқысаң да өкінбейтінің хақ. Бірақ бұл кітаптарды жастардың оқымайтындығы қынжылтады. Жастар кітап оқымағанның салдарынан еркін ойлауға, ауызекі тілде көркем сөйлеуге қабілетсіздігін байқалтады. Жалпы айтқанда дайын өнімге құмар десек те болады.

Қазіргі уақытта жастардың көпшілігі кітапханаларға өздерінің мамандығына байланысты ақпарат алуға ғана барады. Оның өзінде бірең-сараң. Ал, көркем әдебиет оқуға баратын жастар самал жел соққан секілді өте аз. Жастар дейміз-ау! Алайда үлкен аға буын өкілдеріміз де күнделікті тірлік қамымен жүріп, кітап оқуды да сиретті. Онымен қоса кітапхана ішінде тола адамды көрмейсің. Ондай адамдарды банк алдында, жеңілдік болған жерлерден ғана көреміз.

Көркем шығармаларға қызықпаушылық қазіргі саны көп, сапасы жоқ кітаптардың көбейіп кетуінен де болар деп ойлаймын. Ақшасы көп қалталы азаматтар жеңіл ақша табу жолында өзінің өмірбаяны туралы кітаптарды ортаға тықпалап жатыр. Осындай мұқабасы бүтін, мазмұны түтін кітаптарды шоқтығы биік туындылармен бірге қою арымызға сын болары анық. Ақшасын төлесе, әркімнің шимай-шатпағын кітап қылып басатын баспаханаларды жүгендеуге билік қауқарсыз болып отыр. Осы олқылықтарды түзететін көркемдік кеңес болса, мұндай жағдай орын алмас еді деп ойлаймын.

Жастардың көркем әдебиет оқуға құлықсыз болуының тағы бір себебі бар. Өзіміздің әдеби туындыларымыздың бағасын шарықтатып тастау, оқырманды еріксіз батыс әдебиетіне кетіп қалуға итермелейді. Өкінішке орай, көркем әдебиетке деген қызығушылықтың азайып отырғаны, күнделікті қолданысқа енген ғаламтор, компьютер, телефон секілді құралдардың әсері деп білемін.

«Байқамастай, көрместей айналаны.

Виртуалды бір әлем жаулап алады.

Шыны ішінен шыға алмай, шыр айналдық,

Шынайы өмір ойланшы, қайда қалды» -деп Серік Қалиев ағамыз жастардың ғаламторға шырмалып, кітап оқудан да қалғандығы жайлы жеткізеді.

Бүгінгі жастар «Instagram», «Twitter», «Facebook», «Вконтакте» сынды әлеуметтік желілеріндегі жаңалықтар мен өзге де жұлдыздардың жеке парақшасындағы мәліметтерді бірге талқылап, алтын уақыттарын босқа құртып кітап бетін ашпайтын да жастарымыз жетерлік. Мүлдем оқымайтын адам мен оқи алмайтын адамның айырмашылығы жоқ. Алға қойылған мақсатқа жетудің бірден-бір жолы – жастардың көркем әдебиетке деген қызығушылығын арттыру. Жастардың кітап оқып, санасын білім нәрімен толықтырып, жоғарғы дәрежелі маман болуына жол ашу. «Ақыл азбайды, білім тозбайды»-деген дана халқымыздың осы сөздерінен кітап оқу адамның жанын тазалайтынын әуелден білгендігін байқаймыз.

Психология мамандары кітаптың әр парағын саусақпен ашудың өзі адамның жанына кереметтей ләззат беретінін дәлелдеген. Бірінші бетін аяқтап, келесі бетке көшкеннің өзі ойдың ұмтылысына, мидың жасушаларының толық жұмыс істеуіне үлкен әсері бар. Мәселен қазақ халқы темір тәрелкеден темір қасықпен жегеннен гөрі, ағаш астаудан бес саусақпен жеген пайдалырақ деп есептейді. Сол секілді кітапты темір жәшіктен оқығаннан гөрі, көзбен көріп отырып, саусақпен парақтап, иісін иіскеп оқыған әлдеқайда тиімді деп ойлаймын.

Мен, өмірден түңіліп, мотивация іздеген жандарға «кітап оқыңыздар» дегім келеді. Осы кезде «қандай кітап?» деген орынды сұрақ туады. Сіз, әрине, психологиялық кітаптардың көмегіне жүгінуіңіз мүмкін. Дұрыс. Алайда, қазақ тілді мұндай кітаптар жоқтың қасы, іздесең де таппайсың. Сол үшін қарапайым көркем әдебиетті оқыңыз дегім келеді. Неге? Себебі, онда боямасыз өмір бар, шынайылық бар. Қысқасы, не іздесеңіз, соны табасыз.

Мен ұсынар шығарма Шерхан атамыздың «Ай мен Айша» романы. Романды оқи отырып, жүректі қозғап, көңілді тербегенде көзіңізден қалайша жас шыққанын байқамай да қаласыз. Сонау зұлмат жылдар, автордың өзі еске алғысы келмейтін азапты күндер көз алдыңыздан өтеді. Кітаптағы кейіпкерлердің өмірі көз алдымнан өткенде, біздің қиындық деп жүргеніміз түк емес екен дедім. Осы шығарманы оқығаннан кейін, мотивация алып, жігерленіп, өмірге басқаша көзқараспен қарайтын болдым. Бұл менің оқыған туындыларымның бірі ғана.

Сіз білмейтін туындылар қаншама. Әлде де мотивация іздеп жүрсіз бе? Мен сізге өзіміздің көркем әдебиет туындыларын ұсынар едім!

Мен мақаламды өз қаламымнан туындаған жүрекжарды туындыммен аяқтағым келеді!

Кітап – асыл қазына таусылмайтын.

Оқыған жан сөзінен сусындайтын.

Қазақта көп айта берсе туындылар,

Атын айтса, ешкімнен қымсынбайтын.

Кешегі өткен хәкім Абай, Мұхтарларым,

Солар салған өрнектерге сұқтанамын.

Неге жастар кітап бетін ашпайды?

Көңлімдегі осы сұрақ ұқпағаным.

Көп жастардың көз алды тас қараңғы,
Ұялы телефоннан, күндері басталады.
Бірақ білгің, ұмытпа, болашақты,
Кітап басты адамдар басқарады.
Телефонға телміріп қарай берме!
Тұңғыықта адасып жүр талай пенде.
Кітап саған жол көрсетер жарықтай,
Бұл жарыққа, кел, жақында солай сенде!
Мына бір өлеңінде Абай хәкім,
«Пайда ойлама, ар ойла» деген ақын.
Қазірде кітаптарды басып жатыр,
Мазмұнды емес, барлығы пайдаға жақын.
Ащы шындық әуелден жанға батыр.
Мазмұны жоқ кітапқа толды қатар.
Мұқабасын бүтін, мазмұнын түтін қылып,
Саудагерлер еш қамсыз оны сатар.
Неге кітап оқымайды бұл жастарым?
Сол сұраққа жауап іздеп, мен бастадым.
Өзіміздің кітаптарға ақшам жетпей,
Шетелдік туындыдан мен аспадым.
Осыдан-ақ көрінер, ақша ойлар арсыздар,
Болашағын ұлттың емес, пайда ойлар қамсыздар.
Келісемін, бес саусақ бірдей емес,
Алайда ондай жандар халықтың қамын жемес.
Ел қорғаған найзамен батыр бабам.
Елі үшін жасалған әрбір қадам.
Ақиқатты айтам деп, халқын ойлап,
Жазықсыз да атылды қанша адам.

Сол бабалар қалдырған кітаптар тұр,
Бір бұрышта сөренің ашылмай құр.
Тым болмаса бір шумақ өлең жаттап,
Кітап оқы, мойныңды ілімге бұр.
Кітапқа салған бабалар өшпес таңбасын.
Мұра боп қалған туынды көкке самғасын!
Судың да сұрауы бар бұл өмірде,
Ұмытпа мұны, қаны бір туған қандасым!

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ЕТІС КАТЕГОРИЯСЫ ЖӘНЕ ОНЫҢ ЕРЕКШЕЛІГІ

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Резюме: Данная статья посвящена исследованию основных типов категории залога в казахском языке, их грамматических и семантических особенностей. Посредством сравнительного анализа с другими тюркскими и индоевропейскими языками выявляется уникальность казахской системы залога. В работе также рассматривается роль категории залога в образовательном процессе и её применение в казахской литературе. В заключении подчёркивается необходимость дальнейшего исследования и практическая значимость данной категории для освоения казахского языка.

Summary: This article examines the main types of the voice (etis) category in the Kazakh language, focusing on its grammatical and semantic characteristics. Through a comparative analysis with other Turkic and Indo-European languages, the study highlights the unique aspects of Kazakh voice structures. Additionally, the role of the voice category in education and its application in Kazakh literature are explored. The conclusion underscores the need for further research and the practical significance of this category in mastering the Kazakh language.

Етіс категориясы – қазақ тілінің синтаксистік жүйесінде маңызды орын алатын грамматикалық категориялардың бірі. Ол қимылдың субъект пен объектке қатысы қандай екенін анықтап, сөйлем құрылымында іс-әрекет пен жағдайдың бағытын көрсетеді. Тілдегі осы категорияны зерттеу – тек грамматикалық жүйені тереңірек түсінуге ғана емес, қазақ тілінің өзіндік ерекшеліктерін айқындауға да септігін тигізеді. Зерттеудің өзектілігі қазіргі қазақ тілінің дамуы мен оны оқытуда етіс категориясының грамматикалық құрылымын, оның функционалды ерекшеліктерін ашуда жатыр. Қазақ тілінің грамматикалық құрылымы мен семантикалық мағыналарын жан-жақты зерттеу ұлттық тілдің даму тарихын тереңірек түсінуге және оның практикалық қолданылуын жақсартуға мүмкіндік береді.

Зерттеудің негізгі мақсаты – қазақ тіліндегі етіс категориясының мәнін, түрлерін және олардың тілдегі қолданылу ерекшеліктерін жүйелі түрде қарастыру. Етіс категориясының түрлерін анықтап, олардың синтаксистік және семантикалық қызметтерін сипаттау арқылы бұл категорияның қазақ тіліндегі бірегейлігін көрсету мақсаты көзделеді. Бұл бағытта біз келесі міндеттерді шешуді көздейміз: етіс категориясының мәні мен оның қазақ тіліндегі ерекшеліктерін ашу, етіс түрлерін анықтап, олардың қолданылу аясын түсіндіру, сондай-ақ қазақ тілінен нақты мысалдар келтіре отырып, етіс категориясының тілдік қолданыстағы ролін көрсету.

Етіс категориясы лингвистикалық термин ретінде қимылдың субъект пен объект арасындағы қатынасты көрсететін грамматикалық мағынаны білдіреді. Бұл категория белгілі бір әрекеттің субъектке немесе объектке бағытталғанын, сондай-ақ қимылдың өзге де қатынастарын көрсетуге арналған. Қазақ тіліндегі етіс категориясы арқылы қимылдың бастамасы, бағыты және қатысушылары нақты түрде анықталады, бұл тілдің грамматикалық құрылымын жүйелеуде маңызды рөл атқарады [1].

Қазақ тілінде етіс категориясының негізгі төрт түрі бар: белсенді етіс, ырықсыз етіс, өзара етіс және қайталама етіс. Белсенді етісте іс-әрекет субъект тарапынан белсенді түрде орындалады, мысалы, "оқыды" сөзінде қимылдың жүзеге асырылушысы нақтыланған. Ырықсыз етісте іс-әрекеттің субъект тарапынан емес, керісінше объект тарапынан қабылдануы немесе жүзеге асырылуы анықталады, мысалы, "оқылды" сөзінде. Өзара етіс өзара әрекеттесу мағынасын білдірсе, қайталама етіс қимылдың өзіне бағытталғанын көрсетеді, мысалы, "қайталау" әрекеті.

Түркі тілдерінде етіс категориясы жалпы ұқсас сипаттарға ие, алайда әр тілдің өзіндік ерекшеліктері бар. Мысалы, қазақ тілінде етістің төрт негізгі түрі анықталған және әрбір түр нақты лексикалық және грамматикалық ерекшеліктерімен ерекшеленеді. Өзбек, татар немесе түрік тілдерінде де етіс категориясы бар, бірақ олардың қолданыс аясы мен грамматикалық формалары қазақ тілінен өзгеше болуы мүмкін. Осылайша, салыстырмалы талдау арқылы қазақ тіліндегі етіс категориясының өзге тілдерден ерекшеліктері мен оның бірегей қырлары ашылады [2].

Қазақ тіл білімінде етіс категориясының зерттелу тарихы ХХ ғасырдың басынан бастау алады. А. Байтұрсынұлы, Қ. Жұбанов сияқты көрнекті ғалымдар етіс категориясының қазақ тіліндегі құрылымдық ерекшеліктері мен грамматикалық қызметін айқындауға үлкен үлес қосты. [3] Осы ғалымдардың еңбектері етіс категориясын қазақ тіл білімінде жеке грамматикалық категория ретінде қарастырудың іргетасын қалады. Уақыт өте келе етісті талдау мен зерттеу тәсілдері жетілдіріліп, қазіргі заманғы зерттеушілер бұл тақырыпты тереңірек қарастыруда.

Кесте 1- Етіс түрлерінің жіктелуі және олардың функционалдық ерекшеліктері

Етіс түрлері	Сипаттама	Мысал	Семантикалық қызметі	Синтаксистік ерекшеліктері	Прагматикалық аспект
Белсенді етіс	Қимылдың субъект тарапынан белсенді түрде орындалуы.	оқыды, жазды, айтты	Субъекттің әрекеті белсенді түрде жүзеге асады.	Сөйлемде әрекетті орындайтын субъект анық көрсетіледі.	Әрекет нақты субъектіге бағытталып, түсінікті болады.

Ырықсыз етіс	Іс-әрекеттің субъект тарапынан емес, объект тарапынан қабылдануы.	оқылды, жазылды, айтылды	Іс-әрекет субъект емес, объектке бағытталады.	Әрекет орындаушы айқын көрсетілмеуі мүмкін.	Іс-әрекет объектке бағыттталып, пассивті мәнге ие болады.
Өзара етіс	Қимылдың екі немесе одан көп субъектілер арасында өзара орындалуы.	көрісті, айтысты, сүйісті	Әрекет өзара қатынас мәнін береді.	Екі субъект немесе одан көп субъект қатысады.	Әрекет өзара байланыс мәнін көрсетеді.
Қайталама етіс	Қимылдың субъектке өзіне бағыттталуы немесе өздік қайталануды білдіруі.	қайта оқыды, өзіне айтты	Іс-әрекет субъекттің өзіне қайталана бағыттталған.	Әрекет субъекттің өзіне бағыттталған түрде беріледі.	Әрекет өздік қайталануы арқылы беріледі.

Түркі тілдерінің көпшілігінде, соның ішінде өзбек және түрік тілдерінде, етіс категориясы қимылдың субъектке, объектке немесе өзара бағыттталғанын білдіреді. Қазақ тіліндегі сияқты, бұл тілдерде де белсенді, ырықсыз, өзара және қайталама етістер қолданылады. Түрік тілінде, мысалы, өзара етіс ("-ş" қосымшасы арқылы) қазақ тіліндегімен ұқсас түрде беріледі, бірақ қолдану аясында кейбір айырмашылықтар бар. Өзбек тілінде де етіс категориясы ұқсас морфологиялық құрылымдар арқылы беріледі, алайда кейбір қолдану ерекшеліктері мен семантикалық реңктері қазақ тілінен ерекшеленеді.

Индоевропалық тілдерде етіс категориясы түрлі жолдармен беріледі. Мысалы, орыс тілінде етіс жүйесі қазақ тілінен айырмашылыққа ие, мұнда белсенді және пассивті етістер негізгі рөл атқарады, бірақ өзара және қайталама етістер белгілі бір етістік формалары арқылы ғана беріледі. Ағылшын тілінде пассивті етіс арнайы көмекші етістіктер арқылы жасалады ("to be" немесе "get" + past participle). Бұл қазақ тіліндегі сияқты арнайы қосымшалар арқылы емес, басқа грамматикалық құралдар арқылы беріледі. Осылайша, қазақ тіліндегі етіс категориясының өзіндік жүйесі оның ерекше морфологиялық сипаттарын көрсетеді [4].

Қазақ тілінің етіс категориясы басқа тілдермен салыстырғанда бірегей морфологиялық сипатқа ие. Әрбір етіс түрі нақты қосымшалар арқылы жасалып, сөйлемдегі мағыналық және синтаксистік құрылымдарды айқындауда үлкен рөл атқарады. Осы құрылымның айқындығы қазақ тілінің синтаксистік байлығын және оның семантикалық реңктерін толық ашып көрсетеді.

Етіс категориясын оқыту қазақ тілін үйрету барысында маңызды рөл атқарады. Оқушылар мен студенттер етіс категориясын меңгеру арқылы сөйлем құрылымын дұрыс құруды және қимылдың бағыттталу ерекшеліктерін түсінуді үйренеді. Етіс категориясының түрлерін түсіну тілдің синтаксисін және

семантикасын толық меңгеруге көмектеседі, сонымен қатар қазақ тілін жаңа үйреніп жүргендерге сөйлемдегі субъект пен объект арасындағы қатынасты анықтауға мүмкіндік береді.

Қазақ әдебиеті шығармаларында етіс категориясы кейіпкерлердің әрекетін нақтылау, қимылдың бағытын анық көрсету үшін кеңінен қолданылады. Мысалы, Мұхтар Әуезовтың «Абай жолы» романында әртүрлі етіс түрлерінің қолданылуы кейіпкерлердің ішкі психологиясын, қимылдардың әсерін тереңірек сезіндіруге көмектеседі. Әдеби шығармаларда етістің қайталама немесе өзара етістері жиі кездесіп, тілдің бейнелігін арттырады [5].

Күнделікті ауызекі тілде етіс категориясы субъект пен объект арасындағы қатынасты түсінікті және нақты жеткізу үшін қолданылады. Белсенді етіс сөйлесушілердің тікелей әрекетін көрсетеді, ал ырықсыз етіс қимылдың пассивті сипатын білдіреді. Осы арқылы етіс категориясы қазақтардың өзара қарым-қатынасында сөздің дәлдігін және анықтылығын қамтамасыз етеді, яғни тілдің ықшам әрі түсінікті болуына мүмкіндік береді.

Қазақ тіліндегі етіс категориясы морфологиялық, семантикалық және синтаксистік тұрғыдан бай әрі маңызды категориялардың бірі болып табылады. Түркі және басқа тілдермен салыстыру арқылы оның қазақ тіліндегі бірегей ерекшеліктері айқын көрінеді. Бұл зерттеу етіс категориясының әрбір түрінің қазақ тіліндегі қолдану ерекшелігін, сондай-ақ білім беру мен әдебиеттегі рөлін тереңірек аша түсті.

Етіс категориясын әрі қарай зерттеу барысында қазақ тіліндегі диалектілердегі ерекшеліктерін, сондай-ақ қазіргі заманғы ауызекі тілде оның жаңа қолданыс тәсілдерін зерттеу маңызды. Сонымен қатар, етіс категориясының эмоционалды реңк беру және стилистикалық ерекшеліктерін тереңірек талдау қажет. Бұл зерттеу қазақ тілінің грамматикалық жүйесін зерттеушілерге, сондай-ақ студенттер мен оқытушыларға етіс категориясын түсінуге, оны практикада қолдануға көмектеседі.

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LINGUOCULTURAL ASPECT IN THE SYSTEM OF TEACHING A FOREIGN LANGUAGE

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Резюме: в данной статье рассмотрен лингвокультурный аспект иноязычного образования. Рассмотрены подходы к обучению иностранному языку, в том числе – культурный подход к обучению иностранному языку. Кроме того, были затронуты вопросы изучения языка вместе с культурой этого народа. В ходе статьи было раскрыто соотношение понятий «метод» и «подход», дано объяснение на понятии монолингвизм, билингвизм, мультилингвизм, лингвокультурный подход и лингвокультура.

Түйін: бұл мақалада шет тілін оқытудың лингвистикалық және мәдени аспектілері қарастырылған. Шет тілін оқытудың тәсілдері, оның ішінде шет тілін оқытудың мәдени тәсілі қарастырылады. Сонымен қатар, осы халықтың мәдениетімен бірге тіл үйрену мәселелері талқыланды. Мақала барысында "әдіс" және "тәсіл" ұғымдарының өзара байланысы ашылды, монолингвизм, қостілділік, көптілділік, лингвомәдени көзқарас және лингвомәдениет ұғымдары түсіндірілді.

One of the current problems is multilingualism in our country, the goal set for our people is to preserve the tripartite identity of the language, the need for a common language, which has become a requirement of modern globalization. At the same time, one of the issues that will help our state to be among the leading countries is the training of specialists who speak several competitive languages.

Bilingual or multilingual status is a phenomenon that occurs through interethnic communication. According to research, bilinguals in the world or

it turns out that there are more multilinguals than monolingual ones. The acquisition of multiple languages it is currently the state educational policy in many countries in Europe and Asia. Linguists identify several types of language fluency:

- monolingualism is monolingualism, that is, limiting yourself only to your native language, speaking only one language;

- bilingualism-bilingualism, since the initial stage of language development, bilingualism. In this regard, it should be noted that today many Kazakhstanis are bilinivists.

- multilingualism is multilingualism, that is, speaking several languages in addition to the native language.

Speaking in a second language, in addition to the native language – this process of assimilation begins after the full or partial development of the native language. And the skills of mastering foreign languages – in different learning conditions, in the natural environment of the language being learned or beyond. In this regard, it should be noted that in any language environment, the ability to master another language-to delve into the roots of this language, to understand its customs, to be interested in its culture - also affects its level. At this point Yu. e. Prokhorov expresses the opinion: "the culture of the country can be considered as a component of the means of

communication of students, as an additional linguistic basis as a dictionary and the embodiment of their intentness in it."

Multilingualism includes linguistic, social, pedagogical, psychological aspects as an object of study. At the same time, there are many new aspects in the teaching system today, one of which is the linguocultural aspect of teaching languages.

The linguocultural aspect is the appropriate use of linguistic and cultural units in the context, the use of cultural, historical and unique national information in language communication, the acquisition of a system of linguocultural knowledge, the rational use of knowledge about the history, traditions, culture of the nation in speech, the assimilation of the culture of speech. In this regard, the purpose of the article is to reveal the essence of the concept of the linguocultural aspect and show what place this aspect occupies in teaching a foreign language.

Currently, there are many methods and techniques in the methodology of teaching a foreign language. With these techniques, you can learn easier and more effective ways to learn another language. You can also learn a lot of new things with these methods. But in most cases, people perceive the concepts of "method" and "approach" in one sense and cannot distinguish their differences, features.

Therefore, first of all, we must distinguish between the terms "method" and "approach". Scientist Solovova E. N. expresses the following opinion about these two phenomena:

"The approach is a strategic situation in the process of teaching a foreign language, which is often common," he says, "the difference between the method and the approach is exactly what steps it takes

to consider the path of creation, whether there are other principles, to consider the implementation of a specific Amadur" [1].

"The way of learning is practical learning, based on certain special strategic methods that have the main, dominant idea," says Galym L. Kolesnikova and the scientist O. A. Dolgina [2].

Analyzing the ideas of scientists about these two concepts, we can draw the following conclusions. The approach manifests itself in the form of concrete measures, when it considers everything more generically than the method. The method of learning is the set of actions that a particular idea has taken at the beginning, and the method is the composition of that approach.

Although many definitions are given to the terms approach and method, some unresolved problems are not missing. For example, questions arise as to whether a particular approach is a way of teaching a particular subject. For this reason, we cannot say that today there is a specific classification unique approach to teaching a foreign language. For example, in teaching a foreign language, there are the following approaches: behaviorist approach, inductive - conscious approach, cognitive (cognitive), integrated approach, speech (communication approach), cultural learning approach, etc.

One of the ways of teaching a foreign language is a way of cultural learning. This approach involves cultural acquisition of the language. Researchers of this approach E. M. Vereshchagin, R. K. Minyar-Beloruchev, O. G. Oberemkoidr, etc.,

researchers of the linguocultural approach: I. I. Khaleeva, M. A. Suvorova. Scientist T. I. Bekarovich noted that "in this approach to language acquisition, culture functions as an object of language learning. The language is taught in parallel with the culture of that country" [3].

Linguocultural approach to Language Teaching

Through the linguocultural approach to teaching a foreign language, the first thing to do when teaching a language is to understand on what basis you are teaching. This approach arose on the basis of cultural science, in the 90s of the 20th century, on the basis of special scientific works by the following scientists: V. Humboldt, A. A. Potebnya, E. Sepiraid, and later it was singled out as a separate branch of science.

The connection between science and culture, which was later divided into several areas, began with the words of A. Humboldt: "language is the spirit of the nation, it is the life of the people. Culture manifests itself primarily through language," says the scientist. Indeed, in order to get to know the culture of any people, first of all, you need to know and master the language of this country. And by knowing some of the customs of that country, the desire to learn the language even deeper will increase. Now let's turn to the opinion of scientists about linguoculture. The scientist A.V. Maslova expresses the following opinion about linguomanetics:

"Linguoculture is a science that comes from the fields of linguistics and cultural studies. He considers the expression of the culture of peoples in the language «...this is not a temporary continuity of linguistics and cultural studies, it is an interdisciplinarity of science, it has its own goals, objectives, methods of studying the object," says the scientist [4].

And the scientist V. V. Vorobyov, on the other hand, relies on the following opinion about linguoculture: "Linguoculture is a scientific generalizing discipline. It considers the relationship between language and culture, the movement between language and culture, its function and linguistic and non-linguistic(cultural) structures as a single whole. In addition, in the course of their implementation, systematic methods and modern values and culture are based [5].

The linguocultural approach to teaching reflects a change in emphasis that has recently appeared in the field of the theory of Foreign Language Teaching, which consists in focusing on the formation of knowledge, masterful mastery of foreign languages, familiarization with the culture of that country through cinema, mastering new socio-cultural content. Thus, the modern interpretation of practical mastery of a foreign language is primarily associated with another culture and the presence of a clear correlation with its representatives. At the same time, through this approach, students will be able to learn not only the language structures of a foreign language, but also about the culture of this country and bring to their eyes a complete picture of this country. Taking into account the opinions of scientists, we can draw the following conclusions about the linguocultural approach to teaching foreign languages. Linguocultural approach is one of the most effective ways to learn any language in general. Now let's focus on the advantages and disadvantages of this approach.

Advantages:

1) using a linguocultural approach to teaching foreign languages, the student not only learns the rules of sentence formation, language structures, but also gets acquainted with the culture of the country;

2) through this approach, students acquire new knowledge in mastering a foreign language.

3) in the process of mastering the language by means of a Linguocultural approach, it is possible to simultaneously master the subject of cultural studies and understand what words it is not advisable to say in another country in the event of a situation when the student leaves for a foreign country in the future.

Disadvantages:

1) lack of time for grammatical tasks;

2) some students may perceive the culture of another country as too boring and a waste of time.

In summary, the linguocultural approach is the basis of the linguocultural aspect. The linguocultural approach increases students' interest in classes and gives them additional knowledge. This approach is a comparison of the culture of another country and the culture of one's own country, which is news in the country, which can get acquainted with the art of cinema, history of the country.

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LISTENING AS A TYPE OF SPEECH ACTIVITY

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Түйін: соңғы жылдары тыңдау мәселесі әдіскерлердің назарын аударуда. Бұл күрделі процесті зерттеуде байыпты теориялық ізденіс жүргізілуде. Алайда, осы уақытқа дейін оқыту практикасына шығу салыстырмалы түрде аз.

Резюме: в последние годы проблема аудирования все больше привлекает внимание методистов. Ведется серьезный теоретический поиск в изучении этого сложного процесса. Однако до настоящего времени выход в практику преподавания сравнительно невелик.

Speech activity is an active, purposeful process of transmitting or receiving a message mediated by the language system and conditioned by the communication situation. Activity is a system of creative skills that is aimed at solving various communication problems.

The form of speech is divided into 2 types: oral and written. Also, the types of speech activity differ on the basis of productive / receptive. Accordingly, there are 4 main types of speech activity:

Table1 - Main types of speech activity

Forms	Receptiveview	Productivetype
oral	listening	speaking
written	reading	writing

Oral communication consists of speaking and listening, which in the methodology is called listening. The concepts of "listening" and "listening" are not synonymous. Listening refers only to the acoustic perception of the scale, and listening is the process of perception of sounding speech, in addition to listening, which also involves hearing, understanding and interpreting the information perceived by ear.

Listening can act as an independent type of speech activity (for example, long-term perception and recognition of reports, lectures, and other oral presentations) or enter into Dialogic communication as its receptive component, i.e., be one of the sides of speaking [1].

Listening is a very complex type of speech activity, since the processes of listening in real communication are irreversible and practically impossible to analyze and fix. What has already been said irrevocably "flies away", new information replaces the old one, there is not enough time to think about the incoming information, and therefore understanding is often not achieved and the communication process can be nullified.

Let's consider the features of listening as a type of speech activity.

Listening is the process of perception and understanding of speech by ear at the time of its origination.

In the educational process, listening acts as a goal and as a means. As a means it can be used as:

1. Methods of organizing the educational process.
2. Ways to introduce language material orally.
3. Means of teaching other types of speech activity.
4. Means of monitoring and consolidating the acquired knowledge, skills and abilities.

To achieve the goal of secondary school education, it is necessary that the graduate understands the foreign language by ear and thus is able to participate in acts of oral communication. But experience shows that the greatest difficulties in foreign language communication people experience is when they perceive and understand speech by ear, that is, when listening. The reason for this is the essence of listening, since it is the only type of speech activity in which nothing depends on the person performing it. Since the subject of the message and the language means are determined by the speaker, the recipient is forced to perceive the message in the form in which it is transmitted to him. The listener is powerless to change anything in the activity performed, to facilitate it, to adapt it to their capabilities, and thereby create favorable conditions for receiving information. Listening, which requires intense mental activity, usually causes rapid fatigue and disconnection of the listener's attention. Unfavorable conditions of activity for the recipient make it difficult to master it.

Since the main goal of training is to prepare the student for speech communication in natural conditions, the learning process will only be purposeful and effective when the student has already encountered difficulties in natural speech and learned to overcome them.

Successful listening depends on listening (to the degree of development of speech hearing, of memory, of its attention, interest, etc.), on the other hand, from the conditions of perception (temporal features, quantity, and form of presentation, duration of sound), and, finally, linguistic features - linguistic, structural and

compositional complexity of voice communications and alignment with the speech experience and knowledge of the students. Let's turn to a more detailed analysis of the factors listed above. Individual - age characteristics of listeners. It is generally believed that listening is associated with objective difficulties that do not depend on the listener.

However, the success of listening depends on the ability of the listener to use probabilistic forecasting, transfer skills developed in their native language to a foreign language. Of great importance are such individual characteristics of the student as his resourcefulness and intelligence, the ability to listen and quickly respond to all kinds of signals of oral communication (pauses, logical accents, rhetorical questions, etc.), the ability to switch from one mental operation to another, quickly enter the subject of the message, etc. These skills are developed in the course of learning many subjects, and in high school students are mostly proficient in the culture of speech, both in terms of its generation and perception. A foreign language should also make a certain contribution to the solution of this important secondary school for general education [2].

The success of the audit depends, in part, from the need to learn anything new, the availability of interest in the topic, from awareness of objective needs to study, etc., i.e. the so-called subjective factors that contribute to installation on cognitive activity.

A well-thought-out organization of the educational process, clarity and logic of presentation, maximum reliance on active mental activity, a variety of teaching

methods, clarification of perception tasks allows you to create internal motivation, direct students' attention to points that will help program future practical activities with the perceived material.

Depending on the target setting that precedes listening; perception will be either passive or active. In the latter case, the listener will be able to quickly engage in “search activity”, successfully put forward hypotheses, check them and correct them, and better remember the logic and sequence of presentation.

On the nature of perception and memorization of content, the target setting can have both a positive and negative impact, i.e. it can make the perception more accurate or, conversely, erroneous, if the listener, under the influence of the expected, attributes non-existent signs to the perceived phenomena.

The pace of speech depends on the importance of the information contained in the individual parts of the message. More important information is given more slowly, by emphasizing the length of vowels, while secondary information is given more quickly.

The nature of messages also has a certain meaning. It is known, for example, that the emphatically colored reading of a poem takes place at a rather slow pace.

Longer pauses, as experimental tests show, improve probabilistic forecasting and make it possible to fill in gaps in understanding based on the General meaning of the received message. Speech messages must be presented not only by the teacher, but also by special means.

For effective listening training, it is important to correctly decide whether it is appropriate to repeat the same speech message and the duration of its sound. Experiments conducted in the school classroom revealed a very significant dependence of understanding on the number of presentations, especially at the initial stage of training. So, according to some studies, repeated listening to a message improves understanding by 16.5%, the third - by 12.7 % (compared to the second), subsequent listening does not significantly improve speech understanding [3].

Thus, listening is a complex receptive type of speech activity. This process has a number of difficulties associated with the process of listening to speech, memorizing it, its pace, and the nature of its presentation.

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THE ETYMOLOGICAL ASPECT OF THE FIELD OF WORD-FORMATION IN ENGLISH ADJECTIVES

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Резюме: в статье указываются способы словообразования в английском языке. Рассматриваются структурные особенности словообразовательного поля английских прилагательных, а также этимологический аспект словообразовательного поля английских прилагательных. Выявляются наиболее продуктивные способы образования прилагательных от производящих основ разного типа.

Түйін: мақалада ағылшын тіліндегі сөзжасам әдістері көрсетілген. Ағылшын сын есімдерінің сөзжасамды қөрісінің құрылымдық ерекшеліктері, сондай-ақ ағылшын сын есімдерінің сөзжасамды қөрісінің этимологиялық аспектісі қарастырылады. Әртүрлі типтегі өндіруші негіздерден сын есімдерді қалыптастырудың ең тиімді әдістері анықталды.

The modern stage of the development of linguistics is characterized by an increased interest in the complex study of the lexical system and the reflection of its connection with the cognitive and practical activities of a person, as well as with other systems.

Affixation is one of the most ancient ways of word formation in the English language and is defined as a way of forming words by adding word-forming affixes to various types of bases. In accordance with the division of word-forming affixes into suffixes and prefixes, affixation is divided into suffixation and prefix, which differ significantly. It should be noted that suffixes are closely related to the base, in contrast to more semantically independent prefixes. As a result of adding a suffix to the generating base, in most cases a derived base is formed that belongs to another part of speech; while the prefix never participates in the formation of words of another part of speech. Prefixes only change the semantics of the derived word. However, some linguists recognize the presence of "converting prefixes" in the

English language (O. D. Meshkov, E. M. Dubenets). We hold the view that prefixes in modern English form new words within the same part of speech.

Another productive way of forming derived words in English is conversion. V. N. Yartseva writes that the source of conversion was the changes that occurred intensively in the late old English period, when the equalization of the sound form of root morphemes and the reduction of the difference in forms within the paradigms of parts of speech led to a large number of homonyms. It is necessary to distinguish between conversion and modeled homonymy found in pairs of words that were not homonyms in Old English, but were characterized only by the commonality of root morphemes. Diachronic analysis of homonymous pairs of words in modern English shows that not all of them are formed by conversion; many, for example, drop (verb)

- drop (adjective) - arose as a result of phonetic and phonomorphological transformations in the course of the historical development of the English language.

The word-forming field of adjectives in the English language is still insufficiently studied. A comprehensive study of the vocabulary of the English language, the identification and description of its systemic organization is relevant. Until now, the structure, semantics and etymology of its constituent units are interpreted ambiguously. Any object can be defined and understood only in a system of relations with other surrounding objects. In this regard, a comprehensive study of the individual elements of the vocabulary of the English language in their interdependence and internal unity is of particular importance.

Field derivational adjectives in English is complex, as it consists of a complex field borrowed derivational adjectives, the core of which is presented word-formation field adjectives formed from nouns producing bases and complex word-formation field native English adjectives, where the nuclear field is also derivational adjectives formed from nouns producing bases. Each of the word-forming fields includes microfields, the composition of which depends on the interaction of the generating bases with their word-forming formants. Thus, the core of the word-forming field of adjectives formed from the bases of adjectives is the microfield of the prefix. The method of prefixing is formed by 201 proper English and 199 borrowed adjectives. In the word-forming field of adjectives formed from the bases of nouns, the nuclear field is the micro-field of suffixation. The core of the word-forming field of adjectives formed from verb bases includes the microfields of suffixation and conversion.

The study of the vocabulary of any language is of great interest. According to D. Krystal, this is the most important task of a linguist [1]. The nature of the vocabulary is determined by the socio-economic and cultural history of the people who speak this language. Social, political and cultural changes in human society entail changes in the vocabulary of the language, which reflects the mentality and activities of the people who are native speakers of this language. Thus, I. V. Arnold writes that the vocabulary of a language is an adaptive system that is in constant development, adapting to the needs of the language community [2]. By an adaptive system, I. V. Arnold understands a self-developing system that adapts to the conditions of its functioning not only by enriching its composition, but also by changing its structure itself, and the structure is understood as a set of relations between the elements of the systems. So, the language structure is a product of the historical formation and development of the language in inseparable connection with the development of society and public consciousness, all language systems are subject to changes in connection with social changes. The lexical system, unlike other language systems, is the most sensitive to changes in society and never remains constant, which is due to the main function of the language. Thus, A. Bo notes that the changes occurring in the language are most visible in the vocabulary of the language [3].

Of particular interest are the works devoted to etymological research. Etymology is one of the oldest branches of linguistics, dealing with the origin of words, changes in their forms and meanings. Without etymological data, it is difficult to understand the complex semantic changes that words undergo in the course of their

historical development. Many questions of word formation are solved based on the data of etymology. Often a particular word goes out of independent use, remaining in complex words, or there is a simplification of the morphological structure of the word.

Etymological practice is increasingly striving for consistency in its methodology, forming methodological principles that allow us to assess the reliability of its conclusions based on the material available to the researcher, establishing rules that suggest the direction of etymological studies, and increasingly resorting to research on the material of entire groups of words.

The vocabulary of the English language is etymologically heterogeneous. V. D. Arakin says that in the Old English period in the language you can find English words that are not found in any other languages other than English, elements of Indo-European and Germanic languages, as well as words borrowed from other languages [4]. As V. A. Khomyakov rightly notes, the vocabulary of the Old English language was enriched mainly through its own resources, rather than borrowings; however, at this period there are a certain number of words borrowed from other languages [5].

K. Brunner writes that borrowings from the Celtic language are not numerous, but notes that the number of Latin borrowings in the Old English language is very significant. Krystal also speaks of a small number of Celtic loanwords and a significant influence of the Latin language. The point of view of K. Brunner and D. Krystal seems to be the most relevant to reality, since there are two layers of Latin borrowings in the Old English period: the first layer dates back to the time of the Germans' stay on the mainland, while the English language includes words related to military affairs, trade, agriculture, and everyday life. The second layer of Latin loanwords comes from the era of the Christianization of England, when words related to religion and education were borrowed mainly.

Integrated field borrowed derivational adjectives is a big part of a complex word-formation field adjectives in the English language and includes: word-formation field of Latin adjectives, word-formation field Latin, French adjectives, French adjectives field of word-formation, word-formation field Greco-Latin adjectives; adjectives of Greek derivation field, field derivational adjectives borrowed from other languages.

Considering the structure and composition of the word-forming field of adjectives of the English language, we can conclude that it is complex, consisting of two parts, the quantitatively predominant of which is the word-forming field of borrowed adjectives. Each of the two parts is represented by a number of word-forming fields, including the core and the periphery, where the main is the word-forming field of adjectives formed from the generating bases of nouns, and the nuclear is the micro-field of affixation.

A comprehensive study of the word-forming field of adjectives in modern English allows us to conclude that the development of the concept of the field principle of the system organization of linguistic phenomena is widely used in word formation. The field approach to the study of word-forming processes allows us to study the connections and dependencies of all elements of the word-forming system

of a particular part of speech in the most complete way. The word-forming base of adjectives in modern English is represented by the bases and word forms of different parts of speech, substantive and verbal word combinations and phraseological units.

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СЮЖЕТНО - КОМПОЗИЦИОННОЕ СВОЕОБРАЗИЕ РОМАНА И. ЛАЙЛИЕВОЙ «МИГРАНТЫ, ИЛИ EVERYTHING IS POSSIBLE»

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Аннотация: В статье представлен анализ сюжетно – композиционного своеобразия романа И. Лайлиевой «Мигранты, или Everything is possible». Авторами было высказано мнение о наличии в романе трёх сюжетных линий и было обосновано мнение о том, что композиция романа построена по постмодернистскому принципу.

Ключевые слова: сюжетно – композиционные особенности, сюжетные линии, жанр, постмодернизм, композиция, композиционное построение, архитектоника, кольцевая сюжетная линия.

И.Д. Лайлиева – доктор филологических наук, известная своими работами, посвящёнными исследованию киргизской прозы в контексте мировой. Перу писательницы, кроме указанных литературоведом, принадлежат произведения «Полёт бабочки», «Звезда ночного эфира», «Апрель». Она всегда обращается к остросоциальным, ключевым проблемам жизни Кыргызстана, не боясь высказывать их видение в художественных формах, которые расширяются и становятся разнообразнее от произведения к произведению.

Роман И. Лайлиевой «Мигранты, или Everything is possible» был написан в 2010 году. В предисловии к роману сама автор пишет: «Наступило такое время- период великой миграции. Люди, которые в лучшие времена сидели дома и никуда не двигались , сейчас садятся в поезда дальнего следования едут туда, где их никто не ждет, чтобы заработать денег и прислать их домой, так как на своей земле у них возможности получить работу- нет. Полмиллиона

киргизов по официальном данному зарабатывают в Российской Федерации на хлеб для себя и своих семей. Почему государство перестало быть государством, почему люди не чувствуют на себе его внимания и защиты, почему они предоставлены самим себе и брошены на произвол судьбы – эти вопросы волнуют сегодня многих». [1.1] Именно этот острый вопрос, который уже стоит 30 с лишним лет, поднимает писательница в своём произведении.

Мы решили целесообразным рассказать краткое содержание романа. Ирина – работник телевидения, не угодила своему заместителю директора и её попросили освободить своё место, что она и сделала. Уволившись, она решает мигрировать в Россию. Здесь начинается рассказ о Нурджамал, которую сбил американский офицер с авиабазы под Бишкеком, в результате чего она оказалась в больнице. «Нурджамал лежала на больничной кровати и думала о том, сколько ей ещё предстоит здесь проваляться» [1.17]. У неё дочь Назгуль, она студентка. Нурджамал сбил на машине лейтенант Маннинг, который ей помогал, до выздоровления. Ирина знакомится с Сарматом, мигрантом из Кыргызстана. Эркинбек и Асель муж и жена, мигрировавшие в Данию из-за политических гонений: Эркин выставил фальшивый бюллетень выборов в интернет. Ирина живёт с Сарматом, Назгуль - дочь Нурджамал, по настоянию матери, сходится с Маннингом и беременна от него. Дальше ведётся рассказ о Юргене Хайдигере, пожилым европейцем, переехавшим в Кыргызстан, он покупает себе квартиру, заводит друга Сармата и хочет жениться на своей переводчице Жылдыз. Но его застрелили в собственной квартире. Сармат очень привязался к Юргену и его горе было неподдельным, он уехал со своей квартиры. Сармата кто-то ранил ножом, он переносит операцию. Они Ириной покупают дом в Новой Зеландии, Пока Ирина возвращается домой, в Бишкек, в аэропорту видит Эркина и Асель, которые тоже возвращаются на родину. В Кыргызстане произошла революция и они могут вернуться домой. Там же в аэропорту Том, Назгуль и её мама Нурджамал улетают в Москву, а оттуда в Америку.

Очень интересный сюжет и необычное композиционное построение. В романе 16 глав и три сюжетные линии, где описываются судьбы людей, которые находятся в условиях миграции. Это наши граждане, мигрировавшие в Россию, Данию и граждане США и Австрии, которые находятся в Кыргызстане. Том Маннинг, лейтенант на лётной базе в Канте и Юрген Хайдигер из Австрии, решивший свою остальную жизнь провести в Кыргызстане.

В первой сюжетной линии, в 1, 3,5,7,10,12,15 главах, описывается жизнь главной героини Ирины. Она живёт и работает в Кыргызстане, но она хочет уехать в Москву. Причиной тому стало то, что когда «она хорошо выполняла свою работу а именно была одной из наиболее бескомпромиссных разгребательниц грязи, этим и прославилась, но теперь такие качества не в чести, настало время хвалить власть и говорить, что все, что она делает – это хорошо и правильно», её уволили. [1.10]

Вот она была патриоткой своей родины. Боролась за правду, за справедливость. Время поменялось, всю правду журналистам писать запрещалось, она не хотела понимать это и ей указали на дверь. Её патриотизм не нужен никому. И вот она и ушла с работы, а после, уехала в чужую страну, где никто её не ждёт, но есть брат мамы в Пензе.

Она живет и помогает дяде, думала, что быстро найдет работу, но не все так просто. Через некоторое время она знакомится с молодым человеком по имени Сармат и выходит за него замуж. Ирина вместе с Сарматом исполнят свою мечту, купив себе дом в Новой Зеландии.

Сармат на родине работал судьей, был честным и умным человеком. Таким образом он становился белой вороной среди черных ворон.

Вторая сюжетная линия романа, это 6, 9, 16 главы, связана с судьбой лейтенанта Маннинга, гражданина США, который случайным образом сбивает гражданку Кыргызстана Нурджамал. Он, нарушив предписание посольства поехал навестить пострадавшую по его вине женщину к ней домой. Нурджамал поправлялась и в то же время она задумывалась о том, что Том скоро улетит домой, в Америку и значит им больше никто не будет помогать. Она вынудила свою дочь выйти за него замуж и все вместе уезжают в Америку.

Третья сюжетная линия, это 4, 8, 11 главы, повествует о судьбе молодой семьи Асель и Эркинбека, они поженились по большой любви, но у все в жизни настигает черная полоса. Они – политические мигранты. Живут в Европе. История их жизни раскрывает сложные обстоятельства, заставившие их покинуть родину, а также глубокую эмоциональную борьбу и чувство неустрашенности, которые часто сопровождают мигрантов в подобных ситуациях.

Оказавшись в Европе Асель и Эркинбек, сталкиваются с новыми вызовами судьбы. История Асель и Эркинбека становится примером стойкости и борьбы за право на лучшую жизнь.

Двойная сюжетная линия наблюдается в первой сюжетной линии, где постепенно автор вводит рассказ о судьбе австрийца Юрген Хайдигера. Он переехал в Кыргызстан и погиб от рук мошенников, пытавшихся завладеть его деньгами, драгоценностями. На самом деле Хайдигер отдал свой дорогостоящий бриллиант Сармату. Об этом мы узнаём в конце романа. Камень был возвращён Ириной семье австрийца, за что они подарили им дом в Новой Зеландии.

Композиция и сюжетные линии параллельны, так как можно говорить о схожести следующих судеб героев: они все находятся в миграции. Кыргызстан в романе играет обрамляющую роль, появляясь в первой и последней главах (с этой точки зрения композиция кольцевая: действие романа начинается и заканчивается в Кыргызстане). Осью симметрии этих сюжетных ситуаций является образ Ирины.

Следующей особенностью композиции романа можно назвать то, что параллельно с повествованием о героях даются статистические и экономические данные, публицистические статьи, лирические отступления

автора и они играют немаловажную роль в композиции романа. Они появляются в переломные моменты повествования и в период размышлений героев о судьбе своей страны и своей.

Каждый эпизод романа имеет художественное значение и ведёт к кольцевому построению. Все три сюжетные линии смыкаются в 16 главе, когда все герои встречаются в аэропорту. Ирина, которая приехала в Бишкек попрощаться, Эркин с Асель вернулись домой, так как свергнута власть, притеснявшая их, и Том, улетающий со своей беременной женой Назгуль и ее мамой в Америку через Москву.

Важную роль в романе играют эпитафия. Эпитафией к роману служит стихотворение Эдгара По «Эльдорадо»:

Весел и смел
Ездок летел
И день, и ночь. Был рад он...
Конь мой, лети!
Надо найти
Дорогу в Эльдорадо.

Данное стихотворение автобиографическое, где повествуется о рыцаре, и его поисках Эльдорадо, легендарного южноамериканского города золота.

Э. По в «Эльдорадо» высказывает мысль о том, что не искать богатств на земле. Единственные истинные богатства — это богатства, которые человек получает после смерти. Рыцарь в поэме много лет ищет физические богатства без всякой надежды, что приводит его к унынию и концу жизни.

Основное предназначение эпитафии в том, что автор предлагает нам, читателям прочесть текст романа в свете сформулированной в эпитафии мысли, на фоне стихотворения Э. По.

«Композиция романа построена по постмодернистскому принципу, включая в свою орбиту разнобежные сюжетные линии, статистические и экономические данные, публицистические статьи, лирические отступления автора». [2.119]

«Роман Лайлиевой И., — отмечается в аннотации, — это произведение о самых актуальных, насущных проблемах, стоящих перед обществом и в то же время — история о вечных чувствах и страстях, которые движут людьми. Роман в «фирменном» авторском стиле, сочетающий внешнею простоту и лаконичность с внутренней глубиной и страстностью. Внешне простое, даже скупое письмо, кинематографические яркие детали и глубокая сострадательность, и чувствительность, — абсолютное ощущение причастности к этому миру и его важнейшим проблемам» [1.1].

Таким образом, в творчестве И.Д. Лайлиевой можно наблюдать разные художественные методы и жанры, присущие современному литературному процессу. Илимкан Лайлиева — писатель и литературовед держит руку на пульсе современности, преломляя его в художественных произведениях, выражая собственный женский взгляд на происходящие события.

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THE EFFECT OF DIGITAL MEDIA ON ATTENTION SPAN AND COGNITIVE DEVELOPMENT

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Түйін: Бұл мақалада күнделікті өміріміздің ажырамас бөлігіне айналған цифрлық медиа әсіресе жастардың зейіні мен танымдық дамуына айтарлықтай әсер ететіні айтылады. Қысқа мазмұн пішімдері мен көп тапсырма ақпаратты үстірт қабылдауға және терең зейінді шоғырландыру қабілетінің төмендеуіне ықпал етеді. Әлеуметтік желі тудыратын лездік қанағаттануға тәуелділік тартымдылығы аз тапсырмаларды орындау мотивациясын төмендетеді және есте сақтау қабілетін нашарлатады, өйткені ақпараттың ұзақ мерзімді перспективада сақталуы ықтимал.

Резюме: В статье говорится что цифровые медиа, ставшие неотъемлемой частью нашей повседневной жизни, существенно влияют на концентрацию внимания и когнитивное развитие, особенно у молодежи. Краткие форматы контента и многозадачность способствуют поверхностному восприятию информации и уменьшению способности к глубокой концентрации. Зависимость от мгновенного вознаграждения, которую формируют социальные сети, снижает мотивацию к выполнению менее привлекательных задач и ухудшает память, поскольку информация всё реже сохраняется в долгосрочной перспективе.

Digital media have become an integral part of our lives today. Smartphones, tablets, computers and social networks accompany us at almost every step, changing habits and even the structure of thinking. There is an increasing discussion about how the influence of the digital environment affects the ability to concentrate and cognitive development, especially in children and adolescents, whose brain and mental abilities are in the stage of active formation. Numerous studies show that the constant use of digital media in everyday life contributes to a decrease in the ability to concentrate. Modern social platforms with their short videos and quick switching between information stimuli force users to get used to a flickering, superficial perception of data. Constant presence in such an environment makes a person less able to concentrate on one subject for a long time, and also reduces the depth of thinking. The brain adapts to this style of interaction and, as a result, begins to perceive any information as temporary, depriving it of stable meaning. Another aspect is the growing habit of multitasking — the ability to do several things at once thanks to constant communication with gadgets. At first glance, this may seem like a

useful skill, but research shows that such multitasking leads to a superficial, fragmented perception of information, reducing its value and increasing the likelihood of errors. The brain gets used to constant switching, which also makes a person less likely to concentrate on one object or task for a long time [1].

The psychological impact of digital media is also felt at the level of addiction to instant gratification. Most social platforms create behavior patterns that make users want to receive immediate rewards in the form of likes, comments, and notifications. This, in turn, stimulates the dopamine system of the brain, which leads to addiction to external stimuli and makes a person less motivated to perform routine but important tasks that are not associated with immediate pleasure.

These changes in the perception of information and reaction to stimuli directly affect cognitive development, including memory and the ability to critical thinking. Constant access to information via the Internet reduces the need to retain it in long-term memory, and the brain gradually begins to perceive such knowledge as temporary. In particular, children and adolescents, who have access to any data in the digital environment from an early age, rely less and less on their own memory and analytical thinking, preferring to turn to gadgets for tips and answers.

The digital environment also affects the development of social skills and empathy. Interaction through text messages and images on social networks reduces the opportunity to form an emotional connection, which makes it difficult to develop interpersonal skills and understand the emotional states of others. For children and adolescents, this can be expressed in the difficulty of building high-quality friendships and family relationships, as well as in a limited ability to empathize [2].

However, the impact of digital media on attention and cognitive development is not entirely negative and does not have an unambiguous nature. With a reasonable approach, their negative aspects can be minimized and even turned into benefits. Limiting screen time, especially for children, helps reduce the impact of constant external stimuli, giving the brain the opportunity to develop internal concentration and resilience. Taking time for a “digital detox” — that is, periods without gadgets — allows the nervous system to recover, while critical thinking and media literacy enable young users to consciously approach information and separate useful data from misinformation. Digital media have become an integral part of our lives, changing the ways of perception and thinking. Learning to interact with them wisely means finding a balance between benefits and possible risks, forming a competent and responsible attitude towards digital technologies, which contributes to their integration into our development and learning.

Digital media have become an integral part of our lives: smartphones, tablets, computers and social networks accompany us everywhere, changing not only our lifestyle but also our thinking processes. One of the most discussed effects of their influence is the impact on concentration and cognitive development, especially in children and adolescents, whose brains and skills are still in the process of active formation.

Research shows that the impact of digital media on concentration is associated with several key aspects:

Short attention span: The constant change of information, short videos and clip-based content format typical of modern social platforms reduce the time during which a person can maintain attention on one object. Modern teenagers are accustomed to a rapid change of stimuli, which reduces their ability to concentrate deeply [3].

Multitasking: The use of digital devices contributes to the development of the habit of multitasking - the simultaneous processing of several tasks. At first glance, this seems like a useful skill, but research shows that multitasking leads to superficial processing of information, reduces the efficiency of cognitive processes and increases the likelihood of errors.

Addiction to instant gratification: Social media and other digital media platforms are designed to entice users to receive “instant gratification” — likes, comments, and notifications. This stimulates the brain’s dopamine system, which leads to addiction to external stimuli and reduces motivation to focus on less attractive but important tasks.

The Impact of Digital Media on Cognitive Development

The effects of digital media are not limited to attention, but also affect cognitive development, including memory, critical thinking skills, and empathy.

Mnemonic Processes and Memory: Knowledge is increasingly perceived as something “external” — it is enough to have access to information via the Internet, and there is no need to remember details. This changes the processes of memorization: the brain begins to perceive data from the digital environment as temporary, which reduces the ability to memorize long-term. This is especially noticeable in children and adolescents who grow up with such access to information [4].

Critical Thinking: The flow of information on the Internet is often overwhelmed by misinformation and distortions. Critical analysis skills are important for effective cognitive development, but children and adolescents do not always have the necessary tools to filter data. As a result, digital media can encourage a superficial approach to information, reducing the ability to analyze and verify sources.

Empathy and social skills: Interactions in digital environments are often limited to text and images, which reduces the opportunity to develop empathy skills and understand the emotional state of the interlocutor. This can lead to difficulties in interpersonal relationships and a decrease in empathy in young people.

Approaches to minimize negative effects

The impact of digital media on attention and cognitive development is obvious, but it is possible to reduce the negative effects of their use. Here are some methods:

Regulate screen time: Limiting the time children and adolescents spend in the digital environment can reduce dependence on quick stimuli and improve concentration skills. For example, the American Academy of Pediatrics recommends that children over the age of six spend no more than two hours a day in front of a screen, including schoolwork.

Introducing a “digital detox”: Taking regular “days off” from digital devices helps the brain to recover and return to deep forms of concentration. This can range

from a complete disconnect from gadgets for a day, to specific periods of time without devices, such as an hour before bed.

Developing critical thinking and media literacy: Teaching children and adolescents the skills of critical analysis of information helps them to separate quality content from misinformation, developing their ability to deeply process data and think independently.

Developing concentration habits: Introducing activities that require focus - such as reading books, doing art or sports - helps to compensate for the destructive effect of the digital environment on the ability to concentrate for long periods of time and improves cognitive skills.

Digital media significantly alters cognitive processes and affects the ability to concentrate, especially in the younger generation. It is important to develop a conscious attitude towards digital content in users, especially children and adolescents, teaching them to balance between real and virtual life. With the help of reasonable restrictions and developmental practices, negative consequences can be reduced and the digital environment can be made an ally in learning and development [5].

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УДК 37

USING ONLINE PLATFORMS IN THE PROCESS OF TEACHING FOREIGN LANGUAGES TO PRIMARY SCHOOL STUDENTS

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Түйін: Мақала шетел тілін оқытуда онлайн платформаларды қолданудың қандай артықшылықтары бар екендігін талқылайды. Сонымен қатар, онлайн платформалардың сабақ барысында дұрыс қолданылуын қарастырады.

Резюме: Статья рассматривает целесообразность использования онлайн-платформ при обучении иностранным языкам в школах. Проанализированы основные преимущества этого подхода и описаны различные подходы к организации образовательного процесса.

With the advancement of technology in the 21st century, the way knowledge is delivered has changed significantly. Over the last three decades, educators have started using various online learning resources as people have realized that the traditional way of teaching alone cannot do as much as students need. Because of it, as we can see right now, online platforms have become a significant tool in teaching English to school children. Resources such as videos, audio, and games stimulate interest and help teachers adapt lessons to the level of each student. This article will discuss the benefits of using online platforms in the classroom and the methods of actually integrating these platforms.

1. Benefits of integrating online platforms in the classroom.

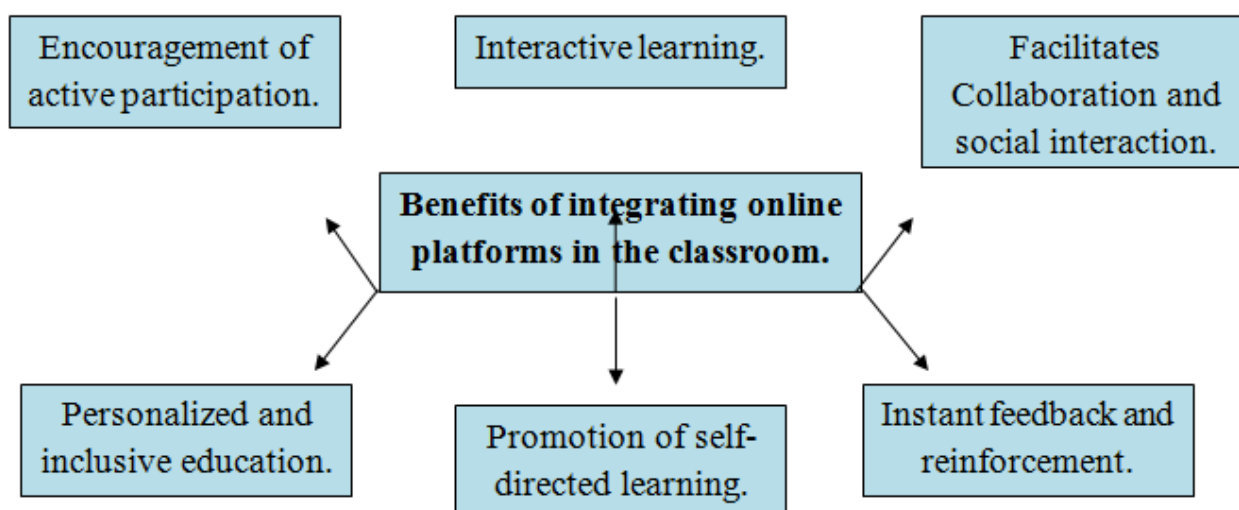
Digital tools offer many key elements that help the teacher to engage the students and make the lesson more enjoyable and exciting. For example, including elements such as quizzes, interactive games, and multimedia in the lesson stages will facilitate the process of understanding the information by the students. As has been found in numerous studies, lessons that include some form of online gaming are more effective for elementary school students than learning solely from books, as their brains are not yet trained enough to engage in hours of non-gaming lessons.

When working with online tools, the role of the teacher also changes, whose main task is to support and guide the development of the students' personality, their creative search. Relationships with students are built on the principles of cooperation and joint creativity. In this regard, students develop skills of individual and group work, creativity, and there is a departure from the traditional lesson with the predominance of the explanatory illustrative teaching [1].

Using online platforms in foreign language classes allows for interactive work with the vocabulary and grammar being studied, and for practicing speaking and listening. Online platforms provide the ability to view materials/lessons already covered, help to monitor students' knowledge and progress more accurately, and can be used from anywhere in the world and from any device. When completing and instantly checking assignments by the program itself, a huge amount of time is saved. To all the above advantages of online platforms, one more can be added, in my opinion, the most significant one - the ability to make lessons exciting and varied.

Continuing to talk about the benefits of using online platforms in the classroom, we would like to emphasize that these tools allow teachers to create customized assignments based on the current level, interests, and learning speed of the student. To take one example, the Wordwall platform is a great tool that can be used in various forms. On this platform, students can easily change the format of the same task as they wish, such as quizzing, matching, opening boxes, etc.

Fig 1- Benefits of integrating online platforms in the classroom.



Moreover, practice has shown that with the use of interactive learning technologies, it is possible to effectively solve the problems of activating individual intellectual processes of students with the awakening of internal dialogue in them; creating conditions for students to understand and assimilate new information; individualize pedagogical interaction, where students are transferred to the position of subjects of influence; organization of bilateral communication with the exchange of information between participants in the educational process [2].

2. Effective methods for integrating online platforms at primary school.

Being educated about useful digital platforms is one thing, but using them effectively in the classroom is another. Using online platforms effectively requires us to be educated about the right methods that are age-appropriate, goal-oriented, and context-based. Therefore, the author would like to provide some methods that integrate digital platforms and that are commonly used by educators.

1. Flipped classroom. Prior to class, students take home lessons from platforms like edpuzzle or khan academy kids in video, game and `interactive` forms. This allows them to learn core concepts in a way that suits their learning style and creates room for deeper discussions, practical knowledge during class. If students were learning animal vocabulary they would watch a youtube kids safe video and then do a short quiz at home. in class, they could do a role play activity such as describing their favorite animals to further improve what they learned online.

2. Project-based learning and its digital tools. Project-based learning (pbl) offers students a deeper dive into an area of interest by its very nature—the integration of language skills through real, project-aligned work. These online tools assist in research, collaboration and presentation.

3. Central gamification and point system: Teachers can make the language tasks a little interesting by treating them as some game wherein there are scores, levels or any rewards. It encourages interaction which leads to better access of learning goals.

Sample: for fun language games such as vocabulary or grammar exercises, one can use platforms like clasdojo or quizizz. You take a series of vocabulary tasks, and string them together so that each time you do one, your badge level goes up (zero points if not done by the 30th), bit by virtual badged-leveler-bit.

Based on the information provided, it can be concluded that interactive services are effective and accessible for individuals studying a foreign language. The use of information and communication technologies (ict) greatly boosts students' involvement with the material while promoting various types of speaking activities. Frequent engagement with computer-based tasks helps students develop consistent independent work habits, which decreases the time needed for routine assignments and allows for greater focus on creative pursuits. Implementing tasks and authentic resources obtained online emerges as one of the most successful methods for meeting essential goals in foreign language instruction. These materials encourage self-directed learning focused on gaining new experiences. The use of diverse online tools supports: increased motivation for learning; lessons delivered with high aesthetic and emotional appeal (including music and animations); improved instructional differentiation; growth in students' self-regulation and accountability regarding their work; as well as opportunities for personal creative development.

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ЖАМБЫЛ ЖАБАЕВ ӘЛЕМДІК ӘДЕБИ ҮРДІСТЕ

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Аннотация: В статье рассматриваются вопросы художественного мышления, особенностей поэзии, стиля письма, темы и идей поэзии Жамбыла Жабаева.

Summary: The article examines the issues of artistic thinking, the peculiarities of poetry, writing style, themes and ideas of poetry by Zhambyl Zhabaev.

Жазушы Шыңғыс Айтматов адамзаттың қайталанбас ұлы, қазақ халқының ғасырлар бойғы эпикалық туындысы, өз шығармаларында тұлға, махаббат, ізденіс трагедиясын көркем бейнелеген Жамбыл поэзиясын ерекше бағалайды.

ҚР ҰҒА академигі, филология ғылымдарының докторы Сейіт Қасқабасов ұлы Жамбылды айтыс шебері деп санайды. Айтыста оның ұлы ақындық таланты айқын көрінді. Жамбыл Жабаев көркем ойлауы, шырынды тілі және

ұлы поэтикалық марафонда жеңіске жету үшін қажетті барлық қасиеттері бар сөздің нағыз суретшісі екенін көрсетті, ол айтысқа мүлдем жаңа идеялар мен тақырыптарды, ерекше тәсілдер мен ерекше дәлелдерді енгізді. Бұл жанрды байытып, жаңартты, нағыз кәсіби ақын ретінде ол табиғат пен жыл мезгілдері, поэзия мен өнер, ақындар, музыканттар мен суретшілер туралы өлеңдер жинады.

Оның шығармашылығына Мұхтар Әуезов, Сәкен Сейфуллин, Сәбит Мұқанов, Ғабит Мүсірепов тәнті болды. 1939 жылы Жамбыл Жабаевтың әндері мен өлеңдері беларусь тіліне аударылған. Оған Янк Купал мен Якуб Коластың шығармалары арналды.

Белгілі түркітанушы және шығыстанушы Короглы, орыс фольклортанушысы Виктор Гацак Жамбыл эпикалық әнші деп аталды. Халық Жамбылда тек ақын, жырауды ғана емес, сонымен қатар өз халқының тарихын, дәстүрін жақсы білетін, оны өзінің ұлы туындыларымен танымал қазақтардың ежелгі Қорқыт атамен толық негізде салыстыруға болатын ұлы данышпанды ретінде көрді.

Жамбыл Жабаев-қазақ кеңес ақыны, екінші дәрежелі сталиндік сыйлықтың лауреаты (1941). Ол өз өмірін жалпыадамзаттық құндылықтарды насихаттауға, әділдік пен патриотизмді дәріптеуге арнады. Оның мұрасы-қазақ халқының өмір тарихының айнасы. Жамбыл шығармашылығы бүгінгі күнге дейін өзекті және тек қазақстандық ғана емес, шетелдік әдебиеттанушыларды да мұқият зерттеу объектісі болып табылады. Ақынның шығармалары әлемнің 50-ден астам тіліне аударылған.

«Жамбыл-біздің дәуіріміздің ең жарқын және дарынды әншісі», - деп жазды ол туралы қазақтың ұлы жазушысы Мұхтар Әуезов. Оны орыс кеңес ақыны Николай Тихонов «өз халқының ар-намысы, дауысы, жүрегі және ақиқаты», - деп атады [1, 47 б].

Ұлттық сөздің туын көтерген ұлы дала тұлғаларының бірі. Ұрпақтар сабақтастығын оның ұлы өнерімен ұштастырған жыраудың мұрасы әрқашан ұлттың рухани игілігі болғаны даусыз. Сондықтан Жамбыл туралы сөз-қазақ сөзінің қасиеті туралы сөз.

Қазақстан Республикасы Тәуелсіздігінің 30 жылдығын мерекелеу қарсаңында атап өтілетін үлкен іс-шаралардың бірі Жамбыл Жабаевтың 175 жылдық мерейтойы болып табылады. Қазақ халқының Жамбыл Жабаевқа деген шексіз құрметін тәуелсіздік идеясы тұрғысынан қайта қарастырып, зерделейтін кез келді. Оның жұмысында азаттық ойының ұшқыны айқын көрінеді

Жамбыл Жабаев-импровизациялық өлеңнің де, толғау шығармасының да, қысқа эпиграмма, экспромт, эпикалық дастанның шебері. Ол өзінің қуатты және өміршең өлеңдері арқылы қазақ халқының рухани әлеміне өлмес үлес қосты. Егер біз ақынның шығармаларына жүгінетін болсақ, онда оның Керчьтегі теңсіздік туралы айтқанын байқаймыз. Ақын қарапайым халықтың ауыр өміріне ренжіп, уайымдады, елдің тағдырына алаңдады. Әділдік, адалдық, адамгершілік, сондай-ақ батылдық, бірлік туралы уағыздады.

Тұңғыш Президент - Елбасы Нұрсұлтан Әбішұлы Назарбаев ұлы жырау туралы: «егер Біз Жамбылдың даналығын құрметтесек және оның ұлылығын көтерсек, бұл Жамбылдың арманы адами армандарға толы болғандықтан. Сондықтан, қазақ жамбылына адамзаттың Жамбылы ретінде құрмет көрсете отырып, біз оның өлмес рухына бас иеміз. Қазақ халқы, оның тілі мен діні тірі болса, адалдық пен адамзаттың, әділдік пен ізгіліктің жаршысы – Жамбыл-мәңгі болады». Бұл дана пайымдауды халықтық мәлімдеме деп санауға толық негіз бар.

Қазақстан Республикасының Президенті Қасым-Жомарт Кемелұлы Тоқаевтың 2021 жылғы 5 қаңтарда жарияланған «Тәуелсіздік бәрінен бұрын» мақаласында ұлттық құндылықтарды таным мен таным тұрғысынан қалай бағалау және бағалау және оларды болашақ ұрпаққа беру туралы идеялар көрсетілген. Жырау шығармашылығында көтерілген негізгі идея елдің бірлігі мен тұтастығын дәріптеу екені анық. Осы тұрғыдан алғанда, қуатты, көп қырлы Жыр алыбы Жамбылдың туындылары тәуелсіз Қазақстанның жасампаз істерімен үндеседі.

Ақынның мерейтойында әр бес жыл сайын Жамбылтану саласындағы өзінің жетістіктері мен кемшіліктерін талдап, бағыттарын анықтау дәстүрге айналуға. Осындай айтулы даталардың әрқайсысында Жамбылдың есімі көтеріліп, халқымыздың мәртебесі жаңа биікке көтеріледі.

Жамбыл Жабаев шығармашылығының басты тақырыптық өзегі-адам және уақыт. Ол жақсылық пен жамандықты, адамгершілік пен надандықты, сол дәуірде өмір сүрген замандастарының адалдығы мен арамдығын талдай білді, үлкен философиялық тұжырымдар жасады. Ақын С толғайды Отанымызды азат ету және қиын деп жауап беру уақытының критерийіне бір адам бар деген әрбір іс. Сондықтан, сіз жыраудың болмысының мәніне терең бойлаған кезде, сіз әлемнің өзіндік өлшемі оның ұрпақтарына қалдырған адами істері екеніне сенімдісіз. Жамбылдың шығармашылық өнері мен адамгершілігіне мазмұнды толықтыру, халықтық асыл мұра сапалы үлес қосты [2, 98 б].

Жамбыл Жабаевтың өмірі мен шығармашылығы-жан-жақты зерттелген тақырыптардың бірі. Сонымен қатар, бұл үнемі зерттелетін мәңгілік тақырыптардың бірі деп айтуға болады.

Алайда, соңғы уақытта кейбір ғалымдар Жамбыл ақынының өмірі мен шығармашылығын зерттеу тек біржақты деп айтады. Олардың пікірінше, Жамбыл Жабаев партияның құралы ретінде ғана зерттелген.

Жақында БАҚ-та филология ғылымдарының докторы, журналист-жазушы Уәлихан Қалижанұлының Мемлекет басшысының атына хат ретінде жазған мақаласы жарияланды. Онда коммунистік жүйе мен оның идеологтары Жамбылдың есімін партияның ұранына айналдырғаны айтылған.

Шынында да, Жамбыл Жабаевтың 100 жылдық өмірінің соңғы 28 жылы Кеңес заманында болды. Бұл ақынның ізгілігі мен трагедиясына айналды. Коммунистік жүйе, оның идеологтары Жамбылды партияның ұранына айналдырды. Тек партиялық тұрғыдан бағаланды. Ал Жамбыл қандай ақын!? Жамбылды білу үшін жаңа көзқарас, жаңа түсінік қажет. Мысалы, революцияға

дейінгі өмір толық зерттелмеген. Жамбыл ақын ғана емес, ақын-жырау. «1916 жылы, ұлт-азаттық көтеріліс кезінде, 61 жасына қарамастан, ол көтерілісшілерді қолдап, оларға өлеңдер арнады. Романовтардың таққа отырғанына 300 жыл толуына орай ақындар айтысы кезінде оның поэтикалық сипаты байқалмай қалды. Сонымен қатар, Жамбылдың Балуан Шолақ, Әсет ақын, Шашубай сияқты ақындармен әңгімелесуі оқырмандардың кең ауқымына жеткен жоқ», - деп жазады Уәлихан Қалижанұлы [3, 62 б].

Әрине, оның 30-40-шы жылдардағы көптеген шығармалары биліктің қалауы бойынша жасалғанын жоққа шығаруға болмайды, оны ақынның әдеби хатшылары жабық түрде ұсынған. Осыған қарамастан, бұл толғаулар мен өлеңдер өздерінің идеялық-эмоционалды күші мен поэтикалық жетістіктері бойынша кәсіби жазба әдебиеттің ең жақсы өлеңдері мен өлеңдерінен кем түспейтінін мойындау керек. Олар, шын мәнінде, ХХ ғасырдың бірінші жартысындағы жыраудың жоғары поэзиясының классикалық үлгілерін ұсынады. Осы кезеңде Жамбыл жырау да, ақын да болды, яғни ол өлеңдерді ауызша жазды, бірақ кейін оларды әдеби хатшылардың көмегімен тегістеді. Осындай редакциялық редакциядан кейін ғана өлеңдер жарияланды.

Арнау әні Жамбылдың сүйікті жанрына айналды. Ол ақын-шежірешіге айналды және белсенділерге, Қызыл армия жауынгерлеріне, ғалымдарға, комсомолдарға, жастарға арналған өлеңдер арнады, Жамбылда көптеген жеке бастамалар мен үндеулер, ірі индустриалды қалалар туралы, Мәскеу, Ленинград туралы өлеңдер болды. Бұл шығармалар көркемдіктен жоғары шыңға шығып және Жамбылдың жарқын талантын, оның бейнелі дүниетанымын және шынайы поэтикалық көрінісін жасыра алмайды.

Жамбыл «Шағым», «Жылқышы», «Шәбденге», «Сәт сайланарда», «Өстепкеде», «Патша әмірі тарылды», «Зілді бұйрық» сияқты өлеңінде елдің әлеуметтік саяси өмірін көрсеткен.

Жамбылдың соғыс жылдарындағы поэзиясында басты орынды, әрине, Отанды қорғау және халықтар достығы тақырыбы иеленді. Төрт жыл бойы ол жауынгерлер, гвардияшылар, Мәскеу, Ленинград туралы тынымсыз шығармалар жасады. Оның «Ленинградтық өренім!» Жамбылдың осы туындыларының көпшілігі патриоттық поэзияның нағыз жауһарлары болды.

Қазақ ауыз әдебиетінде адамның әр түрлі жас ерекшеліктерін, оның ішінде кәрілікті сипаттайтын дәстүр болған. Көрнекті ақындардың барлығы дерлік осындай ән жазды. 1941 жылдан бастап Жамбыл бұл туралы анда-санда ән айтты. Бірақ айырмашылығы, мұнда адамның физикалық және психикалық жағдайы салыстыру арқылы беріледі [4, 118 б].

Жамбыл Жабаев-қазақ поэзиясын қай жанрда жырламаса да, өзінің дариясымен терең дем алып, Шалқарды шабыттандыратын Дарья талантының иегері. Ақынның шығармашылығы интеллектке, философиялық терең ұлттық құндылықтарға өте бай. Халық поэзиясы да, оның осы көзден алынған өлеңдері де құнарлы. Оның өлеңдерінде уақыттың тынысы, уақыттың тынысы бар. Ақ ақиқат гауһар сияқты сөздер елдің ойы мен арманына толығымен сәйкес келеді.

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AUDIOVISUAL LEARNING TOOLS AS PART OF A SET OF LEARNING TOOLS

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Түйін: Мақала қазіргі білім беру үдерісіндегі аудиовизуалды оқыту құралдарының рөліне арналған. Бейне, аудио және интерактивті ресурстарды қоса алғанда, аудиовизуалды Оқыту құралдары ақпаратты қабылдауды айтарлықтай жақсартады, студенттердің ынтасын арттырады және сыни ойлауды дамытады. Мақалада қол жетімділік, интерактивтілік және күрделі ұғымдарды жеңілдету мүмкіндігі сияқты аудиовизуалды оқыту құралдарын пайдаланудың негізгі артықшылықтары қарастырылады.

Резюме: Статья посвящена роли аудиовизуальных средств обучения в современном образовательном процессе. Аудиовизуальных средств обучения, включая видео, аудио и интерактивные ресурсы, значительно улучшает восприятие информации, повышает мотивацию студентов и развивает критическое мышление. Статья рассматривает ключевые преимущества использования аудиовизуальных средств обучения, такие как доступность, интерактивность и способность упрощать сложные концепции.

In the context of modern education, where the active introduction of technology is becoming a necessity, audiovisual learning tools occupy an important place in the formation of an effective educational process. Audiovisual media cover a wide range of materials and tools, including video, audio, presentations, multimedia materials and interactive resources, which contribute to improving the perception of educational material and increasing the level of student engagement. In this article, we will consider the role of audiovisual media in the educational process, their advantages and use cases [1].

The importance of audiovisual learning tools. Audiovisual learning tools have several key meanings in the educational process. Improving the perception of information. audiovisual learning tools allows you to present information in various formats, which contributes to a better understanding and assimilation of the material. Visual elements help to remember information, and audio information contributes to the development of auditory perception. Increased motivation and engagement. The use of various media formats makes the learning process more interesting and dynamic. This is especially true for teenagers, who may be less interested in traditional forms of education.

The development of critical thinking. Audiovisual tools can encourage students to analyze, interpret and evaluate the presented material, which contributes to the development of their critical thinking.

Stimulation of different learning styles. Each student has their own preferences in the perception of information. Audiovisual learning tools allows you to take into account different learning styles, such as visual, auditory and kinesthetic, which makes the learning process more individualized.

Advantages of using audiovisual media. Audiovisual learning tools have a number of advantages:

Accessibility. With the advent of the Internet and digital technologies, access to audiovisual materials has become easier and more convenient. Teachers and students can easily find and use the resources available online.

Interactivity. Many audiovisual tools allow you to create interactive tasks, which contributes to the active involvement of students in the learning process. For example, the use of interactive video presentations and online tests allows you to test knowledge in real time.

Simplification of complex concepts. Audiovisual learning tools can simplify the explanation of complex concepts and topics by using illustrative examples and illustrations. This is especially useful in subjects that require visualization (for example, in the sciences).

Examples of the use of audiovisual media. Video tutorials. Video recording of lessons allows students to review the material at a convenient time for them. Teachers can use platforms such as YouTube or specialized educational sites to create and distribute video tutorials. Presentations. Using programs such as Microsoft PowerPoint or Google Slides allows you to create visually appealing presentations that can be accompanied by audio-visual effects, which makes the lessons more informative and interesting. Podcasts and audio recordings. Preparing podcasts on educational topics can be a great addition to lessons. Students can listen to podcasts as part of their homework, which allows them to diversify the learning process [2].

Games and simulations. Educational games and simulations can be an effective way to learn. They not only involve students in the process, but also allow them to apply their knowledge in practice. Audiovisual teaching tools are an important tool in the arsenal of a modern teacher. They improve the perception of information, increase the motivation of students and contribute to the development of critical thinking. The introduction of audiovisual learning tools into the educational process helps to take into account individual learning styles, making classes more interesting and effective. Thus, the use of audiovisual media is a prerequisite for creating a modern, interactive and accessible educational process that meets the requirements of the time.

The introduction of audiovisual media into the educational process. For the successful introduction of audiovisual teaching tools into the educational process, it is important to take into account several factors:

Teacher training. Teachers should be prepared to use audiovisual learning tools and familiar with new technologies. Conducting trainings and seminars for teachers will help to increase their confidence and skills in working with audiovisual media.

Technical support. Educational institutions should be provided with the necessary equipment, such as projectors, interactive whiteboards, computers and high-speed Internet. The availability of modern equipment greatly simplifies the process of implementing audiovisual learning tools.

Development of educational materials. Teachers need to create and adapt educational materials that include audiovisual elements. This can be done by working together with other teachers to provide a variety of approaches and ideas.

Evaluation of effectiveness. To determine the success of the use of audiovisual learning tools, it is necessary to regularly evaluate their effectiveness. This can be done through surveys among students, analysis of academic performance and discussion of feedback on materials. The assessment will help you understand which tools work best and how you can improve the learning process.

Problems and challenges. Despite the many advantages, the introduction of audiovisual learning tools may face a number of problems and challenges:

Technical difficulties. Sometimes there may be problems with hardware, software, or internet access, which can slow down the learning process. Teachers should be prepared to solve technical problems. The diversity of students' skills. The level of computer literacy of students can vary greatly, which can make it difficult for them to get involved in the process. It is important to take this aspect into account and provide additional support to those who may be experiencing difficulties.

The need for time. The preparation and implementation of audiovisual materials takes time and effort. Teachers may face a lack of time to plan and prepare lessons, which may reduce the quality of learning.

Resistance to change. Not all teachers may be ready for changes in their approach to learning. Resistance to change may arise from a lack of confidence in new technologies or a lack of understanding of their benefits.

With the development of technology, audiovisual learning tools will continue to evolve. It is expected that in the future there will be new, more interactive and adaptive tools that will improve the quality of learning. **Artificial intelligence.** The use of artificial intelligence technologies can help to create personalized curricula that will adapt to the individual needs and abilities of each student.

Augmented and virtual reality. These technologies will open up new horizons for audiovisual learning, allowing the creation of immersive educational environments in which students can interact with the material at a new level. **Mobile technologies.** The increased use of smartphones and tablets in education will provide the opportunity to access audiovisual materials anytime and anywhere, which will significantly increase the flexibility and accessibility of learning [3].

Audiovisual learning tools play a key role in the modern educational process, contributing to increased student engagement and improved learning. Their successful implementation requires the training of teachers, the availability of technical support and the development of high-quality educational materials. Despite

the existing challenges, the future of audiovisual learning promises to be bright, using new technologies that will help make learning more interesting and effective. It is important to continue to explore and implement new approaches to ensure that the educational process meets the requirements of modern society.

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КОНЦЕПТ «СУДЬБА» В РАССКАЗЕ М.А. ШОЛОХОВА «СУДЬБА ЧЕЛОВЕКА»

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Түйін: Қазіргі уақытта адам зерттеу орталығында қазіргі тіл білімінің құрамдас бөлігі болып табылатын лингвомәдениеттану қарқынды дамып келеді. Лингвокультурологияның негізгі бөлігі ретінде ұғымды зерттеудің маңызы ерекше, өйткені концепт халықтың мәдениеті мен мінезін бейнелейді. Зерттеушілердің «тағдыр» ұғымын зерттеуге деген тұрақты қызығушылығы оның жұмбақ, мистикалық басталуымен, қол жетімсіздігімен және сонымен бірге алдын ала анықталғандығымен негізделеді. «Тағдыр» ұғымы орыс тілдік дүниенің бейнесі түсіну үшін өте маңызды және М.А. Шолоховтың «Адам тағдыры» әңгімесінде ерекше көрсетілген.

Summary: Currently, linguacultural studies, which is an integral part of modern linguistics, where man is at the center of research, is rapidly developing. As a key part of linguacultural studies, the study of the concept is of particular importance, because the concept embodies the culture and character of the people. The constant interest of researchers in studying the concept of "fate" is justified by its mysterious, mystical origin, inaccessibility and, at the same time, predetermination. The concept of "Fate" is very important for understanding the Russian linguistic picture of the world and is especially shown in the story of M.A. Sholokhov "The Fate of Man".

В настоящее время бурно развивается лингвокультурология, в которой человек находится в центре исследования, и которая является составной частью современного языкознания. Как ключевая часть лингвокультурологии исследование концепта имеет особое значение, потому что в концепте воплощаются культура и характер народа.

Ю.С. Степанов выделил некоторые концепты русской культуры: мир, судьба, любовь, вера, радость и другие [1]. Концепт «судьба» как одна из вечных тем занимает особое место в этой области. Во многих русских пословицах, поговорках и произведениях используется концепт «судьба». Судьба в русском сознании предстает как символ всего происходящего с человеком независимо от его желания. Примечательно, что понятие «судьба»

заложено уже в названии произведения, указывая на сюжетную основу этого рассказа. Судьба – неразумная и непостижимая неопределенность поступков и событий; безличная, слепая справедливость, всеохватывающая предопределенность [2: 98]. Неизменный интерес исследователей к изучению концепта «судьба» объясняется ее мистическим, загадочным началом, недоступностью и, в то же время, предопределенностью. В разное время концепт «судьба» изучали Н.А. Арутюнова, А. Вежицкая, Т.В. Даренская, В.Н. Ельцова, В.В. Колесов, А.Д. Шмелева, Я.С. Грищенко. В центре внимания этих исследований находился концепт «судьба». Судьба – одно из значимых слов русской языковой картины мира. Данное понятие несет в себе негативную окраску, это некий рок, предопределенный свыше, судьба жестока, властна и неизбежна. Судьба слепа и непостижима, и, как следствие, человек одновременно боится судьбы и безропотно покоряется ей. Однако в русской языковой картине мира существует *авось* – слово, имеющее позитивную окраску и выражающее непоколебимую веру в лучшее: «может быть, сбудется!»; «пусть хоть так!»; «а вот и сделаю!» – наперекор судьбе; хотя в настоящее время данная лексема все больше уходит в небытие [3: 98].

Михаил Александрович Шолохов в 1956 году написал рассказ «Судьба человека» [4], в котором отразил трагическую историю войны, тесно переплетенную с личной жизнью героя Андрея Соколова. Во время войны герой оказался в фашистском плену, совершил дерзкий побег, был пойман, снова бежал, но в этой беспощадной войне он потерял всех своих близких. В послевоенные годы его жизнь должна была бы стать лучше, но судьба словно «подшутила» над ним. Он покинул родной город, не в силах находиться там, где когда-то был счастлив со своей семьей. Однако война не смогла уничтожить его искренность и доброту, способность сопереживать чужому горю. Он усыновил мальчика-сироту, который потерял родителей на войне, и всегда верил, что жизнь полна надежды.

Во время Великой Отечественной войны гитлеровская армия нанесла огромный ущерб экономике и народному хозяйству советской страны, государство потеряло более 20 миллионов своих граждан. После окончания войны Советский Союз столкнулся с серьезными трудностями в восстановлении, развитии сельского хозяйства, промышленности и прошел сложный путь. На этом основана фабула рассказа Михаила Шолохова «Судьба человека». Судьба главного героя Андрея Соколова тесно связана с жизнью его Родины. Его жизненный путь, его судьба неотделимы от судьбы родной страны. Переплетение концептуального понятия «судьба» в жизни героя рассказа и государства носит обобщающий характер. Во имя победы родной страны герой активно и смело выполняет свой долг на поле боя. Он не просит пощады у фашистов, а твердо следует принципам справедливости. Однако во время войны он потерял все, что ему было дорого в этой жизни. Все эти события показывают, что судьба страны и судьба человека тесно связаны между собой. Судьба отдельного человека предстает как лучик надежды на возрождение на фоне катастрофической судьбы всей страны.

Многие исследователи отмечают, что существует нерасторжимая связь между незаурядной личностью и трагической участью. Герой принимает вызов судьбы или бросает ей вызов [5: 206]. Главный герой Андрей Соколов является таким человеком: обычный рабочий, который никогда не совершал необычных поступков в своей жизни, но именно на его долю выпали различные испытания в жизни, особенно во время войны. Он своими поступками нам показал взаимозависимость судьбы простого человека и страны.

С темой судьбы тесно переплетены проблемы морального долга и нравственного выбора, которые занимают в этом рассказе важное место. Проблема выбора встает перед человеком каждый день, но во время войны она становится острее. Ведь не всем приходится делать трудный выбор под страхом смерти: стать предателем или остаться верным своему Отечеству, согнуться под натиском врага или продолжить борьбу. Принимать сложные решения еще тяжелее, зная, что они могут стать судьбоносными. Андрей Соколов смог остаться достойным человеком и гражданином родной страны, ведь, несмотря на трудности и лишения, которые ему пришлось испытать, он всегда придерживался своих жизненных принципов, подразумевающих честность и порядочность, а не руководствовался шкурными интересами. Идея данного рассказа М.А. Шолохова в том, что человек, несмотря на происходящие вокруг него события, должен быть патриотом своей страны, отстаивать свое человеческое достоинство, даже во время войны нужно оставаться стойким, мужественным, верным, честным, гордым.

«Судьба человека» – это рассказ о войне, ворвавшейся в судьбу страны и сломавшей привычный уклад жизни ее граждан. Автор не описывает ужасы фронтовых сражений, но обращается к философскому осмыслению концептуального понятия «судьба» и приходит к выводу, что война – это не только катастрофа для страны, но и трагедия для простых, мирных жителей. Судьба есть у каждой страны, у каждой нации, у каждого человека, возможно разное понимание смысла судьбы как таковой. Но в рассказе Шолохова, по нашему мнению, дано глубокое понимание взглядов советских граждан на судьбу. Великая Отечественная война была тяжелой и очень значимой темой для советского народа, связанной с заботой простых людей о своей Родине, с их ответственностью за изменение жизни и судьбы целой страны. Таким образом, концепт «судьба» очень важен для понимания русской языковой картины мира и особо показан в рассказе М.А. Шолохова «Судьба человека».

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THE USE OF METAPHOR IN TEACHING PHONETICS AND GRAMMAR

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Түйін: Метафораны фонетика мен грамматика сабақтарында пайдалану – тіл үйренушілердің түсінуін тереңдететін, шығармашылық ойлауды ынталандыратын және тілдік элементтерді есте сақтауды жеңілдететін тиімді әдіс. Метафоралар абстрактілі тілдік ұғымдарды визуализациялауға көмектеседі, бұл оқушылардың қызығушылығын арттырып, оларды белсенді қатысуға шақырады. Тілді оқыту процесінде метафораларды қолдану студенттердің тілдік дағдыларын жетілдіруге, сөйлеу әрекетін байытуға және өзара түсіністікті нығайтуға мүмкіндік береді. Сондықтан, метафораның білім беру саласындағы рөлін зерттеу мен оны практикалық сабақтарда тиімді қолдану – қазіргі заманғы тіл оқыту әдістемесінің маңызды аспектісі болып табылады.

Резюме: Использование метафоры на занятиях по фонетике и грамматике способствует углублению знаний учащихся, развитию творческого мышления и облегчению запоминания языковых элементов. Метафоры помогают визуализировать абстрактные концепции, что повышает интерес студентов и активизирует их участие в учебном процессе. Они стимулируют развитие языковых навыков и улучшают взаимопонимание между учащимися. Таким образом, исследование значения метафоры в образовательном процессе и её эффективное применение на практических занятиях является важным аспектом современной методики преподавания языков.

Metaphor is a powerful linguistic tool that has been widely recognized for its potential to enhance the teaching and learning of phonetics and grammar. By creating vivid images and relatable concepts, metaphors simplify complex ideas, making them more accessible to students. This article explores how metaphors can be effectively utilized in the classroom, supported by insights from various authors and researchers in the field of education and linguistics [1].

1. Simplifying Complex Concepts. Phonetics, the study of sounds in human speech, can be challenging for learners due to its technical nature. According to Lakoff and Johnson in their seminal work *Metaphors We Live By*, metaphors shape our understanding of the world and can clarify abstract concepts. For example, a teacher might describe the articulation of sounds using the metaphor of a “musical instrument.” Just as musicians must adjust their instruments to produce different notes, speakers manipulate their vocal cords and mouth shapes to create various sounds. This metaphor not only helps students visualize sound production but also makes them more conscious of their speech mechanisms.

2. **Enhancing Memory Retention.** Metaphors can enhance memory retention by linking new information to familiar concepts. This idea aligns with the research of Tversky, who highlighted how visual imagery can aid memory. When teaching grammatical structures, a teacher might use the metaphor of a “building” to explain sentence construction [2]. The subject acts as the foundation, while the verbs and objects serve as the walls and roof that give the sentence its shape. This visual representation aids students in recalling the components of a sentence and their functions, thus making the learning process more engaging and effective.

3. **Encouraging Creative Thinking.** Metaphors stimulate creative thinking and encourage students to explore language more deeply. According to Gage and Berliner, engaging students in creative tasks fosters higher-order thinking. When students are asked to create their own metaphors for phonetic sounds or grammatical rules, they actively participate in their learning. For instance, they might compare the sound of a soft “s” to a “whispering breeze,” while a hard “k” could be likened to a “popping balloon.” This exercise not only deepens their understanding but also fosters a personal connection to the material [3].

4. **Facilitating Discussion and Interaction.** Metaphors can serve as a springboard for discussion, encouraging students to share their interpretations and ideas. In a classroom setting, this can lead to rich conversations about language, where students articulate their thoughts and challenge one another’s perspectives. For example, when discussing irregular verbs, a teacher might use the metaphor of a “journey,” explaining that some verbs take a different path than others. This metaphor invites students to discuss why certain verbs deviate from the norm, prompting exploration of language rules and exceptions. According to Mercer, such dialogue fosters critical thinking and collaborative learning [4].

5. **Bridging Cultural Gaps.** Metaphors can bridge cultural gaps in a diverse classroom. Language learners often come from various backgrounds, and using universally relatable metaphors creates common ground. As noted by Halliday, language is a social phenomenon, and metaphors that resonate across cultures can facilitate understanding. For instance, comparing the rhythm of spoken language to the “beat of a drum” is a metaphor that resonates universally, as music is a common human experience. This inclusivity fosters a sense of belonging and encourages participation among all students [5].

The use of metaphor in teaching phonetics and grammar is an effective strategy that enriches the learning experience. By simplifying complex concepts, enhancing memory retention, encouraging creative thinking, facilitating discussion, and bridging cultural gaps, metaphors become invaluable tools in the language classroom [6]. As educators continue to explore innovative teaching methods, incorporating metaphor can lead to more engaging and impactful language instruction. Ultimately, as pointed out by Richards and Schmidt, effective teaching involves not just the transfer of knowledge but also the creation of an environment where students can connect with and internalize their learning. Through the thoughtful use of metaphor, teachers can empower students to become more proficient and confident communicators.

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THE USE OF WEB QUEST TECHNOLOGY IN ENGLISH LESSONS

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Түйін: Мақала студенттердің танымдық белсенділігін арттырудың тиімді құралы ретінде ағылшын тілі сабақтарында веб-квест технологиясын қолдануға арналған. Веб-квесттер-бұл оқушыларға ақпаратты өз бетінше зерттеуге және сыни ойлауды, деректер дағдыларын және командалық өзара әрекеттесуді дамытуға мүмкіндік беретін оқу тапсырмалары.

Резюме: Статья посвящена применению технологии веб-квестов на уроках английского языка как эффективного инструмента активизации познавательной деятельности учащихся. Веб-квесты представляют собой обучающие задания, которые позволяют ученикам самостоятельно исследовать информацию и развивать критическое мышление, навыки работы с данными и командное взаимодействие.

In the modern educational process, one of the most effective ways to enhance the cognitive activity of students is the use of information technology. Among the various approaches, the use of web quests deserves special attention. This method allows you to make learning more exciting and practical, especially in English lessons, where you need to develop both language skills and information skills. Web quests are educational tasks performed using Internet resources and involving independent or group research aimed at solving the tasks set [1].

The main tasks and goals of using web quests

The purpose of using web quests in English lessons is to create an environment where students can:

- develop language skills such as reading, writing, speaking and listening;
- improve information management skills, including the search, processing and analysis of Internet resources;
- increase motivation to learn English through the use of interactive and creative tasks;
- develop critical thinking and the ability to work independently;
- to develop the ability to work in a team (in the case of group web quests).

The advantages of using web quests in English lessons

The use of web quests in English lessons has many advantages:

Practical use of the language. By completing the web quest tasks, students interact with real English-language materials, which helps them immerse themselves in an authentic language environment.

The development of independence. Web quests are focused on the independent search for information, which contributes to the formation of responsibility for their training and helps to develop planning and time management skills.

Increased motivation. Tasks completed in the web quest format are often perceived by students as an interesting challenge, which increases their interest in the learning process.

The possibility of multi-faceted training. Web quests allow you to integrate a variety of activities: working with text, creating presentations, performing creative tasks, which makes the learning process complex and multifaceted.

The structure and stages of the web quest

Each web quest consists of several stages that help structure the learning process and guide students in their work:

Introduction. At this stage, the teacher introduces the topic of the web quest and explains the purpose of the task. The introduction should be entertaining in order to interest the students and arouse their desire to participate.

Setting the task. Students are given a specific task or series of questions that they must answer during the quest. For example, the task may be related to creating a presentation about a famous historical figure from an English-speaking country.

Collecting information. Students are offered a list of Internet resources (websites, videos, articles) where they can find the necessary information. Sometimes tasks require additional search, which teaches students to navigate a large amount of information.

Completing the main task. At this stage, students complete the main task, for example, prepare a report, presentation, essay, or act out a scene. The task depends on the level of language training and the purpose of the lesson.

Presentation of the result. After completing the main task, students present the results of their work to the class, share their impressions and discuss the difficulties they have encountered. This allows you to improve your communication skills in English and work on mistakes.

Assessment and reflection. The teacher evaluates the results of the web quest, highlights the positive aspects and gives recommendations. Students can also discuss what they have learned and how they can apply what they have learned.

Examples of web quests for English lessons

The use of web quests in English lessons can be varied depending on the level of training of students and the topic. Examples of tasks include:

A web quest about culture and traditions: students explore the cultural traditions of different English-speaking countries using English-language websites and creating posters, presentations or articles about traditions, holidays and cultural features.

Celebrity Biography Research Web Quest: Students select a famous personality whose activities are related to an English-speaking country and explore her biography by creating a short report or presentation in English [2].

Environmental Web quest: Students explore the problem of environmental pollution or climate change and find suggestions for solving it, and then develop a small project on this topic.

The role of the teacher in the web quest

The teacher plays an important role in the process of conducting a web quest, since it depends on him how successfully the students' language and research skills will develop. The main tasks of the teacher include:

- preparation of high-quality resources for completing tasks;
- explanation of the instructions and objectives of the quest;
- assistance in case of difficulties and monitoring how the work is going;
- evaluating the result and giving constructive feedback.

The teacher also motivates students to work on the assignment and participate in the process by providing support and guidance.

Using web quests in English lessons is an effective way to motivate students, developing both their language skills and the ability to work with information. Web quests help to improve the ability to critically evaluate and find the necessary information, improve teamwork skills and make the learning process more exciting and informative. The introduction of web quests allows the teacher not only to diversify English lessons, but also to create conditions for the formation of useful competencies among schoolchildren that will be useful to them in the future.

Developing 21st century skills through Web quests

Web quests play a key role in the development of 21st century skills among schoolchildren, including critical thinking, teamwork, adaptability, digital literacy and communication skills. As students immerse themselves in the search for information, analyze it and present their results, they not only strengthen their knowledge of the English language, but also master skills that will be necessary in modern life.

Critical thinking. In the process of working on web quests, students learn to evaluate information, determine its reliability and significance, which allows them to develop critical thinking skills.

Teamwork. In the group quest format, students distribute tasks, agree on approaches and present the results as a team, which develops the ability to cooperate.

Digital literacy. Students learn to use Internet resources, select and filter information, checking it for authenticity and relevance, which improves their digital literacy.

Communication skills. Web quests require presentation of results, exchange of opinions and discussions, which helps students improve both oral and written speech.

Integration of interdisciplinary connections

Web quests in English lessons also contribute to the integration of interdisciplinary connections. For example, students can study the geographical features of English-speaking countries, get acquainted with scientific facts, discuss

social issues such as human rights, or explore the topic of art and culture. This helps students to see the relationship between subjects and apply their knowledge comprehensively.

Practical application of web quests in real situations

Another advantage of web quests is that they allow students to simulate real-world situations and look for solutions to current problems. For example, by creating projects on an environmental topic, students can study real environmental problems and offer their solutions, presenting them as ideas for change. This helps students develop self-confidence and an awareness that their contributions can be meaningful.

Web quests for different levels of language proficiency [3].

Web quests can be adapted for different levels of language proficiency. At the initial stage of learning English, quests can include simple tasks, for example, searching for information about your favorite characters or animals, creating a description using keywords and simple phrases. For more advanced students, tasks can be more complex and multilevel, for example, analyzing the cultural aspects of English-speaking countries or writing an essay on a relevant topic.

Obstacles and possible solutions

Despite the many advantages, it is important for the teacher to take into account the possible difficulties associated with using web quests:

Limited internet access. If there is no access to the network, the teacher can prepare the necessary materials in advance in printed form or offer students to work at home.

Lack of digital technology skills. The teacher can pre-teach a short lesson explaining the basics of information retrieval and working with Internet resources.

The difficulty of controlling the completion of tasks. In group quests, some students may be less actively involved in the process. To avoid this, it is recommended to conduct reflection and give each student the opportunity to speak about the work done.

Using web quests in English lessons is not only an interesting learning method, but also an important step in the development of modern skills among schoolchildren. Web quests make the learning process more flexible and interactive, help develop key skills of the 21st century and build students' self-confidence. With proper planning and consideration of possible difficulties, web quests can significantly increase the motivation of schoolchildren to learn English and form fundamental skills that will be useful to them in later life and career.

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DIDACTIC CONDITIONS FOR THE DEVELOPMENT OF COMMUNICATION SKILLS OF SCHOOL STUDENTS

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Түйүн: бұл мақалада оқушылардың қарым-қатынас дағдыларын дамыту үшін қажетті дидактикалық жағдайлар қарастырылады. Қарым-қатынас дағдылары академиялық және нақты жағдайларда табысқа жету үшін өте маңызды. Тиімді қарым-қатынас қабілеттерін дамытуға ықпал ететін оқыту әдістері, оқу ортасы және мұғалім мен оқушының өзара әрекеттесуі сияқты негізгі факторлар қарастырылады.

Аннотация: в этой статье рассматриваются дидактические условия, необходимые для развития коммуникативных навыков у школьников. Коммуникативные навыки имеют решающее значение для успеха как в академических, так и в реальных условиях. Рассматриваются ключевые факторы, такие как методы обучения, учебная среда и взаимодействие учителя и ученика, которые способствуют развитию эффективных коммуникативных способностей.

The development of communication skills among schoolchildren is the main goal of education in the 21st century. Communicative competence is essential for academic achievement, career readiness, and interpersonal relationships. However, many students face difficulties in expressing their thoughts clearly and confidently. The purpose of this article is to identify and analyze didactic conditions that can effectively improve students' communication abilities.

Communication skills cover listening, speaking, reading and writing skills. According to V.S.Vygotsky's sociocultural theory, the development of communication largely depends on social interactions and cultural context. Bandura's theory of social learning also emphasizes the importance of modeling and practice in acquiring communication skill [1].

To effectively develop communication skills, the following conditions must be met: a collaborative and inclusive classroom promotes active participation, critical thinking and mutual respect among students, setting real-world tasks, such as presentations or group discussions, helps students apply communication skills in practical contexts.

Teachers act as intermediaries, providing guidance, feedback, and modeling effective communication. Digital tools such as language learning apps and virtual collaboration platforms offer opportunities to practice communication in a variety of settings.

Our research has shown that interactive learning has significantly improved students' ability to express thoughts and collaborate with peers. Task-based learning has increased students' motivation and confidence in using communication skills in real-life situations. Technology facilitated access to a variety of communication formats, increasing adaptability. The use of multimedia tools, all kinds of video creation applications and online discussion forums are needed to diversify

communication opportunities. Let's look at the main advantages and examples of their use in English lessons.

Multimedia tools allow you to simultaneously develop listening, speaking, reading and writing skills. For example, watching videos followed by discussion or completing written assignments encourages comprehensive language practice. Programs and applications such as Duolingo or Quizlet allow students to work at their own pace and choose the difficulty level appropriate to their skills. Authentic materials, such as podcasts, films or interviews, help students immerse themselves in the language environment and get acquainted with cultural peculiarities. Watching movies, TV series or short videos (YouTube) followed by discussion using podcasts or audiobooks to train your listening comprehension, Kahoot and Quizizz for creating quizzes and games. Flip for recording video responses from students on suggested topics. Create interactive presentations in Canva or Google Slides, using virtual whiteboards (Padlet, Jamboard) to collaborate and share ideas. Use Coursera, EdX or BBC Learning English resources for in-depth study of selected topics. For example, Google Expeditions or Mondly VR allows students to "visit" English-speaking countries and practice the language in an immersive environment [2].

Multimedia tools make learning English more dynamic and productive. They contribute to the creation of a rich language environment that helps students to master new knowledge faster and apply it in practice. However, it is important to remember that the effectiveness of using technology depends on the correct choice of materials and their integration into the overall structure of the lesson.

An analysis of the methodological literature has shown that the development of communication skills in schoolchildren requires the deliberate and systematic integration of certain didactic conditions. By creating interactive learning environments, applying task-based techniques, and using technology, educators can significantly enhance students' ability to communicate effectively.

Communication skills are the cornerstone of modern education. These skills not only determine academic achievement, but also serve as essential tools for personal and professional success. Despite the growing focus on communication in educational standards, many students find it difficult to express their ideas effectively, leading to gaps in academic and interpersonal competencies. The development of communication largely depends on interaction with more knowledgeable other people in a socially and culturally saturated environment. Encouraging students to move from understanding to applying and evaluating ideas contributes to the development of critical communication skills [3].

Interactive classes, characterized by student collaboration and open dialogue, foster active listening, critical thinking and empathy. Teachers should:

- Facilitate group discussions and debates.
- Promote a culture of respect for different points of view.

Communication flourishes when students solve problems that reflect real life problems. Here are some examples [4]:

- Participation in role-playing games for modeling professional scenarios.
- Participation in joint projects that require clear articulation and teamwork.

A curriculum that includes students' cultural backgrounds and real-world issues promotes engagement and relevance. Strategies include the introduction of texts and activities that reflect different cultures. Bilingual or multilingual communication practices are encouraged.

Teachers should be trained in strategies to facilitate communication, such as:

- Modeling effective verbal and non-verbal communication.
- Providing constructive feedback on the results of communication.
- Develop activities that balance structure and creativity [5].

Technology opens up opportunities for developing communication skills beyond the traditional classroom. Effective tools include: video conferencing platforms for global collaboration, apps that improve public speaking skills and vocabulary, and social media simulations to teach digital communication etiquette. The interaction of colleagues offers authentic contexts for the practice of communication. Continuous assessment and self-reflection encourage students to recognize strengths and areas for growth in communication.

Activities such as debates and presentations significantly increase student confidence and communication clarity. Students who received regular and constructive feedback showed marked improvement in verbal and non-verbal communication. Digital platforms have expanded the capabilities of students in terms of different communication styles and contexts. Students from different cultural backgrounds responded positively to the curricula that integrated their cultural identity and experiences. The creation of interactive learning environments, the use of technology, the encouragement of mutual learning and the provision of continuous assessment are crucial for the development of these competencies. Despite the difficulties, the integration of strategic didactic conditions can enable students to become confident communicators.

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READING SKILLS DEVELOPMENT WITH CREATIVE TASKS

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Түйін: Бұл мақалада ағылшын тілінде оқудағдыларын дамытуға арналған тірлі пайдалы әдістемелер жайлы талқыланған.

Резюме: В данной статье рассматриваются разные методы для развития навыка чтения во время изучения английского языка.

According to Nobert Schmitt and Roland Carter (2000), reading is one of the core elements of language. Reading is the method of looking at a sequence series of words, sentences and paragraphs in order to get meaning of the written material. Practice of reading boosts up and enriches learners' language the learners accumulate vast vocabulary and become accustom to grammatical structure. Reading competency may open many avenues to enrich readers in terms of reading comprehension. Reading decreases the ratio of misspelling and it improves the pronunciation of words. Reading is the most appropriate method to memories and inculcates the proper spelling of words. Reading is an aid to vocabulary learning seems to be strong, In order to supply the different context of text which is necessary to explain and expand the richness of knowledge.

However, all these perfections of reading can be demolished once the teachers and the students together find it hard to approach reading. Students suffer from the lack of the effective tools to deconstruct the reading texts provided in the textbooks, and the teachers lose their race when they feel like facing an absolute failure. This accumulation has pushed us to think more than once in approaching this hot topic. It is, in fact, a topic that interests us all as being novice teachers [1]. Teachers face struggles in making students comprehend a given text. This comprehension can be divided into smaller comprehension difficulties like lack of vocabulary baggage needed, technicality problems, grammatical boundaries and many other obstacles that hinder the process of understanding.

Many theorists and scholars in the field of education, especially those who are interested in effective teaching methods, provide teachers with a variety of strategies that aim at facilitating the task of teaching reading comprehension. Each theory gives and refutes concepts through which reading comprehension is a hot topic. The first strategy to be mentioned in this context provides a gradation in dealing with reading comprehension process as it tries to visualize the path that readers, students in our case, follow to shape their understanding of a given text. In a book written by Mary Shea and Nancy Roberts in 2016, the above-mentioned strategy is well discussed and deeply illustrated [2].

Teaching reading comprehension involves techniques that teachers resort to during the teaching practices. Pre-teaching vocabularies is very essential. It allows students to grasp key words that facilitate comprehension of a given text. Predicting comes as a second technique that teachers use to activate prior knowledge and to

establish a bridge between the para-linguistic factors of the text and its linguistic components. Skimming as a reading sub-strategy pushes the students to read and come up with the gist of the reading task. Scanning is an advanced sub-technique, which involves making detailed connections and show high understanding of the text through eliciting details and answering reading exercises. Besides these techniques, we find others such as deducing meaning from context, understanding text structure, inferring, extensive reading and intensive reading. Teachers often resort to these techniques as a way to help students visualize and surpass most of the difficulties that they might come across. Well preparation of the teachers and good planning always pays off, theoretically speaking [3].

Reading comprehension dilemma requires a deep understanding of how students perceive it first, as they are considered to be the readers. In addition, it has a strong relationship with how teachers approach it to make it easier for their students.

Reaching this part of our research, we suggest the following solution to the various reading comprehension problems:

- Visual aids

Visual aids are quite important to help students reach a wide understanding of the reading comprehension texts. Significantly, visual aids promote and simplify comprehension texts for students so that they can get into the given text and grasp what it is meant for. No one can deny that pictures, graphs and infographics assist teaching especially in reading skill. Since reading is our concern in this research paper, it is obviously clear that visual aids are considered to be a key point to find a way out in order to help students approach the reading texts effectively.

- Pre-teaching

Teachers should always opt for pre-teaching vocabulary because it prepares students for a successful reading experience. When English learners know the meanings of key words in their text, they are empowered to read with greater ease. This in turn motivates them to keep learning more vocabulary and, more importantly, to keep reading. Before reading a text, teaching content, or reading a story in class, pre-teaching vocabulary is always helpful. This will give students the chance to identify words and then be able to place them in context and remember them.

The teacher creates a list of important, useful, and difficult vocabulary words found in the text that students will need to know to understand the text. He/she should not introduce more than two words at a time. Students will be taught the meaning(s) of the words through direct instruction and examples [4].

- Dictionary Usage.

Dictionary usage as a tool to enhance the performance of students in reading comprehension activities can greatly help teachers overcome vocabulary related issues. Students can bring mini dictionaries to their classes and use them whenever they feel that they could not grasp the meaning of a word. They can also ask the teachers in case there are many meanings associated to one word.

- Material adaptation.

As a tool to enhance reading comprehension and aid learning, we also decided to go for material adaptation of texts as one of the action plans. It is the standard

required practice of meeting diverse learning needs especially in a classroom with special education needs. However, catering to each learner's diverse complex needs requires teaching individually and in small group setting. So, for a successful adaptation we need to consider the following:

Content: the actual text that student needs to learn. Content can be adapted to keep key concepts and vocabulary intact. This reduces reading load on the student. This is especially useful for students with dyslexia. The text can further be adapted to suit a specific learner's needs.

Process: of teaching the text to students. This involves the student to engage with the text. One of the best approaches to reading comprehension is the three-stage approach – pre-reading, during-reading and post-reading. The reader is scaffolded with the aforementioned strategies to master the text to the best of their capability.

Product: evaluation of the text where the student is provided with the opportunity to demonstrate what has been learned. Levels of difficulty, group or individual work, learning style can all be adapted to assess text comprehension.

Learning Environment: this includes physical and affective aspects of classroom adaptation and management. Creating a safe learning environment boosts motivation which is a huge component of reader engagement. The classroom can be adapted to accommodate a reading corner, seating to accommodate collaborative learning.

- Reflection.

Everyone agrees that reflection is a methodological approach that adds significant outcomes to teaching. Most of teachers assume that reflection is an effective data collection method that helps find problems and issues in the classroom. Teachers are reflectors by nature. That is to say, every teacher has to daily reflect on the teaching practices performed within the classroom.

- Extensive Reading.

Extensive reading is an activity that students should exercise and that students should make as their routine. We all know the importance of reading and the positive effects it leaves on students' minds; because the more students read the greater they become in grasping new meanings or even in writing. Reading enables them to come across new vocabulary items, new writing structures and practical hints into dealing with reading comprehension issues [5]. The goal is to improve reading rate and comprehension over time". In timed reading, the students are in charge themselves in terms of time, unlike paced reading where time is set by the teacher and students are expected to finish within the time allowed. The advantage of timed reading over paced reading is that the former is more accommodating to individual differences when it comes to reading speed. We all know, as language teachers, that we rarely get a homogenous group of learners in one classroom. Therefore, in a typical reading class, it might be counterproductive to hold all students to the same standards if you are utilizing paced reading for the whole class. Moreover, it would be very challenging for the teacher to implement paced reading for students individually.

Traditionally, in timed reading, the teacher gives the students a reading text. Students mark the beginning of time, start reading, mark the finish time, answer comprehension questions, and record their time and correct answers.

The next time, they read a text (of similar length) and try to read it within a shorter period of time than they did for the previous text. While these key steps are essential, other aspects, such as previewing, are as important to have more effective results, at least in my personal experience. Here, I present a traditional model I have used to implement timed reading and discuss practical issues related to each step. The model I have used is based on Spargo:

1. Previewing
2. Reading
 - a. Recording time
3. Answering comprehension questions
 - a. Recording correct answers
4. Filling progress chart

There is another creative way to make your classes more entertaining with reading:

Story Re-creation:

Here we have a great activity, especially for students who like drama. Story re-creation is about reading a text or story and acting it out to other students. According to the level of your students, for further discussions you can read the story together in class before dividing them into groups. If you want your students to understand the idea or plot on their own, make sure the group you create has members with different English skill sets. In other words, you don't want to put all the strong readers in one single group. Hand them out so they can help others to succeed. Then:

1. Get short stories. Print them out and make copies for your students.
2. Divide students in small groups, and give each group a different story that they'll need to act out in front of the class.
3. Prepare or have your students prepare a list of short answers/multiple choices/true or false reading comprehension questions to not only engage the audience, but also to evaluate how well the actors capture the events of the story.
4. Then, once students have had enough time to prepare, you can enjoy the performance.

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HISTORICAL CHANGES IN GRAMMATICAL CATEGORIES IN THE ENGLISH LANGUAGE

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Түйін: Бұл мақалада ағылшын тілінің грамматикалық категорияларындағы тарихи өзгерістер, яғни септік, тек, түр, етістік жүйесінің ерекшеліктері қарастырылады. Орта ағылшын кезеңінде Скандинавия мен Норман тілдерінің әсерінен басталған грамматиканы жеңілдету процесі талданады, бұл жағдай септік жүйесінің қысқаруына, грамматикалық тектердің және көпше түрдің бірігуіне әкелді. Етістік жүйесінде флексияларды жеңілдету және көмекші етістіктері бар аналитикалық құрылымдарға көшу болды.

Резюме: В статье рассматриваются исторические изменения грамматических категорий английского языка, таких как падеж, род, число, а также особенности глагольной системы. Анализируется процесс упрощения грамматики, который начался в среднеанглийский период под влиянием скандинавского и нормандского языков, что привело к сокращению падежной системы, утрате грамматического рода и унификации множественного числа. В глагольной системе произошло упрощение флексий и переход к аналитическим конструкциям с вспомогательными глаголами.

Studying grammatical changes in English is a fascinating look at the evolution of a language that has undergone significant transformations throughout its history. In particular, grammatical categories such as case, gender and number have undergone significant changes, which has had a huge impact on modern English. Let's look at how the main grammatical categories changed and what factors influenced these changes [1].

Grammatical changes: stages and factors. The history of the English language is divided into three main periods: Old English (450-1150 years), Middle English (1150-1500 years) and modern English (1500 to the present). Each period is characterized by significant changes caused by both internal and external factors. Among the external factors, the Scandinavian and Norman invasions are especially important, which led to an active language exchange and a reduction in morphological forms.

Changes in the case category. In the Old English period, the case system was quite complex and included four cases: nominative, genitive, dative and accusative. These cases denoted the functions of words in a sentence, expressing the relationship between them. However, over time, this system has become simpler [2].

The simplification of cases began in the period of the Middle English language. The invasions of the Scandinavians and Normans had a strong impact on grammar: they contributed to the reduction of inflectional endings, as speakers of different languages (Old English and Old Norse) sought to simplify communication. As a result, by the beginning of the modern English period, most cases had disappeared, with the exception of the possessive case, which is now used to indicate affiliation (for example, "the cat's whiskers").

Today, the functions of cases are performed mainly by word order and prepositions, which is sharply different from the Old English system. For example, in the sentence "John sees Mary", the word order shows who is the subject and who is the object, which in Old English would be expressed by inflections.

The evolution of the genus category. In the Old English period, there was a three-gendered system consisting of masculine, feminine and neuter genders, which corresponded to nouns. These genera often did not coincide with the biological sex and were defined grammatically, as in modern Romance languages. However, starting from the Middle English period, the category of grammatical gender gradually disappeared.

As a result of the mixing of the Anglo-Saxon and Norman languages, the genus ceased to play a significant role, and many words lost their generic forms. Today, in English, gender exists only at the level of pronouns (he, she, it) and in relation to some nouns that denote living beings (for example, actor/actress). The loss of grammatical gender in modern English is considered a unique feature compared to most European languages [3].

Number category changes. Number is one of the few categories that has been preserved in English since ancient times, but its forms have also changed. In the Old English period, there were many ways to form the plural, and the form depended on the ending of the noun, for example:

"stan" (stone) — "stanas" (stones),
"guman" (man) — "guman" (people).

Over time, the plural forms began to simplify. Under the influence of the Norman conquest and other factors, the English language has established the form of endings with "-s" for the formation of the plural, which is now the main one (for example, "cat" — "cats"). However, there are exceptions preserved from the Old English period, such as "foot" — "feet", "man" — "men" and others.

Changes in the verb system: the category of tense, mood and voice

The verb system of the English language has also undergone major changes, especially in the categories of tense and mood. In Old English, there were many endings to express different tenses and vowels. However, over time, inflections have become simpler, and in modern English most tenses are formed using auxiliary verbs (do, have, will, etc.).

The mood category has also been simplified. For example, the subjunctive mood in modern English exists in a limited form and is usually expressed using auxiliary constructions such as "if I were".

The historical simplification of grammatical categories in English has contributed to the creation of a more analytical structure in which the functions of words in a sentence are expressed by word order and auxiliary words. The loss of case forms and grammatical gender, as well as the simplification of the number category and the verb system, have created a language that is easily adaptable to various cultural and social contexts, which has contributed to its global spread.

Thus, the changes in grammatical categories in English reflected not only internal trends towards simplification, but also the influence of external cultural

contacts, which made English the way we know it today — flexible and convenient for international communication.

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**DEVELOPING THE CREATIVE POTENTIAL OF STUDENTS IN THE
PROCESS OF LEARNING FOREIGN LANGUAGES**

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Түйін Мақала неологизмдерді, яғни лексиканы зерттеуге арналған, оның жаңалығын ана тілінде сөйлейтіндер сезінеді. Ағылшын тіліндегі жаңа сөздердің шығу тегін анықтауға тырысамыз. Сонымен қатар неологизмдердің қазіргі қоғамдағы рөлі мен олардың пайда болуының алғышарттарына тоқталамыз.

Аннотация Статья посвящена развитию творческого потенциала учащихся в процессе изучения иностранных языков. Рассмотрены основные методы и подходы, способствующие активизации креативных способностей, такие как проектная деятельность, сторителлинг, ментальные карты, междисциплинарные проекты, а также использование игр и театрализованных постановок.

In modern society, the importance of learning foreign languages goes far beyond mastering communication skills. Learning a new language becomes a powerful tool for developing the creative potential of students. The ability to think creatively and solve non-standard tasks is a key requirement in a globalized world, and educational programs for learning foreign languages provide unique opportunities for the formation of these skills. Learning foreign languages requires students not only to memorize new vocabulary and grammatical structures, but also the ability to think in the context of a different culture. This process stimulates creative thinking, as language is directly related to the perception of the world, its cultural characteristics and other ways of thinking. Using creative methods, such as creating stories, writing poetry, or participating in role-playing games, allows students to activate their imagination, find new ways of expressing thoughts, and apply non-standard solutions to communication tasks. Completing projects in a foreign language helps students apply their knowledge in real-world situations. For example, creating videos, presentations, or writing essays on topics of interest to them contributes to the formation of creative skills. Working in groups develops team thinking and the ability to combine ideas [1].

Discussions in a foreign language on topical or philosophical issues stimulate students to reflect on different points of view, develop arguments and counterarguments, thereby activating their creative potential. The practice of writing essays, poems or short stories in a foreign language contributes to the development of originality of thinking, expands the vocabulary and helps to better understand the cultural contexts of the language being studied. The use of songs, films, theatrical productions or artwork in a foreign language allows students to combine learning with aesthetic perception, which enhances their emotional engagement and creativity.

Introducing students to role-playing situations (for example, "business meeting", "interview", etc.) allows them to apply language in conditional but realistic scenarios that require a creative approach to interaction. Learning a foreign language involves overcoming barriers and insecurities.

Immersion in a different language environment stimulates cognitive flexibility, adaptability and divergent thinking, which is directly related to the development of creative abilities. In addition, the researchers note that learning a second language can stimulate the development of metacognitive skills, such as awareness of the process of one's own thinking, which also contributes to the growth of creativity [2].

The development of students' creative potential in the process of learning foreign languages plays a key role in their comprehensive development. Creativity is becoming an important competitive advantage in a world where innovative solutions and originality are valued at their weight in gold. Let's look at some of them:

Storytelling method

This method is actively used in foreign language classes to develop creative skills. Students can work on creating their own stories based on the proposed topic, or create collective stories where each student adds one sentence. Storytelling develops writing and speaking skills, teaches you to think in a structured way and look for original solutions for expressing thoughts in a foreign language [3].

Creating mental maps allows students to organize their ideas visually and develops their creative thinking. Working with mental maps, students do not just memorize new words, but associate them with specific situations, ideas or concepts. This contributes to a deeper understanding of the material and helps to build complex associative connections that can be used in the future for creative problem solving.

One of the promising areas of creativity development is the integration of foreign language learning with other subjects.

Games are a powerful tool for developing creative abilities, as they require students to actively participate, make quick decisions and take a non—standard approach. The use of board games, quizzes, quests and role-playing games in foreign languages helps students not only to learn new material, but also to apply it in real or close to real communication, while developing creativity. Another effective way to involve students in creative activities is to stage performances in a foreign language. The process of preparation and performance requires students not only to know the language, but also to be creative in creating images, rehearsing and working in a team. For example, according to a number of studies, students who actively participate in project and role-playing activities in foreign language lessons show

higher exam results compared to those who adhere to traditional teaching methods [4].

Modern educational practice requires new approaches to learning, and the development of students' creative potential in the process of learning foreign languages is an important area of this activity. Creative techniques make learning not only more effective, but also more interesting and exciting, which contributes to the formation of motivated and creatively minded individuals. In the future, we should expect further development of interdisciplinary approaches, an increase in the role of digital technologies and interactive methods in teaching. Comprehensive personal development based on a combination of language and creative skills will become one of the key elements of successful education in the future.

Digital technologies are playing an increasingly important role in learning, and their integration into the process of learning foreign languages opens up new opportunities for developing the creative potential of students. The use of various digital tools allows not only making learning more interactive and exciting, but also encourages students to actively work on creating original content in a foreign language. Let's look at the most promising areas:

Modern digital platforms allow students to create videos, podcasts, animations and presentations in a foreign language. These projects require both language skills and a creative approach to choosing themes, visual design and ways of presenting the material. For example, making documentaries or interviews in a foreign language helps students to be creative, improve teamwork skills and use the language in practical situations.

Mobile apps like Duolingo, Memrise or Kahoot! help students learn foreign languages in a playful way. These platforms stimulate a competitive spirit, which motivates students to study the material and develop creativity in solving problems. Interactive games can include tasks to create dialogues, solve logic puzzles, and work with virtual situations.

The development of students' creative potential in the process of learning foreign languages is an important task of the modern educational system. The use of creative methods, digital technologies and project work allows students not only to effectively learn the language, but also to develop critical thinking skills, a divergent approach to tasks and intercultural awareness. Overcoming the existing challenges will require additional efforts, but the advantages that learning through creativity provides make this process an important and promising direction. Thus, foreign language teaching, which goes beyond the traditional approach, plays a key role in shaping the student's personality, helps them better adapt to a rapidly changing world and prepares them for professional and personal success in the future.

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PRAGMATIC USE OF PHRASEOLOGICAL UNITS IN DIFFERENT TYPES OF TEXTS

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Түйін: Мақала фразеологиялық бірліктерді әр түрлі мәтіндерде, соның ішінде көркем, публицистикалық, ғылыми және ауызекі тілде прагматикалық қолдануға бағытталған. Жұмыста экспрессивтілік, сөйлеу құралдарын үнемдеу, Әлеуметтік және мәдени сәйкестендіру сияқты фразеологиялық бірліктердің негізгі функциялары қарастырылады. Олардың бейнені құрудағы, эмоцияларды жеткізудегі және күрделі ұғымдарды жеңілдетудегі рөлі атап өтіледі.

Резюме: Статья посвящена прагматическому использованию фразеологизмов в различных типах текстов, включая художественные, публицистические, научные и разговорные. В работе рассматриваются основные функции фразеологизмов, такие как экспрессивность, экономия речевых средств, социальная и культурная идентификация. Подчеркивается их роль в создании образности, передачи эмоций и упрощения сложных понятий.

Phraseological units play an important role in language, being an important tool for conveying thoughts and emotions. These are stable expressions that have a certain meaning, which often does not follow directly from the meaning of the words that make up them. However, their use goes beyond simple stylistics. In various types of texts, phraseological units perform a variety of pragmatic functions, such as conveying emotions, strengthening argumentation, or creating imagery.

Phraseological units in literary texts. In fiction, phraseological units are used to add expressiveness to speech, create an atmosphere, or give personality to characters. Through the use of stable expressions, the authors can convey a deeper meaning without resorting to long descriptions. For example, the phraseology "to get into a mess" means to find yourself in an uncomfortable or awkward situation. Instead of describing the details of how the hero found himself in a difficult situation, the author can simply use this expression, which instantly causes the reader to understand the essence of the situation.

Artistic texts also often use phraseological units to create recognizable cultural and social contexts. So, in Russian literature, one can find expressions that refer to the national mentality or historical events. Phraseological units help to convey national characteristics, make the text "alive" and close to everyday speech [1].

Phraseological units in journalism. In journalistic materials, phraseological units can be used to attract the attention of the audience, create confidential or ironic

tones, as well as to summarize complex topics. The language of news, reviews and analytical articles often uses vivid expressions to convey the main idea or assessment of what is happening. For example, the phraseology "wolf in sheep's clothing" in a political article can be used to characterize a dishonest or hypocritical politician. Instead of a lengthy analysis of the author, the reader immediately receives a clear characterization. Thus, phraseological units serve as a tool for saving text and speeding up the perception of information. In addition, in journalism, phraseological units help to create a connection with the reader, especially when it comes to news or reviews of events close to a wide audience. Expressions like "time will tell" or "dot the I" convey familiar ideas, creating a sense of community and understanding.

Phraseological units in scientific texts. Although scientific style tends to be formal and precise, phraseological units can also be found in scientific publications, especially in popular scientific articles or essays. Their use is limited, but they can still serve as a means of simplifying complex concepts, bringing them closer to understanding by a wide audience. For example, the expression "Achilles' heel" can be used in a text on information system security to describe a vulnerability that is understandable even to those who do not have deep technical knowledge. Thus, phraseological units in scientific texts play the role of a "bridge" between professional terminology and everyday language. However, it is important to remember that in scientific texts, excessive use of phraseological units can reduce the level of accuracy and objectivity, which is not welcome in this type of discourse [2].

Phraseological units in spoken texts. Phraseological units occupy a special place in oral speech and informal correspondence. They make the language lively, emotional and often carry not only literal, but also emotional content. For example, the expression "business in the hat" indicates the successful completion of a case, and this expression can be used to convey optimism and confidence in a daily conversation. Phraseological units are also actively used in Internet communication - on forums, social networks and messengers. Here they become part of oral culture and memes. So, the expression "breed like kittens" is used when someone has been deceived or has succumbed to someone's influence, and this makes communication more emotionally colored and ironic.

The pragmatic function of phraseological units is that they allow not only to transmit information, but also to form certain relationships between communicants, creating the desired effect.

1. Social identification: the use of phraseological units helps to emphasize the speaker's belonging to a certain social or professional group. For example, professional jargons often contain specific phraseological units that are understandable only within a given group.

2. Expressiveness: phraseological units allow the speaker to convey his emotions and attitude to what is happening. Using stable expressions, the speaker can express irony, sarcasm, delight or disappointment.

3. Saving the means of expression: phraseological units often allow you to convey a complex thought or situation using a short and figurative expression. For

example, the phrase "to cut the Gordian knot" means a quick and decisive solution to a complex problem.

4. Cultural identification: phraseological units are often carriers of cultural codes and traditions. The use of well-known expressions helps to create a sense of community and understanding between speakers, especially in colloquial and artistic texts. Phraseological units help to form a context and evoke the necessary associations in the reader or listener due to their stability and cultural significance. These expressions are fixed in the language and carry not only a literal meaning, but also a vast layer of historical, social and emotional connections. When an author or speaker uses a phraseological unit, it activates in the minds of the audience a whole range of meanings that go beyond the scope of the dictionary [3]. For example, the phrase "burn bridges" evokes not only the idea of the physical destruction of the way back, but is also associated with a decisive rejection of the past and the beginning of a new stage. This helps the reader or listener to immediately understand the emotional mood and determination of the hero, even without additional descriptions. In journalistic texts, phraseological units are also often used to evaluate events or characteristics of people, creating a certain attitude among the audience, whether it is support, irony or criticism. Thanks to phraseological units, it is possible to effectively convey complex concepts through short but succinct phrases.

In popular science articles, expressions like "Achilles' heel" help simplify the perception of complex information, turning difficult-to-understand terms into easily recognizable images. This is especially useful when explaining technical or abstract concepts to a wide audience. In addition, phraseological units create a connection between the speaker and the audience, since they often include elements of national culture or historical experience. They act as markers of belonging to a particular social or cultural group, making communication deeper and more layered. Using familiar expressions, the author or speaker inspires trust and a sense of community, which contributes to closer interaction with the audience. Phraseological units are an integral part of the language, which is actively used in different types of texts. They play a key role not only in the transmission of information, but also in the formation of expressivity, social context and the economy of speech resources. Understanding the pragmatic use of phraseological units is important both for the authors of texts and for their perception by readers. Each type of text, whether artistic, scientific or journalistic, uses phraseological units to achieve its goals, and this makes the language livelier and multi-layered.

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CRITICAL THINKING, CREATIVE THINKING AND REFLECTION: SIMILARITIES AND DIFFERENCES

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Түйін: Бұл мақалада критикалық ойлау, шығармашылық ойлау және рефлексияның ұқсастықтары мен айырмашылықтары қарастырылады. Олардың білім беру саласындағы рөлі, *hard skills* және *soft skills*-ке байланысты байланыстары, сондай-ақ оларды нақты өмірде пайдалану маңызы талқыланады. Бұл дағдылардың заманауи қиындықтарға төтеп беру және жеке даму үшін қалай көмектесетініне ерекше назар аударылады.

Резюме: В данной статье рассматриваются сходства и различия между критическим мышлением, творческим мышлением и рефлексией. Обсуждаются их роли в образовании, связь с *hard skills* и *soft skills*, а также их значимость в реальной жизни. Акцентируется внимание на том, как эти навыки помогают справиться с современными вызовами и способствуют личностному росту.

In the contemporary educational landscape, critical thinking, creative thinking, and reflection have gained significant importance. These cognitive processes not only enhance learning outcomes but also equip individuals with the skills necessary to navigate complex real-world challenges. While each of these thinking processes serves distinct purposes, they also share commonalities that contribute to holistic personal and professional development. This article explores the similarities and differences between critical thinking, creative thinking, and reflection, their connections to hard skills and soft skills, and their relevance in education and everyday life.

Defining Critical Thinking. Critical thinking is defined as the ability to analyze, evaluate, and synthesize information to make informed decisions. According to Facione (2015), critical thinking involves several components, including interpretation, analysis, evaluation, inference, and explanation [1]. Critical thinkers systematically approach problems, questioning assumptions and seeking evidence-based conclusions.

Characteristics of Critical Thinking

1. Analytical Skills: The ability to break down complex issues into smaller components.
2. Evaluation: Assessing the credibility and relevance of information.
3. Problem-Solving: Formulating solutions based on logical reasoning.
4. Open-Mindedness: Willingness to consider alternative viewpoints.

Defining Creative Thinking. Creative thinking is the ability to generate new and innovative ideas. Runco (2004) emphasizes that creative thinking involves both divergent and convergent thinking processes. Divergent thinking encourages exploring multiple possibilities, while convergent thinking focuses on narrowing down options to find the best solution [2].

Characteristics of Creative Thinking

1. Flexibility: The ability to adapt ideas to various contexts.

2.Originality: Producing unique and novel concepts.

3.Imagination: Visualizing possibilities beyond conventional boundaries.

4.Risk-Taking: Embracing unconventional approaches.

Defining Reflection. Reflection is the process of introspecting and evaluating one's experiences, thoughts, and actions. Schön (1983) posits that reflective practice is essential for personal growth, enabling individuals to learn from their experiences and apply lessons to future situations [3].

Characteristics of Reflection

1.Self-Awareness: Understanding one's strengths, weaknesses, and biases.

2.Critical Assessment: Evaluating past experiences to draw valuable insights.

3.Continuous Learning: Embracing a mindset of lifelong learning.

4.Adaptability: Adjusting behaviors and strategies based on reflection.

Similarities Between Critical Thinking, Creative Thinking, and Reflection

While critical thinking, creative thinking, and reflection serve different purposes, they also share several similarities:

1. Cognitive Processes: All three are cognitive processes that enhance problem-solving and decision-making.

2. Interconnectedness: Critical thinking can enhance creative thinking by providing a framework for evaluating ideas. Similarly, reflection can lead to deeper critical thinking by encouraging individuals to assess their thought processes and decisions.

3. Development of Skills: Engaging in these processes fosters essential skills that contribute to both hard and soft skills. For instance, critical thinking aids in technical problem-solving (hard skill), while creative thinking enhances interpersonal communication (soft skill).

4.Lifelong Learning: All three processes promote a mindset of continuous improvement and adaptability, crucial in an ever-changing world.

Differences Between Critical Thinking, Creative Thinking, and Reflection. Despite their similarities, critical thinking, creative thinking, and reflection have distinct focuses and outcomes:

1.Focus:

- Critical Thinking: Primarily focuses on evaluation and analysis of existing information.

- Creative Thinking: Concentrates on generating new ideas and possibilities.

- Reflection: Centers on evaluating past experiences to gain insights and foster personal growth.

2.Outcome:

- Critical Thinking: Results in informed judgments and well-reasoned conclusions.

- Creative Thinking: Produces innovative solutions and original ideas.

- Reflection: Leads to self-awareness and a deeper understanding of one's actions and decisions.

3.Process:

- Critical Thinking: Follows a logical, structured approach to problem-solving.
- Creative Thinking: Embraces a free-flowing, open-ended exploration of ideas.
- Reflection: Involves introspection and critical analysis of one's experiences.

Connection to Hard Skills and Soft Skills. Understanding the relationship between these cognitive processes and their implications for hard skills and soft skills is crucial in educational settings and the workforce.

Hard Skills. Hard skills are specific, teachable abilities, often related to technical proficiency. For example, critical thinking is essential in fields like engineering, data analysis, and scientific research, where individuals must assess data and make informed decisions. Creative thinking is valuable in design and marketing, where innovation and originality are paramount.

Soft Skills. Soft skills encompass interpersonal and cognitive abilities, such as communication, teamwork, and adaptability. Critical thinking enhances communication by allowing individuals to articulate their thoughts clearly and logically. Creative thinking fosters collaboration by encouraging team members to contribute innovative ideas. Reflection promotes self-awareness and emotional intelligence, essential for effective interpersonal relationships.

Statistical Evidence. A Linked In survey (2021) found that 92% of talent developers consider soft skills equally or more important than hard skills [4]. Moreover, a report by the American Management Association (2019) indicates that organizations that prioritize critical and creative thinking demonstrate higher levels of employee engagement and innovation [5].

Importance in Education. The integration of critical thinking, creative thinking, and reflection into educational curricula is essential for preparing students for future challenges. Educators must foster these skills to equip learners with the tools necessary for success in both academic and professional contexts.

Strategies for Teaching These Skills

1. Collaborative Learning: Group projects encourage critical discussions and promote creative solutions through diverse perspectives.
2. Problem-Based Learning: Engaging students in real-world problems challenges them to apply critical and creative thinking skills.
3. Reflective Journals: Encouraging students to maintain journals fosters self-reflection and critical assessment of their learning processes.
4. Interdisciplinary Approaches: Integrating subjects enhances creative connections and critical evaluations across disciplines.

Implementation Challenges. While the significance of these skills is evident, integrating them into curricula presents challenges. Educators may face limited resources, lack of training, and pressures from standardized testing that emphasize rote memorization. Addressing these challenges requires institutional support, professional development, and a shift towards student-centered learning.

Real-Life Applications. The skills of critical thinking, creative thinking, and reflection extend beyond academic settings into everyday life and professional environments.

Problem Solving. In the workplace, critical and creative thinking are vital for effective problem-solving. Employees encounter complex challenges that require innovative solutions. A report by IBM (2020) reveals that organizations fostering a culture of critical and creative thinking are more likely to be perceived as industry leaders [6].

Decision Making. Reflective practices enable informed decision-making by allowing individuals to evaluate past experiences and potential outcomes. A Deloitte survey (2021) indicates that leaders who engage in reflection demonstrate higher decision-making effectiveness, leading to improved organizational results [7].

Lifelong Learning. The integration of critical thinking, creative thinking, and reflection promotes a lifelong learning mindset. Individuals who continuously assess and adapt their thinking are better equipped to navigate personal and professional challenges. The Pew Research Center (2016) reports that 87% of adults believe the ability to learn new skills is essential for success in the modern workforce [8].

Critical thinking, creative thinking, and reflection are vital cognitive skills that contribute to personal and professional development. Understanding their similarities and differences is essential for educators and learners alike. By fostering these skills, educational institutions can prepare students to thrive in an increasingly complex world. The integration of these cognitive processes not only enhances learning outcomes but also equips individuals with the tools necessary to navigate real-life challenges effectively.

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CHARACTERISTICS OF THE EDUCATION SYSTEM OF DEVELOPED COUNTRIES GREAT BRITAIN EDUCATION SYSTEM

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Түйін: біздің жылдам өзгеріп жатқан заманда кез келген елдің даму себебі оның білім беру жүйесімен тығыз байланысты. Бұл мақалада Ұлыбританияның білім беру жүйесінің

негізгі кезеңдері, білім беру жүйесінің бірегей аспектілері, жоғары білім беру жүйесінің ерекшеліктері түсіндіріледі.

Резюме: в наше быстро меняющееся время причина развития любой страны тесно связана с ее системой образования. В этой статье будут объяснены основные этапы системы образования Великобритании, уникальные аспекты системы образования, особенности системы высшего образования.

Great Britain has been known for its quality classical education for hundreds of years. This education has passed the test of time and is at the forefront of international education. More than 805,000 foreign students are currently enjoying the benefits of the British education system. Graduates of British universities and colleges are distinguished by their independent and modern thinking skills, research thinking, and the ability to find innovative solutions. A sufficiently compact and perfect modern education system has been formed in the country. In the UK education system, special attention is paid to primary education, which is considered its backbone. The history of this form of education goes back to the 19th century. At the present time, special attention is paid to the education of young children in Great Britain, research and development in this field is expanding, and the scale of publishing literature for such children is increasing [1].

Over the past 35 years, the UK pre-school education system has undergone a number of changes. Depending on the description and content of positive changes, the development of preschool education can be conditionally divided into two stages: 1980-1996 and the period from 1997 to the present. The first stage in the development of the pre-school system was to address the needs of the UK community for the quality, outcomes and relevance of pre-school education for all. The UK education system has evolved over many centuries. Today, it has a quality education system that incorporates strict requirements. Education is compulsory in the state from 5 to 16 years old. However, for some reason, children of families from abroad are admitted to school from the age of 7.

The education system is divided into 2 branches

- 1) from the state budget (free education);
- 2) Private (paid education).

Current general education system

Pre-school education;

Preparation stage;

Primary school;

High school.

Further education

Higher education

Pre-school education

The first stage in the development of the pre-school system was to address the needs of the UK community for quality outcomes and inclusiveness of pre-school education. During this period, the attention of pedagogues was focused on starting the development of the pre-school education system "from the bottom", that is, on improving the programs of educational institutions in this system. Later, pedagogues

realized the need for a systematic approach to the development of this field, and realized that the state should intervene in this process, that is, the development of the field should be implemented "from above". In Great Britain, in 1996, a regulatory document was adopted, which is mandatory for all pre-school educational institutions. In the second stage of the development of the preschool education system, the program-methodical and normative-legal complex documents (2007) related to the development of the preschool education system of the state and the public were created and put into practice [2].

During this period, the preschool education system was given the status of "basic level" and the direction of ensuring that all children receive high-quality education was determined. In recent years, the British government has paid special attention to the development of the preschool education system. Because enrichment of preschool education system determines the future of the country. Currently, the role of educators and parents in the development of the preschool education system in Great Britain is large, and they contribute to the determination of the government's policy in this area [3].

In general, new educational-methodical and normative-legal documents related to preschool education are being developed and implemented in the country today while preserving national characteristics and traditions. In Great Britain, the pre-primary education system incorporates the most advanced educational and methodological standards in the world and is integrated with other systems of education. The undoubted advantage of the pre-school education specialist training system in Great Britain is that it is highly practical. In this regard, 50% of training is held in preschool organizations. ...

IN COMPARISON

Spain 12%

Italy 20%

France and the Netherlands 25%

Sweden 30%

In Great Britain, the preschool education curriculum defines specific skills and knowledge in 6 areas of development of 4-5-year-old children: personality, social-emotional, communicative, awareness, mathematical, physical, creative.

FOR EXAMPLE: When it comes to literacy, 5-year-old children should know the following:

- Identifying letters at the beginning and end of words
- Distinguish between sounds and letters
- Saying all the letters of the alphabet
- Reading simple words and sentences
- Writing one's name
- Using knowledge of phonetics to write simple words

School education

British children go to Year 1 at the age of 5. At the age of 11, he goes to high school. That is, primary education up to the 6th grade is considered.

Young English people can get higher education in colleges and universities. Today, there are more than 600 public and private colleges in Great Britain. In addition to public schools, there are also many private schools in the country. The most interesting thing is that boys and girls are taught separately in private schools.

The education system in Great Britain is divided into four stages:

- primary education (Primary school) - children aged 5-11;
- secondary education (Secondary school) - children and teenagers aged 11-16;
- further education (Further school) - 16-18 years old;
- higher education (Higher education) - students over 18 years old

The UK education system is administratively and traditionally divided into the following three sub-system groups:

- 1) England and Wales;
- 2) Northern Ireland;
- 3) Scottish education systems.

1. It should be noted that the education systems of England and Wales and Northern Ireland are not very different from each other. However, the Scottish education system has its own traditions and characteristics.

2. In England and Wales, education starts at the age of 5 and by the age of 11, children develop their levels and skills in writing, reading and arithmetic in primary schools. Pupils aged 11 to 16 continue their education in secondary schools (comprehensive schools, grammar schools and special secondary schools - secondary modern schools).

3. In Scotland, children study in primary schools from the age of 4 to the age of 12. Then almost all students study in comprehensive schools for 6 years. In mountainous areas, due to the lack of teachers, students' study for 4 years and then transfer their studies to some general education school. In Scotland, many schools belong to education boards and are funded by their councils. Several (19) schools are funded by educational grants and run by voluntary organizations. Parents can vote to switch some schools from local council funding to departmental funding.

Distinctive features of the primary education system in Great Britain include:

In the UK, children go to school very early. From the age of 3-4, they go to preparatory schools, and from the age of 5 to 11, they study in primary school. If a child starts attending preparatory school from the age of 4, this school is called Reception Class. The first year in primary school is called Year 1. Nurseries are established in private and public schools in Great Britain, where children from the age of 3 are accepted.

Primary school in Great Britain is divided into 2 stages:

- KS1 (ages 5-7)
- KS2 (ages 7-11).

In the UK, education between the ages of 5 and 16 is compulsory and can be provided free of charge in state schools and paid in private schools.

During primary school education, students will have to master 10 subjects. These are English language, mathematics, literary sciences and foreign languages,

natural sciences, humanities, exact sciences and computer technologies, which are compulsory from the 1st year.

Students' achievement levels are periodically tested (mainly through the SAT, a system of Standard Assessment Tasks).

The following types of primary schools operate in Great Britain:

- Private schools. Education in such schools is expensive, but the quality of education is also high. Because of this, there are long queues for admission in some private schools. Parents sometimes sign up for such schools as soon as their children are born. Private schools differ from other schools in the following achievements:

- High-level teaching staff. They teach students deep fundamental knowledge;
- Modern material and technical base. These are scientific laboratories, computer classes and modernly equipped auditoriums;
- Modern sports complexes, swimming pools, golf courses, etc., which teach a healthy lifestyle and are equipped according to world standards

- Public schools. State schools are free, including some with very high ratings. British schools tend to have no more than 30 students per class. In private schools, this number is 7 to 15. Parents can apply to 6 schools at once to enroll their children.

The structure of the higher education system

Higher education includes undergraduate, graduate (master's, doctoral) and MBA programs. The term "higher education" refers to studies at universities, colleges and institutes that offer a higher or doctoral degree. Until the 1960s, higher education in the country was conducted in 23 institutions, 16 of them in England, 1 in Wales, 4 in Scotland, 2 were in Northern Ireland. However, by the early 1970s the number of universities had doubled due to changes in higher education. has increased and the number of students studying in them has increased.

The University of Cambridge is the best university in the UK and the world.

Oxford University is the oldest and most prestigious educational institution in the world [4].

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IMPROVING INTERNET LITERACY AND ENGLISH SPEAKING SKILLS

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Түйін: қазіргі әлемде интернетті қалай пайдалану керектігін білу және ағылшын тілінде еркін сөйлеу қабілеті маңызды дағдыларға айналуға. Олар әртүрлі мәдениеттердің өкілдерімен оқытуға, кәсіби дамуға және қарым-қатынас жасауға көмектеседі. Бұл мақалада интернеттегі сауаттылық пен ағылшын тілінде сөйлеу дағдыларын жетілдірудің негізгі әдістері мен тәсілдерін қарастырамыз.

Резюме: в современном мире умение пользоваться интернетом и способность свободно говорить на английском языке становятся критически важными навыками. Они помогают в обучении, профессиональном развитии и общении с представителями разных культур. В данной статье рассмотрим ключевые методы и подходы для совершенствования интернет-грамотности и навыков говорения на английском языке.

The modern world places high demands on skills that are important for effective functioning in the global space. One of these skills is Internet literacy and the ability to speak English fluently. These skills become necessary not only for professional growth, but also for everyday life, especially when it comes to communicating and interacting with people of different cultures and social groups. At the junction of these skills are new educational approaches that make the learning process exciting and relevant for students, as well as help them become confident users of information technology and native English speakers [1].

Internet literacy, as a basic skill for the digital age, involves the ability to find and evaluate information on the Internet, think critically and analyze data, avoiding falling on unreliable and questionable resources. For English language learners, Internet literacy provides access to authentic materials such as articles, videos and blogs, which allows them to expand their language experience and better understand the culture of English-speaking countries. At the same time, it is important to remember that the Internet is not only a source of knowledge, but also an environment where security and privacy rules must be observed. Therefore, Internet literacy skills help students navigate the huge information flow, develop critical thinking and effectively use data for language learning.

The development of Internet literacy can be integrated into the English language learning process. For example, using educational platforms such as Coursera, Duolingo or BBC Learning English provides an opportunity to learn in an interactive form, combining text and audiovisual materials. Platforms of this type help users not only improve their speaking and listening skills, but also develop Internet literacy, as students learn to choose suitable materials and analyze sources. In addition, running your own blog in English or participating in forums allows students to formulate their thoughts, express opinions and get acquainted with a variety of points of view. This helps not only to practice the language, but also to be active

participants in the online community, learn to interact with other users and be able to defend their position.

Speaking English can be developed using online tools that provide access to live communication. Conversational practice platforms such as iTalki or Cambly allow you to communicate with native speakers and receive feedback from teachers. Communication with native speakers helps not only to increase confidence in conversational practice, but also to improve pronunciation, learn intonation and cultural features of the language. This is especially useful for those who are learning to speak English for travel, work or communication with international colleagues [2].

Using mobile pronunciation and accent improvement apps such as ELSA Speak allows learners to work on their language pronunciation wherever they are. This gives flexibility and freedom in the learning process, making it convenient and individualized. For example, applications evaluate the correctness of pronunciation by pointing out weaknesses, which makes the process of improving skills structured and purposeful.

The Internet provides a huge number of opportunities to engage in language practice. Participating in online discussions, groups, and language communities allows students to lead discussions, share their opinions, and listen to others while developing communication and argumentation skills. English-language chat rooms and forums, such as groups on Reddit or special language communities on Facebook, provide access to real spoken English and help expand vocabulary [3].

Thus, the integration of Internet literacy and English speaking skills makes the learning process more comprehensive and effective. Knowledge acquired through the Internet enriches learning, and language practice in a digital environment gives students confidence in their abilities and helps them successfully communicate in the English-speaking world.

Developing English speaking skills

To improve speaking skills, regular practical communication is necessary, which can be organized using online resources. Let's look at some effective methods:

1. Video calls with native speakers. Platforms such as iTalki or Cambly offer the opportunity to speak with native English speakers. This develops confidence in speaking practice, improves pronunciation and helps to assimilate the cultural characteristics of the language.

2. Mobile applications and online simulators. Apps like ELSA Speak help in improving pronunciation and accent. With the help of such tools, students can work on their accent, intonation and pronunciation anytime and anywhere.

3. Discussion clubs and online communities. Communication on forums, discussion platforms such as Reddit or specialized language groups on Facebook helps students participate in discussions, share their opinions and listen to different points of view. This allows you to develop speaking and writing skills in English.

An integrated approach combining Internet literacy and the practice of speaking English creates conditions for comprehensive personal development and contributes to the formation of high academic achievements. Thanks to this approach, students not only learn to speak the language at a deeper level, but also become more

critically minded and socially responsible Internet users. They gain skills in analyzing and verifying information, learn to distinguish reliable sources from unreliable ones, and realize the importance of confidentiality of personal data. These aspects of Internet literacy are closely related to their future professional and social realization in the modern world, where digital competence is becoming increasingly valuable [4].

It is noteworthy that the Internet also provides an opportunity to involve students in intercultural interaction. Many modern platforms are focused on the exchange of cultural characteristics, which helps students to better understand the language and its context, to study the customs and peculiarities of countries where English is spoken. For example, international video calls and discussion groups allow students to communicate with native speakers, learn about cultural traditions, and discuss common interests. Such contacts not only contribute to language acquisition, but also contribute to the development of tolerance and respect for cultural diversity.

For teachers, the integration of Internet literacy and conversational practices in English presents unique opportunities to create an innovative learning environment. Various types of tasks, such as conducting online research, discussing news materials in English, analyzing videos and writing reviews of foreign articles, contribute to active interaction with the language and increase students' interest in learning. Using the Internet to create a variety of projects allows students to engage in creative and analytical processes, helping them develop their own approaches to learning material and become more motivated in learning. Thus, the Internet becomes not only a tool for language practice, but also an active participant in the learning process, helping to overcome the boredom and monotony of standard educational methods.

Combining Internet literacy and language practice in English also forms important 21st century skills for students, such as adaptability, the ability to work in conditions of uncertainty, willingness to learn new things and the ability to apply knowledge in various contexts. These skills make students not only successful students, but also competitive professionals, ready for the challenges of the global labor market. In the era of digital transformation, such skills become key for any professional, and therefore the combination of language and digital education is an important contribution to the future generation.

Improving Internet literacy and English speaking skills is an integral part of the modern educational process, which helps students not only master the language, but also become confident users of the digital environment [5]. The integration of Internet literacy allows you to expand the horizons of learning, offering a rich palette of authentic resources and opportunities for intercultural communication. This helps students to better understand the language, develop critical thinking skills and become more open and socially active citizens in a world where English serves as the basis for international communication.

The integration of Internet literacy and language practice in English not only contributes to the development of skills to interact effectively in the digital space, but also helps students overcome the language barrier that often arises when learning a foreign language. Modern digital technologies create conditions for comfortable

communication in the language with people around the world, eliminating the need to leave your country for practice. For many students, this is a significant advantage that allows them to feel part of a global community, gain confidence and form a positive attitude towards learning a language.

In addition, the combination of these skills contributes to the formation of sustainable learning motivations, especially when using game and interactive elements. For example, completing tasks in mobile applications or participating in online competitions allows students to master the language by practicing important elements of Internet literacy, such as navigating the interface, interacting with other users and working with multimedia materials. Thanks to this, students not only immerse themselves in the language environment faster, but also master skills that can be useful in various fields: from communication and social media to research and critical analysis of information.

Special attention should be paid to the development of critical thinking and evaluation of information found on the Internet. The difficulty is that students who speak English at a basic level may not always understand that the content on the Internet may be distorted, propagandistic or even malicious. In this context, it is important to develop the ability to analyze sources, verify the reliability of information and assess its relevance. These skills help not only to successfully use the Internet for language practice, but also protect students from exposure to inaccurate data [6].

In addition to practical benefits, teaching Internet literacy and speaking English contributes to the formation of civic responsibility. Teachers can include discussion of relevant topics in the program, such as the ethical use of digital technologies, responsibility for the dissemination of information and the ability to form a reasoned position in online discussions. These skills help students not only feel confident in the Internet environment, but also form stable moral principles necessary for responsible behavior in a digital society.

The introduction of Internet literacy in the process of learning English contributes to successful language acquisition and adaptation to modern information conditions. By teaching students to use Internet resources to practice speaking and listening, teachers help them not only develop language skills, but also to be more knowledgeable and confident Internet users. In the future, the combination of Internet literacy and language competence will become an integral part of the educational process and will help students prepare for successful careers and personal development in a globalized world.

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РОЛЬ НЕВЕРБАЛЬНОГО ОБЩЕНИЯ В КОММУНИКАЦИИ

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Түйін. Жаһандану жағдайында, түрлі мәдениеттердегі адамдар арасында өзара іс-қимыл болғанда, ауызша сигналдардың ерекшеліктерін білу, мүмкін болатын түсініспеушіліктер мен жанжалдардың алдын ала отырып, ерекше маңызды болады.

Summary. In globalization, when interaction occurs between people of different cultures, knowledge of the characteristics of non-verbal signals becomes especially important, preventing possible misunderstandings and conflicts.

Невербальное общение играет ключевую роль в коммуникации, оказывая на нее не меньшее влияние, чем слова. Визуальные и тактильные сигналы, жесты, мимика и тон голоса дополняют речевое воздействие, позволяя более полно раскрыть смысл и эмоциональное содержание передаваемой информации. В условиях глобализации, когда взаимодействие происходит между людьми разных культур, знание особенностей невербальных сигналов становится особенно важным, предотвращая возможные недоразумения и конфликты. Невербальные средства общения помогают передать такие аспекты, как искренность, уважение и внимание к собеседнику, и часто являются более надежными индикаторами настроения и намерений. Современные исследования показывают, что навыки управления невербальным общением способствуют укреплению доверия и взаимопонимания в профессиональной и личной сферах. В связи с этим тема роли невербального общения остается актуальной для изучения, поскольку глубокое понимание невербальных сигналов может значительно улучшить качество общения.

Общаясь, мы воспринимаем, слушаем не только словесную информацию, но и смотрим в глаза друг другу, воспринимаем тембр голоса, интонацию, мимику, жесты. Слова передают нам логическую информацию, а жесты, мимика, голос эту информацию дополняют.

К концу XX столетия возник новый тип ученого-социолога - специалиста в области невербальной коммуникации. Он исследует невербальные знаки и сигналы при общении людей в официальной и неофициальной обстановке, на

приемах и дружеских собраниях, по телевидению, на работе - повсюду, где люди взаимодействуют между собой. Он изучает поведение людей, стремясь больше узнать о поступках собственных товарищей для того, чтобы больше узнать о себе и том, как улучшить свои взаимоотношения с другими людьми [1].

Альберт Мейерабиан [2] установил, что передача информации происходит за счет вербальных средств на 7-10%, за счет звуковых средств (включая тон голоса, интонацию звука) - на 25-30% и за счет невербальных средств - на 60-70%. Доктор Бердвиссл установил, что в среднем человек говорит словами лишь в течение 10-15 минут в день, и что каждое предложение в среднем звучит не более 2,5 секунд.

Большая часть исследователей разделяют мировоззрение, что вербальный канал употребляется для передачи информации, в то время как невербальный канал применяется для «обсуждения» межличностных отношений, а в неких вариантах употребляется взамен словесных сообщений.

Невербальное общение - общение без помощи слов, которое возникает бессознательно. Оно может или дополнять и усиливать словесное общение, или ему противоречить и ослаблять. Хотя невербальное общение и является бессознательным действием, в настоящее время оно хорошо изучено и для подходящего эффекта может контролироваться.

Невербальное общение - более старая и базисная форма коммуникации. Наши предки общались меж собой при помощи наклона тела, мимики, тембра и интонации голоса, частоты дыхания, взора. Мы и сейчас способны понимать друг друга без слов.

Невербальный язык настолько масштабный и всеобщий, что мы без труда можем понять даже собаку, то чего она желает. Собака тоже предугадывает многие наши поступки, к примеру, заблаговременно знает, когда мы идем с ней гулять, а когда отправляемся на улицу без нее.

Невербальное общение не так сильно структурировано, как вербальное. Но есть общепринятые словари жестов, мимики, интонации, при помощи которых мы в состоянии однозначно передать свои чувства. Часть невербального языка универсальна: все младенцы одинаково рыдают и смеются. Другая часть, к примеру, жесты, различаются от культуры к культуре. Невербальное общение традиционно возникает спонтанно. Мы традиционно формулируем свои мысли в виде слов, однако наши поза, мимика и жесты появляются произвольно, рефлексивно, помимо нашего сознания.

Каждый может контролировать часть характеристик невербального общения. Но невозможно контролировать все характеристики, так как человек может держать в голове сразу не более 5-7 факторов [3].

Свои чувства и эмоции можно передавать без слов. Невербальный язык употребляется и при словесном общении. При его помощи можно:

- подтверждать, пояснять либо опровергать передаваемую словесным методом информацию;
- передавать информацию сознательно либо бессознательно;

- выражать свои эмоции и чувства;
- регулировать ход разговора;
- контролировать и воздействовать на остальных лиц;

Когда мы разговариваем с другим человеком, его мимика и жесты подсказывают, что он на самом деле думает и чувствует. Например, если собеседник наклоняется вперед, это означает, что он хочет сам что-то сказать. Когда он откидывается назад, он готов нас слушать. Если его подбородок направлен вперед, это говорит о его стремлении настоять на своём. А поднятый подбородок и ровная голова показывают уверенность и ощущение силы.

Когда мы выступаем перед аудиторией, важно показать себя как уверенного эксперта, иначе наши слова не вызовут доверия. Люди составляют первое впечатление за несколько секунд, поэтому умение управлять своими жестами помогает нам создать нужный образ и лучше понимать других.

Поэтому, умение управлять своим невербальным языком поможет вызывать желаемый для нас образ, а также невербальный язык помогает нам составить более четкое и адекватное представление о партнере.

Невербальное общение-общение посредством неречевых знаковых систем.

Специалисты считают, что, общаясь с человеком, мы более половины (по разным источникам - от 50 до 90%) получаем посредством неречевых знаковых систем.

На невербальное общение влияют разные факторы:

- культура и национальность (жесты могут иметь разное значение у разных народов);
- состояние здоровья (при болезни взгляд и голос человека меняются, движения становятся медленными, хотя бывают болезни, вызывающие возбуждение и эмоциональность);
- профессия (слабое рукопожатие не всегда говорит о слабости-возможно, работа требует беречь руки);
- культурный уровень (влияет на жесты, знание этикета и манеры);
- статус (чем выше положение человека, тем сдержаннее его жесты и внимательнее он подбирает слова);
- принадлежность к группе (групповые традиции и правила могут менять поведение членов группы);
- актерские навыки (умение выражать эмоции не только словами, но и жестами);
- возраст (жесты и скорость движений могут изменяться с возрастом);
- сочетание невербальных сигналов (несколько сигналов вместе передают более точное настроение; если они не согласуются, это вызывает впечатление неискренности);
- возможность восприятия (физические преграды между людьми затрудняют точное восприятие невербальных сигналов).

Эти аспекты помогают нам выразить отношение, передать настроение и намерения, усиливая или ослабляя сказанное словами.

Классификации систем невербальной коммуникации.

1) по анализаторам:

- зрительная (зрение);
- акустическая (слух);
- тактильная (осязание);
- ольфакторная (обоняние (запахи));
- кинестетическая (другие виды ощущений и эмоций);

2) по модальностям (способ обработки информации):

- визуальная (зрительные образы);
- аудиальная (слуховые образы);
- кинестетическая (различные виды ощущений);
- дискретная (схемы, таблицы) [4].

Невербальное общение является неотъемлемой частью эффективной коммуникации, дополняя и усиливая смысл слов. Оно помогает глубже понять чувства и намерения собеседника, создавая атмосферу доверия и взаимопонимания, особенно в ситуациях, где эмоции и искренность играют ключевую роль. Сигналы невербальной коммуникации часто воспринимаются интуитивно и подсознательно, что делает их важными индикаторами настоящих эмоций и настроений. В деловых и межкультурных взаимодействиях умение «читать» и контролировать невербальные проявления способствует предотвращению конфликтов и повышению эффективности диалога. В конечном итоге, развитие навыков невербального общения позволяет достичь большей гармонии и понимания в отношениях, что является важным для любой социальной и профессиональной сферы. Таким образом, владение языком жестов, мимики и интонаций-это мощный инструмент, который позволяет нам лучше понимать и быть понятыми.

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UDC 82

HISTORICAL DEVELOPMENT OF THE ENGLISH LANGUAGE

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Түйін: бұл мақалада ағылшын тілінің тарихи даму барысы қарастырылады.

Резюме: в данной статье рассматривается историческое развитие английского

The historical development of language is a continuous process without sudden breaks or rapid change. The generally accepted, traditional periodization divides English history into three stages: Old English, Middle English, and New English, with boundaries related to specific dates and historical events that affect the language. OE begins with the German occupation of Great Britain (5th century) or the beginning of writing (7th century) and ends with the Norman conquest (1066), ME begins with the Norman conquest and begins printing (1475), the beginning of modern or new English; The new period lasts to this day. The history of the English language can be divided into seven stages.

The first is a pre-written or historical period, which can be called early Old English, from the West German invasion of Great Britain to the beginning of writing, i.e. from the 5th to the 7th century. This is the period of the tribal dialects of the West German invaders (Angles, Saxons, Jutes and Frisians). Tribal dialects were used for oral speech; There was no written form in English.

The second historical period begins in the 8th century. Until the end of the 11th. The English of that time was called Old English or Anglo-Saxon; it can also be called a written OE. Tribal dialects gradually became local or regional dialects. At the end of the period, the differences between the dialects increased and their relative position changed. OE was a typical OG language with pure German, with little foreign borrowing; he showed phonetic features. As for grammar, OE has a well-developed system of morphological categories, especially nouns and adjectives.

The third period, called Early Middle English, begins after 1066, the year of the Norman conquest and covers the 12th, 13th and 14th centuries. This was the period of the greatest dialectal divisions caused by the feudal system and foreign influences - Scandinavian and French. The dialectal part of modern English is connected with this period of its history. Under Norman, French became the official language in England. Local dialects were used mainly for oral communication and less for writing. Early IE was a period of great change at all levels of language, especially grammar and vocabulary. The English have absorbed two layers of lexical debt: the Scandinavian element in the Northeast and the French element in the speech of the townspeople in the southeast. Phonetic and grammatical changes were rapid, not limited to the written tradition [1].

The fourth period is from the 14th century. Until the end of the 15th century - corresponds to the age of Chaucer. We call it Late or Classical Middle English. It was a period of restoration of the English language to the position of the state and literary language and literary prosperity. The main dialect used in writing and literature was the mixed dialect of London. The phonetic and grammatical structure has undergone and introduced radical changes of the previous period. In the nominal system - in nouns, adjectives, most of the inflections in pronouns fall together. The system of verbs is expanding, as many new analytic forms and verbal phrases are used along with the old simple forms in the process of becoming analytical forms.

The fifth period - the ancient New English language - from the time of

publication to the age of Shakespeare, ie from 1475. 1660. The first published book in English was published in 1475 by William Caxton. This period is the epoch of two epochs of literary efflorescence: the transition between the ages of Chaucer and Shakespeare. The growth of the vocabulary was a natural manifestation of the development of culture and a wide range of human activities in the new, bourgeois society. Changes in vowel sounds have led to an expansion of phonetic changes, resulting in increased gaps between written and spoken forms of speech. Inventory of grammatical forms and syntactic structures was practically the same as module E, but their use was different. The large number of grammatical units that appear without any restrictions or regularities gives the impression of a great "freedom of grammatical structure."

The sixth period begins in the middle of the 17th century. until the end of the 18th century. In the history of language it is called the "age of normalization and correction". This century has witnessed the formation of "norms". Norms were established in many dictionaries and grammar books published at that time as rules and recipes for their proper use, and were disseminated through education and writing. The neoclassical period hindered diversity, free choice in pronunciation, vocabulary and grammar. Vocabulary and grammatical structure were limited and standardized. The morphological system, especially the verb system, has taken a more strictly symmetrical pattern. Formation of new oral grammatical categories is completed.

English in the 19th and 20th centuries. The seventh period in English history means late New English or modern English. The language of classical literature was strictly distinguished from local dialects and lower social dialects. Dialects were used in oral communication and usually did not have a literary tradition. 19 - 20s.

The English vocabulary has grown to an unprecedented scale, reflecting the rapid development of technology, science and culture, and many changes in all areas of human activity.

Linguistic changes in phonetics and grammar have been limited to changes in the relative frequency and distribution of language units: some utterances and forms have become obsolete or even obsolete, while other forms have been adopted and adopted in general.

The history of the English language dates back to the 5th century, when the Germanic tribes invaded the British Isles. He had to live in the British Isles for at least fifty thousand years before the German invasion.

The Celts came to Britain in three waves and were immediately in front of the Teutons. The economic and social Celts were a tribal society made up of relatives, kinship groups, clans, and tribes; they engaged in simple farming and traded with the Celtic Gol [2].

Germanic tribes settled in Great Britain in the 5th - 6th centuries. He spoke closely with the tribal dialects of the West German subgroup. Their common origin and separation from other related languages, as well as their joint evolution in the United Kingdom, eventually made them one language, English. OE dialects have certain common features that distinguish them from continental Germanic languages.

They also pointed to growing regional divisions. Tribal dialects became local or regional dialects. The following four main OE dialects are distinguished: Kentish, a dialect spoken in the area now known as Kent and Surrey, and White Island. It comes from the languages of the Juts and the Frisians. West Saxon, the main dialect of the Saxon group, is preserved in the south of England, in the south of the Thames and the Bristol Canal, with the exception of Wales and Cornwall. Other Saxon dialects in England did not exist in writing and are unknown to modern scholars. The Mercian dialect is derived from the words of the southern corners and is spoken mainly in the Kingdom of Mercy, from the Thames to Humber. Notumbrian, another English dialect, is spoken north of Humber to the Forth River. The boundaries between the dialects were vague and mobile. Dialects do not overlap at all, and dialectal forms flow freely from one dialect to another. During this time the dialects became relatively equal; none of them was the predominant form of speech activity, each was the main type used in a limited area. During the written OE, dialects changed from tribal to regional; they were both oral and written and were no longer equal; The West dominated its neighbors in writing the Saxon dialect.

9th century the political and cultural center moved to Wessex. Culture and education have made great strides here; Not surprisingly, the West Saxon dialect is preserved in more texts than all other OE dialects. 11th c. The written form of the West Saxon dialect has become a typical language of the booklet, serving as a written language for all English-speaking people [3].

The end of the Old English period was the result of the connection of English with the third important Scandinavian language. It is not uncommon in history to see scenes of a nation or people for reasons that are too far away or too difficult to see, that suddenly arise from misunderstanding, that are visible for a while, often bright, playful, and then seen for reasons. It is difficult to determine by subsidizing a relatively small number of activities.

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УДК 811

LINGUODIDACTIC FEATURES OF DEVELOPING READING SKILLS USING ENGLISH MEDIA RESOURCES

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Түйін: Мақала отандық және шетелдік әдіскерлердің көзқарасы бойынша шет тілінде оқу дағдыларын дамытуда ағылшын тіліндегі медиа ресурстарын қолданудың орындылығын қарастырады. Шет тілінде оқу дағдыларын дамытуда ағылшын тіліндегі

медия ресурстарын қолданудың негізгі артықшылықтары да талданады және осы процесті ұйымдастырудың әртүрлі тәсілдері сипатталады.

Резюме: Статья рассматривает целесообразность использования англоязычных медиаресурсов при развитии навыков чтения с точки зрения отечественных и зарубежных методистов. Также анализируются основные преимущества использования англоязычных медиаресурсов при развитии навыков чтения и описываются различные подходы к организации данного процесса.

Today, any innovative media manufacturing is possible with the assist of technology. One of the most successful principles within the improvement of the media industry and the connection among the media and its target audience has been made viable by multimedia. Experts outline it as the name implies the integration of a couple of styles of media via pc hardware and software program. Media surrounds us day in and time out and media texts are getting the form of texts that nearly all and sundry within the global reads and views, making this type of text beneficial for pedagogical sports [1].

It is really worth starting from the reality that analyzing is an independent form of speech interest, which provides a written form of communique. It occupies one of the foremost places in terms of use, significance and accessibility. Reading refers to receptive types of speech activity, as it's far related to the notion (reception) and understanding of records encoded by way of picture signs.

Reading consists of the content structure (i.e., what the text is about) and the process of processing (how the text is read and pronounced). Reading activities in the content system will promote reading comprehension; In system configuration - reading the system itself i.e. that graphemes and sounds are linked, creating holistic methods of recognizing graphic symbols, creating speech listening, translating to external speech, reducing internal speech, and the establishment of a direct connection between semantic and graphic complexes, which finds expression in reading aloud and to oneself, slow and fast, with full understanding or with general coverage.

In the approach to teaching a foreign language in school, reading functions as an end and a means: in the first place, students must be proficient in reading as a source of information and second, reading must be used effectively assimilate verbal linguistic content. The reasons for reading and listening are divided into four broad categories:

To maintain good social relationships. Conversation with a friend is usually not message orientated. What really matters is the goodwill that is maintained or established during the conversation. Secondly, for entertainment. Listening to some jokes, stories, songs, plays, radio programs is mainly for entertainment and not for, say, professional development or education. To get information needed for daily life. Listening to news programs, directions on how to get to different places, weather and travel forecasts are very important for people in their daily lives [2].

Reading is an independent type of speech activity, which provides a written form of communication. It is one of the key areas in terms of usability, importance and accessibility. Furthermore, it is also important to emphasize in my article that in

the process of teaching a foreign language in school, reading, as well as oral language, is both a goal and a process all: in the first case, it is source of information that students must be proficient in reading; In the second case - using reading to teach language skills and fluency. The use of reading as a source of information provides the necessary conditions for arousing interest in learning this subject in school, which a student can handle freely, for reading requires neither a speaker nor an audience, but only books. This allows the teacher to help teach a more developed, socially active personality.

It should be noted that various media texts, be they television or newspaper, often change expressions and standards of media fields and comments, changing facts and assessment of actions, further changing both official information and everyday applied material. The most striking distinctive feature of mass media texts is the interaction between the news field and opinion [3].

All media documents are structured upon constituent components into which data is categorized. These divisions typically facilitate effortless and swift comprehension and assimilation of the conveyed information. It is noteworthy that mass-communicative compositions exhibit a pronounced syncretism, which is delineated by technological capabilities, thereby underscoring rapid progression.

The advent of the digital era has substantially expanded the scope of journalistic expression in both content and stylistic dimensions. Concurrently, within the realm of digital media, the phenomenon of rewriting, or the formulation of textual content derived from pre-existing sources, is becoming increasingly prevalent.

The conceptualization of media texts extends beyond the conventional perspective of a text as a linear sequence of linguistic symbols. Instead, it encompasses a broader spectrum, integrating auditory and visual elements, thereby embodying the technologies utilized for their production and dissemination. This expanded purview posits the question of media perception as a critical consideration for extensive interdisciplinary research.

Perception, within this context, represents a sensory reflection of objective reality's objects and phenomena, encompassing their intrinsic qualities and characteristics under direct sensory influence. A crucial aspect of media discourse is the evaluative dimension. This is a fundamental characteristic of journalistic language, and the manifestation of evaluation in media texts must adhere to criteria of precision, representation, and argumentation, while simultaneously aligning with the cultural and moral frameworks of the intended audience.

The language of the media of the 21st century is interactive, dialogical and potentially hyper textual; it exhibits stylistic variety depending on the social orientation of the publication and is produced in certain cultural and linguistic forms. They bring qualities such as polyphony, polycodality, and visualisation.

Media speech within the academic framework is inherently anthropocentric, encapsulating the author's distinct worldview and interpretation of various events and phenomena. It tends to be tailored not to the general populace but rather to the cognoscenti of a specific social stratum or an individual with specialized knowledge. Consequently, the engagement with multimedia texts necessitates the cultivation of

multiple reading proficiencies, including introductory, visualizing, research-oriented, and educational approaches. This process typically unfolds across three primary phases: the pre-textual, textual, and post-textual stages, each with its unique objectives and tasks [4].

Initially, the pre-textual stage is characterized by a discursive format, wherein the educator poses a sequence of foundational queries designed to probe the students' existing comprehension of the text's subject matter, thereby fostering a conducive environment for enhanced content assimilation. The teacher's subsequent role involves facilitating textual analysis, offering guidance to navigate potential lexical and grammatical obstacles that may impede comprehension.

The core of this process lies in the direct comprehension phase, where tasks are meticulously crafted to engender a profound engagement with the text's content. It is essential to note that the methodological approach to multimedia texts remains consistent with that of traditional texts, emphasizing the importance of comprehension strategies across diverse linguistic mediums. These educational activities are instrumental in honing communicative competencies, enriching lexical resources, and broadening students' sociocultural awareness of the target language's context.

Prior to embarking on the actual reading of the text, it is imperative to address and mitigate lexical and grammatical challenges that may arise from the perusal of original newspaper sources. Moreover, an understanding of the political milieu and the real-world implications of the reported events within the text is crucial to avert potential misunderstandings. In this regard, the educator's role extends to providing necessary contextual explanations to ensure clarity.

The pedagogical approach to reading newspaper texts in high school settings should prioritize independent reading, as it serves the ultimate goal of comprehension and personal edification. The practice of teachers reading aloud, while potentially engaging, may not be the most effective strategy, given the emphasis on autonomous learning and the development of critical thinking skills.

Moreover, reading aloud plays a crucial role in the early stages of language acquisition as it facilitates mastery of the language's graphic system, which is typically addressed in the lower grades of education. Although its importance may diminish with linguistic advancement, it remains a valuable tool at advanced levels. Reading aloud is not entirely superfluous when engaging with written material, as it can be beneficial during the preliminary phase of addressing comprehension challenges. Specifically, it is advisable to read entire paragraphs aloud during this phase, as they often present the most substantial difficulties.

The significance of translation, however, requires separate consideration. While it is essential to emphasize the development of independent reading skills with untranslated texts, as this is conducive to enhancing comprehension and is a primary objective of foreign language instruction, translation maintains a certain utility in the learning process [5]. Carefully crafted assignments are instrumental in achieving this objective, as they guide students in effectively utilizing newspapers and magazines to refine their reading proficiency.

The principal aim of employing newspaper texts in the educational context is to cultivate the ability of students to read independently with comprehension, an essential skill that enables them to focus on the content rather than the linguistic form. This approach aligns with the fundamental practical objectives of second language pedagogy. Consequently, it is imperative to select newspaper articles that are sufficiently simple at the outset, ensuring that learners can comprehend the material without relying on translation or being unduly distracted by unfamiliar vocabulary. These texts should be such that they encourage students to infer meaning from context, thereby fostering a deeper engagement with the text and facilitating the acquisition of vocabulary and grammatical structures in a more natural and integrated manner.

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UDC 811

THE USE OF GAMING TECHNOLOGIES AND APPLICATIONS IN TEACHING FOREIGN LANGUAGES

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Түйін: Мақалада шет тілдерін оқытуда ойын технологиялары мен қолданбалы бағдарламаларды қолдану қарастырылады. Duolingo және Quizlet сияқты геймификация мен интерактивті қосымшалардың артықшылықтары атап өтіледі, олар мотивацияны арттырып, материалды меңгеруді жақсартады. Мұғалімдерге оқу үдерісіне осы әдістерді тиімді енгізуге бағытталған практикалық ұсыныстар берілген, бұл негізгі тілдік дағдыларды дамытуға ықпал етіп, оқытуды қызықты әрі қолжетімді етеді.

Резюме: В статье рассматривается использование игровых технологий и прикладных программ в обучении иностранным языкам. Подчеркиваются преимущества геймификации и интерактивных приложений, таких как Duolingo и Quizlet, которые повышают мотивацию и улучшают усвоение материала. Представлены практические рекомендации для учителей, направленные на эффективную интеграцию данных методов в образовательный процесс, что способствует развитию ключевых языковых навыков и делает обучение более интересным и доступным.

In the modern world, learning foreign languages is becoming an increasingly popular skill that opens access to new knowledge and opportunities. To improve the effectiveness of the educational process, teachers are actively introducing innovative approaches, among which special attention is paid to gaming technologies and application programs. These methods make learning interactive, exciting and focused on the needs of students of different ages.

Gaming technologies motivate students through the use of gamification elements, creating an atmosphere of competition and involvement. Application programs such as Duolingo and Quizlet provide a wide range of tasks and exercises that can be adapted to individual needs. Combining gaming methods with application programs allows not only to increase interest in the subject, but also to significantly improve the quality of assimilation of the material.

The purpose of this article is to examine the key benefits of using gaming technologies and software in teaching foreign languages, as well as to offer practical recommendations for their effective use in the educational environment.

Gaming technologies and applications open up new opportunities for learning foreign languages, making the learning process more exciting and productive. Game elements such as rewards, levels and points create motivation to achieve goals, reducing the fear of mistakes and promoting the effortless acquisition of new knowledge. This is especially relevant for children and teenagers, as interactivity helps to hold their attention and engage them in the learning process, turning it into an interesting adventure [1].

Popular apps include Duolingo, Quizlet, Memrise, and Babbel, each offering a variety of language learning options. Duolingo, for example, is a system of short exercises that focuses on everyday phrases and expressions, allowing learners to gradually immerse themselves in the language. Quizlet, on the other hand, uses flashcards to memorize words and expressions, making it easy to tailor the learning process to specific goals [2]. These programs support the development of all key language skills—reading, writing, speaking, and listening—and offer exercises of varying difficulty.

An important advantage of gaming technologies and application programs is their flexibility and adaptability. Programs can automatically adjust the difficulty of tasks to the level of the student, giving everyone the opportunity to advance at their own pace. Moreover, gaming methods contribute to the development of a competitive spirit, which is also an additional incentive for successful learning.

Effective use of gaming technologies and applications in teaching foreign languages requires teachers to have a thoughtful approach that is organically integrated into the learning process. One successful method is to use gaming applications such as Kahoot! and Quizlet Live to reinforce the material. These programs allow you to organize quizzes and tests in the format of an exciting competition, which not only reduces stress but also increases student activity [3].

It is important to take into account the individual characteristics of students when choosing assignments in apps like Duolingo and Memrise. This allows the teacher to tailor the difficulty of exercises and the pace of work to each student,

which promotes better assimilation of the material and helps to accommodate different learning styles. Flexibility in the choice of assignments also allows for the development of specific language skills, which is especially useful in multi-level classes.

Gamification allows students to simulate real-life situations in which they can apply their language skills. In role-playing games, for example, students can act out conversations in a cafe or book a hotel, which helps reinforce vocabulary and grammar in a natural context. This approach helps develop confidence and speaking skills, making it easier to put the language into practice [4].

Group work also plays an important role in learning. Study projects, such as creating a short video in a foreign language and then presenting it, provide an opportunity to use the language in a creative way. Joint work on projects, supplemented by elements of competition, stimulates students' activity and adds a motivational element to the learning process.

Feedback and support from the teacher are essential for successful learning. Discussing students' progress and achievements helps maintain interest in the subject, and recommendations for using applications for independent work allow students to regularly practice and strengthen their skills outside the classroom [5].

These recommendations will help make learning foreign languages more interesting, interactive and productive, where every student can confidently and happily apply their knowledge.

In conclusion, the use of gaming technologies and applications in language teaching opens up new opportunities for educators to create motivating and effective learning environments. Gamification and interactive programs such as Duolingo, Quizlet, and Memrise make language learning not only more fun, but also more tailored to the individual needs of each learner. These methods help develop key language skills, including speaking, listening, and reading, and build students' confidence in using the language. The integration of game elements and modern programs allows you to simulate real situations and activate interest in learning, helping to avoid monotony and increase student engagement. With the right approach, teachers can turn learning into an exciting process that encourages independence, cooperation, and continuous improvement. Thus, the use of gaming technologies and application programs not only enriches the learning process, but also promotes a deeper and more sustainable acquisition of a foreign language, making it accessible and exciting for students of different ages.

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СТИЛИСТИЧЕСКОЕ ИСПОЛЬЗОВАНИЕ АНТОНИМОВ В ЛИРИКЕ И ПОЭМАХ М.Ю. ЛЕРМОНТОВА

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Түйін. Мақалада М.Ю.Лермонтовтың лирикалары мен поэмаларындағы антонимдердің стилистикалық тұрғыдан қолданылуы, ондағы қарапайым және күрделі антитезаларды еркін пайдалануы, антонимдердің өзара қарама-қайшылығы туралы мәселелер қарастырылған.

Summary. The article examines the issues of stylistic use of antonyms in the lyrics and poems of M. Y. Lermontov, the free use of simple and complex antitheses in them, and the mutual opposition of antonyms.

В работах по лексикологии, стилистике, антонимии указывается на то, что использование антонимов в литературных произведениях различных жанров является очень ярким средством художественной выразительности.

В этих работах характеризуются общие стилистические функции антонимов – функция контрастного изображения и функция выражения иронии, создания юмористического эффекта. Более же детальное рассмотрение той роли, которую играют антонимы в воплощении идейно-художественного замысла автора, определение их места в системе изобразительных языковых средств ставит вопрос об изучении частных стилистических функций антонимов.

Исследователи по-разному классифицируют стилистические функции антонимов. Часто не разграничиваются должным образом:

1) стилистические функции, присущие всем выразительно-изобразительным средствам (в том числе и антонимам), и поэтому в качестве специфических для антонимов указываются такие функции, как описательная, функция эмоционального воздействия, функция общего суждения и т.п.;

2) стилистические функции, присущие антонимам как особому семантическому классу слов;

3) стилистические функции антонимов, определяющиеся принадлежностью их к той или иной типологической разновидности антонимии;

4) стилистические функции антонимов, которые реализуются при конкретном употреблении в художественном тексте, в определенных сочетаниях друг с другом, в составе определенных стилистических фигур, т.е. частные стилистические функции антонимов [1].

Недифференцированное рассмотрение частных стилистических функций антонимов, в частности, приводит к тому, что, как правило, в качестве стилистической фигуры, основанной на использовании антонимов, указывается только антитеза – стилистическая фигура «противопоставления противоположных, контрастных по своему содержанию слов (шире – образов)».

Все стилистические фигуры с использованием антонимов характеризуются замкнутой двучленной структурой, что является отражением бинарной сущности антонимии. Различаются же они своим содержанием, которое отражает отношения между противоположными явлениями, действиями, состояниями, образами и т.д. И это в свою очередь предопределяет особенности структуры и стилистические функции каждой фигуры [2;3].

Значение антонимического контекста, лежащего в основе стилистической фигуры, ее структурный тип и выполняемые ею стилистические функции и были избраны нами в качестве критериев выделения и анализа стилистических фигур, употребляемых в лирике и поэмах М.Ю. Лермонтова. В ходе анализа мы активно обращались к словарям антонимов [4;5;6], к лингвистической литературе [7;8], к специальным исследованиям по антонимии [9; 10], к литературе по стилистике [11;12].

В работах Лермонтова многообразно показано лишь противопоставление, риторическая персона, в каковой более наглядно выражается массивная суть антонимов вследствие их противопоставления. Обратимся напрямую к разбору произведений М.Ю. Лермонтова, где он свободно применяет равно элементарные (детальные и не подробные) и непростые антитезы. Не подробное противопоставление предполагает собой противоположение одной, двух и более антонимов, к примеру:

Ты вижу, беден; я богата
(т.3, с.272).

Нам встретилось и несколько примеров антитез с антонимическим контекстом типа «х и у», например:

Наш милый край порабощен,
Татар мечи не удержали,
Орда взяла и наши пали.
(т.1,с.249).

Красочная образность различает антитезы, в которых внешним выразителем противопоставления представляется тон, к примеру:

Из груди извлечет не речь, но стон;
И не привет, упрек услышит он.
(т.1,с.139);

Содержательное, структурное и стилистическое разнообразие антитез, содержащихся даже в небольшом количестве приведенных примеров, показывает, как мастерски использует поэт этот стилистический прием, исключительно метко, с поражающей глубиной и выразительностью передавая чувства, мысли, душевное состояние лирического героя.

Столь же глубоко и выразительно передает поэт «диалектику души человеческой», используя стилистическую фигуру отождествления, превращения и взаимодействия противоположностей, например:

Мои друзья вчерашние – враги,
Враги – мои друзья,
Но, да простит мне грех господь благий,
Их презираю я...
(т.2, с.251).

Таким образом, специфика значений и частные стилистические функции противопоставления (антитезы), нейтрализации, соединения и противоречия самым непосредственным образом связаны и вытекают из семантической природы антонимов как особого класса слов, обусловлены закономерностями сочетания их друг с другом [13].

Образуют стилистические фигуры разделения антонимические контексты, формулы которых «х иль у» (наиболее частотна в произведениях М.Ю. Лермонтова); «х или у»; «х ли (ль), у ли (ль)»; «иль х, иль у».

Противопоставление «то х, то у», «х, у», «х и у» - основа стилистических фигур со значением чередования, последовательности, смены противоположных действий, признаков, качеств и т.п., например:

...уж, верно, час она
Их расплетала, заплетала!
(т.3, с.170);

Меж тем вдали то грустный, то веселый
Раздался звук обычной баркаролы.
(т.1, с.266);

Чаще всего в создании данной стилистической фигуры участвуют синтаксические оппозиции: «как х,у»; «х, как у»; «как х, так у»; реже - «х и у».

Основное же значение фигуры сравнения заключается в изображении того, что различает противоположные явления, чувства, состояния:

В той башне высокой и тесной
Царица Тамара жила:
Прекрасна как ангел небесный,
Как демон коварна и зла.
(т.2, с.202).

Закljučая анализ стилистических фигур, следует сказать о том, что в лирических произведениях М.Ю. Лермонтова они зачастую сложно

переплетаются, следуют друг за другом, создавая тем самым сложный поэтический образ, например:

Есть время – леденеет быстрый ум;
Есть сумерки души, когда предмет
Желаний мрачен: усыпление дум;
Меж радостью и горем полусвет;
Душа сама собою стеснена,
Жизнь ненавистна, но и смерть страшна.
Находишь корень мук в себе самом,
И небо обвинить нельзя ни в чем.
(т.1, с.183-184).

Мы рассмотрели стилистические фигуры, в состав которых входят в основном минимальные антонимические контексты с сочинительной связью. Не менее яркие и выразительны частные стилистические функции фигур, основу которых составляют минимальные антонимические контексты с подчинительной связью (Мне грустно... потому что весело тебе. Он ненавидит мир, чтоб не любить одно созданье! и т.д. и т.д.); антонимические контексты, состоящие из словосочетаний (*направо – с левой стороны, встарь – в наше времечко, грустить – предаваться веселью, жить – спать последним сном и т.п.; веселый смех – крик последней муки, час красоты – паденья час, мрачный день – день, когда так ярко солнце и т.п.*).

Исключительно выразительны и оксюмороны, создаваемые поэтом:
Как я хотел себя уверить,
Что не люблю ее, хотел
Неизмеримое измерить,
Любви безбрежной дать предел.
(т.1, с.302).

Стилистическое использование антонимов характеризует лишь один из уровней системы контраста в творчестве М.Ю. Лермонтова, которая столь сложна и разнообразна потому, что является воплощением одного из основных творческих принципов поэта – принцип контраста, обусловленного особенностями мировоззрения, мировосприятия, творческого мышления, художественного метода Лермонтова и отражающегося во всех элементах художественной структуры его произведений.

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THE SYSTEM OF EXERCISES FOR TEACHING ESSAY WRITING IN ENGLISH

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Түйін: Бұл мақала жоғары оқу орындарының 1 курс студенттерін ағылшын тілінде эссе жазуға үйрету үшін жаттығу жүйесін жіктеуге арналған.

Резюме: Данная статья посвящена классификации системы упражнений для обучения написанию эссе на английском языке студентов 1 курса высших учебных заведений.

Having identified the difficulties in writing an essay, we came to the conclusion that it is necessary to develop exercises for teaching this type of writing taking into account these difficulties.

In theory, the methodology of teaching foreign languages and cultures, the classification of exercises was carried out on the basis of a variety of criteria:

- a) based on the consideration of memory processes, recognition, understanding and reproduction of language material;
- b) on the basis of distinguishing between language and speech;
- c) based on the stages of the process of mastering a foreign language.

The existence of a large number of points of view on the problem of classifying exercises is explained by the versatility of this professional topic, the possibility of approaching the problem of classifying exercises from different points of view.

The following classification exercises:

1. I.V. Rakhmanov highlights: a) language and speech exercises; b) exercises related and unrelated to the text; c) translation and non-translation exercises.

2. B. A. Lapidus offers: a) training exercises; b) elementary combined exercises; c) combined exercises.

3. E.I. Passov singles out: 1) exercises for the formation of skills (conditional speech exercises); 2) exercises for the development of skills (speech exercises). Moreover, the author identifies their types according to four parameters: a) according

to the speech task; b) the situational correlation of phrases; c) according to the conditionality of the statement by the substantive and structural parties; d) on the supports used in the preparation of the statement [1].

4.S.F. Shatilov, based on the methodological requirements for isolating difficulties in learning oral speech, proposed an aspect classification of speech training exercises. The groups into which exercises are further combined do not represent a special classification.

Consider some types and types of exercises. Language exercises are based on the principle of applying knowledge, i.e. they imply a constant appeal to a rule that they previously remembered (discursive logical thinking). It should be noted that language exercises can help shape awareness. In this regard, they can be used as part of homework at the appropriate stage of mastering the material. It will be advisable to use them when teaching writing, speaking skills.

Many methodologists wrote about the qualities that training exercises should have. In our opinion, exercises for the formation of verbal skills capable of transference should:

- 1) be situational;
- 2) have the communicative task of the speaker;
- 3) to ensure the unity of content and form, with the primary focus of the student's consciousness on the content and purpose of the statement;
- 4) to ensure the relative correctness of their implementation;
- 5) be economical in time;
- 6) imitate the communication process in each of its elements.

Skills should be formed in conditions similar to speech. This leads to the conclusion that exercises for the formation of skills should create just such conditions. When a skill is formed, a private action is automated. Defining speech exercises, methodologists write that speech exercises, in contrast to the so-called training exercises, are characterized by the following: a) language material is not given in advance; b) operations with the material are not indicated; c) the speaker's attention is directed to the content of the statement. Speech exercises are those exercises for the development of speech skills. There are a lot of speech exercises. Therefore, you can organize them into three groups: exercises in the transfer of content (retelling); exercises in the description and exercises in the expression of attitude or assessment [2].

Now let's move directly to a series of exercises for teaching writing. In the methodological literature there is the following classification:

1. Exercises aimed at the formation of graphic and spelling skills orienting in writing as an activity:

- write-offs of letters, letter combinations, words and their printed equivalents;
- cheating or writing out words, based on their grouping according to a selected graphic or spelling attribute.

2. Exercises aimed at the formation of lexical and grammatical knowledge and skills and carried out with the help of writing (writing here is a learning tool);

-written performance of lexical and grammatical training exercises for substitution, for completing sentences, etc.;

-statement of questions using specific lexical and grammatical material.

3. Written exercises that serve as a means of developing other types of speech activity.

- writing quotes from the text to the data or self-written abstracts;

- a brief written transmission of the contents of the text, for example: in the form of a detailed answer to this question, etc.

Two types of exercises are also used for teaching writing: non-special and special. If the purpose of special exercises is to develop writing skills or the formation of any writing skill, then non-special exercises involve completing a task for some other purpose in writing and therefore improve writing skills along the way. The latter include most homework done in writing and subsequent oral reproduction. To teach an essay for the 1st year of a Language University, we developed the following exercises:

Topic 1. Paragraph writing

A paragraph of any English essay consists of three main parts: Topic sentence, Supporting Details, Closing sentence

How to write a topic sentence

First you need to put a question.

What is the Topic sentence?

Answer: The topic sentence is the first sentence of a paragraph, which defines the main idea, helps the reader to perceive it and formulates this idea.

We may offer the following scheme:

Scheme № 1

What is it?	The first sentence of any English paragraph
What does it do?	1. Defines the main idea of an abstract 2. Helps the reader to perceive it 3. Formulates this idea
How to write it?	1. Summarize the main idea of the paragraph 2. Show your reader what your paragraph will be about

Example:

Birds have two basic types of sounds: songs and calls. Songs are usually more complex than calls and are utilized primarily by adult males during the breeding season to establish territories or attract mates. Calls are normally simple notes, single or repeated, vocalized by males and females in all seasons to express alarm or maintain contact with mates, offspring, or other birds of the same species. All songs and most calls are distinctive, and with concentrated study and practice, bird watchers can learn to identify many birds by their sounds and to call them as well.

The first sentence in this paragraph is the topic sentence.

Does it cover the following issues?

1. It is the first sentence in the paragraph.

2. It defines the main idea of a paragraph – two basic types of sounds, produced by birds. The topic sentence tells readers that they are reading about two basic types of sounds, produced by birds.

3. The paragraph is about two basic types of sounds which are produced by birds. The writer of the paragraph summarized the main idea: two basic types of sounds: songs and calls. It means that the reader will understand from the very beginning that he is reading about two basic types of sounds: songs and calls produced by birds.

It is very important for the reader to know from the beginning what he is going to read about [3].

Very important! It is very important for the writer to use a strong verb, strong noun or strong adjective in the Topic sentence. This will attract the attention of your reader.

Example:

Birds have two basic types of sounds: songs and calls. Songs are usually more complex than calls and are utilized primarily by adult males during the breeding season to establish territories or attract mates. Calls are normally simple notes, single or repeated, vocalized by males and females in all seasons to express alarm or maintain contact with mates, offspring, or other birds of the same species. All songs and most calls are distinctive, and with concentrated study and practice, bird watchers can learn to identify many birds by their sounds and to call them as well

A strong word here is *basic*. Imagine if we miss it: *Birds have two types of sounds: songs and calls*. And if they don't have only two types of sounds?

As a result of the exercises, such writing skills are formed as: transmission of the main idea in a written statement; transmission of the main content of the read or heard text; correct text design; emphasis in a written statement of the main thoughts (paragraphs), as well as the beginning, middle and ending; compliance with the presentation logic; the ability to show cultural awareness in written texts of regional studies topics, etc [4].

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EDUCATION BASED ON COMPUTER PROGRAMS

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Түйін: Мақалада компьютерлік бағдарламалардың білім беру процесіне әсері және оларды оқыту сапасын жақсарту үшін пайдалану тиімділігі қарастырылады. Зерттеудің мақсаты-бейімделу технологиялары мен мультимедиялық элементтердің оқушылардың мотивациясына және оқу материалын игеруге қалай әсер ететінін анықтау.

Резюме: В статье рассматривается влияние компьютерных программ на образовательный процесс и эффективность их использования для повышения качества обучения. Цель исследования – определить, как адаптивные технологии и мультимедийные элементы влияют на мотивацию учащихся и усвоение учебного материала.

Computer-based teaching is the process of using digital technologies and specialized software to teach and develop skills. Every year this form of education is gaining more and more popularity in educational institutions, enterprises and in individual educational practice. Such programs help to adapt the educational process to the needs of the student, make learning more interactive and diverse, and also open access to knowledge and skills that were previously difficult to access. The history of the use of computer programs in education began much earlier than one might expect, long before the advent of modern personal computers and the Internet.

In the 1950s, the idea of automating learning using programmable machines first appeared. At this time, the ideas of a behavioral approach in psychology became popular, which focused on the formation of human reactions through learning. Psychologist B. F. Skinner developed the concept of programmed learning based on his theories of operant conditioning. In 1954, he created the first learning machines, simple devices that gave students assignments, checked their answers and gave feedback. These machines allowed students to advance depending on their success, which became the prototype of adaptive learning.

In the 1960s, with the development of computer technology, the first educational programs appeared. One of the first examples was the PLATO (Programmed Logic for Automatic Teaching Operations) project, created in 1960 at the University of Illinois. The PLATO system ran on a supercomputer and was designed to provide interactive learning in various fields, from mathematics to foreign languages. She offered tasks to users, provided feedback, and even allowed them to communicate online. PLATO was the first learning platform that supported distance learning and interactive elements such as graphics and text chat [1].

In the 1980s, personal computers such as the Apple II and IBM PC began to be massively introduced into educational institutions. Government programs, particularly in the United States and the United Kingdom, have facilitated the installation of computers in schools, which has led to a significant increase in interest in computer learning. The first educational programs designed specifically for school

education appeared: They included games for learning arithmetic, programming, and writing.

In the 1990s, the development of the Internet and multimedia technologies became a new stage in the history of educational programs. At this time, computers began to support graphics, video and audio, which made it possible to create more complex and interactive training programs. The advent of compact discs (CD-ROMs) made it possible to distribute educational materials with a huge amount of information, including multimedia content.

In the early 2000s, access to the Internet expanded significantly, which made possible the massive use of online learning. At this time, so-called massive open online courses (MOOCs) became popular, such as those offered on the Coursera, Udacity and edX platforms. These platforms allowed people around the world to access courses from leading universities and learn from experts in various fields. Also, during this period, educational programs and platforms focused on self-education and professional development were actively developing. There are programs that allow students to learn foreign languages, programming and other subjects at a convenient time for them. Online courses have become the basis for the creation of numerous educational portals and platforms, which has made quality education more accessible.

In the 2010s, artificial intelligence began to play an important role in educational programs. Companies like Khan Academy have started using adaptive learning to tailor the material to each student's level. There were programs that analyzed data on how students assimilate material and automatically offered assignments, taking into account the strengths and weaknesses of the student. Artificial intelligence has also been used to create virtual assistants and chatbots that can answer students' questions in real time [2].

Today, sophisticated educational systems are being developed using artificial intelligence that are able to analyze user data, offer personalized tasks and track progress. All this has become possible thanks to the long-term evolution of technology, which dates back to the 1950s.

Thus, the historical prerequisites for the use of computer programs in education were formed on the basis of long-term interaction of pedagogical ideas and technological progress. Starting with simple automated machines, modern educational programs now use the Internet, artificial intelligence and multimedia to create a more accessible and effective learning process.

Advantages of computer-based learning:

1. An individual approach to learning. One of the main advantages of computer programs is the ability to adapt the course to the level of knowledge and the speed of perception of information of a particular student. For example, students can progress through the material at a speed that suits their individual needs, repeat or skip topics depending on their level of training.
2. Access to a huge amount of information. Modern educational programs provide access to up-to-date information, scientific articles, lectures by leading experts and other educational materials that are constantly updated. Unlike printed textbooks,

which may become outdated, programs allow you to quickly adapt educational materials.

3. Interactivity and fun learning. Computer programs make the learning process more interactive: educational games, simulations, animations and other tools help to increase the interest and motivation of students. For example, simulations in medicine allow students to simulate surgical operations, and in economics — to manage virtual companies and analyze market changes.

4. Feedback and progress monitoring. Computer programs allow students to receive instant feedback on completed tasks and see where they have succeeded and where they should improve their knowledge. This is also useful for teachers, as they can monitor the progress of students, as well as adjust the curriculum if necessary.

5. Accessibility and flexibility. Training programs allow you to study at any convenient time and in any place. This is especially true for those who cannot attend educational institutions, for example, because of geographical remoteness or because of employment. Also, many programs are available online, which makes learning accessible even for those who are outside of educational institutions.

Types of computer programs for education:

1. Educational platforms and online courses. Today, educational platforms such as Coursera, Udemy, and Skillshare are popular, offering a wide range of courses on various topics. They allow students to choose subjects based on their interests and master them under the guidance of experts.

2. Testing and training programs. Programs such as Duolingo for learning languages use adaptive learning, adapting to the user's level of knowledge. They provide students with tasks and exercises that allow them to consolidate the material they have passed, check knowledge and track progress.

3. Simulators and simulators. Some professional skills are difficult to master only from textbooks, and here simulators come to the rescue. In medicine, for example, operation simulators are used, in aviation – flight simulators. They help you gain valuable experience that you may need in real situations.

4. Educational games. In recent years, games with educational content have been gaining popularity. Examples include Minecraft Education Edition, where children learn programming and engineering, and many other games that allow them to develop logic, mathematics and critical thinking skills.

5. Programs for self-development.

Artificial intelligence (AI) is used to create programs that help develop creativity, critical thinking, and logical abilities. Such programs use AI to suggest interesting exercises, recommend materials, track progress, and suggest tasks based on the user's preferences and strengths. Artificial intelligence occupies an important place in computer programs for learning. Thanks to AI, programs can analyze student preferences, their progress, and even predict which topics will cause difficulties.

AI is also able to create tasks and materials based on data on what is best learned by students. This allows you to make the learning process more personalized and effective. AI is also actively used to create virtual assistants that can answer

students' questions in real time. For example, online course platforms have chatbots that help students if they encounter difficulties learning the material [3].

Problems and limitations of computer programs for learning:

1. Lack of live communication. One of the main problems is the lack of direct interaction with teachers and classmates. Although online programs and learning platforms often include forums and groups for communication, they cannot always replace live interaction and discussion.

2. The risk of reducing discipline. Successful online learning often requires a high degree of self-discipline and self-control. Some students may have difficulty learning systematically without teacher supervision, which can lead to a low level of motivation.

3. Accessibility issues. Despite the global growth of digitalization, not everyone has access to the Internet and computers. This is especially true for remote and socially vulnerable regions where the Internet can be expensive or inaccessible.

4. The need for high technical literacy. Many programs require a certain level of technical literacy to be used successfully. For example, older people or children may need help learning new technologies, which may complicate the learning process. With the development of technology, computer-based learning will become more accessible and diverse.

Modern technologies such as virtual and augmented reality make learning more exciting by immersing students in an environment as close to real as possible. An example would be virtual laboratories where chemical experiments can be carried out, or virtual tours of historical sites. Further development of adaptive learning is also expected, when programs will be able to adapt to the style and level of knowledge of the student. The introduction of artificial intelligence and neural networks will allow us to create more complex algorithms that will help students master new knowledge and overcome difficulties.

Computer-based learning is a promising area that makes education more accessible, personalized and interactive. Such programs open up new opportunities for teachers and students, as well as expand access to knowledge for people around the world. Despite some difficulties associated with the introduction of digital technologies into the educational process, their advantages undoubtedly outweigh the disadvantages.

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THE USE OF AUTHENTIC MATERIALS IN THE IMPLEMENTATION OF THE COMMUNICATIVE APPROACH TO TEACHING A FOREIGN LANGUAGE

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Түйін Мақала шет тілін оқытудағы коммуникативті тәсілді жүзеге асыруда шынайы материалдарды пайдалануға арналған. Мақалалар, бейнелер, подкасттар және әлеуметтік желілер сияқты шынайы материалдар студенттердің шынайы қарым-қатынас дағдыларын дамытуда, олардың сөздік қорын кеңейтуде және тілдің мәдени контекстіне енуде маңызды рөл атқарады.

Аннотация Статья посвящена использованию аутентичных материалов при реализации коммуникативного подхода к обучению иностранному языку. Аутентичные материалы, такие как статьи, видео, подкасты и социальные сети, играют ключевую роль в развитии реальных коммуникативных навыков учащихся, расширении их словарного запаса и погружении в культурный контекст языка.

The relationship between language and culture is one of the key components of human society, since language not only serves as a means of communication, but also reflects cultural norms, values, worldview and traditions. The socio-cultural language environment is a multi-level structure that combines elements of language and culture, and plays a significant role in personality formation, social adaptation and preservation of cultural identity. Let's consider the essence, features and influence of this environment on modern society. The socio-cultural language environment is a space in which language acts as a conductor of cultural values, traditions, norms and customs. This space can be divided into three main levels:

Communicative level: language acts as a means of everyday communication, which strengthens relationships between people and helps to build social connections.

Cultural level: norms and values that form the basis of culture are transmitted through language. Every word or expression in a linguistic environment has a cultural meaning that is associated with national identity [1].

The socio-cultural language environment is an integral part of society, performing the functions of socialization, transmission of cultural values and preservation of cultural heritage. In the context of globalization, the need for its preservation and respect for the diversity of linguistic and cultural traditions is increasing, since only through careful attitude to language can cultural identity and harmonious existence in a multinational world be preserved.

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Authentic texts often contain complex vocabulary, jargon, idioms, and cultural realities that may be incomprehensible to students, especially at the initial stage.

Because of this, they can cause difficulties in understanding and reduce interest in learning the language. For example, newspaper articles or podcasts may be overloaded with professional vocabulary and complex grammatical structures, which will require considerable time to explain.

One of the purposes of using authentic materials is to familiarize students with current events and the current state of the language. However, rapid changes in information (for example, in news articles) can cause selected materials to become outdated even before they are used. The selection of such materials requires constant monitoring and updating of resources. Authentic materials, as a rule, include cultural realities that are understandable only to native speakers. This can make it difficult for students who are not familiar with certain cultural aspects to perceive information. For example, videos with the realities of life in England or the USA may be difficult to understand if students lack a cultural background.

Sometimes it is difficult to find authentic materials that would correspond to the educational goals and the subject of the course. For example, if the purpose of the lesson is to study a certain grammatical structure or topic, it is difficult to find material that would organically contain the necessary examples. This limits the possibilities of integrating authentic resources into the lesson structure [2].

Authentic materials require detailed study: the teacher needs to adapt them, prepare assignments and questions, which takes a lot of time. Moreover, a complex text or video may require additional explanations, which increases the duration of the lesson and reduces the time for other types of activity.

One of the effective methods is content adaptation: selection of texts with simplified vocabulary or reduction of material without loss of meaning. Teachers can replace complex words with synonyms or remove overly complex fragments, while maintaining the basic idea. It is important to select materials that correspond to the level of language proficiency of students. For example, texts and videos with simple vocabulary and frequent repetitions are suitable for the entry level. For an advanced level, you can use original articles and podcasts that require in-depth analysis. To overcome cultural barriers, teachers can first explain cultural realities and provide context for the perception of the material. This can be done in the form of an introductory discussion or a short lecture, which will help students better understand the content and avoid misunderstandings.

Interactive tasks and working with videos. Using small video clips and short texts allows you to make learning interactive, avoiding information overload. Teachers can also include assignments that aim to test the understanding of key points, which helps students focus on the main aspects.

Today, numerous online resources and platforms are available that allow you to select and adapt materials according to the level of complexity and topics. For example, podcasts with subtitles, adapted articles and interactive videos with questions during the viewing process make authentic materials more accessible and help overcome some difficulties of perception.

The selection of authentic materials for teaching a foreign language remains a difficult but important task. Although the use of such materials requires significant

efforts from the teacher in terms of preparation and adaptation, the advantages of their use are obvious: they help students master a living language, better understand the culture of the country of the language being studied and stimulate interest in the learning process. With a competent approach to the selection and adaptation of authentic materials, it is possible to achieve significant success in teaching a foreign language and increase the level of competence of students.

Authentic materials are texts, audio and video created for native speakers and used in their daily lives. Such materials include:

- Articles from newspapers and magazines
- TV shows and movies
- Podcasts and radio shows
- Letters, emails and social media

The main difference between authentic materials and educational ones is that they are not adapted specifically for students and represent natural language samples. Authentic materials help students see how language functions in real life and give an idea of how native speakers use it in everyday and professional situations. This encourages students to actively use the language, teaches them to understand it in a natural context, and not only in artificially created learning situations. Unlike educational materials, where the emphasis is on learning a specific grammar or vocabulary, authentic materials present students with a variety of language structures. They contain natural expressions, idioms and phrases that are rarely found in textbooks, but are an important part of everyday communication.

Learning a language is impossible without getting to know the culture of its native speakers. Authentic materials provide an opportunity to learn a language in a cultural context, which helps to better understand the meanings of words and expressions, as well as the peculiarities of verbal and non-verbal behavior in different cultures. This contributes to the development of intercultural competence, which is important for successful communication in a foreign language.

Increase the motivation of students. Using real materials makes learning more interesting and meaningful for students. They see how the language is used in real situations, which contributes to their motivation to learn. For example, reading current news or watching popular TV shows in a foreign language helps students feel connected to real life and current events.

Authentic materials often contain complex and difficult-to-understand phrases, which contributes to the development of critical thinking and analysis skills. Students learn to distinguish between the main and secondary, choose the necessary information and train the ability to understand the language by ear in a natural speech environment.

The choice of materials according to the level of language proficiency

One of the important tasks of the teacher is to select such authentic materials that correspond to the level of language proficiency of the students. For beginners, simpler materials such as advertisements, menus, short dialogues or adapted news are suitable. For students with a higher level, you can use magazine articles, podcasts, interviews, and other more complex materials.

Preliminary preparation for working with the material

Before working with authentic materials, it is useful to conduct a preparatory stage, including the activation of the necessary lexical and grammatical structures. For example, before reading an article, you can invite students to discuss a topic using keywords, or make a list of questions that they will try to find answers to in the text.

It is important not only to provide students with the material to study, but also to include it in the system of communicative tasks. These can be tasks such as role-playing games, discussions in pairs or groups, creating projects based on what you have read or viewed. For example, after watching a news story, you can invite students to discuss a problem, propose a solution, or even act out their own interview on the topic. The use of authentic materials can be enhanced through interactive tasks. For example, students can work with video or audio using special platforms where they can stop recording, ask questions, or participate in virtual discussions. Such methods make the learning process more fun and effective.

To achieve the best results, it is important to make the use of authentic materials systematic. They can be not only the basis of a lesson, but also an addition to educational materials. For example, you can include fragments of authentic texts or videos as homework, and then discuss them in class. The use of authentic materials in the implementation of a communicative approach to teaching a foreign language is an important and effective tool for the formation of practical language skills. Authentic materials allow students to immerse themselves in a real language environment, contribute to the development of communicative competence, expand vocabulary and help to better understand the cultural context of the language. Teachers should take into account the level of training of students and the specifics of the materials in order to make learning as effective and exciting as possible. The introduction of authentic materials into the learning system contributes to deeper language acquisition and helps students become confident users of a foreign language in real situations [3].

The use of authentic materials in the implementation of a communicative approach to teaching a foreign language is an important and effective tool for the formation of practical language skills. Authentic materials allow students to immerse themselves in a real language environment, contribute to the development of communicative competence, expand vocabulary and help to better understand the cultural context of the language. Teachers should take into account the level of training of students and the specifics of the materials in order to make learning as effective and exciting as possible. The introduction of authentic materials into the learning system contributes to deeper language acquisition and helps students become confident users of a foreign language in real situations.

Online platforms and resources The Internet offers many platforms where you can find authentic materials for all levels of language proficiency. Resources such as YouTube, news sites, online magazines, podcast libraries and digital archives provide a huge selection of audiovisual and text materials. These resources can be used to create interactive lessons, as well as for students to work independently.

Social network Social networks have become an important platform for communication in foreign languages. Students can subscribe to native speakers' pages, discuss current topics, leave comments, or participate in discussions. This helps them immerse themselves in authentic communication situations and train their real-life interaction skills. For example, using Twitter to read short news messages or Instagram to interact with native speakers' content promotes the development of text perception and understanding of cultural features of communication [4].

Teachers can encourage students to create their own authentic materials based on what they have already learned. For example, students can create their own podcasts, blog or record video reviews in a foreign language, which helps not only consolidate the studied material, but also develop creative and communication skills.

Authentic materials are a powerful tool in the arsenal of a teacher seeking to implement a communicative approach to teaching a foreign language. They provide students with the opportunity to learn a language in its real context, developing practical communication skills, as well as immerse themselves in the cultural environment of native speakers. Thanks to digital technologies, teachers can easily find and integrate authentic texts, audio and video into the learning process, which makes it more diverse, exciting and effective. The systematic use of authentic materials, especially in combination with interactive tasks and modern technologies, contributes to a deeper and better mastery of a foreign language and prepares students for successful communication in real-life situations.

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С.МҰҚАНОВ-ӘДЕБИЕТ ТАРИХЫН ЗЕРТТЕУШІ

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Резюме. В этой статье рассматриваются исследовательские труды истории литературы видного писателя казахской литературы С.Муқанова.

Summary. This article deals with the historical investigation works an outstanding Kazakh writer S. Mukhanov.

XX ғасырдағы қазақ әдебиетінің көрнекті өкілдерінің бірі – академик жазушы Сәбит Мұқанов. Бүкіл шығармашылық жолы кеңес өкіметінің билік құрған жылдарымен тұспа-тұс келген ол өз заманының көкейкесті тақырыптарын шығармаларына арқау етті. Әдебиеттің барлық жанрында еңбек етті. Қоғамдық мәселелермен айналысты.

С.Мұқанов - әрі қазақ әдебиетінің негізін қалаушылардың бірі, қазақ кеңес әдебиетінің әр жанрында жазған қаламгер, оның жазушылық сапарының кезеңдері қазақ кеңес әдебиеті тарихының даму кезеңдерімен дәл келіп отырады.

Сәбит Мұқановтан қалған мұра айтарлықтай мол. Өмірден «Жол таптым бар қазақтың жүрегіне» деп атанған Сәбит Мұқанов – ұлтымыздың XX ғасырда өмір сүрген аса күрделі, ірі тұлғасының бірі. Ол қазан төңкерісінен кейін орнаған жаңа кеңестік қоғамды халықты шын бостандыққа, бақытқа жеткізер бірден-бір дұрыс жол деп сенген жазушының барлық шығармаларында дерлік социалистік құрылыс, коммунистік партия негізгі тақырып болды. Сонымен қатар қазақтың бостандық, теңдік алған кедейлері мен әйелдері, ауылдағы жаңа тұрмыс болды. «Пионер», «Әжеме», «Менің тойым», «Шоқпыттың шаруасы», «Құтты болсын мейрамың» т.б. өлеңдері осы тақырыптың жарқын көрінісі.

«Батыр қыз» - (1944) Мәншүк Мәметова ерлігін көркем әдебиетте бейнелеген алғашқы прозалық шығарма. Әңгіме сонысымен де қымбат. Генерал Галицкийден бастап, майдан сапарында әңгімелескен жандардың кейбірі әңгімеге қосалқы кейіпкер болып енді. «Батыр қыз» - осылай жазылған еді» [1, 148-б.]. Бұл келтірілген дерек көздерінен жазушы Мұқановтың жауынгер жанр әңгімеге де кезең-кезеңде араласып, әсіресе уақыт талабына сай дер кезінде жауап беруге бейім екенін, Отан соғысының отты жылдарында алғы шепке барып, «Батыр қыз» атты әңгіме жазуы соның айғағы екенін танытады.

Уақыт, заман талабына сай жазылып, кезінде жоғары баға алған әңгімесі ол-одақтық «Работница» журналында жарияланып, басылымның жылдық бәйгесін алған «Аспаз» деп аталатын әңгімесі. Негізгі кейіпкерлері Дәметкен мен Күнжан, яғни әжесі мен немересі. Екеуі екі дәуір адамы, екі түрлі психология.

Әңгіме соңында «Тың көтеру туралы Отан шақырған ұранға үн қосқан» Күнжан әжесі Дәметкенді иландырып, хары болмауға көндіреді, «Тыңның арасында отырып мен неге үн қоспаймын» деуге дейін барады. Елуінші жылдары Қазақстан жерінде тың игеру жүргені тарихтан мәлім. Осы тың игеруді сылтау етіп елімізге миллиондаған өзге ұлт, өзге дін өкілдері келді, жергілікті ұлт өкілдері не істерін де білмей қалды. Сол кезеңде комсомол

Күнжандар, оның әжесі Дәметкендер кеш те болса түсініп, еріксіз үн қосты. Әрине, тың игерудің өзіндік тарихы; жақсылығы, сонымен қатар трагедиясы бар, біздің айтпағымыз жазушы Мұқановтың осы тақырыпта жазылған бір әңгімесін талдау арқылы осы бір күрделі кезеңнің тарихи

шындығын, адамдар арасындағы психологиялық қайшылықтарды ашудағы жазушы шеберлігін атап көрсету.

«Сәбит еңбектерінің бірнеше өзіндік ерекшеліктері бар. Ең алдымен, Сәбит-ақын, Сәбит - жазушы, Сәбит - драматург, Сәбит - әдебиет тексерушісі, Сәбит қазақ совет әдебиетін ұйымдастырушылардың бірі. Сәбиттің шығармалары әдебиетімізге берік негіздің бірі болып кіреді», [1, 219-б.] - деп кезінде бағасын алған.

Әдебиет теоретигі, академик Зәки Ахметов: «Лирикалық шығарма ақынның ой-сезімін, толғанысын көрсету арқылы жалпы адам баласына, қоғамға тән сипаттарды, заман, дәуір келбетін танытатын қасиет-ерекшеліктерді жақсы аңғартады» [2, 217 б.], – деп айтқанындай, ақын Мұқанов лириканың өзге түрлері философиялық, көңіл-күй, табиғат, махаббат лирикасын жырламай, саяси-әлеуметтік лириканы таңдауы да кездейсоқтық емес, ақын әрқашан заман, дәуір келбетін, заман тынысын суреттеуге ұмтылды, сондықтан да еріксіз саяси-әлеуметтік лириканы жазды.

Қазақ әдебиетінің тарихын бір ғана С.Мұқанов зерттеген жоқ. Бұл салада Е.Ысмайылов, Т.Кәкішев, М.Дүйсенов, С.Қирабаев, Р.Бердібаев та көп еңбек етті. Осы кезең әдебиетінен Т.Кәкішев диссертация қорғады, осы ғылыми жұмыстың ресми оппоненті болған академик Сәбит Мұқановтың рецензия ретінде берген пікірі де шыншылдығымен қымбат. «Ешбір әдебиет те туа сала марқаймайды. Октябрьден туған қазақ совет әдебиеті басынан сәбилік, балалық, жеткіншектік дәуірлерін өткізіп, жиырмасыншы жылдардың аяқ кезінде ғана марқайған халге жетті. Осы баспалдақтардың әр тұсында қазақтың советтік жас әдебиетінің мазмұн және түр жағынан қандай дәрежеге көтерілгенін диссертант дұрыс бағалайды» [4.192] деп жазды ол. Қазақ кеңес әдебиетімен бірге есейген, С.Мұқановтың бұл пікірінен аңғаратынымыз әдебиет туа сала марқаймайды, оның ішінде сан алуан қырғын, идеологиялық майданнан көз аспаған әдебиеттің өсіп жетілуі оңай болған жоқ, сол себепті, әдебиет тарихын зерттеуге керекше көңіл бөліп, сол әдебиеттің марқайып кетуіне өз септігін тигізді, зерттеу жазды.

Сәбит Мұқанов – тарихшы, жазушы. Оның жазушылық тәжірибесін қадағалап қараған адамның қай-қайсысы болса да, бұл пікірге қол қоя алады.

Жазушы қазақ қоғамының даму жолын, ондағы негізгі бетбұрыс кезеңдерді өз шығармаларында үлкен шыншылдықпен бейнелеп келді. Бірде дәуірдің оқиғаларына сүйене, бірде кітаптарын өмірде нақты болған адамдардың іс-әрекетіне құра отырып, ал халық өмірі дамуының бұлттарыссыз шындығын өз шығармашылығының өзекті тақырыбы ете білді.

С.Мұқанов өз еңбегінде тоталитарлық жүйені де, «әлеуметтік заказды» да идеологиялық қыспақтың күшінен қаймығып ашып жаза алмады, ол үшін ғалымды тағы кінәлай алмайсың. Әдебиет тарихын ғана емес, әдеби сын жөнінде көзқарасы қалыптасқан, сонымен қатар талапшыл ғалым сын жөніндегі қорытынды ойларын айтады.

«Әдебиет – адамтану, әдемі әлем десек, оны зерттеу мен зерделеу – кәделі, қажетті іс. Ұлт мұраты мен руханият ісіне осы тұрғыдан келсек, қазақ

әдебиеттану ғылымындағы игілікті істер, жарық көрген еңбек, басылымдар – болашаққа, ұрпаққа жалғасқан жақсы дәстүрдің бірі» [5.59] дейтін профессор Р.Тұрысбек пікірін қуаттап, ұлт мұратын руханият ісіне ұштастырған Мұқанов еңбектері мәңгі мәдени мұрамыз болып жасай береді.

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ҚАЗАҚ ТІЛІ САБАҚТАРЫНДА ОҚУШЫЛАРДЫҢ КОММУНИКАТИВТІК КОМПЕТЕНЦИЯЛАРЫН ҚАЛЫПТАСТЫРУ МЕН ДАМУ ЖОЛДАРЫ

Ескулова А.А.

Низами атындағы ТМПУ магистратура бөлімі Қазақ тілі және әдебиеті мамандығы 1-курс магистрі

Түйін: Мақалада қазақ тілін оқыту процесінде оқушылардың коммуникативтік компетенциясын қалыптастырудың тиімді жолдары мен оны дамытуға арналған әдіс-тәсілдер жайлы баяндалған.

Summary: The article refers effective ways of forming students' communicative competence and methods for its development in the process of teaching the Kazakh language.

Кілім сөздер: зияткерлік қабілет, коммуникативтік құзыреттілік, диалог, қатысымдық әдіс, коммуникативтік дағды.

Key words: intellectual capability, communicative competence, dialogue, communicative method, communication skills.

Коммуникативтік құзыреттілік жеке тұлғаның рухани өсуін қалыптастырады, адамдарды түсіне білуіне көмектеседі. Сондықтан мұғалім алдына мақсат қоя білетін, анық та дұрыс сөйлей білетін, өз ойын жарыққа еркін шығара алатын, түсіне білетін, қызығушылықпен тыңдай алатын адамды өмір жолына аттандыра білуі керек.

Оқушылардың коммуникативтік құзыреттілігін дамыту үшін жүргізілетін жұмыс түрлері төмендегідей:

- Сұрақ – жауап (мұғалім мен оқушылар);
- Диалог (оқушы мен оқушы, мұғалім мен оқушы);
- Қатысым (мұғалім мен оқушылар, оқушы мен оқушы, мұғалім мен оқушы);
- Жазылым (тақырыпқа байланысты мәтінмен жұмыс).

Бұл жұмыс түрлері коммуникативтік құзыреттіліктің алғашқы баспалдағы болып есептеледі. Себебі, бұл жұмыс түрлерін барлық сабақта мұғалім мүмкіндігінше қолдана алады. Оқушылардың коммуникативтік құзыреттілігін

дамыту үшін жүргізілетін жұмыс түрлері: қатысым және жазылым қарым - қатынасын қалыптастыруға; сөйлеу тілін дұрыс меңгеруге; жеке тұлғаның күзiреттiлiк қатысымдылығын жүзеге асыруға ерекше ықпал ететiнiн көруге болады.

Әдiскер - ғалым Ф.Ш. Оразбаева қатысымдық әдiстiң өзiндiк белгiлерiн көрсете отырып, оған мынадай анықтама бередi: “Қатысымдық әдiс дегенiмiз – оқушы мен оқытушының тiкелей қарым – қатынасы арқылы жүзеге асатын, белгiлi бiр тiлде сөйлеу мәнepiн қалыптастыратын, тiлдiк қатынас пен әдiстемелiк категорияларына тән басты белгiлер мен қағидалардың жүйесiнен тұратын, тiл үйретудiң тиiмдi жолдарын тоғыстыра келiп, тiлдi қарым-қатынас құралы ретiнде iс жүзiне асыратын әдiстiң түрi”.

Ғалым “коммуникация” сөзiн “қатысым” деп танып, қазақ тiлiн оқыту әдiстемесiнде жаңадан “тiлдiк қатынас”, “тiлдiк қарым-қатынас”, “тiлдесiм”, “жазылым” және т.б.терминдердi енгiздi. [“Тiлдiк қатынас”, оқулық, Алматы 1, 39 бет.]

Коммуникативтiк күзiреттiлiгi қалыптасқан оқушы екiншi адаммен, сыныптасымен белгiлi бiр ақпаратты жеткiзiп қана қоймай, өз ойын түсiндiре, олардың пiкiрiн ұға, түсiне бiлетiн болады.

Диалогтiк әдiстi қолдана отырып оқушылардың сұрақтарды, өтiнiштi, таңдануды, бұйыруды қолданып, бiр-бiрiмен әңгiмелесе бiлуге, мәлiметтердi нақтылауды сұрауға, келiспеушiлiк, толықтыру, тiлдiк материал көлемiнде өзара пiкiр алыса бiлуге дағдыландырылады. Диалогтiк оқыту оқушының тек қана бiрлескен әрекетке тартылуына ғана емес, оқушының ойлау қабiлетiнiң жоғары деңгейге өсуiне, тiл байлығы мен зияткерлiк қабiлетiнiң дамуына ықпалын тигiзедi. Осы кезде топ арасында талқылау жүзеге асады. Әр топ өз пiкiрiн айтып, дәлелдеме жасайды. Сыныпта талқылауға қатысу оқушының бәсекеге қабiлетiн арттырады, өз дәлелiн қорғап, мәселеге сыни тұрғыдан қарауға дағдыланады.

Мәселен, әдiскер-ғалым Н.Мерсер сыныпта талқылаудағы дәлелдiң үш түрiн көрсетедi яғни: пiкiрталастық әңгiме; топтық әңгiме; зерттеушiлiк әңгiме.

Ғалым Ф.Ш. Оразбаева сабақта тiлдiк қатынас үш түрлi жолмен немесе қалыппен iске асырылады деп, олардың түрлерiн атап көрсеткен. Олар жұптық, топтық, ұжымдық. Жұптық жұмысқа түсу осы диалогтерден тұрады. Диалогтiң өзi сабақ өту кезiнде әр түрлi әдiс арқылы жүзеге асады. Мысалы: сұрақ - жауап, рөлдiк, тапсырманы орындату, жұптық жұмыс, диалогтiк мәтiндi оқу.

Бiрiншiден, сұрақ-жауап әдiсi — қазақ тiлi сабағында оқушылардың ынтасын арттырады, қызығушылығын оятады. Әрбiр жаңа сабақты бастамас бұрын жаңа тақырыпқа байланысты кiрiспе сұрақ жауап дайындалады. Бастауыш сыныптарда ең қарапайым сұрақтар ұйымдастырылады.

Екiншiден, рөлдiк ойындар – сабақ үдерiсiн жандандырып, тiлдi үйренуге деген қызығушылықты арттырады. Рөлдiк ойындардың басты қызметi шынайы, дайындықсыз сөйлеуге қажеттi ахуалды туғызу. Тiл үйренушiлер сөйлеу жағдаятына ене отырып, тiлдi қатынас құралы ретiнде пайдалануға ұмтылады. Ойынды өткiзу үшiн тiл үйренушiлердiң психологиялық дайындығын

қалыптастыру маңызды компонент болып табылады. Оқушылар ситуацияны толық қабылдап, өзін еркін сезінуі қажет.

Тіл оқытуда және үйретуде диалогтың маңызы ерекше. Жоғарыда айтылғандай диалог ұғымының өзі осы тілді оқытудың сара жолы екенін көрсетіп тұрғандай. Себебі: өзге тілді оқушыларға диалогты оқытудың айтылған тәсілдерінің берер пайдасы мол.

Сабақта сөйлеудің барлық формалары (монолог, диалог т.б) сөйлеушілердің ыңғайына қарай атқарыла береді. Сабақта диалог жүргізуге арналған тірек схеманы пайдалану барысында оқушылар білімдерін тереңдетіп, жалпы ой-өрістерін дамытып қана қоймай, сонымен қатар коммуникативтік іскерліктері мен дағдылары жетіледі. Әр сабақта тақырыпқа байланысты диалог түрлерін өзгертіп отыруға болады. Мұндай сабақ түрі оқушыларды ауызша сөйлеуге үйретудің қызықты, әрі тиімді түрі. Оқушылардың коммуникативтік құзыреттілігін арттыруға септігін тигізетін әдіс-тәсілдер төмендегідей:

Құзыреттілікті қалыптастыруға бағытталған тапсырмалар. Сөз болып отырған әдіске қатысты негізгі идея, басты өзек – қатысым болып табылады. Тілдерді үйрету әдісі үнемі заман талабына, уақыт ағымына қарай өзгеріп, дамып, жетіліп отырады.

“Диалог-ертегі” ойыны. Мұғалім кез келген бір әңгіме - ертегіні баяндайды. Ал қалған оқушылар басталған әңгіме-ертегіні бір-бірден сөйлеммен ары қарай жалғастырады. Мысалы, мұғалім былай бастайды: “Ертеде бір байдың еркегетай ұлы болыпты...” 1 – оқушы: “Сол ұлы көгалда көбелек қуып жүріп адасып кетіпті...” десе, 2 – оқушы одан ары қарай жалғастырады: “Қарны ашып, іші шұрқырап келе жатса, алдынан бір ешкі кезігіпті”... – міне осылай ертегі жалғаса береді. Ең соңғы оқушы ертегіні ұтқыр шешіммен аяқтауы тиіс. Және кімде-кім ертегі ішіне қызғылықты оқиға кірістіре алса, соның еңбегі жоғары бағаланады.

“Сұрақ-жауапқа құрылған хат”. Бұл ойынды италиян жазушысы Д.Ж.Родари ойлап тапқан. Ойынның шарты: 6 оқушыға 6 түрлі сұрақ беріледі. Сол сұрақтарға оқушылар жазбаша түрде жауап береді. Бірақ бұлар кез-келген сұрақтар емес. Белгілі бір қалыпқа түскен тұрақты сұрақтар. Бір қызығы әр оқушы жолдастарына қандай сұрақ берілгенін білсе де, олардың қандай жауап жазғанын білмеуі тиіс. Әйтпесе ойын шарты бұзылады. Жаттығу аяқталғаннан кейін мұғалім әр оқушының жауабы біріктіріп, тұтас мәтін құрайды да балаларға оқып береді. Сол кезде әрі қызғылықты, әрі күлкілі оқиға шығуы мүмкін. “Сұрақ-жауапқа құрылған хат” ойыны – өте тартымды ойын. Әсіресе сабақ үстінде жүргізсе оқушылар сергіп қалады, сабаққа деген зейіні арта түседі.

“Сиқырлы қалта” ойынын өткізуге болады. “Сиқырлы қалтаның” ішіне мамандық иелері бейнеленген кесте-суреттер салынады. Тақтаға шыққан оқушы өзі жақсы көретін мамандығы бейнеленген суретті таңдап алады. Ойынға қатысушы оқушылар “Бұл кім? Не істейді?” – деген сұраққа жауап береді. Бұл ойын “Мамандық” тақырыбын өткеннен кейін, меңгерген материалды бекіту, қайталау, тексеру сабағында өткізіледі.

“Композиция” ойыны. Берілген әңгіменің композициялық құрылымы бұзылып, ондағы бөліктер жасанды түрде алмастырылған. Оқушының міндеті – композициялық бөліктері орны-орнына қойып, әңгіменің желісін диалог негізінде бұрынғы қалпына келтіру. Ескерту. Оқушыға тапсырма ергенде мұғалімге жеңіл тию үшін (бірақ оқушыға көмегі жоқ) дұрыс мәтінді ұсынамыз. Балалар композициялық бөліктерді ойдағыдай құрастыра алмаған жағдайда ғана мұғалім осы дұрыс мәтінді оқиды.

“Лимерик” ойыны. Ол ойынды ойлап тапқан – Эдвард Лир деген ағылшын ғалымы. Белгілі бір құрылысқа бағынатын сайқымазақ, күлдіргі өлең шығару. Ол құрылыс бойынша өлең бес тармақтан тұруы шарт. Сонымен бірге әр тармақтың мазмұнына сілтеме беріледі. Айталық, бірінші тармақ – кейіпкер, екінші тармақ – кейіпкерге мінездеме, үшінші, төртінші тармақта – қимыл - әрекет, оқиға, бесінші – оқиғаның салдары немесе автордың сол кейіпкердің іс-әрекетіне бағасы. Диалог құруға үйретудің тағы бір сатысы, өнімді (продуктивті) сатыда болады.

Әдіскер-ғалымдар Н.Мерсер мен К.Литлтон өз еңбектерінде диалог сабақта оқушылардың қызығушылығын арттыру және олардың білім деңгейінің өсуіне үлес қосатындығын атап көрсеткен. Диалогтік оқыту мұғалім мен оқушы арасын тығыз байланыстырады.

Қорыта келгенде, қазақ тілін оқытуда коммуникативтік құзіреттілікті қалыптастыру – заман талабы. Сондықтан оқушыларымыз жаңа заман талабына сай білімді, жан-жақты, қазақ тілінде өзіндік ой-толғамын жеткізе алатын, кез келген адаммен тілдік қарым-қатынасқа түсе алатын, коммуникабельді, мәдениетті, өмірге икемделген тұлға болуы үшін оның бойында коммуникативтік құзыреттілікті дамыту ұстаздың қолында.

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THE INFLUENCE OF MUSIC ON CONCENTRATION AND PRODUCTIVITY IN STUDENTS

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Түйін: Музыка студенттердің оқу ортасының ажырамас бөлігіне айналды және көбінесе зейінді арттырып, өнімділікті жақсарту үшін таңдалады. Бұл мақалада музыка

әсерінің студенттердің зейіні мен өнімділігіне тигізетін оң және теріс жақтары қарастырылады. Тиісті зерттеулерді талдай отырып, мақалада музыканың белгілі бір түрлерінің танымдық қабілеттерге қалай әсер ететіні және осы әсерлердің негізінде жатқан механизмдер түсіндірілмек..

Аннотация: Музыка стала неотъемлемой частью учебной среды студентов и часто выбирается для улучшения концентрации и повышения продуктивности. В данной статье рассматриваются исследования влияния музыки на концентрацию и продуктивность среди студентов, анализируются как положительные, так и отрицательные стороны. Изучая соответствующие исследования, статья стремится прояснить, как определенные виды музыки влияют на когнитивные способности и механизмы, лежащие в основе этих эффектов..

Music has become a common part of students' study environments, often chosen to improve focus and enhance productivity. This paper reviews research on the effects of music on concentration and productivity among students, examining both positive and negative impacts. By exploring relevant studies, the article aims to clarify how specific types of music influence cognitive performance and the mechanisms behind these effects.

With the rise of digital music platforms, listening to music while studying has become increasingly popular among students. Many believe that certain types of music can enhance concentration, reduce stress, and improve productivity. However, the influence of music on cognitive performance is complex and varies depending on factors such as music type, volume, task complexity, and individual preferences. This paper explores existing studies on music's effects on student productivity and concentration.

Positive Impacts of Music on Concentration and Productivity: A common finding in the literature is that specific types of music can positively impact cognitive functions. In their study on background music, Ransdell and Gilroy found that low-arousal music, such as classical or instrumental, tends to improve cognitive performance by creating an optimal level of arousal that aids concentration without causing distraction. This effect aligns with the arousal theory, which suggests that an optimal arousal level can enhance focus and task performance [1].

Furthermore, research by Lesiuk shows that music positively affects work-related productivity by reducing stress and improving mood. In her study on information technology workers, Lesiuk found that employees who listened to music completed tasks more efficiently and reported greater satisfaction. Although this study focused on professionals, the findings are relevant to students engaged in prolonged study sessions, as reduced stress and improved mood can similarly enhance academic productivity [2].

Negative Impacts of Music on Concentration and Productivity: Despite the potential benefits, some studies suggest that music can also hinder concentration, particularly when tasks demand high cognitive load. Furnham and Bradley conducted an experiment where participants completed tasks of varying complexity while listening to different types of music. The researchers found that music with lyrics negatively impacted task performance, particularly for complex or unfamiliar tasks.

This finding suggests that music with lyrics competes for attentional resources, making it harder for students to focus on mentally demanding activities [2].

Similarly, Perham and Vizard studied the effects of music with and without lyrics on reading comprehension and found that students performed better in silence or with instrumental music than with lyrical music. This study highlights the distracting nature of lyrics and suggests that instrumental music may be preferable when high concentration is required [3].

Individual Differences and Personal Preferences: Individual differences also play a role in how music influences concentration. According to Chamorro-Premuzic and Furnham, students' personalities can affect their response to background music. For instance, extroverts are more likely to benefit from background music, as they often seek external stimulation, while introverts may find music distracting. Their findings indicate that personal preference and personality should be considered when determining whether music is beneficial for study sessions [4].

Moreover, Schäfer, Sedlmeier, Städtler, and Huron found that students' personal music preferences affect emotional responses to music, which in turn influence concentration. Students who enjoy the music they listen to while studying may experience improved mood and reduced anxiety, leading to better concentration. However, unfamiliar or disliked music can produce the opposite effect, emphasizing the importance of individual preference [5].

Mechanisms of Music's Influence on Cognitive Performance: The impact of music on concentration and productivity can be attributed to several cognitive mechanisms. According to the dual-task interference model, background music requires cognitive resources, which can either aid or impair task performance depending on the demands of the task and the nature of the music [6]. For simpler tasks, music can provide stimulation without hindering performance, but for complex tasks, it may create cognitive overload.

Another possible mechanism is mood regulation, Lesiuk proposed that music's ability to elevate mood and reduce stress indirectly supports focus and productivity by creating a more positive work environment. This is particularly relevant for students who may experience stress during intensive study periods.

The influence of music on concentration and productivity is nuanced and varies depending on music type, individual preferences, and task complexity. Low-arousal, instrumental music may enhance concentration by providing optimal arousal and reducing stress, whereas music with lyrics or high intensity may distract students during complex tasks. Personal preferences and personality traits also play a role in how students experience music while studying. For students seeking to improve their study habits, choosing appropriate music, such as low-arousal instrumental tracks, and being mindful of task demands may optimize focus and productivity.

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PEDAGOGICAL CONDITIONS FOR THE FORMATION OF UNIVERSAL VALUES AMONG ADOLESCENTS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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Түйін: Мақала шет тілін үйрену процесінде жасөспірімдерде жалпыадамзаттық құндылықтарды қалыптастырудың педагогикалық шарттарына арналған. Қазіргі жағдайда, әлем әр түрлі бола бастаған кезде, оқушылардың бойында толеранттылық, сыйластық және ынтымақтастық сияқты құндылықтарды дамыту маңызды. Мақалада осы процеске ықпал ететін негізгі шарттар көрсетілген: мәдени контексті интеграциялау, сенім атмосферасын құру, проблемалық-бағдарланған және интерактивті оқытуды қолдану, құндылықтар тақырыбындағы мәтіндермен жұмыс және мұғалімнің белсенді рөлі.

Резюме: Статья посвящена педагогическим условиям формирования общечеловеческих ценностей у подростков в процессе изучения иностранного языка. В современных условиях, когда мир становится всё более многообразным, важно развивать у учащихся такие ценности, как толерантность, уважение и сотрудничество. В статье выделяются ключевые условия, способствующие этому процессу: интеграция культурного контекста, создание атмосферы доверия, использование проблемно-ориентированного и интерактивного обучения, работа с текстами на тему ценностей и активная роль учителя.

Pedagogical conditions for the formation of universal values among adolescents in the process of learning a foreign language. In the modern world, characterized by a diversity of cultures and social systems, it is especially important to form universal values among the younger generation. Learning a foreign language provides unique opportunities for the development of values such as tolerance, respect, mutual understanding and cooperation. This article examines the pedagogical conditions that contribute to the formation of universal values among adolescents in the process of learning a foreign language [1].

The importance of learning a foreign language in the formation of values. Learning a foreign language is not limited to mastering vocabulary and grammar. This is a process that involves getting to know the culture, history, traditions and

lifestyle of native speakers. In this context, a foreign language becomes a means of communication that allows teenagers to realize their identity and develop respect for the diversity of opinions and cultural traditions.

Pedagogical conditions for the formation of universal values. For the effective formation of universal values among adolescents in the process of learning a foreign language, it is necessary to create certain pedagogical conditions:

Integration of the cultural context. The educational process should include elements of culture, traditions and lifestyle of the countries whose language is being studied. This can be achieved through the use of authentic materials: texts, videos, audio, films and music. The application of cultural aspects helps students not only to better understand the language, but also to see the values inherent in other cultures.

Creating an atmosphere of trust and respect. It is important to create an environment in the classroom where every student feels comfortable and safe, and can freely express their thoughts and opinions. The teacher should encourage discussion of various cultural aspects and values, respecting each point of view. This contributes to the formation of constructive communication skills and develops tolerance.

Problem-oriented learning. The introduction of problem-oriented tasks based on real-life situations into the educational process helps teenagers realize the importance of universal values. For example, working on projects related to social issues or the environment allows students to apply language skills in the context of solving urgent problems, which creates a sense of responsibility and social activity.

The use of interactive teaching methods. Modern technologies and interactive methods, such as role-playing games, debates, and group projects, contribute to a deeper involvement of students in the process. These methods develop critical thinking and also teach respect for other people's opinions. Participation in interactive classes helps teenagers to develop skills of cooperation and knowledge sharing.

Working with texts on the topic of values. It is important to integrate into the educational process texts and materials that discuss universal values such as friendship, compassion, justice and tolerance. The analysis of such texts, the discussion of their content and the creation of their own texts on similar topics contributes to the formation and understanding of these values among adolescents.

The role of the teacher in the formation of values

The teacher plays a key role in creating conditions for the formation of universal values. He should not only be a native speaker, but also a role model, demonstrating the values that he wants to instill in his students. It is important that the teacher:

Stimulated interest in other cultures by showing their diversity and richness.

Encouraged discussion and dialogue, creating a space for open expression of opinions and feelings.

He provided support to students in their quest to understand and accept other points of view.

The formation of universal values among adolescents in the process of learning a foreign language is an important task that requires the creation of certain pedagogical conditions. The integration of the cultural context, the creation of an

atmosphere of trust, the use of problem-oriented and interactive learning, work with texts on the topic of values and the active role of the teacher — all this contributes to the development of respect, tolerance and social responsibility among adolescents. In the context of globalization and cultural diversity, such skills are becoming especially relevant, forming the basis for the future peaceful and harmonious coexistence of people of different cultures and traditions [2].

Practical examples of the implementation of pedagogical conditions

For a deeper understanding of the importance of pedagogical conditions in the formation of universal values among adolescents, let's consider several practical examples of the introduction of these conditions into the educational process.

The project "Cultural exchanges". Teachers can organize a project in which students study the culture and traditions of one of the English-speaking countries. They can prepare presentations about the holidays, cuisine, music and art of this country, and then hold a day of cultural exchange, inviting parents and other students. This event will help teenagers see the values inherent in other cultures and develop a sense of respect for them.

The debate on "Tolerance". Having a debate on tolerance and respect for differences can be a great way to develop critical thinking and communication skills. Students can be divided into teams and prepare arguments for and against various statements related to the topic. This will teach them not only to express their opinions, but also to listen and respect the opinions of others.

Reading and analyzing literature. The inclusion in the curriculum of works in English that touch on the themes of friendship, love, justice and understanding helps students develop empathy. After reading the book, the teacher can organize a discussion where students can share their thoughts about the characters and their actions, as well as what values they have demonstrated.

Volunteer work and social projects. Involving teenagers in volunteer projects or social initiatives allows them to put universal values into practice. For example, participation in environmental and social actions aimed at helping the local community or protecting the environment allows students to realize the importance of responsibility and mutual assistance.

The use of modern technologies

Modern technologies can significantly enrich the process of forming universal values. For example:

Online platforms for sharing experiences. Platforms such as Pen Pal or eTwinning allow students to communicate with peers from other countries, which helps to broaden their horizons and build respect for differences.

Social networks and blogs. Creating class blogs or social media pages where students can share their thoughts and experiences, as well as discuss important values and issues, allows them to develop their self-expression and critical thinking skills.

Evaluation of the effectiveness of pedagogical conditions

It is important not only to implement these pedagogical conditions, but also to evaluate their effectiveness. Various methods can be used for this, such as:

Questionnaires and surveys. Conducting surveys among students about what

values they have learned in the process of learning a language can provide useful data on the results of their work.

Reflection. Regular reflection sessions after completing projects or studying topics help students realize what values they are developing and how they can apply them in their lives.

Observation. Teachers can monitor group dynamics during discussions and projects to assess the level of interaction and respect between students [3].

The formation of universal values among adolescents in the process of learning a foreign language is a multifaceted and complex process that requires a systematic approach. The creation of appropriate pedagogical conditions, the integration of cultural context, the use of interactive methods and technologies, as well as the active participation of teachers contribute to the development of respect, tolerance and social responsibility among the younger generation. Possessing these values, teenagers become not only successful communicators in a foreign language, but also active and responsible citizens of their society, ready for constructive interaction with representatives of different cultures.

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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.

Қазақ мифологиясындағы басты кейіпкерлердің бірі – Ұмай ана. *Ұмай-ана*-көне түркілердің дүниетанымында үйдің, шаңырақтың, ошақтың қамқоршысы, балалардың сүйеушісі, содан кейін өнердің қолдаушысы ретінде қалыптасқан. Монғол халықтарында Ұмайға Этуген құдайы сәйкес келеді. Кейбір ғалымдар Ұмайды ежелгі Үнді құдайы Ұмамен салыстырады, ол да Ұмай сияқты міндеттерді атқарған. 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. Танымал ғалым Д.Қыдырәлі: «Ориенталист ғалымдар «Ұмай сөзін «тәңір ана» деп қате аударып жүр. Біздің ойымызша, Ұмай – аналарды қолдайтын періштенің аты. Қыз ұзатылғанда, неке қиылғанда, әйел босанғанда Ұмай анадан медет тілеу осыдан келіп шыққан» [2, 78-б.] – деп «Ұмай ана» ұғымын дәл зерделейді. Біздің пікірімізше, түркілер «Ұмай ана» деп Адам атаның қосағы Хауа ананы айтқан секілді. Себебі, белгілі руника зерттеушісі Қ.Сартқожаұлы да Орхон-Енесей тас жазуында түркілердің «Ұмай текті ұрпақ» деген тіркестерді қолданғанын жеткізеді [1, 131-б.]. Демек, түркілер «Ұмай ананы» Тәңірге баламай, керісінше оның жатырынан жаралғанын пайымдаған. Әрине, бұл пікіріміз әлі де зерттеуді қажет етеді. Дегенмен, түркілер адамзат атты алып ағаштың бір бұтағы саналғандықтан, олардың алғашқы жаратылыс иесінің жары Хауа ана туралы білмеуі де мүмкін емес деп ойлаймыз. Яғни, түркілердің дүниетанымындағы «Ұмай ана» Адам атаның қосағы Хауа ана болуы бек мүмкін.

Мифолог-зерттеушілер Ұмай-ананы көне грек мифологиясындағы Амазонкалармен салыстыра қарастырады. *Амазонкалар*-Қара теңіздің оңтүстік-шығыс жағында, Кавказ, Трапезунд, Азу таулары маңында өмір сүрген, ежелгі грек мифтеріндегі жауынгер әйелдер. Амазонка сөзі «омыраусыз, емшексіз» дегенді білдіреді. Кейбір зерттеушілер (Ә.Қоңыратбаев т.б.) қарақалпақ халқының «Қырық қыз» эпосы мен грек мифтеріндегі амазонкадар арасында ұқсастық бар деген болжам айтады [3, 12-б.].

Ежелгі грек тарихшысы Геродоттың жеткізуіне қарағанда б.э.б V ғасырға дейін өмір сүрген «Амазонка» атты әйелдер қауымы төрткүл дүниеге билік жүргізбек болып, төңірегіндегі елдерге шапқыншылық жасаған. Осетин халқының ежелгі эпостарының бірінде осы «Амазонка» әйелдерінің бір кездері Қаратеңіздің теріскейіндегі скиф тайпаларына да шабуылдағаны баяндалады. Осы соғыстарда сарматтар қолға түскен «амазонкалықтарға» үйленіп, олардан

ұрпақ та тараған екен. Зерттеушілер осы оқиғадан кейін матриархаттық жөн-жоралғылардың скиф тайпаларына да тарала бастағанын айтады [2, 131-б.].

Антикалық мифологиядағы тағы бір айрықша кейіпкерлердің бірі-**Нимфа** деп аталады. Грек тілінен аударғанда, *нимфа-бикеиш* 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 – сояудай, 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 [3, 44-б.].

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 тудырушылық жайт екендігінен дәлел емес пе?!

Мифологиялық кейіпкерлердің ішіндегі қызықты жаратылыстың бірі-түркі халықтарындағы-**Самұрық**, көне гректердегі-**Феникс** бейнесі. Самұрық-қазақ және әлем мифологиясындағы екі дүние арасындағы дәнекер болатын, қыран тәрізді алып құс. Самұрық құсы әлемдік ағаштың (Бәйтерек) шыңында тұрады. Аңыз бойынша Самұрық өлгенімен, қайта тіріле алады. Өлгенде де, тірілгенде де от болып жанады. Самұрық құсы адамша сөйлесіп, аңыздың негізгі кейіпкеріне өз рахметін айтады. Ұшқанда күннің бетін көлегейлей ынтымаққа бастайтын алып құс; қуаныштан шаттанып күлгенде аузынан будақ-будақ төгіліп аппақ гүлдер түсетін ғажайып құс; мұңая тұрып жылағанда жасаураған көзінен мөлдіреп моншақ-моншақ маржан төгілетін ғаламатқа бергісіз құс.

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. Фениксті әр халықта әртүрлі атаған: арабтар-анка, парсылар-семиург, үнділер-гаруда, скандинавия халықтары-йель, қытайлар-фен-хунь, орыстар-Жар-птица.

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 APPLICATION OF DIFFERENTIATED INSTRUCTION AND STUDENT-CENTERED APPROACH IN THE ENGLISH LANGUAGE TEACHING AT PRIMARY SCHOOL

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Түйін: мақалада бастауыш мектепте шет тілін оқытудағы сараланған тәсіл

тақырыбы қарастырылады. Бастауыш сынып оқушыларының психологиялық-педагогикалық ерекшеліктері талданады. Бастауыш мектепте шет тілі сабағын ұйымдастыру кезінде ескерілуі керек саралау түрлері анықталады. Ойын бастауыш мектепте ағылшын тілі сабағында сараланған оқытуды ұйымдастырудың бір мысалы ретінде сипатталады.

Резюме: в статье рассматривается тема дифференцированного подхода в обучении иностранному языку в начальной школе. Анализируются психолого-педагогические особенности учащихся начальной школы. Определяются виды дифференциации, которые необходимо учитывать при организации урока иностранного языка в начальной школе. Описывается игра как один из примеров организации дифференцированного обучения на уроке английского язык в начальной школе.

The article is devoted to the study of a differentiated approach to teaching foreign languages in primary school. In the current socio-economic conditions of our society, the main task of education is to train and educate a competitive person and citizen who is able to think creatively and find non-standard solutions to various tasks. The modern lesson has always been the subject of professional controversy. Carefully observing the students, the teacher sees that some have unstable attention, it is difficult for them to focus on the educational material, others tend to memorize the rules mechanically, and others are slow in their work. As a rule, children have differently developed memory; some - visual, others - auditory, and others - hand-motor. The above dictates the need to create such psychological and pedagogical conditions in a foreign language lesson that will allow the teacher to work with each student in a single class (group) team, taking into account the level of his language training, individual cognitive abilities, needs and interests, and at the same time allowing him to maximize his emotional, communicative and intellectual potential. Of course, this requires additional time and intellectual costs from the teacher, since he must first of all carefully monitor the progress of students in mastering their foreign language communicative competence and developing their personal qualities. In addition, the teacher should be able to adapt the content of the used teaching materials in a foreign language to the real educational conditions and opportunities of students, and create their own additional didactic materials for this purpose [1].

Differentiated learning in the classroom is a learning process that involves a deep study of the individual characteristics of schoolchildren, their classification by typological groups and the organization of the work of these groups on the implementation of specific educational tasks that contribute to their mental and moral development. The teacher is primarily responsible for creating conditions for activating the cognitive process and motivation in the learning process. The student demonstrates the results of these conditions, and as a result, the cognitive activity itself. From this it follows that the activation of cognitive activity is a two-way process based mainly on the cognitive activity of the student. I. P. Podlasy asserts that the educational (cognitive) activity of students is expressed in the desire to learn, overcoming difficulties on the way to acquiring knowledge, in applying the maximum of their own volitional efforts and energy in mental work.

A leading specialist in the theory and history of pedagogy, I. P. Podlasy, says that differentiated learning is the maximum consideration of the capabilities and

needs of children. G. K. Selevko considers differentiated learning as a form of organizing the educational process, in which the teacher works with a group of students, made up taking into account the presence of any common qualities significant for the academic process [2].

Differentiated learning is a learning technology that aims to create optimal conditions for identifying the inclinations, developing the interests and abilities of students.

The technology of differentiated learning is a set of organizational solutions, tools and methods of differentiated learning, covering a certain part of the educational process. G. K. Selevko distinguishes the concepts of "internal" and "external" differentiation of learning. In the first case, we are talking about such an organization of the educational process, in which the individual characteristics of students are taken into account by the teacher in the conditions of an ordinary class. Internal differentiation within the same class is due to the different abilities of students, their differences in mental development, features of memory, thinking, level of knowledge, interests, motivation, etc. In the second case, special differentiated study groups are created, in which the individual characteristics of students are taken into account. External differentiation provides for the organization of education in classes (schools) with a homogeneous (homogeneous) composition of students. At the same time, the teaching of subjects is conducted according to programs designed for one level of educational opportunities (interests) of students. There is also a differentiation based on the characteristic individual psychological characteristics of children.

Primary school age is a qualitatively unique stage of a child's development. The development of higher mental functions and the personality as a whole takes place within the framework of the leading activity at this stage (educational-according to the periodization of D. B. Elkonin, the author of the original direction in child and pedagogical psychology), replacing in this capacity the game activity, which acted as the leading one in preschool age [3].

The main psychological characteristics of primary school children are as follows: high level of activity, mobility; curiosity, desire to learn; the best reward-praise; concreteness of thinking; great impressionability; imitateness, authority of an older friend; judgments and assessments of adults become judgments and assessments of children themselves; inability to concentrate their attention on anything for a long time.

A game can be used as a component of differentiated learning in English lessons. The game is the main form of teaching English to young children. Thanks to the games, all the cognitive processes of students are activated: attention, memory, thinking, and creative abilities are developed. The use of game technology always gives good results, increases and maintains interest in the subject.

You can use the game technique at different stages of the lesson, as well as when teaching any type of speech activity (reading, speaking, listening, writing) or when teaching grammatical and lexical material. Differentiation during the game can occur in three forms: frontal, group, and independent [4].

In front-line work, the teacher takes into account individual differences in the role-playing game. Group work is used as a means of activating students. During the game in a small group, the student can express their opinion; participate more actively in solving educational problems in accordance with their interests and abilities.

You can divide students into several interest groups. When working individually during the game, students are offered tasks and guidance to complete them. The work is carried out without the direct participation of the teacher, but under his guidance. The performance of the work requires mental effort on the part of the student.

These forms of differentiation of learning during the game create a favorable psychological climate in the English lesson.

An example of all of the above is a game designed for a whole lesson, based on a differentiated approach, where groups will be divided not by ability or level of training, but by interests.

This game can serve as the end of the theme "My Day". The goal of the game is to repeat the lexical and grammatical material studied. Since the game is based on the interests of the students, the teacher must know them and distribute the students so that they coincide with the participants of the group. The number of people in a group may vary.

So, for example, there are 3 groups present:

- 1) where the participants' interest is drawing;
- 2) where the participants' interest is in music;
- 3) where the participants' interest is in modern gadgets.

The game is divided into three stages: organizational, activity, and reflexive. The main stage is the activity stage. Here, teams not only directly repeat the material they have learned, but also learn to work in a group, listen and hear each other, assign responsibilities and keep track of time. The most important thing is that students are interested in completing tasks and being in the same group, because the tasks are designed for their interest. For example, for students who are interested in gadgets, tasks have been developed using them: scan a QR code, do a task on modern platforms: Learning Apps, Quizlet [5].

Here are some examples of games based on a differentiated approach.

Game "Board Race": Each team must remember and fix as many words as possible on the topic "My Day". Command 1 draws the given words. Team 2 receives a record with different words, where they need to select and write down only the necessary words, Team 3 is given a QR code, scanning it, students find the task and complete it. The participants of each team are given equal time. After that, the team captains voice the lexical units, and the points are counted.

Game "Puzzle": The goal of the game task is to describe your day. The first team gets puzzles from the pictures, connecting which, you will get a story. The second team collects a story from the lines of the songs. The third team receives a QR code with a task where students need to divide the puzzles into three groups. Then one team member is selected and tells a monologue about the day. The teacher scores

points based on the correct use of vocabulary and grammar.

The use of this game as one of the methods of differentiated learning in English lessons is effective in primary classes. Here, game tasks are an accessible, visual and informative technique that contributes both to the motivation of children to learn the language, and to the creation of a foreign language communicative atmosphere in the classroom, which contributes to the effectiveness of teaching. Playing in an English lesson fosters a sense of belonging to another culture in students, promotes the development of memory, thinking, imagination, communication skills and the ability of students [6].

Modern methods of teaching foreign languages focus on communication skills and involve the widespread use of such situations in the classroom, which are aimed at the students themselves. Such an educational situation becomes an effective incentive to communicate in a foreign language if it is close to the student in the nature of the communicative task, in the activity, in the way it is formed. Therefore, when selecting and distributing tasks and situations, the teacher must take into account individual characteristics (socio-cultural, age, communicative competence, emotionality, the student's status in the study group, his self-esteem) interests inclinations, since this allows for a high level of educational and communicative motivation.

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NATURAL LANGUAGE PROCESSING: THE FUTURE OF HUMAN-MACHINE COMMUNICATION

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Түйін: Бұл мақалада Natural Language Processing (NLP) - бұл машиналарға адам тілін түсінуге және пайдалануға мүмкіндік беретін технология, бұл AI-мен өзара әрекеттесуді табиғи және мағыналы ететіні айтылған. NLP дауыстық көмекшілерде, автоматты аудармашыларда, чат-боттарда және медициналық диагностикада кеңінен қолданылады.

Резюме: В статье говорится что обработка естественного языка (NLP) — это технология, которая позволяет машинам понимать и использовать человеческий язык, делая взаимодействие с ИИ более естественным и осмысленным. NLP широко применяется в голосовых ассистентах, автоматических переводчиках, чат-ботах и медицинской диагностике.

Natural Language Processing (NLP) is a field of artificial intelligence that aims to create technologies that will allow machines to understand, analyze, and use human language. Today, NLP has become an integral part of our everyday lives: voice assistants, translators, and chatbots have become common tools. However, NLP capabilities go much further, and it is this technology that opens the future of human-machine communication, making interaction with computers natural and meaningful.

NLP is based on a combination of machine learning, linguistics, and data analysis methods, which allows systems to perceive human speech as a semantic structure, and not just a set of symbols. NLP stages include text markup, syntax analysis, semantic understanding, and determining user intent, which makes it possible to accurately and meaningfully analyze text or speech. Modern NLP models are trained on huge data sets, extracting meaning and context, as well as distinguishing emotional shades, subtleties, and even irony.

NLP is widely used in various fields. First and foremost, voice assistants like Siri and Alexa make it easier to interact with technology. Translators including Google Translate and DeepL actively use NLP to translate texts, adapting the translation to the context [1].

Chatbots powered by NLP have become indispensable for companies that automate communication with customers, processing simple requests and reducing the workload of operators. NLP is also used in sentiment analysis of reviews, which allows businesses to adapt to customer needs, and even in medicine, where NLP helps analyze data for diagnostics and speed up work with medical records. The future of human-machine communication based on NLP promises to be more meaningful and intuitive. Machines will better perceive the subtleties of language, including sarcasm and emotional shades, which will eliminate misunderstandings and increase the accuracy of communication. The development of hybrid learning models will accelerate personalization, allowing systems to adapt to the characteristics and communication style of a particular user, while multilingual models will provide convenient communication in different languages, taking into account the specifics of each of them. The emergence of multimodal models that process text, voice, images, and video will allow systems to more accurately understand queries and provide detailed answers.

However, NLP also has challenges that need to be overcome. Among them are the biases of the data on which models are trained and the risks to privacy. If systems are trained on narrow, one-sided data, they can reproduce certain stereotypes or biases. Therefore, it is important that the data sets for training models are diverse and provide an equal representation of opinions and cultures. Ethical use of NLP also implies that users are informed about how their data is processed and have control over what data is analyzed and how.

Natural language processing is a powerful technology that is transforming the way we think about artificial intelligence. Advances in NLP enable intelligent systems that understand and respond to user requests in a variety of ways, blurring the boundaries between humans and machines. This breakthrough approach makes interactions with machines intuitive, understandable, and safe, laying the foundation for new levels of understanding between humans and AI [2].

Natural Language Processing (NLP) is a field of artificial intelligence that seeks to create technologies that will allow machines to understand and use human language. Modern NLP systems, such as voice assistants, chatbots, and translators, have already become an integral part of our daily lives, but their potential goes much further. Today, NLP is the future of human-machine communication, where artificial intelligence will become a full-fledged participant in the interaction and solve problems that until recently seemed insurmountable.

How does natural language processing work?

NLP combines machine learning, linguistics, and big data analysis to “understand” language, including its rules, structure, and even emotional nuances. NLP systems are trained on huge volumes of text, analyzing and comparing billions of sentences and words. This technology includes several key stages:

Tokenization and markup - breaking down text into individual words and sentences.

Syntax analysis - studying the structure of sentences, including grammatical connections between words.

Semantic analysis — recognizing the meaning of words and context.

Understanding intent and tonality — identifying the emotional coloring and goals behind words.

These stages together allow NLP systems to perceive human speech and text not as a simple set of symbols, but as a semantic structure.

Main areas of NLP application

Modern advances in NLP are used in various industries, from business and education to medicine and services.

Voice assistants. Systems such as Alexa, Siri, and Google Assistant allow users to interact with technology using their voice, simplifying access to information and expanding opportunities for people with disabilities [3].

Automatic translators. Services such as Google Translate and DeepL allow you to translate texts into dozens of languages. Although these systems are not always perfect, thanks to NLP they are becoming more accurate and able to take into account context, which improves the quality of the translation.

Sentiment and review analysis. NLP allows you to analyze the tonality of texts — from product reviews to social media posts. Companies use this information to improve service quality and create personalized offers.

Chatbots and customer service. In the service sector, chatbots are able to process user requests and provide instant answers, replacing the basic work of operators and allowing companies to save resources.

Diagnostics in medicine. NLP is already finding application in analyzing medical records and even in recognizing disease symptoms based on text data. In the future, this may lead to the automation of diagnostics, especially in conditions of a shortage of medical personnel.

The future of human-machine communication

With the development of NLP, communication technologies with machines will become increasingly natural and effective. There are several key changes on the horizon that promise to significantly improve human-AI interaction.

First, further development of cognitive perception is expected. Machines will be trained not only to understand the context, but also to distinguish subtle shades of meaning in speech, for example, sarcasm or irony, which is important for improving the user experience and reducing misunderstandings.

Second, hybrid learning can accelerate the development of personalized models that take into account the communication characteristics of a particular user. Thus, the system will “learn” habits and preferences, adapting to the manner of human communication [4].

Thirdly, an important direction is the development of multilingual and multimodal models that can equally effectively process text, voice, images and video in different languages. This will allow the creation of assistants and chatbots adapted to international requirements and capable of using multiple information channels for a more accurate response.

Finally, the development of NLP will lead to the creation of ethical and secure systems. Modern NLP models should be aimed at respecting the privacy of users and data confidentiality. Secure NLP systems will take into account the importance of data protection and ensure confidential communication.

With the introduction of NLP, there are also a number of challenges, including privacy issues, the risk of bias, and the problem of processing texts that are too complex for machines to understand. The problem of bias, for example, can manifest itself in the fact that NLP systems reproduce biased attitudes if they are trained on incomplete or one-sided data. Overcoming these obstacles requires careful work with data sampling and the creation of models that take into account the diversity of opinions and cultures.

The ethics of NLP use is also related to the need to give users control over how AI collects and processes their data. Transparency of algorithms and access to information about what data is used and how are becoming increasingly important.

Natural language processing is a promising field that is changing the way we think about artificial intelligence and opening up new possibilities for communication between people and machines. Advances in NLP make it possible to create intelligent systems that can understand and respond to people in a variety of forms and contexts, leading us to a future where machines will become full partners in learning, work, and life. As technology advances and demands for data security and ethics increase, NLP continues to evolve rapidly, promising to make interactions with machines more intuitive, understandable, and reliable [5].

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ҚАСЫМ АМАНЖОЛОВТЫҢ ПОЭЗИЯСЫ

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Аннотация: В статье рассматриваются вопросы специфики поэзии Касыма Аманжолова, темы и идеи, авторского мнения и подхода, актуальности его произведения.

Summary: The article discusses the specifics of Kasym Amanzholov's poetry, themes and ideas, the author's opinion and approach, and the relevance of his work.

Қасым Аманжолов 1911 жылы Орталық Қазақстанның көшпелі ауылдарының бірінде туған. Балалық шағында әкесінен айырылып, ол интернатта тәрбиеленді, 1930 жылы Семей ветеринарлық техникумын бітіріп, Ленинград орман шаруашылығы институтында оқыды. Алайда, поэтикалық шығармашылыққа деген құштарлық болашақ ақынның, ХХ ғасырдың ортасындағы қазақ әдебиетінің классигінің болашақ тағдырына түбегейлі әсер етті.

Соғысқа дейінгі жылдары жас ақын және журналист бірқатар облыстық және республикалық газеттерде әдеби қызметкер ретінде жұмыс істеді, ал Ұлы Отан соғысынан кейін ол 4 жыл бойы күрескер де, соғыс тілшісі де болды, «Әдебиет және өнер» журналының поэзия бөлімінің меңгерушісі болды.

1938 жылы жарық көрген «Өмір сыры» атты алғашқы өлеңдер жинағынан Қасым Аманжоловтың поэзиясы жаңа тақырыптар мен сюжеттерге, верификация саласындағы батыл эксперименттерге толы болды. Қасым Аманжолов «Жұмбақ қыз», «Біздің аңыз», «Абдулла» поэмасының формасы мен мазмұнының жаңалығын бірнеше рет атап өтті. Қасым Аманжолов сонымен қатар драмалық шығармалардың, көптеген әңгімелердің, очерктердің, әдеби-сыни мақалалардың авторы, импровизатор-музыканттың ғажайып

атағына ие болды, әндерді құрастырды, олардың бірі-әйгілі «Өзім туралы» шығармасы кеңінен танымал болды [1, 47 б].

Белгілі қазақ жазушысы Такен Әлімқұлов 1975 жылы Мәскеудегі «Көркем әдебиет» баспасында шыққан Қасым Аманжоловтың «Лирика» өлеңдер жинағына өзінің кіріспе сөзінде былай деп жазды: «өмір шындығын өнер шындығына айналдыру ақын мәңгілікке ұмтылу деп ойлайды. Ол жанның барлық қыры халықпен байланысты, сондықтан оның поэтикалық болмысын оқырман өзінің түсінікті және жақын нәрсесі ретінде қабылдайды».

Пушкин бір кездері ақынның барлық жағдайда оқырман үшін қызықты екенін байқады. Себебі, оның шығармалары көңілді, қайғылы, ғашықтық сарында жазылған. Аманжолов ақын ретінде әр түрлі күйде көрінеді және ол бізді эмоциялардың толықтығы мен ойдың тереңдігімен толғандырады. Оның поэзиясы бізге адам тәжірибесінің алуан түрлілігінің мысалдары болып табылады. Бұл біздің балаларымыз қалай ойлағанын, сезінгенін, өмір сүргенін бағалайтын поэзия.

Аманжоловтың поэзиясы тек өзін-өзі көрсету ғана емес, ол жомарт, кең, алуан түрлі, ол өз заманының шежіресін бейнелейді, поэтикалық түстерде біздің қоғам дамуының негізгі кезеңдерін бейнелейді.

Қазақ поэзиясының классигі Қасым Аманжоловтың «Светлый путь» поэтикалық кітабы «Аударма» баспасында алғаш рет академиялық көлемде орыс тілінде жарық көрді. Бұл басылымның негізін таңдаулылар (1971), өлеңдер («Көркем әдебиет», Мәскеу, 1975) және «Жарқын жол» («Жазушылар», 1984) кітаптарының үздік аудармалары, сондай-ақ қазақ поэзиясының бірқатар антологияларының орыс тіліндегі аудармалары құрады [2, 142 б].

Айта кету керек, Қасым Аманжоловтың поэзиясы Мәскеудің аударма үйірмелерінде бірден резонанс тудырды. Илья Селвинский, Борис Слуцкий, Мария Петровых, Варлам Шаламов, сияқты Ресей аударма мектебінің шеберлерінің есімдерімен қатар атау жеткілікті. Рождественский, Марк Тарловский, Михаил Львов, Ольга Ивинская, Снегин, Александр Жовтис сияқты әйгілі орыс ақындарының аудармасындағы өлеңдері Орталық әдеби газеттер мен журналдардың беттерінде бірнеше рет жарияланып, орыс аудармалары арқылы КСРО халықтарының тілдерінде және шетелде жарық көрді.

Қасым Аманжоловтың үлкен ақындық талантының арқасында оның кейбір шығармаларында (өлеңдері мен поэмаларында) белгілі бір ақын-аудармашының аударма нұсқалары бар, олардың ең жақсылары арнайы басылымға енгізілген. Қасым Аманжоловтың поэтикалық шығармашылығының оқырмандары мен зерттеушілеріне әр түрлі сөз шеберлерінің аудармасында ақын өлеңдерінің орысша дыбысын бағалауға ерекше назар аударады.

Лирикалық қаһарман Қасым Аманжоловтың ішкі әлемі алуан түрлі және кең. Ақынға адам тәжірибесінің ең нәзік реңктері қол жетімді және әрқайсысы үшін ол нақты, жалғыз шынайы сөздерді табады.

1939-1940 жылдар ақынның шығармашылығының шарықтап өсу барысындағы елеулі уақыт болды. «Нар тәуекел», «Бурабай толқындары», «Дауыл», «Көкшетау», «Орамал», «Сұлтанмахмұт туралы баллада», «Өз ешыққан болатын. Сондай-ақ, Қасымның лирика тақырыбындағы өшығармаларынмен бірге сүйекті туындылар жазуды да қолға алады. Олар: «Құпия қыз», «Бикеш». Бұлар автордың тырнақалды поэмаларының санатына жатады.

Қасым Аманжолов сонымен қатар жай ғана лирикалық ақын ғана емес, ол ірі эпикалық ақындар қатарын толықтырады. Оның «Дүние қандай жап-жарық», «Сақыпжамал», «сияқты өлеңдері осының дәлелі. Осы шығармалар Қасымның нәзік лирикасын танытса, «Ақын өлімі туралы аңыз», «Боран», «Біздің дастан», «Жамбыл тойында» тәрізді поэмалары оның эпиктігінің айнасы іспеттес. Оның поэзиясынан домбыра мен қобыздың, қазақ даласының үнін, табиғаттың тамаша көрінісін, махаббат пен имандылық сипатын, адамгершіліктің құндылығын, адам бойындағы мінез-құлықтың ерекше қасиеттерінің көрінісін сезінуге болады. Бұл-ақынның нақ шеберлігі. Орал», «Сарыарқа», «Байкал», «Өтіп бара жатырмын» шығармаларын осының дәлелі ретінде ұсынуға болады.

Қысымның басқа ақындардан ерекшелігі ол хрестоматиялық өлеңдер де жазып қалдырды. Оларға «Елге хат» (бес бөлімнен тұратын ұзақ толғау), «Ұлы күтіс», «Үстімде сұр шинелім», «Подполковник Әлпинге», «Қапанға», «Сәбитке», «Ғалиға жауап», «Қызғалдақ», «Сен фашиссің, мен қазақпын», «Дариға, сол қыз» шығармаларын жатқызуға болады [3, 25 б].

Қасымның үнемі ауыр толғақтың, жан күйзелістің арасында жүргендігін жанындағылар көп бұл туындысында сол кезде ешкімнің батылы барып жетпейтін, ара-тұра ешкім жасай алмайтын шындықтың көрінісін ашқан болатын. Шығармасының ерекшелігі Сұлтанмахмұтты қолдайтын өнерлі жас ақын мен оны өзіне қас жау деп білетін әдебиетші ақынның қабірінің басында пікір-талас ретінде суреттейді. Мысалы:

Бірі айтты:

– Сұлтанмахмұт тірі, – деді,

Мәңгіге өлмес жанның бірі, – деді.

Қазақтың кең даласын аралап жүр,

Өзіндей өжет оның жыры, – деді.

Бірі айтты: – Қателеспе, өлген, – деді,

Жырын да, өзін де оның көмген, – деді.

Болған соң өзі дұшпан, өзі арам,

Тарихқа жазып солай бергем, – деді.

Сол кезде Сұлтанмахмұт жатқан өзінің қабірінен басын көтеріп: «Өлгем жоқ!» – деп айтады. Жас ақынды демеп, қолтықтап алып, Жазушылар одағына барып, оны мүшелікке кіргізіп, оған арнайы билетті алуға бара жатқан тұста:

Сен, жігіт, өсек айтып жүргенше құр,

Моламды мен қайтқаниша күзете тұр, -

деп оны масқаралайды.

Оның «Біз кім?», «Ақынның мінезі», «Күлемін де жылаймын» тәріздес шығармаларының негізгі идеясы мен өзектілігі де осы іспеттес тақырыпты әрмен жалғастырады. Мысалы:

Жылама сен, күл, – дейді,

Күлсем және сенбейді.

Қара тер боп тергейді:

Неге күлдің сен?-

дейді.

Ақынның шығармашылық өмірбаянында Ұлы Отан соғысы ерекше орын алады. Оның ең жақсы туындылары дәл сол қатал жылдары жасалған. Бұл Николай Тихоновтың «Қазақ поэзиясының інжу-маржаны» деп атаған «Абдулла» (1943) поэмасы. Қолжазбаны басып шығаруға дайындық кезінде редактор мен құрастырушы Қасым Аманжоловтың бұрынғы орыс басылымдарының бірқатар аудармашыларының есімдері мен бүркеншік аттарын нақтылады, түпнұсқамен аудармаға салыстырмалы талдау жүргізілді, сондай-ақ бірқатар фольклорлық атаулар мен атаулардың аудармасы мен түсіндірмелерінің сәйкестігі туралы нақты ақпараттарға сүйенді. Бұл басылым ақынның туғанына 100 жыл толуына орайластырылған [4, 238 б].

Ұлы Отан соғысы біткен тұста Қасым майдан тақырыбында жазылған өлеңдерін арнайы газет-журналдарға шығарумен айналысып, көптеп жаңа бағыттағы өлеңдер жаза бастады. Осы уақыттарда оның «Біздің дастан» поэмасы шығып, таңдамалары өлеңдерінің арнайы жинағы «Дауыл» деген атпен жарияланды. 1949-1952 жылдар аралығында Қ. Аманжоловтың «Балбөбек», «Нұрлы дүние» жинақтары мен «Таңдамалы шығармалар» жинағы баспа бетін көрген болатын.

Ақын аударма саласының дамуына да ерекше үлес қосқан еді. Оның аудармалары әлі озық үлгілер болып саналады. Қасым Аманжолов Пушкин, Лермонтов, Некрасов, Маяковский, Твардовский, Шевченко және Низамидің поэтикалық шығармаларын қазақ поэзиясының тіліне аударды.

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TEACHING A FOREIGN LANGUAGE TO ADULTS USING A SOCIAL NETWORK BASED ON THE FORMATION OF EDUCATIONAL INDEPENDENCE

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Түйін: Әлеуметтік желілер қазіргі кезде шетел тілін үйренгісі келетін ересек адамдар үшін өте қолайлы құрал болып табылады. Олар өз бетінше тіл үйренуге, яғни тілдің тасымалдаушыларымен тікелей қарым-қатынас жасауға, сондай-ақ басқа мәдениеттермен танысуға мүмкіндік береді. Алайда, әлеуметтік желілерді тиімді пайдалану үшін олардың кемшіліктерін де ескеру қажет. Мысалы, көптеген ақпарат ағынында маңызды мәліметті жоғалтып алу оңай. Сондықтан, әлеуметтік желілерді пайдалануда саналы түрде әрекет ету керек.

Резюме: Социальные сети сегодня стали незаменимым помощником для тех, кто решил освоить новый язык. Они предоставляют уникальные возможности для самостоятельного обучения: общения с носителями языка, погружения в языковую среду и знакомства с культурой страны. Но, как и любой инструмент, социальные сети имеют свои особенности, которые нужно учитывать. Например, огромное количество информации может сбивать с толку и мешать сосредоточиться на главном. Поэтому важно подходить к изучению языков через социальные сети осознанно и систематически.

In today's digital age, language learning has undergone a significant transformation. Social networks have emerged as powerful tools, offering adults innovative ways to acquire foreign languages. This article explores how social networks can facilitate language learning for adults, emphasizing the importance of self-directed learning and community involvement.

Platforms like Facebook, Twitter, Instagram, and specialized language-learning apps like Tandem and HelloTalk serve as versatile spaces for language learners. These platforms offer several advantages that are particularly beneficial for adult learners. One key advantage is the ability to connect with a diverse group of language learners and native speakers. Adults can join language-focused groups, engage in discussions, and share their experiences, fostering a supportive learning environment [1].

Social networks also facilitate real-time communication, allowing learners to practice their language skills instantly. Features such as messaging, video calls, and voice notes enable users to interact and have conversations that reflect real-life scenarios. This kind of practice is essential for developing fluency and building confidence.

Another significant benefit of social networks is the extensive range of resources they provide. Learners can find articles, videos, podcasts, and language-learning applications tailored to their needs. This abundance of information empowers learners to customize their educational experiences. By following pages or influencers related to language learning, adults can discover new content that resonates with their interests, making the process more engaging [2].

Furthermore, social networks create opportunities for cultural exchange. Learners can engage in discussions about different cultural traditions, holidays, and customs, gaining a deeper understanding of the language in its context. This cultural immersion enriches their ability to use the language meaningfully.

Educational independence is a crucial aspect of adult learning. It allows learners to take control of their education, set personal goals, and choose resources that fit their learning styles. Social networks significantly contribute to this independence. They enable adults to engage in self-directed learning, allowing for flexibility in study schedules, which is essential for those balancing various responsibilities.

The community aspect of social networks fosters a sense of belonging among learners. Adults can connect with peers who share similar goals and challenges, offering each other support and encouragement. This peer support system enhances motivation, as learners are more likely to stay committed when they feel accountable to their community [3].

Instant feedback is another advantage of social networks, facilitated through comments, likes, and direct messages. This immediate response encourages learners to reflect on their progress and adjust their strategies. For instance, learners can post videos of themselves speaking the target language and receive constructive criticism from peers or native speakers, helping them identify strengths and areas for improvement.

Setting personal learning goals is crucial for maintaining motivation. Social networks offer a platform for learners to share these goals, creating a sense of accountability. For example, a learner might announce their objective to reach a certain proficiency level by a specified date, motivating them to work diligently with the support of their community.

To effectively use social networks in language teaching, educators should consider various strategies. Creating a dedicated group for learners on a social network can provide a structured learning experience, serving as a hub for resource sharing, questions, and practice. Educators can organize regular activities, such as themed discussions or vocabulary challenges, to keep participants engaged.

Encouraging active participation is essential for language learning. Educators can design activities that prompt learners to contribute, such as discussions on current events or sharing cultural insights. Prompting learners to post in the target language can enhance their writing skills and boost confidence [4].

Incorporating multimedia resources can cater to diverse learning styles and keep content fresh. Educators can share videos, podcasts, infographics, and articles related to the target language, enriching the learning experience and exposing learners to various accents and cultural contexts. Facilitating language exchange partnerships between learners and native speakers is another effective method for enhancing language skills. Organizing informal practice events, such as virtual coffee chats or game nights, can improve proficiency while fostering cultural understanding.

Providing opportunities for assessment and feedback is crucial for tracking progress. Educators can implement quizzes, self-assessment tools, or peer evaluations

to help learners reflect on their development. Regular feedback encourages learners to take ownership of their educational journey and make necessary adjustments.

While the integration of social networks in language learning presents many advantages, there are challenges to consider. The vast amount of information available can overwhelm learners, so educators should guide them in finding reliable resources and managing their learning effectively. Curated content or recommended pages can help mitigate this issue.

Social networks can also be distracting, with notifications and unrelated content competing for attention. Creating focused learning environments within these platforms is important. Encouraging learners to designate specific study times and minimize distractions can enhance productivity. Additionally, not all adults may feel comfortable with technology. Providing support and resources to help learners navigate social networks effectively is essential. Offering tutorials or workshops on digital literacy can empower learners to use these platforms confidently.

Privacy concerns are another significant issue in social networks. Educators must ensure that learners feel safe while engaging on these platforms. Establishing clear guidelines for interaction and promoting respectful communication can help create a positive learning environment [5].

In conclusion, teaching foreign languages to adults through social networks can greatly enhance the learning experience by promoting educational independence. Through community engagement, self-directed learning, and access to diverse resources, learners can take control of their language acquisition journey. Although challenges exist, with proper strategies and guidance, social networks can be powerful tools in adult language education. As technology continues to evolve, integrating social networks into language learning will redefine how adults interact with languages, leading to more effective and fulfilling educational experiences. By nurturing a culture of independence and engagement, we can empower adults to achieve their language learning goals and expand their horizons in an increasingly interconnected world.

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FORMATION OF THE INTERCULTURAL COMPETENCE OF STUDENTS THROUGH TEACHING COMMUNICATIVE FORMS OF INTERCULTURAL COMMUNICATION

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Түйін: бұл мақалада мәдениетаралық қарым-қатынастың коммуникативтік нысандарына оқыту арқылы студенттердің мәдениетаралық құзыреттілігін қалыптастыру туралы материалдар талқыланады.

Резюме: в данной статье обсуждаются материалы о формировании межкультурной компетентности студентов через обучение коммуникативным формам межкультурной коммуникации.

Since there is currently no uniformity in the definition of the terms «competence» and «competency», we will consider different points of view on this problem.

Linguistics more often describes relevant competencies, while psychologists tend to talk more about competencies. The term «competence» may mean knowledge, skills, abilities, possession of FL (foreign language). Some authors identify competence and competency, others distinguish between them. A number of authors consider competence (knowledge of their language) and competence (use, actual use of the language) as a dichotomy of language - speech. A.V. Khutorskoy defines

«competency as a set of interconnected personality traits set in relation to a certain circle of objects and processes».

V.M. Rostovtseva considers this concept as «a combination of knowledge, skills, abilities and qualities (personal and professionally significant), as well as the ability to appropriate new knowledge and experience and readiness to put them into practice».

Thus, competency is often understood as the totality of professional skills necessary to carry out a certain type of activity, and competence is considered as a personality quality, reflecting its ability to perform a particular activity.

I.A.Zimnyaa interprets «competence» as knowledge-based, intellectually and personality-dependent social and professional life of a person.

The blurring of the boundaries of the term leads to the presence of a large number of definitions of this concept: «communicative perfection, speech competence, communicative literacy, sociolinguistic competence, verbal communicative competence, communicative abilities, communicative skills», etc. We adhere to a point of view that involves the separation of concepts of «competency» and «competence». If we consider the personal qualities of students as a kind of reality, and the acquisition of experience in communication as a kind of perspective, then the level of professionalism of a specialist, his professional communicative competence, will depend on the level of formation of communicative competence. The concept of «competence» is defined as the ability of a person to practice, and

«competence» as the meaningful component of this ability in the form of knowledge, skills [1].

The concept of foreign-language communicative competence (FLCC) has its own history, it originated in the bowels of a communicative-oriented methodology. The term «communicative competence» (CC) (from lat. Competere - to be capable of anything) was used by N. Khomsky and originally denoted linguistic competence, consisting of the ability of an individual:

- a) understand / form an unlimited number of sentences constructed according to their structural schemes;
- b) to find formal similarities / differences in statements that are similar in content.

Then, the term was transferred from linguistics to sociolinguistics and the methodology of teaching FL and was understood as the speech ability of an individual.

A large number of definitions of foreign language communicative competence existing in domestic science testifies, on the one hand, to the interest of scientists in this problem, and, on the other hand, to the vagueness, vagueness, and instability of the categorial apparatus of sciences, where this concept is fundamental.

Let us turn to the interpretation of the concept of «foreign language communicative competence» by different scientists at different times.

Some Western scholars see the FLCC (foreign language communicative competence) as the learner's ability to adequately communicate in specific communicative situations and his ability to organize speech communication taking into account sociocultural norms of behavior and the communicative expediency of utterance.

The term CC (communicative competence) was introduced into Russian linguodidactics by M.N. Vyatyutnev was understood as the ability of a person to communicate in labor or educational activities, satisfying his intellectual needs. Taking into account the fact that CC is a complex concept, its description is beyond the scope of one theory. It is impossible to reduce it to a certain set of units and rules due to the fact that knowledge and skills are needed «to combine them into speech programs».

Later, the definition of CC was supplemented by a number of details, and communicative competence (CC) was considered as a person's ability in one, several or all types of speech activity, which is a special quality of a person acquired in the process of natural communication or specially organized training.

I.A. Zimnaya defines CC (communicative competence) as the formed ability of a person to act as a subject of communicative activity.

Some researchers, for example, N.B. Ishkhanyan, they consider the FCC as the ability to choose and implement programs of foreign speech behavior depending on the goals and content of communication, as well as organize this communication taking into account the changing communication situation, relations of communicators and communicative attitudes, i.e. possession of strategy and tactics of communication.

The term FCC undergoes rethinking as social reality changes, the goals of teaching FL in society are specified. In this regard, many domestic researchers associate the FLCC with the ability of a person to study FL and to communicate on it with representatives of other cultures [2].

Linguistic or grammatical or linguistic competence is defined as knowledge of the units of the language of the phonetic, grammatical, lexical levels, knowledge of the rules; proficiency in language tools and processes of generating and recognizing text.

Pragmatic competence consists in knowing the correspondences between communicative intentions and statements that realize them; between a variable form of utterance and situational conditions of a speech act; in the ability to realize a communicative intention by choosing speech actions in accordance with the requirements of the situation and the logic of the course of the speech act.

Strategic competence is the ability to select and use the most effective strategies for solving various communicative tasks.

Foreign language competence implies «awareness of the general and specific rules of speech behavior in the studied areas of domestic and socially significant communication, as well as the operational knowledge of these rules, generate and vary foreign language speech and communicatively correctly interpret the content of authentic speech».

Foreign language competence implies «awareness of the general and specific rules of speech behavior in the studied areas of domestic and socially significant communication, as well as the operational knowledge of these rules, generate and vary foreign language speech and communicatively correctly interpret the content of authentic speech in».

The third key component is sociocultural competence. Many authors consider sociolinguistic competence along with sociocultural competence. In addition, it is possible to add general cultural and subject components to the composition of sociocultural competence.

Some modern researchers in the composition of foreign communicative competence include not only linguistic, speech and sociocultural components, but also educational, compensatory and self-educational. Moreover, if the first three components are directly related to the study and use of a foreign language, then in the content of the remaining components you can trace the knowledge, skills and abilities inherent also to information and educational competencies.

For example, one of the skills of the compensatory component is the ability to find a way out of the predicament that may arise in a situation of foreign language communication. The educational component includes knowledge of the rules for working with texts of various stylistic orientations, knowledge of the use of modern information technologies in the study of a foreign language, as well as the ability to effectively work with various kinds of educational information; conduct self-control of knowledge, skills acquired in the process of learning a foreign language; to gain knowledge directly from reality. The self-educational component is the ability of

students to maintain and improve their foreign language skills in the process of self-education [3].

E.R. Porshneva, relying on the results of research by foreign experts, identifies professional competence and defines it as the «core characteristic, which is the individual ability to mobilize end-to-end professionally significant competencies organized in the system (private operational readiness) and personal qualities necessary for the effective solution of a professional task. At the same time, the psychological basis of professional competence is the willingness to constantly improve their educational level».

In general, in studies conducted since the beginning of the 21st century, the KIC appears as a set of single-level competencies: linguistic / linguistic, speech / sociocultural, educational-cognitive / informational, compensatory / strategic, interactive / social.

The solution of the question of how much and what competencies should be included in the training program of a particular university depends primarily on the profile of the educational institution. It should be borne in mind that «competency as the ability and willingness to mobilize declarative and operational knowledge, skills and qualities necessary to solve a specific problem, to carry out actions that provide orientation in professional activity and readiness to master this activity, is an integral component of competency understood as the ultimate goal of professional training and further self-improvement, as a high level of updating competencies, the ability to effectively carry out professional activities» [4].

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LEXICAL-SEMANTIC VARIANTS OF WORDS

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Түйін: бір сөздегі мағыналық процестер көп қырлы. Олар тілдің сөздік қорында болатын құбылыстарды көрсетеді. Бұл, атап айтқанда, сөздің әртүрлі лексикалық және семантикалық варианттарындағы функционалдық біртектілікке қатысты. Бұл мақалада лексикалық және семантикалық терминологиялық нұсқалар қарастырылған.

Резюме: семантические процессы в слове имеют многосторонний характер. В них

отражаются явления, происходящие в словарном составе языка. Это относится, в частности, к функциональной неоднородности слова по его разным лексико-семантическим вариантам. В данной статье рассматриваются лексико-семантические варианты терминологического характера.

The semantic structure of a word reflects the complex processes of interaction of lexical units in the vocabulary system, in particular, terminological and common vocabulary.

The process of lexical-semantic variation presupposes a change in the meaning of a structural unit of a language without losing its identity. The word has a complex structure that is formed in the process of language development. Both the external and internal structure of a word can change under the influence of phonetic, morphological, semantic and other factors. V.V. Vinogradov noted the dependence of changes in the systems of word forms on "general changes in the semantic structure of the language, generated by the interaction of grammatical and lexical factors" [1]. All varieties of the word are interdependent and interrelated, over time, the mobility of the semantic structure of the word is revealed. Thanks to these properties, the word quickly adapts to new communication needs, which contributes to the development of the vocabulary as a whole.

Semantic processes in a word are multifaceted. They reflect the phenomena occurring in the vocabulary of the language. This applies, in particular, to the functional heterogeneity of the word in its different lexical and semantic variants. So, it is customary to talk about the terminology of the meaning of a word, when lexical-semantic variants (LSV) of a terminological nature appear in the semantic structure of a word. Of course, there are also words that consist only of LSV of a terminological nature, moreover, belonging to different terminological systems.

The terminology of the meaning of a word can be understood in two ways: as the development of special terminological LSV of the word and as the ability of one and the same LSV to function in non-terminological and terminological meanings.

The word retains its unity of meaning with all the diversity of LSV, the functional and style differences of which do not violate the identity of the word. This is facilitated by the system-forming factors: the specific internal organization of the LSV in the system of the given word, i.e. semantic structure. In this case, a certain role is played by the invariant meaning, the features of which characterize the unity of the LSV within the word. These features are associated with different types of meanings: categorical, morphological, lexical derivational. This semantic complex is very complex, because all its parts are closely intertwined with each other and interact with each other. A.A. Potebnya, in particular, pointed to the interaction of lexical (private) and grammatical (general) meanings in a word [2]. V.V. Vinogradov noted that different types of relations between grammar and vocabulary of a particular language are reflected in the semantic structure of words in different categories. These relations are mobile, since the lexical system, despite its great stability, also has a historical character: it develops the categorical and morphological characteristics of its elements - lexical units - change. The combination of the elements of the meaning of a word with their specific features is a regularity of the

semantic structure of the word, its formation, as well as the functioning and development of the word system.

Between a word in a language and a word in speech, there is also an intermediate unit - the lexical-semantic variant (LSV) or the sememe of a polysemantic word. It provides a "smooth" transition from the language system to its implementation in speech, creates the possibility of ascent from the abstract (language system) to the concreteness of speech communication (like the basic principle of cognition). LSV has a double status - it acts as an actual, semantically dismembered sign in relation to a word, a vocabulary unit and as a virtual sign in relation to speech realizations of a word, specific word usage. There are similarities and analogies between a word and a sentence, and at different levels of linguistic abstraction, which include the triple division of words and sentences, "lexeme - LSV - word usage" and "word - a sentence member (actant) - sentence".

The word and the sentence complement each other in their formation of communicative implementation in the sense that the word limits the sentence formally-syntactically, and the sentence limits the utterance, sets the limit of lexical-semantic variation, and thereby its semantics, function formally-semantically. Against the background of the theory of nomination and communicative linguistics, the significance of the "middle link" in the connection between a word and a sentence, namely the lexico-semantic version of the word, is much brighter [3]. Variation, variability are unthinkable, impossible outside the phenomenon and the concept of an invariant: variants, varieties of change. Invariant is immutability, stability, and variance is the changeability of the idea of different ways of expressing any linguistic essence of its modification, variety or deviation from a certain norm. Variability characterizes the way of existence and functioning of the language system, its units. Variation as a fundamental property of the linguistic system and its units requires the introduction of the term "invariant", the opposition "invariant-variant". Variants mean different manifestations of the same essence, different modifications of the same linguistic unit(invariant), which, with all changes, remains by itself. An invariant is an abstract designation of the same entity, a linguistic unit, as opposed to its specific modifications - variants. The variant-invariant approach to the phenomena of language was initially established in phonology after the work of the Prague Linguistic Circle and a number of other linguistic schools.

The concept of an invariant reflects the general properties of a class, objects formed by variants. The invariant itself does not exist as a separate object, it is not a representative of a class, not a standard, not an exemplary version. Invariant is an abbreviated name for a class, relative to homogeneous objects. As a name, the invariant has a verbal form of existence. Each variant - an object belonging to a given variant series, carries invariant properties inherent in each member of this series and can be evaluated as a "representative" of this invariant. For each of the options, one can judge the invariant due to its inherent invariant properties. At the same time, the invariant and the variant are fundamentally inhomogeneous[4].

Speech, as you know, is linear, and one or another place in the speech chain is occupied not by an invariant, but only by a variant, therefore speech is based only on

variants. Speech by its nature is variant, and language is a system, a collection of invariants. For example, a lexical or lexical-semantic system is a set of interrelated lexical or lexical-semantic invariants in one way or another. But since invariants are generalizations of variants, i.e. abstract entities, the interpretation of language as consisting of abstract entities is possible only within the framework of understanding the language as a result of generalization of the typicalities of speech, as a classification system. But the understanding of language as a real means (tool) of communication, and speech as an application, the use of this tool (the instrumentality of language) in order to organize and implement communication (selection of linguistic means, their speech, verbal combination) makes us believe that language consists of what speech consists of - of specific instances, options presented in the form of classes or sets, the names of which reflect the properties of these sets, i.e. invariants. In the transition from language to speech, one of the instances, variants of this set, is used. The variability of language units is manifested in different ways at different levels of the language system. So, at the phonological-phonetic level, formed by one-sided units, classes of variants (phonemes), i.e. invariants are derived from the sound and functional properties of units. The most difficult is the question of the variability of the meanings of linguistic units, including words. The value of any unit is itself invariant and serves as the basis for combining different instances of a unit with this value into a variant class.

Variants and invariants of linguistic units do not form different levels of the linguistic system. Within the framework of one level, one can speak of units as variants and as invariants. In connection with the opposition "invariant-variant" clarification requires the concept of linguistic abstraction, including in relation to semantics and variability in terms of the content of the word. Abstraction is an objective property of human thinking in the sense that in the course of cognition, reflection, representation of the known world, human thinking is distracted from many real signs of objects and phenomena of reality and concentrates only on some, significant or practically, scientifically, etc. important, necessary. Abstractions are characterized by varying degrees of generalization: the wider the class of objects and phenomena summarized under a particular concept, the higher the level of abstraction, cf. a house, a hut, a dugout, a palace, a skyscraper, and yurt, and shed, etc. the scope of this concept is very wide. The contradiction between the abstract essence of human thinking, different stages, categories and forms of cognition of the world was the main impetus for the development of dialectics as a theory of logic and principle, a method of cognition. Two ways of cognition are distinguished here: a) from living contemplation to abstract thinking and from it to practice, to verifying the truth of cognition through practice; b) ascent from the abstract to the concrete through the deepening and expansion of knowledge. The essence of the latter approach, method consists in the transition from abstract, abstract knowledge, ideas about the subject, its nature to a more concrete, complete cognition and reproduction in theoretical thinking and cognition of it as a system of scientific definitions.

The lexico-semantic group (LSG) is a large group of words of one part of speech, united by one word - an identifier or a stable phrase, the meaning of which is

fully included in the meaning of the rest of the words of the group and which can replace the rest of the words in some contexts. For example: hammer, shovel, rake, pliers, saw, pliers, screwdriver - "tools"; doctor, nurse, paramedic, resident, midwife, chief physician, etc. - "medical workers".

The lexico-semantic field (LSF) is a collection of a large number of words of one or more parts of speech, united by a common concept (seme). The name of a field is, as a rule, a phrase that refers to a concept that combines words in a field. For example: car, trolleybus, bicycle, steamer, ship, taxi, tram, train, etc. - "means of transport"; year, hour, minute, second, month, week, moment, summer, winter, century, etc. - "names of time periods"[5].

Semantic analysis of vocabulary has its main goal to reveal the general and specific features of the semantic structure of various linguistic units in the unity and interdependence of their syntagmatic and paradigmatic characteristics, to reveal the typology of lexical meanings, to determine the characteristic, regular functions of words and their connection with the context, to find objective criteria for combining lexical units by the totality of classification features in the main categories of the lexical-semantic system, to reveal the nature of the emotional coloring of the word.

Human communication consists of situations of the same type. Their linguistic conceptualization reveals features that do not depend on specific incarnations, but are important for successful communication. Such signs affect the possible assessment of the message, the development of a response position in relation to it. It is these signs that are fixed in the language and transmitted at the connotative level thanks to the stylistic system.

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THE ROLE OF READING IN THE FORMATION OF COMMUNICATION SKILLS

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Түйін: оқу-оқушылардың коммуникативті-танымдық іс-әрекетінің маңызды түрлерінің бірі. Бұл қызмет жазбаша тіркелген мәтіннен ақпарат алуға бағытталған.

Резюме: чтение является одним из важнейших видов коммуникативно-

познавательной деятельности учащихся. Эта деятельность направлена на извлечение информации из письменно фиксированного текста.

A language skill is a rule - based operation based on generalized relationships. The main feature of language skills is awareness. They are formed when you consciously master the language means of communication (phonetic, lexical, and grammatical). The presence of language skills that serve as a means of self-control is the key to the correct structuring of statements in a foreign language.

Language skills are the basis of speech skills, i.e. operations that are performed on the subconscious, automatically. Performing the same operation, i.e. repeating it multiple times, provides an opportunity to develop language skills. In other words, a speech skill is a well - established way of performing an action, a well-established operation.

The main properties of speech skills are the following (according to A. A. Leontiev):

- automation (i.e. a certain speed, integrity, smoothness, lack of tension, economy, readiness to be included in speech);
- stability (strength);
- flexibility (ability to generalize and transfer);
- the possibility of awareness for self-control.

Speech skills play a very important role in learning speech in any language (native or non-native). Language and speech skills can perform their functions independently of each other. For example, speech skills regulate the child's speech before they master the literacy and grammar of their native language. Language skills are typical for people who learn their native language in theory and are not applied in practice. They may be proficient in grammar and a huge vocabulary, but they cannot use language as a means of communication due to lack of speech skills.

A person who has mastered speech in their native or foreign language has both speech and language skills. These skills have a positive impact on each other and provide both full communication and control of speech correctness, as well as correcting their mistakes in speech (if necessary). Do not forget that in the process of conversation (oral speech), usually only speech skills are used, and language skills come to the rescue in case of communication difficulties.

A well-known phenomenon in linguistics is the phenomenon of transference, when skills developed earlier have a positive effect on the acquisition of new skills. It is often taken into account when teaching foreign languages. For example, Russian students who are beginning to learn any modern language of the Indo-European group may not be told that the lexical composition of the new language has groups of full-compound and service words.

Also, do not forget about the reverse side of the coin - the so-called interference phenomenon. This negative phenomenon can be observed when knowledge of the native language (or one of the already learned foreign languages) prevents you from fully mastering the new one. In addition to the brightest "trace" of phonetics, pronunciation, similar semantic or grammatical constructions can confuse

the student and delay full mastery of the material.

Performing exercises that mimic the conditions of communication and communication with native speakers is the reason for the formation of knowledge and skills that develop in parallel and interconnected.

It should be noted that the term "speech skill" was first identified by the famous psychologist B. V. Belyaev (1959). It was found that since only speech skills function when using oral speech, and language skills are used only in cases of difficulty (most often in writing), the main attention in the educational process should be paid to the formation of speech skills. But in any case, the formation of language and speech skills is not an end in itself, but only an intermediate (although important) step in mastering foreign language speech communication. The main goal is to develop speech skills, which act as the main ways of speech communication [1].

Thus, the development of speech and language skills plays an important role in the process of learning a foreign language. Their formation is facilitated by reading as an independent activity.

Reading can also act as a means of forming and controlling related speech and language skills for several reasons, such as:

- using reading allows students to optimize the process of learning language and speech material;

- communication-oriented tasks for the control of vocabulary and grammar, listening, writing and speaking involve the ability to read and are based on written texts and instructions;

- exercises for the formation and development of all language and speech skills and abilities are also based on the text and written instructions for exercises and tasks.

Traditionally, the methods of teaching foreign languages talk about the formation of language skills and speech skills. There is an opinion that in the process of teaching any of the types of speech activity, the teacher should develop and form not just skills, but skills that are defined by a specific curriculum and correspond to the real needs of education and personal development. At the heart of any speech skill are certain skills, i.e. those actions that a person performs automatically, without thinking about how and what: he does.

If we talk about reading, then the possession of various technologies for extracting information from the text, their adequate use, depending on the task at hand, are the main skills in this case. However, all these skills are based on the reading technique [2].

The reading technique must be sufficiently developed and automated, otherwise all these technologies or types of reading will be compromised.

Since knowledge is primary and skills are secondary, it is likely that the initial stage of learning to read is primarily about the development of reading techniques. The student may not know what the basis of a particular skill is, but the teacher must understand this absolutely necessary in order to choose the best course to achieve the established actual problems, training.

The development of reading techniques is based on subsequent operations:

- correlation of the visual/graphic type of the speech unit with its auditory-

motor method;

- correlation of auditory-motor types of speech units with their meaning.

When the reading technique is poorly formed, then all 3 elements of reading are used step by step during the reading process. Even when reading a text to them, poorly reading people tend to move their mouths, pronouncing what they read. Without utterance, they do not reach the stage of awareness. The tasks of the teacher in the formation of technical reading are to:

- go through this intermediate stage of pronouncing as accurately as possible and establish a direct relationship between the graphical method of the speech unit and its meaning;

- consistently increase the unit of the captured word and bring it at least to the Syntagma by the end of the main summer of study;

- generating standard read with compliance with the acceptable rate, the rules of stress, pause and intonation.

- Depending on the stage of training, on the individual characteristics of students and the present circumstances of study, it is possible to change the profitable attitude of reading aloud and to yourself in class and at home. However, it is believed that it is profitable for different configurations of reading seem to be more optimal.

Table 1- Reading forms on different phases

Reading form	Initial phase	Middle phase	Senior phase
Loudly	90%	50%	10%
Silent	10%	50%	90%

Starting to develop the technique of reading in a foreign language, especially in primary school, it is not easy to imagine that the need for an intermediate stage of pronunciation will disappear by itself and very quickly. Reading loudly guarantees not only the consistent development of this skill, but also the necessary degree of self - and mutual control.

At the usual stage, it is not yet possible to neglect reading aloud, since the skill statement is suitable and without continuous monitoring, someone has the opportunity to "descend" very quickly. In addition to developing the technique of reading and controlling information skills, reading aloud should be used as a way to develop and control other language and speech skills. In the usual step of study, reprimands are previously shifted towards the formation of reading technologies. Reading is increasingly presented as an independent type of speech work, and reading loudly is replaced by reading to you (table 1).

At the older stage, reading becomes one of the main sources of data extraction, the emphasis is shifted towards intensive independent activity, but this does not mean that reading loudly completely disappears. At this stage, it is allowed to use the reading loudly in order to develop cause-and-effect relationships, logic, argumentation, etc., and for this purpose, you should ask to verify the appropriate fragments or advice from the word.

When developing the reading technique in the initial stage, the author refers to reading in the main way as a means of learning. At the very beginning of the study, it

is difficult for a foreign style to perform aspect training. Any solution of the proposed tasks is perfectly multifunctional and develops lexical, phonetic, and grammatical knowledge of spoken and written speech in a complex. In this connection, the teacher selects a course of study for reading, and the "set" of skills and abilities that can be worked out in the complex at the stage of development of reading techniques depends on it [3].

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ИНТЕРАКТИВНЫЕ ТЕХНОЛОГИИ В ОБРАЗОВАНИИ

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Түйін. Білім берудегі интерактивті технологиялар студенттер мен оқытушы арасындағы диалог режимінде қарқынды ынтымақтастық қажеттілігі болып саналады.

Түйінді сөздер: Білім, интерактивті, технологиялар, диалог, ынтымақтастық, сыни ойла, талдау, белсенді рөл, формасы, ынталандыру.

Summary. Interactive technologies in education are considered the need for intensive cooperation between students and the teacher in a dialogue mode.

Keywords: Knowledge, interactive, technology, dialogue, collaboration, critical thinking, analysis, active role, form, motivation.

Для увеличения качества занятий в вузах, нужно сформировать не только прочные знания, но и умения применять их во всевозможных обстановках, индивидуально увеличивать познания, создавать и формировать навыки заключения проблемных обстановок. Становление самостоятельности и энергичности не случается само собой, оно считается следствием целеустремленного взаимодействия и организации педагогической среды, т.е. использования педагогической технологии. Главные из них связаны с использованием интенсивных или же интерактивных способов изучения.

Термин «интерактивное» происходит от английских слов «inter» – взаимный и «act» – действовать и соответственно означает активно взаимодействовать или находиться в режиме диалога с чем-либо (например, компьютером) или кем-либо (человеком).

Интерактивная конфигурация изучения считается потребностью интенсивного сотрудничества студенческой группы с педагогом в режиме диалога. Это способствует тому, что все учащиеся привлечены в

познавательный процесс, имея вероятность расценивать собственные познания и формулировать свое отношение к изучаемым объектам. В ходе диалогового изучения студенты обучаются критически думать, улаживать трудности на базе анализа событий и предоставленной информации, принимать обдуманное заключение, принимать участие и участвовать в обсуждениях, общаться с другими людьми. Для чего на занятиях проводится парная и массовая работа, используются созданные планы, ролевые игры, идет работа с документами и разными источниками информации, используются креативные работы. Студент становится инициативным, активным членом учебного процесса, его навык становится главным источником учебного знания.

Преподаватель не даёт готовых знаний, настраивает членов к самостоятельному розыску и делает функцию помощника в работе. Интерактивные формы проведения занятий:

- пробуждают внимание у студента;
- мотивируют активную роль студента в учебном процессе;
- обращаются к эмоциям и чувствам студентов;
- могут помочь усвоению учебного материала;
- оказывают разностороннее влияние на студентов;
- воплотят обратную связь (ответная реакция аудитории);
- развивают у студента мнения и отношения;
- создают жизненные навыки;
- дают возможность изменению поведения.

Изучение с использованием интерактивных образовательных технологий предполагает отличную от обычной логику образовательного процесса: не от доктрины к практике, а от формирования свежего навыка к его теоретическому осмыслению сквозь использование.

Выдающиеся качества интерактивных форм изучения на базе целей развивающего и воспитывающего изучения следующие:

1. Формирование и умение понимать суть изучаемого предмета, закономерности его ведущих мнений, причинно-следственных связей и т.д.
2. Формирование оценивающей работы: самооценка собственной работы, рассмотрение предложений других студентов и т.п.
3. Развитие познавательных и поисковых возможностей, т.е. всех составляющих познавательной работы и деятельности студентов – мышления, восприятия, памяти, интереса, фантазии.

Более увлекательными интерактивными формами проведения занятия считаются – конференция, круглый стол, разработка планов, подготовка демонстраций, учебных видеороликов, работа с электронными учебниками. Остановимся на кое-каких видах интерактивных форм изучения, которые имеют разработанную методику и имеют все шансы быть примененными при контроле на всевозможных шагах выполнения и контроля самостоятельной работы. К более нередко применяемым интерактивным формам изучения отнесена «конференция».

Данная форма в вузовском образовании разрешает реализовать для контроля и выполнения самостоятельной работы студентами просторного, обширного материала. «Конференция» применялась нами обычно для организации кое-каких видов учебного процесса. Так, к примеру, велись конференции по результатам педагогических, полевых практик. Во всякой образовательной программке имеется возможность применить эту форму.

Отметим особенности организации конференции как интерактивной формы изучения. Ключевое превосходство данной формы в том, собственно, что все учащиеся в процессе знания. Педагог подготавливает программ у конференции и дает перечень литературы и Интернет-ресурсов для исследования. Для формирования среды образовательного общения формируется оргкомитет. В его состав обязаны войти учащиеся, имеющие коммуникативные способности и отличающиеся серьезным отношением к учебе. Оргкомитет мы рассматриваем, как временный творческий коллектив при организации и проведении конференции. Оргкомитет сообщает членам о критериях и правилах работы конференции, определяет оглавление и структуру материала изучаемой трудности. В работе конференции вполне вероятно общение по затрагиваемым задачам.

Как показывает опыт, нередко в рамках конференции организуется «круглый стол», на котором рассматриваются установленные задачи и проблемы, ведется обсуждение вопроса, а еще вырабатываются слаженные позиции по предмету обсуждения. «Круглый стол» выделяет вероятность трудиться с обсуждаемым материалом в целом – на уровне его идеи и проблематики. Обсуждение вопроса подразумевает конфликт обратных точек зрения. Она уместна в случае, если по обсуждаемому вопросу вполне вероятно появление обратных суждений. В одно и то же время предоставляется вероятность, с одной стороны, – избежать конкретного толкования мероприятий и явлений, а, с иной, – может помочь студентам обучаться почитать постороннее соображение. Необходимым фактором при проведении такового интерактивного занятия является выступления с сообщениями членов круглого стола и заслушивание воззрений выступающих из аудитории, выработка слаженных позиций в ходе дискуссионного обсуждения.

Кроме того, обратим внимание на вероятность использования интерактивной формы – «мозговой штурм» или же «мозговая атака». Данный способ выделяется вероятностью осуществлять коллективную работу и практически сразу решать обсуждаемые вопросы. Управляет работой студенческой аудиторией педагог, который определяет цель и задачи занятия. Для проведения «мозговой атаки» лучше выбрать 2 группы.

1-ая группа произведена из членов, выдвигающих свежие варианты заключения задачи и членов комиссии, которые обрабатывают предложенные мнения. Студенты за 10-15 мин. предлагают наибольшее количество всевозможных идей по задаче. Идеи записываются, оцениваются, выбираются, а дальше рассматриваются более успешные из них. Триумф «мозгового штурма» крепко находится в зависимости от психической атмосферы и

энергичности обсуждения, вследствие этого роль ведущего довольно принципиальна.

Еще возможно отметить и персональную форму проведения «мозгового штурма». Личный «мозговой штурм» дает собой процесс генерирования и оценки мнений одним лицом. Их определение случается в течение 15-20 мин. с дальнейшей записью. Оценивать имеет возможность группа профессионалов или же представитель. Следует выделить большие способности интерактивного изучения при использовании электронных учебников и пособий. В данном случае сочетается информационный объем изучаемого материала и наглядное представление о процессах и явлениях изучаемой темы.

В заключение отметим, собственно, что ключевой особой чертой интерактивных способов изучения считается активность студентов в учебном процессе, которую вдохновляет преподаватель с позиции партнера-помощника. Предоставленная конфигурация проведения учебных занятий, разрешает педагогу увидеть у студентов способность самостоятельного заключения учебных задач и стремления поиска истины.

По результатам интерактивного занятия важно провести анкетирование студентов для выявления результативности проведенных форм. Вопросы анкеты отображают атмосферу для обсуждения вопроса, подготовленность членов к способности принятия самостоятельного заключения и выработанной позиции. Члены интерактивных форм обучения призваны утверждать свое соображение, а не пассивно следить за происходящим обсуждением.

Внедрение интерактивных способов обучения в образовательный процесс требует свежих подходов к созданию учебных пособий и методических рекомендаций. Организация самостоятельной работы студентов – значительный период улучшения образования при современных критериях. Считаем, что мыслительная работа студентов активизируется в критериях интерактивных способов обучения. Многообразие способов организации и контроля самостоятельной работы – ведущая дорога формирования компетенций.

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THE ROLE OF INTERACTIVE MULTIMEDIA IN FOREIGN LANGUAGE LEARNING

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Түйін: Мақалада интерактивті мультимедиялық құралдардың шет тілдерін оқыту үдерісіне әсері қарастырылады. Технологиялардың білім беруге белсенді енгізілу жағдайында бейнематериалдар, аудиожазбалар және ойын қосымшалары сияқты мультимедиялық құралдар заманауи оқытудың маңызды бөлігіне айналып отыр. Бұл құралдар ақпаратты түрлі арналар арқылы қабылдауды ынталандырып, оқу үдерісін шынайы әрі контекстік ететін қанық және динамикалық оқу ортасын жасайды.

Резюме: В статье рассматривается влияние интерактивных мультимедийных средств на процесс изучения иностранных языков. В условиях активного внедрения технологий в образование, такие мультимедийные инструменты, как видеоматериалы, аудиозаписи, и игровые приложения, становятся важной частью современного обучения. Эти средства создают насыщенную и динамичную учебную среду, стимулируя восприятие информации через различные каналы и делая процесс изучения более аутентичным и контекстным.

In recent years, interactive multimedia has emerged as a crucial element in modern foreign language teaching. Traditional methods, once centered on textbooks and rote memorization, are now being supplemented and transformed by technology. Interactive multimedia tools such as videos, audio recordings, are increasingly being integrated into foreign language education. These tools not only enhance learning but also cater to the diverse needs of language learners by creating immersive and interactive learning environments.

Interactive multimedia tools allow for the integration of various forms of media to present information in a comprehensive and engaging way. Unlike traditional materials, these tools stimulate multiple senses, improving learners' ability to retain and comprehend new information. For instance, animated videos provide both auditory and visual cues that help students better grasp vocabulary and pronunciation, while interactive exercises reinforce these elements through active practice. Studies have shown that multimedia presentations improve memory retention by 50% compared to traditional methods [1]. By involving multiple senses, students can link words, sounds, and images, reinforcing their understanding of the language.

The four key language skills—listening, speaking, reading, and writing—are all strengthened through the use of interactive multimedia. Each skill requires different teaching methods, and interactive tools provide opportunities for learners to practice and improve all of them.

Listening Skills: Interactive multimedia, particularly audio and video content, allows students to listen to native speakers in a wide range of authentic situations. This improves their comprehension of accents, intonations, and colloquial expressions. Studies indicate that learners exposed to authentic multimedia materials develop stronger listening skills than those using traditional audio exercises alone [2].

Moreover, interactive features like subtitles, speed controls, and instant feedback help learners understand challenging dialogues at their own pace.

Speaking Skills: Digital tools such as language apps and conversational simulations provide students with immediate feedback on their pronunciation and fluency. For example, language-learning apps employ speech recognition technology that evaluates pronunciation accuracy and suggests improvements.

Reading and Writing Skills: Interactive e-books and online reading platforms offer students the chance to engage with written texts in a dynamic way. These platforms often include features like clickable words, pop-up definitions, and interactive exercises that test comprehension. Gamified writing exercises allow students to practice sentence structure and grammar while receiving instant feedback. The use of digital flashcards with embedded multimedia elements also enhances vocabulary retention and spelling skills.

One of the significant advantages of interactive multimedia is its ability to promote cultural awareness and competency. Foreign language education is not only about mastering words and grammar but also about understanding the culture and social context of the language. Multimedia tools such as videos, documentaries, and cultural podcasts expose learners to the customs, traditions, and social interactions of native speakers. Through this exposure, students can gain a more holistic understanding of the language, which is essential for effective communication. According to research, interactive multimedia materials have been proven to enhance learners' cultural knowledge and develop intercultural competence [3].

Despite the clear benefits, there are challenges to integrating interactive multimedia into foreign language education. One major concern is the digital divide, which limits access to technology for some students and educators. Without adequate infrastructure, training, and resources, schools may find it challenging to implement multimedia tools effectively. Additionally, instructors must be trained to use these technologies in a pedagogically sound manner. Simply introducing new tools without a clear instructional strategy can lead to confusion and ineffective teaching.

Moreover, designing high-quality interactive multimedia content requires time, expertise, and financial investment. While the tools are valuable, schools and institutions must consider the costs associated with purchasing and maintaining the necessary technology. Additionally, educators need to ensure that the multimedia resources align with the curriculum goals and language proficiency levels of their students.

To successfully incorporate interactive multimedia into foreign language education, several best practices should be considered:

Aligning Multimedia with Learning Objectives: Educators should select multimedia tools that align with their specific learning objectives and curricular goals. For example, videos and interactive exercises should target the language skills being taught in a particular lesson.

Integrating Cultural Content: Including cultural elements in multimedia materials helps learners connect with the language on a deeper level. Teachers should

incorporate authentic materials that showcase cultural norms, traditions, and everyday scenarios.

Providing Scaffolding and Support: Multimedia content should be supplemented with scaffolding activities to help learners understand and engage with new materials. This may include vocabulary previews, comprehension questions, and guided practice.

Encouraging Learner Interaction and Collaboration: Interactive multimedia tools offer opportunities for collaboration through online forums, language exchange platforms, and group projects. Encouraging peer interaction enhances speaking and listening skills and fosters a sense of community.

In conclusion interactive multimedia has transformed foreign language learning by providing immersive and engaging learning experiences. By integrating videos, audio materials, and interactive exercises, educators can create a dynamic environment that supports language acquisition and cultural understanding. The benefits of interactive multimedia include enhanced comprehension, improved retention, personalized learning experiences, and increased cultural awareness. However, effective implementation requires careful planning, adequate resources, and professional training.

As technology continues to advance, the role of interactive multimedia in foreign language education will expand, offering new opportunities for educators and learners alike. To fully leverage its potential, educators must focus on aligning multimedia tools with learning objectives, integrating cultural elements, and providing the necessary support for students.

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ПЛАНИРОВАНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ НА ЗАНЯТИИ

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Түйін. Мақалада орыс тілінің іс-тәжірибелік сабақтарында студенттердің өз бетінше орындалатын жұмыстарын тиімді ұйымдастыру жолдары қарастырылған

Summary. The article discusses ways of effective organization of independent work of students in practical classes of the Russian language

В настоящее время в нашей стране создается новая система образования, которая ориентирована на вхождение в мировое образовательное пространство. В связи с этим в последнее время разрабатываются и внедряются в практику различные педагогические технологии обучения. Перед каждым преподавателем ставится задача повышения успеваемости студентов. Но средний ритм работы, выбранный преподавателем на уроке, может быть удобным для студентов, быстрым для остальных, даже медленным для некоторых. Поэтому преподаватель должен использовать на уроке новые технологии, повысить качество обучения. Каждый метод обучения включает в себя самостоятельную работу студентов. Задача метода обучения - повысить самостоятельность студентов. Самостоятельная деятельность студентов повышает их активность [1,99].

Студенческая активность - это не только приобретение знаний и навыков, необходимых для обучения, но и умение использовать их на практике, в жизни. Например, для того, чтобы понять докладываемый материал преподавателя, необходимо внимательно выслушать студента, а для расширения и пополнения знаний, самостоятельно выполнять такие работы, как чтение, контроль, опыт, написание, рассуждение.

А по мнению Байтурсынова: «...ребенок должен получить образование через опыт самостоятельно "[4,143].

Самостоятельная работа - работа, выполняемая без помощи преподавателя в течение специально отведенного времени. При организации самостоятельной работы необходимо учитывать следующие ситуации:

- определение цели и содержания самостоятельной работы;
- составление плана организации самостоятельной работы;
- ориентация на работу студента.

Самостоятельная работа студента является эффективным способом формирования умений и навыков. Студенты, обращаясь к самостоятельной работе, могут раскрыть свои способности и расширить свои возможности в соответствии с современными требованиями жизни.

В принципе, самостоятельная работа студента считается наиболее эффективной. В этом деле необходимую роль играет поиск.

Поиск - это явление, свойственное природе студента. Есть студенты, которые любят собирать новые сведения самостоятельно, познать многие вещи. Самостоятельная работа необходима для деятельности всех студентов в различных сферах деятельности. Формирование поисковых качеств любого студента осуществляется посредством различных форм и методов обучения.

Например: организация научного общества студентов. Как говорится выше, к поисковой работе, к самостоятельной работе следует приобщать с первого дня обучения в университете. С этого периода необходимо прививать веру в себя, ориентировать их мировоззрение. Польский учитель Янош Корчак сказал: "Педог тот, который не комкает, а формирует, не диктует, а учит..., переживает вместе с ним много вдохновляющих минут...». Поэтому наши всесторонние отношения оказывают огромное влияние на студента.

Хорошее, красивое слово остается в сердцах навсегда. Его успеваемость, высокий уровень знаний зависит от мастерства преподавателя. Поэтому при проведении самостоятельной работы можно использовать различные приемы. Выполнить одно задание несколькими способами.

Образование включает в себя активную деятельность, как преподавателя, так и студентов. Как бы ни старался преподаватель, если студенты не обучаются, процесс познания и восприятия отсутствует. Главное научить их работать самостоятельно. Настоящий преподаватель не тот, кто учит, а тот, от которого учатся обучаемые.

Обучение включает в себя: преподаватель передает определенные знания и контролирует процесс их усвоения. Недостаточно дать информацию, необходимо помочь развить навыки академической работы, умение использовать полученные знания.

При организации самостоятельной работы необходимо совмещать одну работу с другой. Содержание работы ввод материалов, сообщений из повседневной жизни. Предпочтительнее выполнять самостоятельные работы на дому, тогда работа преподавателя не активна, только консультирование. Работа студента, выполняемая им самостоятельно, является одним из новшеств. Самое главное, увеличивает свои знания, повышает активность, способствует совершенствованию поисковых способностей [2,48].

Можно преобразовать самостоятельную работу студентов на уроках русского языка.

Кроме того, с помощью профессора Жауынбая Караева «уровневые дифференцированные технологии» можно проводить самостоятельную работу со студентами.

Цель уровневого обучения-обеспечить усвоение учебного материала каждым студентом на уровне своего развития. Это поможет студенту развивать мышление, воображение и память, желание, активность, повысить качество знаний. Лично я пользуюсь некоторыми элементами этого технолога.

Самостоятельная работа - это начало творческой работы. Поэтому невозможно развивать творческие способности студентов, без их самостоятельной работы.

Одна из форм развития речи студентов – это чтение. Большое внимание уделяется совершенствованию техники обучения чтения. На уроках русского языка учится самостоятельно выразительно читать текст и осмысливать его. Качество обучения самостоятельному обучению развивает мыслительные способности, язык, мировоззрение студентов.

Студент должен правильно донести свои чувства в соответствии с нормами русского языка. При изучении учебной дисциплины мы даем студентам выполнить следующие работы:

Чтение, объяснение, изложение, вопросы-ответы. грамматика Они проводятся устно.

План; изложение, написание сочинения, анализ. Это производится письменно.

I. Самостоятельная работа студентов по русскому языку:

Словообразовательная работа.

Увеличение словарного запаса

Какая красивая девушка?

А - красиво, тактично.

С - красавица, очаровательная.

Е - трудолюбивый, невнимательный, умелый.

М - добрый, культурный.

Рассмотрев вопрос, продолжит эту работу при помощи задания «Эрудит»

Прекрасная красивая, привычная девушка. Асем признается, как душа ...

II. Составление предложений.

Например: дать задание себе, чтобы составить восклицательные предложения.

На весеннюю тематику пришли: Ура, весна! Увы, но идет снег!

Ах, весна, воздух свежий! и т. д.

Теперь превратить эту лепту в предложенное предложение самостоятельно.

Информативное предложение: Пришла весна. Снег начал таять. Весенний воздух чистый.

На всех дисциплинах обучения студентам даются и другие виды самостоятельной работы. Важность самостоятельной работы - это способность студентов самостоятельно выполнять свои задания, способствовать повышению активности на уроке, формированию их творчества [3,101].

При использовании самостоятельной работы на занятиях студент всё время в поиске. Это способствует непрерывной работе в разностороннем мышлении.

Умение самостоятельно работать - служит основой для занятия научной деятельностью. А наука - это одна из самых трудных и сложных сфер деятельности, требующая много информационных знаний, умений и навыков. Эффективность научной работы зависит от широты кругозора студентов, образованности, информационной культуры.

Молодой исследователь, занимающийся научной работой, выбранной среди студентов, должен быть грамотным, многоотраслевым.

Знания, полученные своим трудом, сохраняются в памяти студента много времени. Если каждый студент присоединяется к активной мыслительной деятельности на уроке, стоит перед необходимостью преодоления трудностей, стремится сделать вывод и обобщение, самостоятельно найти ответы на различные вопросы, можно сформировать познавательную активность.

В заключение хочется сказать о том, что студент аккуратно владеет знаниями только в том случае, когда он умеет самостоятельно работать. А если в процессе обучения не проявляет каких-либо способностей к самостоятельной работе, то полученные знания быстро забыты и не могут пользоваться ими, где это необходимо.

В этом заключается значимость самостоятельной работы для студентов.

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THE ROLE OF SOCIAL MEDIA IN LEARNING A FOREIGN LANGUAGE

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Түйін: Әлеуметтік желілерді тіл үйренуге енгізу шет тілін меңгеруге деген көзқарасты түбегейлі өзгертті. Facebook, Instagram, TikTok сияқты әлеуметтік платформалар тілді бейресми және ресми түрде жаттықтыру үшін маңызды құралдарға айналды. Бұл мақалада тіл үйренуде әлеуметтік желілердің рөлі қарастырылады, оның артықшылықтары мен қиындықтары және оқушылардың мотивациясы мен нәтижелілігіне әсері талданады..

Аннотация: Интеграция социальных медиа в процесс изучения языка существенно изменила подходы к освоению иностранного языка. Такие платформы, как Facebook, Instagram и TikTok, стали важными инструментами для как неформальной, так и формальной языковой практики. В данной статье рассматривается роль социальных медиа в содействии языковому обучению, анализируются их преимущества, трудности и общее влияние на мотивацию и успеваемость учащихся..

The integration of social media into language learning has transformed the ways learners approach foreign language acquisition. Social media platforms like Facebook, Instagram, and TikTok have become valuable tools for both informal and formal language practice. This paper examines the role of social media in facilitating language learning, analyzing its advantages, challenges, and overall impact on learners' motivation and performance.

In recent years, the popularity of social media has expanded its role beyond communication and entertainment, impacting various educational fields, including foreign language learning. According to researchers like Lin and Warschauer, social media creates interactive environments that foster language learning through exposure to authentic materials, interaction with native speakers, and access to communities of learners with similar interests [1].

Advantages of Social Media in Language Learning: One of the main advantages of using social media in language learning is the accessibility of authentic language use. Scholars such as Godwin-Jones highlight that social media allows learners to engage with real-world language contexts, making it possible for them to

see how language is used naturally by native speakers. Social media platforms like Twitter and Instagram provide learners with concise language input through hashtags, posts, and comments, which encourages microlearning and contextual language exposure [2].

Additionally, social media fosters intercultural exchange, which is crucial in language acquisition. Blattner and Fiori argue that interaction with native speakers through social networks increases learners' cultural awareness and competence. They note that platforms like Facebook facilitate cultural exchange by allowing learners to observe language in cultural contexts, aiding the development of pragmatic skills alongside linguistic proficiency [3].

Enhancing Motivation and Engagement: The motivational aspect of social media is another significant factor in its effectiveness. According to a study by Manca and Ranieri, students report higher motivation levels when learning languages via social media due to the immediacy and relevance of the interactions. This immediacy can be especially beneficial for younger learners who are more comfortable and familiar with digital environments. The informal nature of social media platforms allows learners to participate in language practice without the formal pressures of traditional language classes, which can make language practice more enjoyable and less intimidating [5].

Challenges and Limitations: While social media has clear advantages in language learning, several challenges must be considered. Researchers like Rosell-Aguilar highlight the potential distractions that social media can introduce. Because platforms like Instagram and TikTok are designed primarily for entertainment, learners may become sidetracked by non-educational content. Additionally, the informal language often used on social media (such as slang, abbreviations, and regional expressions) can sometimes confuse learners and introduce non-standard language elements [6].

Moreover, privacy concerns and the need for digital literacy are important factors. Manca and Ranieri discuss the need for educators to guide students in using social media responsibly and to establish boundaries to protect students' personal information. Educators must also ensure that learners are aware of potential misinformation or inappropriate content they may encounter [7].

Social Media in Formal Education Settings: Integrating social media into formal language education can also be beneficial when guided by educators. According to Wang and Vásquez, incorporating platforms like WhatsApp into structured language learning activities can encourage collaborative learning and facilitate group discussions in a foreign language. Their study shows that students who engage in guided social media activities as part of their curriculum perform better in language acquisition and are more likely to engage in language-related discussions outside the classroom [7].

Future Implications for Language Learning: The role of social media in language learning is expected to grow as platforms evolve and incorporate more language-learning tools. Platforms like YouTube are increasingly used for language tutorials, while Instagram and TikTok now include features such as subtitles, which

aid comprehension and support visual learning. Lee and Kim (2020) note that as these platforms continue to develop, they may also integrate AI-driven translation and language learning applications, which could further enhance their utility for language learners.

The integration of social media in foreign language learning provides a unique environment for students to engage with authentic language, practice their skills informally, and participate in intercultural exchanges. Despite the potential distractions and challenges of informal language use, the motivational and practical benefits of social media make it an invaluable tool for modern language learners. Future research should continue to explore ways to optimize social media for language education while addressing privacy and educational quality concerns.

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“АБАЙТАНУ” ҒЫЛЫМЫНЫҢ ҚАЛЫПТАСУЫ МЕН ДАМУЫ

Игамкулов М.М.

Низами атындағы ТДПУ магистратура бөлімі Қазақ тілі және әдебиеті мамандығы 1-курс магистрі

Түйін: Мақалада қазақ әдебиеттану ғылымының іргелі саласының бірі – абайтану ғылымының қалыптасу тарихы қарастырылады.

Summary: The article deals with the history of the formation of one of the fundamental branches of Kazakh literary studies - the science of Abai.

Кілт сөздер: ақындық мектеп, қолжазбалар, ғылыми өмірбаян, хронологиялық тәртіп.

Key words: poetic school, manuscripts, scientific biography, chronological order.

Мақалада қазақ әдебиеттану ғылымының іргелі саласының бірі – абайтану ғылымының қалыптасу тарихы қарастырылады.

Қазіргі уақытта Абай мұрасы туралы деректердің ғылыми тұрғыдан зерттелу деңгейі көтеріліп отырған тұста абайтану ғылымының зерттелу тарихы мен оның қалыптасу кезеңдері сараланып келеді. Абайтануды ғылыми жүйеге

енгізген М.Әуезовтен бастап, Ю Мұстамбайұлы, Қ.Жұбанов, Б.Кенжебаев, Қ.Жұмалиев, З.Ахметов, Қ.Мұхамедханов, М. Мырзахметұлы және осы өңірдегі басқа да ғалымдар абайтану ғылымының қалыптасу тарихын алға қарап, тәуелсіздік кезеңіндегі еңбектерді жаңа қырынан талдау қажеттігін алға тартады.

Абайтанудың алғашқы дамуы кезеңі Абай шығармаларының түсініктемелері мен қысқаша өмірбаяндық мәліметтері бар алғашқы басылымдарынан тұрады. «Қазақ ақыны Ибрагим Құнанбаевтың өлеңдері» (140 поэма және «Ескендір» және «Масғұт» поэмалары) атты тұңғыш жинақты Кәкітай Ысқақұлы мен Абайдың ұлы Тұрағұл дайындап басып шығарды. Ақынның өз қолжазбалары сақталмағандықтан, оның өлеңдері халық арасында ауызша тарағандықтан, кейінгі басылымдар Мүрсейіт Бикеұлының Абай өлеңдерінің жазбаларына негізделді. 1914 жылы Мәскеуде Абайдың өмірі мен шығармашылығы, өлеңдерінің орыс тіліне аудармалары туралы материалдардан тұратын «Шығыс жинағы» кітабы жарық көрді. 1916 жылы Орынборда Самат Әбішұлының «Терме Абай» кітабы шықты. Әдеби сын басылымдар 20 ғасырдың басында пайда болды. А.Байтұрсынов «Қазақ» газетіндегі «Қазақтың бас ақыны» атты мақаласында: «Қай заманда да қазақтың атақты ақындарының ішінде Абайдан артық ақын болған жоқ» деп Абайды жоғары бағалайды. Абайдың шығармашылық жолы туралы Ә.Бөкейханов, А.Байтұрсынов, М.Дулатов, Н.Рамазанов, Ғ.Сағди, И.Мұстамбайұлы, Н.Н.Белослюдов және т.б. Абайтану ғылымының дамуының екінші кезеңі Абайдың көркем мұрасын жүйелеу және кезеңге келтіру жұмыстарын бастаған М.О.Аузовтың зерттеулерімен байланысты. Қазақ поэзиясының классигі туралы тұңғыш ғылыми өмірбаянын жасап, ол туралы бірқатар зерттеулер жариялады; Абайтанудың жеке ғылым саласы ретінде қалыптасуы мен дамуына зор үлес қосты. Абайтану ғылымының одан әрі дамуына І.Жансүгіров пен Қ.Жұбановтың шығармашылық қызметі ықпал етті. Абайтану ғылымының үшінші дамуы кезеңі Абай шығармашылығын жан-жақты зерттеп, оның шығармаларын әлемнің көптеген тілдеріне аударумен сипатталады. С.Мұқановтың, Қ.Жұмалиевтің, Б.Кенжебаевтың, М.С.Сильченконың, Қ.Мұхамедхановтың, Т.Тәжібаевтың, Б.Г.Ерзаковичтің ғылыми еңбектері жарық көрді. 1940 жылдан бері Абай шығармалары орыс тілінде 15 рет басылып шықты. 1945–1960 жылдары ақынның жинақтары өзбек, татар, түрікмен, моңғол, қытай, чех, белорус, латыш тілдерінде жарық көрді. 1970 жылы Мәскеуде «Прогресс» баспасынан Абай шығармаларының араб және ағылшын тілдерінде жинағы жарық көрді. Дегенмен абайтану ғылымының ірге тасын қалаған М.Әуезов бала кезінен ұлы ақынға рухани жақын ортада жүріп, оны жақсы білетін, оның теңдесі жоқ шығармаларын жатқа білетін адамдарға жақын болды. Ғалым мұны үнемі есте ұстаған, өйткені ол Абай өлеңдерінен оқу мен жазуды да үйренген. 1928 жылы ол бала кезінен Абайға байланысты барлық нәрсені есте сақтау, бойына сіңіру идеясын енгізген атасы Әуезовті үлкен ризашылықпен еске алады: «Атасы айналадағы дүниені Абайдың көзімен бағалауға ұмтылды. ақын сияқты. Данышпан тәлімгер Абайдың үлкендерге

әсерін бала кезімнен сезіндім». Семей қаласында (қазіргі отбасылар қаласы) Ж.Аймауытовпен бірге М.О. Әуезов «Абай» ғылыми-қоғамдық журналын шығарды. 1914 жылы М.Әуезов Абайдың қайтыс болғанына жиырма жыл толуына байланысты оны еске алуға арналған әдеби кешті дайындауға және өткізуге белсене қатысып, «Абайдың қырғыз әдебиетіндегі орны» деген тақырыпта баяндама жасады. .” ал одан кейінгі жылдары да жазушы Абайдың құрметіне арналған салтанатты мерейтойлық шараларға, оның өмірі мен шығармашылығына қатысты мәселелерді талқылауға үнемі белсене қатысты. М.Әуезов 20-жылдардың басында ұлы ақынның шығармашылығын зерттеп, оның ғылыми өмірбаянын жасауға кірісті. Деректану мен мәтіндік жұмыстарды тиянақты жүргізу қажеттігін басқалардан ерте түсінді. 1924 жылы ол 1933 жылы жарық көрген ақын шығармаларының толық жинағын құрастырып, баспаға дайындады.

М.Әуезов, Абай шығармаларының алғашқы толық жинағын құрастыру кезінде де ғалым республикада алғашқылардың бірі болып деректану мен мәтінтануды белсенді түрде дамытып, Абай мәтіндері бойынша мәтінтану жұмыстарын жүргізуге ұмтылды; М.Әуезов «Абай жолы» трилогиясын дайындауға кірісе отырып, Абай шығармаларының іргелі қағидаларын зерделеу үшін барынша қажетті дереккөздер мен мәліметтерді жинақтауға ұмтылды. 1941 жылы Әуезов «Абай» романын аяқтады, оның басылуы Қазақстанның мәдени өміріндегі елеулі оқиға болды. 1944 жылы Әуезов «Абай» операсының либреттосын, 1945 жылы «Абай әндері» («Абай әндері») фильмінің сценарийін жазды. 1946 жылы М.Әуезов Абай Құнанбаев туралы 1947 жылы жарық көрген екінші кітабын шығару жұмысын бастады. 1949 жылы Абай Құнанбаев туралы романы үшін М.Әуезов мемлекеттік сыйлықтың лауреаты атанды. 1950 жылы М.Әуезовтің «Абай» романының үшінші кітабы, 1959 жылы «Абай (Ибраһим) Құнанбаев» монографиясы жарық көрді. «Абай жолы» роман-эпопеясы үшін М.Әуезов мемлекеттік сыйлықтың лауреаты атанды. 1942 жылы Казгудағы абайтанудан арнайы курстар мен арнайы семинарларда лекциялар оқып, сабақтар өткізуді республикадағы қазақ әдебиетін зерттеу тарихында алғаш рет қолға алған М.Әуезов болды. Сөйтіп, Мұхтар Әуезов қазақ поэзиясының классигінің тұңғыш ғылыми өмірбаянын жасап, ол туралы бірқатар зерттеулер жариялап, абайтанудың жеке ғылым саласы ретінде қалыптасуы мен дамуына зор үлес қосты. М.Әуезов ақын мұрасын зерделеуші, кеменгер суреткер, Абайтану ғылымының дарынды зерттеушісі ретінде өзін өз шығармашылығының терең білушісі ретінде көрсетті.

Абайдың мәтінтануының теориялық аспектілері туралы алғашқылардың бірі болып қазақ әдебиетінің классигі, Қазақстан Жазушылар одағының тұңғыш төрағасы Ілияс Жансүгіров 1923 жылы жарық көрген «Абай кітабы» мақаласында жазған. Ташкентте. Мақала Жансүгіровтің «Абай кітабын» басып шығару авторлары енгізген түзетулері туралы ой-толғауларымен құнды. Қ.Мұхамедханов бүкіл өмірінің мән-мағынасына айналған әлем әдебиеті үшін Абайдың ақындық мектебін ашып, сақтап қалды. көптеген зерттеушілердің әдеби өлкетану мен Абай төңірегіндегі ақындар шығармашылығын белсенді

зерттеуге жол ашты. 1951 жылы 7 сәуірде Қ.Мұхамедханов «Абайдың әдеби мектебі» кандидаттық диссертациясын қорғап, оны қорғауында М.О.Әуезов былай деп атап көрсетті: «...ол өмірбаяндық деректерді жинауда, сонымен қатар «Абайдың әдеби мектебі» туралы мақалаларды жинақтап, жариялауда үлкен жұмыс атқарды».

Тәуелсіздік жылдары Абайтану ғылымы қалыптасуы мен дамуы өзіндік ерекшеліктері мен құндылана түсті. Абайдың көптеген өлеңдерін хронологиялық тәртіпте үйрену нәтижесінде жаңашыл көзқарастар айтылуда. Бүгінде абайтану ғылымының тереңдетіп үйрену жұмыстарына өз үлесімізді қосу басты мақсатымыз болып табылады.

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THEORETICAL ASPECTS OF THE DEVELOPMENT OF COGNITIVE ACTIVITY IN THE CLASSROOM OF ENGLISH

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Түйін: бұл мақалада жеке тұлғаның дамуы мен іс - әрекеттің өзін ескере отырып, оқу- танымдық іс-әрекеттің негізгі түрлерінің сипаттамасы қарастырылады. Ғалымдар танымдық іс-әрекеттің құрылымын, оның процедураларын, операцияларын әрі қарай зерттеу қажеттілігін және балаларды танымдық іс-әрекетке оқыту әдістемесі мен бағдарламасының теориялық негіздерін осы әзірлеу негізінде атап өтті.

Резюме: в этой статье рассматривается характеристика основных видов учебно - познавательной деятельности осуществляется им с учетом развития личности и самой деятельности. Ученые указывают на необходимость дальнейшего изучения структуры познавательной деятельности, ее процедур, операций и на основе этого разработки теоретических основ методики и программы обучения детей познавательной деятельности.

The characteristic of the main types of educational and cognitive activity is performed by it taking into account the development of the personality and the activity itself.

The scientist points out that it is necessary to further study the structure of

cognitive activity its procedures, operations and on the basis of this, the development of the theoretical foundations of the methodology and training program for children of cognitive activity [1].

Thus, in modern pedagogical research, the problem of cognitive activity has been fully developed. Almost in all psychological and pedagogical studies it has been revealed that the process of cognitive activity requires a significant expenditure of mental strength and tension, active thought, constant action aimed at developing cognitive interests and activity, autonomy of the individual, performs various functions in the age and individual development of the student.

The formation, development, optimization, expedient organization of this activity is an actual pedagogical and psychological task, which has been and is being solved in all historical periods of the development of society.

The age period that we have adopted for the study - the middle school age is sensitive for the intellectual development of the student's personality, the basis of which is learning and cognitive activity.

However, the results of a theoretical analysis of sources and practices indicate that the current state of development of the cognitive activity of students in the educational process of schools cannot be considered completely satisfactory.

We see one of the reasons for this situation in the insufficiency of the methods of organization and development of cognitive activity of students practically developed and accessible to practicing teachers by various means, such as games, quizzes, contests, problem tasks, and crossword puzzles [2].

Despite a significant amount of work on various aspects of organizations, development, enhancement of cognitive activity, issues of development of cognitive activity of schoolchildren, for example, in foreign language classes of grades 5-6, still have not found adequate coverage in psychological and pedagogical research and remain poorly understood [3].

The insufficient development of this problem in the scientific and pedagogical literature from the position of fundamental changes occurring in education, as well as the system and technology of development of the studied phenomenon in the integral pedagogical process of the school indicate the relevance and practical significance of the problem, which determined the choice of the research topic – “The development of the cognitive activity of the students in the process of the English language teaching The development of the child is carried out in the activity and it develops to the best of its activity.

Psychologists and educators, considering the structure of learning and cognitive activity, showed that its components, goals, motives, content, methods, learning activities, results - determine the entire learning process.

Theoretical analysis of the literature allowed us to conclude that the cognitive activity of students is a complex education. The problem of the formation and development of the cognitive educational activity of students has its own history of development.

Various psychological concepts of learning had a great influence on the formation of didactic theories: associative, behavioral, Gestalt psychology [4].

The role of these concepts was quite thoughtfully described by L. B. Itelson.

Based on the emergence of messages and the accumulation of knowledge and skills, an appropriate learning model is built.

One of the propositions of the theory of the phased formation of mental actions is that external activity is the basis for internal activity. In our experimental and pedagogical work we will be guided by this provision.

According to the theory of the phased formation of mental actions, the process of forming mental actions is carried out in the following stages:

- orientation in the object of activity and the activity itself;
- external actions with material objects;
- loud pronouncing of actions without material objects;
- performance of actions at the level of internal speech;
- performance of mental actions.

One of the main provisions of this approach is the provision on the presence of certain components in any activity. "In the general flow of activity ... analysis identifies, firstly, individual (special) activities, according to the criterion of motives that impel them.

Finally, these are operations that are directly dependent on the conditions for achieving specific goals. " The implementation of each component of the activity, that is, the mastery of each component is carried out in stages. Consequently, the process of learning is carried out in stages, which has the same structure as the activity as a whole.

If analysis and synthesis are activities, then they will inevitably have their own structure. The answer to the question: "What?" Gives the theory of Halperin P.Ya. and others.

In addition, these two types of activity cannot exhaust the whole objective variety of cognitive activity. The emergence of new activities becomes inevitable.

The ascent from the abstract to the concrete becomes a universal principle of learning the material.

In accordance with this theory, the development of a school subject spirals from the abstract-common center to private peripheral representations.

By establishing, in this way, a substantial and universal connection, the child finds a common genetic basis for all particular manifestations [5].

The basis of such an activity is the operation of generalization - the most important operation of mental activity in learning. It is aimed at solving special "learning tasks", the essence of which consists in mastering generalized methods of actions oriented toward the general relations of the subject area being mastered.

This provides developmental learning. In the course of such activity, the child's cognitive need and appropriate motivation are activated and formed.

The child behaves as an active subject of knowledge, being realized as a unique personality.

The theory of problem-based learning, directly related to the idea of developing cognitive activity, was highlighted in the writings of Russian didactics and methodologists in the 60s of the 20th century.

According to many scientists of this time, an increase in cognitive activity contributes to the development of mental abilities of students.

Methodist and didactic P.I. Pidkasisty gives the following definition of independent cognitive activity: "Independent cognitive activity in its most generalized form can be represented as a system that includes the following main components:

1. The content side (knowledge expressed in concepts or images of perceptions and ideas);
2. Operational (various actions, operating with skills, techniques, both in the external and in the internal action plan);
3. The productive side (new knowledge, ways of solutions; new social experience, ideas, attitudes, abilities and qualities of the individual".

The main unit of cognitive activity, the scientist considers the action. An action is recognized as informative if:

1. The content of the "cognitive act" is the immediate goal of the action;
2. This content is related to the motive of cognitive activity.

The scientist identifies two aspects of cognitive activity: external and internal. By external, it means mental, related to the development of activity goals, ways of performing actions in solving search problems. Internal he calls technical, it provides practical actions for the purpose of the formation and development of skills [6].

The more life experience the student has accumulated, the easier the learning process. For the development of cognitive activity, the researcher recommends using "cognitive-practical tasks", a heuristic conversation, and a problem statement of the material. The scientist believes that the knowledge acquired by the students themselves, even if it required a lot of time and effort, is more durable and alive than it was reported by another person.

The role of the teacher is not diminished, he leads the process of cognition or is included in the joint activity with the students.

Under the methods and techniques of cognitive activity we understand those actions and operations that contribute to the acquisition of scientific knowledge, their successful application in practice and the independent search for new knowledge.

Studying the learning process and the problem of methods and techniques of students' cognitive activity, it should be noted that this development has a number of stages, each of which has its own structure of cognitive activity [7].

The structure of the game as an activity includes the following stages:

- targeting;
- planning;
- realization of the goal;
- analysis of results in which the person fully realizes himself as a subject.

Motivation of gaming activity is provided by its voluntariness, choices and elements of competitiveness, satisfaction of the needs of self-affirmation, self-realization.

The problem of personality activity in education as a leading factor in achieving learning goals, general development of an individual, and vocational

training requires a fundamental understanding of the most important elements of education (content, forms, methods) and argues that the strategic direction to enhance learning is not to increase the amount of information transmitted, not strengthening and increasing the number of control measures, and the creation of didactic and psychological conditions for the meaningfulness of the teaching, including the student in ko intellectual, but personal and social activity.

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THE CULTURE OF COMMUNICATION OF STUDENTS IN THE DISTANCE LEARNING FORM

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Түйін Мақалада қашықтықтан оқытуда студенттер арасындағы қарым-қатынас мәдениетінің ерекшеліктері қарастырылған. Білім беру процесінің цифрлық трансформациясы жағдайында желілік қарым-қатынас пен цифрлық қарым-қатынас ережелерін дамытуды талап ететін өзара әрекеттестіктің жаңа формалары пайда болуда. -оқушылардың болуы және шалғай ортадағы инклюзивтілік.

Аннотация Статья рассматривает особенности культуры общения учащихся в дистанционном формате обучения. В условиях цифровой трансформации образовательного процесса возникают новые формы взаимодействия, требующие освоения сетевого этикета и правил цифровой коммуникации

With the development of technology and changes in the educational environment, distance learning has become one of the key forms of acquiring knowledge. However, the transition to distance learning has led to changes in the communication culture among students. This format requires a reevaluation of interaction rules, new approaches to communication, and the formation of specific

ethical norms. The article discusses the features of the communication culture of students in a distance format, as well as the problems and ways to solve them.

Distance learning alters the traditional forms of interaction among students, with teachers, and with educational materials. The main communication channels have become text chats, video conferences, and email, which significantly affects the nature of communication. Let's consider the key features of communication culture in a distance environment:

The transition to online platforms requires students to acquire new knowledge and skills regarding behavior rules in digital spaces. For example, proper use of video and audio communication, taking turns during discussions, and respectful communication in chats and emails. Netiquette becomes the foundation of communication culture in online education.

In distance learning, students interact not only with teachers but also with each other, both for academic and informal purposes. Creating groups in messaging apps, participating in forums, and engaging in discussions help maintain social connections, but they also require adherence to ethical behavior rules, the ability to express one's opinion correctly, and respect for the viewpoints of others.

One of the key features of distance learning is the possibility of asynchronous communication—when participants interact not in real time. This requires students to take a more thoughtful approach to expressing their thoughts, as they can plan their responses in advance, organize their activities, and interact with the teacher or group as needed. However, this also creates a risk of misinterpreting messages due to the absence of non-verbal communication elements, necessitating particular attention to word choice and phrasing.

The distance learning format implies a high level of independence and responsibility among students. This also pertains to communication culture: students must be able to organize themselves to participate in group discussions, actively engage in projects, and adhere to assignment deadlines. It is important to cultivate discipline and respect for fellow learners [1].

Despite its obvious advantages, distance learning faces a number of issues related to the communication culture among students:

Lack of personal contact and non-verbal communication

One of the main disadvantages of distance learning is the limited availability of non-verbal signals, such as gestures, facial expressions, tone of voice, and eye contact. These elements play an important role in interpersonal communication, and their absence can lead to misunderstandings, distorted perceptions of emotions, or reduced student engagement in the learning process.

For effective communication in a distance format, students must possess digital literacy skills. A lack of knowledge about how to properly use online platforms, conduct email correspondence, participate in video conferences, and maintain digital etiquette can hinder the creation of a healthy communicative environment.

In the online format, communication often takes on traits of excessive formality. The constant use of emails and chats leads to a lack of spontaneous informal conversations, which are typical in face-to-face learning. This can create

barriers to establishing close social connections among students, negatively impacting group interaction and teamwork [2].

In the online environment, students may encounter issues of aggressive behavior, trolling, or cyberbullying. Anonymity and the distance of communication lower the barriers to expressing negative emotions, which can lead to conflicts and psychological pressure. It is important to cultivate a culture of respect and kindness among students. To enhance the level of communication culture in the distance learning format, comprehensive measures are needed to create a favorable educational environment:

Teaching the basics of netiquette and digital communication should become an integral part of educational programs. Students need to be informed about the rules of interaction in the online environment, trained in the proper use of electronic platforms, and provided with examples of ethical behavior.

Despite the remote format, it is important to maintain a human dimension in communication. Teachers and students should pay attention to the emotional aspect of interactions, encouraging support and mutual assistance within groups. Developing skills in active listening, respectful consideration of others' opinions, and empathy will help create a more comfortable and healthy atmosphere for communication.

It is important to provide students with opportunities for informal communication, which fosters friendships and improves the atmosphere in study groups. This can involve organizing virtual meetings outside of class, hosting online events, or creating informal groups in messaging apps.

Educational institutions must actively combat instances of aggression and cyberbullying. It is important to develop prevention programs, create conditions for open discussions about these issues, and implement mechanisms to protect students in the online environment. Distance learning alters traditional interaction patterns, requiring both students and teachers to develop new skills and adapt to new conditions. Communication culture in the distance format becomes a key aspect of a successful educational process, influencing the quality of learning, group interactions, and the overall emotional well-being of students. The formation of a culture of digital etiquette, the development of empathy, the support of informal communication, and the fight against cyberbullying are important steps toward creating an effective and comfortable educational environment in the context of distance learning.

Distance learning not only changes the forms of communication but also significantly impacts the psychological state of students. It is important to consider the psychological aspects that influence communication culture in the online environment, as they directly affect the effectiveness of the educational process. Let's examine the key psychological factors:

Students in a virtual environment may experience a sense of disconnection from their peers and teachers. The absence of live communication and physical presence in the classroom can lead to feelings of isolation, which negatively impacts motivation. This, in turn, affects communication culture: students may avoid participating in discussions or be less active in group work. To overcome this, it is

essential to encourage frequent interactive discussions, virtual support groups, and extracurricular interactions [3].

Many students experience stress from having to constantly be in front of a camera in class, especially if they are shy or unsure of themselves. This can lead to a refusal to actively participate in video conferences or to formal inclusion, without interaction. Teachers should take this factor into account and provide students with the opportunity to choose the forms of participation in classes (e.g. participation in an audio format or text chats) to create a more comfortable communication environment.

Constant presence in a virtual environment can lead to emotional burnout in both students and teachers. This condition manifests itself in a loss of interest in classes, decreased energy, and fatigue from constant online interactions. It is important to balance the study load, introduce breaks between classes, and support students in case of problems with motivation.

The teacher plays a key role in creating a favorable atmosphere for communication in a remote format. The productivity and comfort of the learning environment directly depends on his interaction with students. Here are some important aspects:

The teacher should set an example of proper online etiquette and communication culture. How the teacher behaves in the chat, responds to questions or provides feedback has a significant impact on how students will interact with each other. Actively support and encourage communication. Teachers should encourage students to actively participate in discussions, ask questions, conduct polls and encourage various forms of expression. It is important to create conditions for safe and supportive communication, where each point of view will be valued and considered respectfully [4].

Feedback plays a special role in distance learning. It should be frequent, timely and constructive. It is important not only to assess assignments, but also to give detailed feedback on how the student communicates, interacts with the group and what skills can be improved.

It is important to take into account the individual needs and characteristics of students, providing an inclusive educational environment. Teachers should be attentive to students who have difficulties with distance learning and offer them support.

Distance learning opens up opportunities for interaction between students from different countries and cultures. This contributes to the formation of a global educational culture, where students learn to work in an intercultural environment and develop intercultural communication skills.

The culture of communication in distance learning is a complex and multi-layered process that requires constant adaptation and development of new approaches. For successful interaction of students in the online environment, it is necessary to develop digital literacy, maintain emotional well-being, and develop self-organization skills and mutual respect. The role of teachers in this process is key, since they form norms of behavior and support effective interaction within the group. In the context of the digital transformation of the educational environment, it is

important to create a culture of communication that will contribute not only to the acquisition of knowledge, but also to the formation of harmonious interpersonal relationships based on respect and support.

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INVESTIGATION OF THE ETHNIC SEMANTICS OF COMPARATIVE PHRASEOLOGICAL UNITS WITH DIFFERENT TYPES OF COMPARATIVE ELEMENTS

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Түйін: Аталмыш мақалада ағылшындардың саяси фразеологизмі және оның бұқаралық ақпарат құралдарындағы қызметі жайлы баяндалады.

Summary: В данной статье говорится о политической фразеологии английского языка и его функционировании в СМИ.

The problem of phraseology as a subject of linguistic study is one of the most controversial areas in modern linguistics. There is a wide range of problems that are studied at this stage of the study of phraseological research. Among them are the accuracy in the formulation of the concepts of "phraseology" and "phraseologism", the structural originality of phraseological units, the features of functioning, the connection of phraseological units with other linguistic units, stylistic properties, the reproducibility of phraseological units, the emergence of new stable expressions, etc.

Definition of a phraseological unit and clarification of its specificity, characteristics of the most important differential features remain the most important theoretical problems of modern phraseology [1]. Phraseological units with a political theme are often directly reflected in the media, exerting a certain influence on the speech of native speakers, since knowledge, as well as discussion of political issues, is an important component of a modern person. Let us give examples of new phraseological units that have appeared relatively recently based on political discourse, identified by N.V. Basko, which can be quite often found in the speech of a modern native Russian speaker: to cause an allergy - "to generate in someone aversion, hostility towards someone, towards something", to rock the boat - "to disrupt the existing balance, stability", to cut off / to cut off oxygen - "to deprive

someone of the opportunity to act; to hinder any activity", to keep someone on a short leash - "to strictly control someone's actions", to clear / to clear a clearing - "to eliminate political competitors", to roll into asphalt - "to harshly deal with someone, to destroy someone", to get under the steamroller - "to be subjected to pressure from someone; to be eliminated, destroyed", black PR - "a media campaign to denigrate a politician or party by competitors with the help of compromising information".

Phraseological units characterizing the sphere of public administration include such stable expressions as chain reaction - "a process that develops and grows spontaneously and which cannot be stopped; a series of events where the previous gives rise to the next", cut to the quick - "forced to apply tough, radical measures that can painfully affect citizens". Let us also give examples of phraseological units characterizing some actions of politicians: divide portfolios - "distribute official positions in the government, parliament", run ahead of the locomotive - "get ahead of the natural course of events", slam the door - "demonstratively express your protest", etc. [2]. It is noteworthy that the emergence of new phraseological units, actively functioning in the sphere of political communication, then finds wide distribution in the colloquial speech of people, often very far from politics, which in turn confirms the fact of the influence of the media on the speech of a modern person. And phraseological units, as is known, are a kind of carriers of national-cultural semantics, allowing not only to "expose" many current social problems, but also to express people's attitudes towards them in an implicit form.

Phraseological units also include such constructions as to hold on to a briefcase - "to be afraid of losing an official position in the government, parliament, etc.", a big shot - "a person holding a high position," a newspaper duck - "distorted, false information in the media," etc. [3]. Phraseology at the present stage of language development provides the speaker with great functional and stylistic possibilities. Despite the fact that phraseology is actively used by native speakers today, new phraseological constructions appear, various phraseological errors can be found in speech quite often, among which the most common are the following:

1. Literal understanding of a phraseological unit, for example: Ivan Stepanovich works carelessly, recently his sleeve almost got into the machine, etc.

2. Mixing phraseological units (contamination), for example: get first place (need: to take first place); put into operation (need: to put into operation), etc.

3. Mixing the meanings of phraseological units, for example: Success will not come by itself (need: by itself). A phraseological unit by itself means "independently, separately, separately", and a phraseological unit by itself means "involuntarily, involuntarily, without effort".

4. Mixing paronyms in a phraseological unit, for example: She took the teacher's comments to heart (needed: She took the teacher's comments to heart).

5. Replacing words in phraseological units that are close in meaning, for example: to play a meaning (needed: to have a meaning and to play a role); the lion's share (needed: the lion's share and the majority); to take the title of champion (needed: to take first place, to win the title of champion).

6. Not knowing the exact form of a phraseological unit, for example: while the essence and the deed (needed: while the court and the deed); grated red calico (needed: grated kalach).

7. Distorting the grammatical form of a word in a phraseological unit, for example: to sleep without a hind leg (needed: to sleep without hind legs); makes an elephant out of molehills (needed: makes an elephant out of molehills).

8. Replacing a word in a phraseological unit, for example: to hold someone in an iron fist (needed: to hold someone in an iron fist); to lay a paw (needed: to lay a hand in the meaning of "to appropriate") [4].

Thus, the phraseological system of the Russian language is a developing phenomenon, reflecting modern reality, as well as the realities of the time when this or that stable construction appeared. The phraseological system of the modern Russian language contributes to the improvement of speech culture, enriches the speech of the speaker. The correct and appropriate use of phraseological units gives speech a unique originality, a certain "zest" [5]. Recently, the analysis and consideration of areas of linguistic phenomena associated with humans has become increasingly relevant, which determines the importance of the anthropocentric direction in linguistics. One of the special aspects of this kind of research is the identification of phraseological units (PU) denoting emotions, i.e. human feelings.

Emotive meanings here are explicit, more stable, stable, and represent direct signs of emotions. The material for our study was lexicographic data based on the method of continuous sampling from phraseological dictionaries of the Russian, Tajik and English languages [6]. Emotive meanings of kindness, sadness, fear, passion, joy can be classified as universal, given their wide representation in the compared languages. However, these meanings are variable in their content at different stages of human history. Their lexical representation, the degree of their depth, concretization in each of the languages differ.

Thus, emotive meanings have national specificity in the presence of a universal picture of feelings. Emotional processes play a huge role in human life. Coloring our perception of objective reality, they find their obligatory manifestation in all types of activity, including speech activity, both at the stage of its programming and at the stage of implementation of the utterance program. In modern science, the influence of emotions on speech activity is, first of all, the subject of research of either psychologists or psycholinguists. Phraseologisms can also be used in teaching grammar. The communicative method involves teaching grammar on a functional and interactive basis. This means that grammatical phenomena are studied not as "forms" or "structures", but as means of expressing certain thoughts, communicative intentions.

Repeated repetition of the same phrases in appropriate situations develops the ability to avoid grammatical errors in speech. Therefore, being, on the one hand, a means of expressing thoughts, and on the other, realizing the studied forms or constructions in speech, phraseological units in the best possible way contribute to the automation and activation of these grammatical forms and constructions. Thus, phraseological units perform an incentive function in communication, and with their

help you can express a request, advice, suggestions, wishes, permissions, prohibitions or warnings.

You can also use phraseological units when studying English verbs.

"to work like a dog - to work hard and hard";

"to sleep like a dog";

"to eat like a horse";

"to cry wolf".

You can also use phraseological units when studying modal verbs:

"when pigs can fly"; "you can't teach an old dog new tricks". articles:
as strong as an ox"; "to have a memory like an elephant"; "(as) brave as a lion".

The lexical and grammatical richness of phraseological units allows them to be used to enrich vocabulary. Phraseological units can be used in speech development exercises, where they are used as a stimulus. The same phraseological unit can be interpreted in different ways.

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ARTIFICIAL INTELLIGENCE IN EDUCATION: HOW TECHNOLOGY IS CHANGING THE LEARNING PROCESS

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Түйін: Жасанды интеллект жекелендірілген оқытуды жетілдіру, интеллектуалды оқытуды қамтамасыз ету және оқушылардың үлгерімі туралы деректерге негізделген ақпаратты ұсыну арқылы білім беруді өзгертеді. Бұл геймификация және иммерсивті технологиялар арқылы өзара әрекеттесуді жақсартады, әкімшілік тапсырмаларды жеңілдетеді және мүмкіндігі шектеулі студенттердің қолжетімділігін арттырады.

Аннотация: Искусственный интеллект меняет образование, улучшая персонализированное обучение, обеспечивая интеллектуальное обучение и предоставляя информацию, основанную на данных об успеваемости учащихся. Это улучшает взаимодействие с помощью геймификации и иммерсивных технологий, упрощает

административные задачи и увеличивает доступность учащихся с ограниченными возможностями.

Artificial intelligence (AI) is significantly transforming the educational landscape, enhancing both teaching and learning processes. Here are some key ways technology is changing education:

AI enables personalized learning experiences by analyzing students' strengths, weaknesses, and learning styles. Adaptive learning platforms can tailor content and pace to meet individual needs, helping students progress at their own rate. AI-powered tutoring systems provide instant feedback and support outside of traditional classroom settings [1]. These systems can help students grasp complex concepts through interactive exercises and personalized guidance.

AI tools analyze vast amounts of data from student interactions and assessments, offering educators insights into student performance. This data helps identify at-risk students and informs instructional strategies.

AI technologies, such as gamification and virtual reality, create immersive learning environments that engage students more effectively. These tools make learning interactive and enjoyable, fostering deeper understanding. AI streamlines administrative tasks, such as grading, scheduling, and enrollment management. This automation allows educators to focus more on teaching and student interaction rather than administrative burdens. Natural language processing (NLP) tools assist with language learning and literacy development [2]. These tools can help students practice writing and reading skills, offering real-time feedback and suggestions for improvement.

AI facilitates better communication and collaboration among students and educators through platforms that support group work, discussions, and project management, regardless of geographical barriers. AI enables ongoing assessments that provide immediate feedback, allowing students to understand their learning progress in real time. This helps in adjusting their study strategies promptly. AI tools improve accessibility for students with disabilities by providing customized learning experiences, such as speech recognition for writing assistance and content delivered in various formats. AI can assist teachers by providing them with resources, lesson plans, and even classroom management tools, enabling them to enhance their teaching effectiveness and reduce workload [3]. AI is reshaping education by creating more personalized, efficient, and engaging learning experiences. As technology continues to evolve, it will likely play an even greater role in shaping the future of education, addressing challenges, and promoting inclusive learning environments. AI can forecast student outcomes by analyzing trends and patterns in data.

Educators can use these predictions to implement early intervention strategies for students who may struggle. With the rise of online education, AI enhances virtual classrooms by facilitating real-time interaction, managing discussions, and even monitoring student engagement during live sessions. AI-driven assessments can evaluate a wide range of skills, from cognitive abilities to soft skills like teamwork and problem-solving, providing a more holistic view of student capabilities [4]. AI

can help educators design curricula by analyzing what teaching methods and materials yield the best results, thus aligning educational content with student needs and industry trends. Educators can access dashboards that visualize student progress and engagement metrics, making it easier to identify trends and make informed decisions about instruction [5].

AI breaks down language barriers with real-time translation tools, enabling students from different backgrounds to collaborate and learn from each other across the globe. AI can suggest resources and materials tailored to specific learning objectives or interests, helping students find relevant content quickly and efficiently. AI tools can simulate complex experiments in science, technology, engineering, and mathematics (STEM), allowing students to conduct virtual experiments that would be difficult or impossible in a physical classroom [6].

AI promotes lifelong learning by offering tailored courses and resources for adults seeking to upskill or reskill, ensuring that education adapts to the evolving job market. The integration of AI in education not only enhances the learning experience but also prepares students for a future where technology plays an integral role in their professional and personal lives. By leveraging these advancements, educators can create a more effective, inclusive, and dynamic educational environment. AI enhances Learning Management Systems by automating administrative tasks, recommending personalized content, and tracking student engagement, making it easier for educators to manage courses effectively.

AI tools can assist in generating educational content, such as quizzes, flashcards, and interactive materials, saving educators time and providing diverse resources for students. AI can create adaptive gaming experiences that adjust difficulty based on student performance, making learning more engaging and allowing students to learn through play. AI systems can provide real-time feedback on assignments and projects, helping students understand their mistakes and learn from them immediately, which fosters a growth mindset. AI can analyze students' interests and performance to offer personalized career advice and pathways, helping them make informed decisions about their future [7].

AI can identify skill gaps in educators and recommend professional development resources, ensuring that teachers remain effective and up-to-date with educational best practices. AI-driven platforms can facilitate better communication between parents and teachers, keeping parents informed about their child's progress and allowing for collaborative support. AI can help reduce subjective bias in grading by providing consistent evaluations based on predetermined criteria, promoting fairness in assessments. AI can power immersive VR and AR experiences that allow students to explore complex concepts, historical events, or scientific phenomena in a way that traditional methods cannot. AI tools can help teachers develop strategies and resources for supporting students with special needs, offering tailored interventions and accommodations based on individual requirements [8].

In conclusion, AI's influence on education is broad and multifaceted, reshaping how knowledge is delivered and absorbed. By harnessing these technologies, educational institutions can foster environments that promote creativity, critical

thinking, and collaboration, preparing students for the complexities of the modern world. As AI continues to evolve, its integration into education will likely deepen, unlocking even more innovative possibilities for teaching and learning.

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ШЕТЕЛ ТІЛІН ОҚЫТУ ҮДЕРІСІНДЕ СТУДЕНТТІҢ КӘСІБИ ҚҰЗЫРЕТТІЛІГІН ДАМУЫ ШАРТЫ РЕТІНДЕ ЛИНГВИСТИКАЛЫҚ КӘСІБИ ОРТАНЫҢ МӘНІ

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Резюме: В данной статье рассматривается значение языковой профессиональной среды как условия развития профессиональной компетентности студента в процессе обучения иностранному языку

Summary: This article examines the importance of the linguistic professional environment as a condition for the development of a student's professional competence in the process of learning a foreign language.

Қазіргі білім беру кеңістігінде кәсіби білікті мамандарды даярлау міндеті ерекше өзекті болып отыр. Бұл маманнан өз қызметінің мақсаттарын өзі қоя білуі, оған жетудің жолдары мен құралдарын анықтап, және оны жүзеге асыра отырып, нәтижеге жетудегі жауапкершілікті де өз мойнына алу секілді бірталай міндеттерді талап етеді. Жоғары мектеп түлегі жұмыс орнында өз профилінің қызметін білуі міндетті, оны құруға, өзгертуге және дамытуға қабілетті болуы керек. Ол кәсіби қарым-қатынас құралы ретінде шетел тілін білуді талап ететін осы қызметтің әлемдік стандарттары туралы хабардар болуы қажет.

Қазақстан Республикасында шетел тілін жақсы іскерлік деңгейде меңгеру қажеттілігі елде шетелдік компаниялардың баршылығына байланысты. Онда ел азаматтары жұмыс істеп қана қоймай, сонымен қатар кез-келген жұмыс

орнында жергілікті тұрғындардың мүдделерін білдіретін әлеуметтік бақылаушы болуға міндетті. Қазіргі уақытта шетел тілін білу мен оны практикалық тұрғыда меңгеру, бір жағынан, бәсекеге қабілеттіліктің кепілі, екінші жағынан, мемлекеттік қауіпсіздіктің факторы болып табылады.

Осыған сәйкес кәсіби құзыреттіліктің жоғары деңгейін қалыптастыру бірінші орынға шығады. Оның құрамдас бөліктерінің бірі коммуникативті құзыреттілік болып табылады, өйткені кез-келген маман ақпарат алмасуға қатысады және басқалармен өзара әрекеттеседі [1].

Кәсіби саладағы қарым-қатынас негізгі қызмет түрі болған жағдайда, коммуникативті құзыреттілік кәсіби білім берудің негізі болып табылады. Осыған орай, құрамдас бөліктерінің бірі коммуникативті құзыреттілік болып табылатын кәсіби құзыреттіліктің жоғары деңгейін қалыптастыру бірінші орынға шығады, өйткені кез келген маман ақпарат алмасуға қатысады және басқалармен өзара әрекеттеседі.

Қазіргі қарым-қатынас тұрғысынан қатысымдағы ең басты - қарым-қатынас серіктестерінің коммуникативті мақсаттарын білдіру және оған қол жеткізу. Бірақ, тәжірибе көрсеткендей, мамандардың едәуір бөлігі кәсіби қарым-қатынас саласында коммуникативті байланыстар орнатуда қиындықтарға тап болады. Мұның басты себебі - шеттілді серіктестермен қарым-қатынас кезінде мінез-құлық ережелері мен іскерлік әңгіме мәдениетін білмеу, басқаша айтқанда, коммуникативті және мәдениетаралық құзыреттіліктің болмауы [2].

«Коммуникативті құзыреттілік» ұғымы әдетте оның құрамдас бөліктерінің жиынтығы арқылы қарастырылады. Қазіргі кезеңде зерттеушілердің көпшілігі коммуникативті құзыреттіліктің бөлігі ретінде әлеуметтік-мәдени, аймақтық, лингвоаймақтық, лингвистикалық, социолингвистикалық және дискурсивті компоненттерді ажыратады.

Жоғары оқу орындарында шетел тілін оқытудың мемлекеттік білім беру стандарттарын, оқу бағдарламалары мен практикаларын талдау барысында қазіргі кезеңде жоғары оқу орындары бағдарламалары коммуникативті құзыреттілікті тиісті деңгейде қалыптастыруды қамтамасыз етпейтіндігін, оның себептері мамандардың коммуникативтік құзыреттілігін қалыптастыру мәселелерінің теориялық және практикалық тұрғыдан жеткіліксіз әзірленуі, шетел тілін үйренуге бөлінетін сағаттардың аз саны, дискурсивті құзыреттілікті қалыптастыру бойынша оқу материалдары мен арнайы курстардың болмауы қазіргі кезеңде коммуникативтік құзыреттілікті тиісті деңгейде қалыптастыруды қамтамасыз етпейтіндігін көрсетеді.

Құзыреттілікке негізделген әдісті ғалымдар бір жақты когнитивтік, пәндік-танымдық оқытуға балама ретінде қарастырады. Соңғысының тиімсіздігі, ең алдымен, қоғамның барлық салаларындағы жаһандық интеграциялық процестерге және ақпараттың тез ескіруіне байланысты, сондықтан «білім мен өмір арасындағы бұзылған тепе-теңдікті қалпына келтіру түпкілікті мақсаттың ауысуынан көрінеді. білімнен интегралды әрекетке тәрбиелеу-практикалық дағдылар – құзыреттілік» [3].

Құзіреттілікке негізделген тәсіл үшінші буын жоғары білім беру жүйесінде кәсіби дайындық стандарттарына да енгізілген. Ол сондай-ақ мамандарды даярлауда шет тілін меңгеру деңгейіне қатысты еуропалық талаптарды әзірлеуге негіз болды. Шет тілін оқыту мен үйренудің жаңа халықаралық контексті қазіргі білім беру парадигмасының ажырамас ерекшелігіне айналды.

Еуропа Кеңесінің ұсынымдарына сәйкес әрбір ел өз тілін шет тілі ретінде оқыту/зерттеу саласындағы өзінің жетістіктері мен дәстүрлерін ескеруі тиіс, оның жеке құрылымдық құрамдас бөліктерінің басымдылығын неғұрлым егжей-тегжейлі қарастыру және анықтау [4].

Шетел тілінің коммуникативті құзыреттілігі әр түрлі кезеңдерінде меңгерудің жоғары деңгейіне көтерілу мүмкін коммуникативті және прагматикалық дағдылар (егер біз шет тіліндегі қарым-қатынастың лингвистикалық аспектісі туралы айтатын болсақ). Жанама және тікелей қарым-қатынас және мінез-құлық мәдениетінің білім/дағдыларын меңгеру әлеуметтік лингвистикалық, прагматикалық, дискурсивтік, мәдениетаралық және тілдік құзыреттіліктер сияқты құзыреттердің қалыптасуын болжайтыны ерекше атап өтіледі. Бұл құзыреттердің барлығы ғалымдардың пікірінше, бірін-бірі толықтырып, бірін-бірі толықтырып отырады (Н.Хомский, Дж.Равен, А.В.Хуторской, М.В.Рыжак, т.б.). Осылайша, бүгінгі таңда мамандарды шет тілін оқыту процесі тұлға құрылымында арнайы кәсіби сәйкес қасиеттер – құзыреттіліктерді қалыптастыруды білдіреді. Білім беру үдерісінің жаңа құзыреттілік моделі «оқушылардың кәсіби тілдік тұлғаны қалыптастыруға қызмет ететін шет тілінде білімдері мен қарым-қатынас тәжірибесін көрсететін» негізгі тілдік құзыреттерді қалыптастыру үшін жағдай жасауды көздейді [5].

Проблема бойынша жүргізілген зерттеулерді талдау құзыреттіліктің, біріншіден, белгілі бір кәсіптік қызметті жүзеге асыруға қажетті білім, білік және дағды жиынтығынан тұратын құрылым екенін көрсетеді; екіншіден, тұлғалық қасиеттерден; үшіншіден, жеке тұлғаның әртүрлі тапсырмаларды орындаудағы потенциалды қабілетінен. Бұл жағдайда когнитивті және аффективті дағдылардың өзара әрекеттесуі орын алып, мотивация мен сәйкес құндылықтар жүйесінің болуы байқалады.

К.Киннің пікірінше, құзыреттілікті алақан арқылы үйлестіретін және тұтастай қолды басқаратын жүйке жүйесі басқаратын қолдағы саусақтармен (дағдылар, білімдер, тәжірибелер, байланыстар, құндылықтар) салыстыруға болады [6]. Шет тілінің кәсіби коммуникативтік құзыреттілігін қалыптастыру мәселесін зерттеу оны зерттеудің әртүрлі бағыттарының бар екенін көрсетті: әртүрлі мамандық өкілдерінің шет тіліндегі кәсіби қарым-қатынасының ерекшеліктері, оқытудың алдағы кәсіби қызмет саласына тәуелділігі сипатталған. көрсетілді, кәсіби коммуникативтік құзыреттілік құрылымы негізделді, лингвистикалық емес ЖОО-да шет тілін оқытудың кәсіби-бағдарлы сипаты дәлелденді, шетел тілінің кәсіби-коммуникативтік құзыреттілігін қалыптастыру процесінің әдістемелік негіздері мен моделі әзірленді (М.Т. Ковалевский), И.Насова, Л.А.Золотарева, О.И. Кучеренко, Л.В. Макара, В.Н. Зыкова, Л.Е. Алексеева, Т.А. Горева, Г.К. Пендюхова, О.В. Шевченко және т.б.) [7].

Педагогикада американдық психолог Карл Роджерстің ілімі пайда болған кезде, білім алушыны өзінің алуан түрлілігімен, оның ішінде кәсіби, қажеттіліктері мен қызығушылықтарымен оқу үдерісінің орталығына қойды. Сонымен қатар, ХХ ғасырдың 70–80 жылдарындағы әдістемелік еңбектер негізінен мамандық тілінің лексикалық-грамматикалық аспектілерін оқытуға және мамандық бойынша әдебиеттік оқуды оқытуға арналғаны анықталды (С.К. Фоломкина (1987), Т.Ю. Полякова (1987) және т.б.), сондай-ақ баспа ақпарат көздерімен жұмыс істейтін маман дайындауға бағытталған.

80-жылдардың соңы – 90-жылдардың басында халықаралық кәсіби байланыстардың кеңеюі нәтижесінде шет тілін оқытудағы екпін кәсіби ауызша сөйлеуді оқытуға аударылды (М.Е. Багдасарян (1990), И. Г. Громова (1993), А.Я.Гайсина (1997), т.б.). Бұл «грамматика мен лексиканың қосындысы» ретінде тілден оны әртүрлі профильдегі мамандардың практикалық қолдануына көшуді білдіреді. Сонымен қатар көптеген басылымдар (Т.Н. Астафурова, А.Я. Багрова, А.И. Бородина, Н.В. Валеева, А.А.Вербицкий, А.Я.Гайсина, Н.Д.Гальскова, Ю.Д.Кальмыкова, Г.А.Мусницкая, Е.И.Фонова, И.А.Цатурова, И.И.Халеева) ғасырлар тоғысында шет тілін кәсіби бағытта оқытудың орталық объектілерінің біріне айналғанын көрсетті [8].

Қазіргі уақытта студенттер кәсіби шет тілі қарым-қатынасына дайындалуда, деп хабарлайды А.Н. Кузнецов, екі кезеңде жүзеге асырылады: бірінші кезеңде шет тілін оқыту жалпы білім беру міндеттерін шешуге бағытталған (лингвистикалық оқыту мазмұнының апикальды компоненті ретінде), ал екіншісінде - арнайы кәсіби міндеттерді шешуге (лингвистика-лық оқыту мазмұны ретінде). шет тілін оқыту мазмұнының жасырын компоненті).

Екінші кезеңде студенттерді кәсіби шет тілі қарым-қатынасына дайындау жүйесінің міндетті сызығы кәсіби шет тілінің коммуникативті дағдыларының кластерін қалыптастыру болып табылады: дискурсивті-пәндік (кәсіби-прагматикалық); лексика және терминология (кәсіби және лексикалық); өзіндік актуальды сөйлеу мен ақыл-ой әрекетіне негізделген ауызша және жазбаша сөйлеуді жаңғырту саласында.

Студенттердің осы коммуникативтік дағдыларды меңгеруге дайындық деңгейін арттыру кәсіби-бағытталған шет тілін оқыту мазмұнын таңдау критерийлері жүйесін қолдану арқылы жүзеге асырылады, оның ішінде: салыстырмалы толықтық; білім мазмұнының құрылымын (алдағы кәсіби қызметтің құрылымы мен шет тілінің құрылымын) қосарлы анықтау; оқыту мазмұнының құрылымына негізгі компоненттерді қосарлы енгізу; кәсіптік педагогика мен лингводидактиканың негізгі даму бағыттарына сәйкестігі; типтік; функционалдық толықтық; таңдалған тілдік материалдың репрезентативтілігі мен негізділігі (кәсіби қарым-қатынастың бағыттарына, тақырыптарына және жағдайларына қатысты); студенттерді коммуникативті дағдыларды меңгеруге және болашақ кәсіби іс-әрекетке ынталандыру құралдарының мазмұны мен технологиясының тиімділігі.

Мамандарды даярлау сапасын арттыру мәселелеріне арналған ғылыми зерттеулер жеке тұлғаның коммуникативті мәдениетіне жоғары талаптар қоятын бірқатар мамандықтарды анықтады.

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POSSIBILITIES OF USING SOCIAL GOALS IN TEACHING FOREIGN LANGUAGES IN COMPREHENSIVE SCHOOLS

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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.

Teaching foreign languages plays an important role in the formation of a global citizen who is open to communication with representatives of other cultures. In the modern world, schools are increasingly turning to social goals in order to make the process of learning languages more meaningful, effective and motivating for students. Social goals include the development of intercultural communication skills,

the formation of tolerance and responsibility to society. Let's consider what opportunities the use of these goals opens up within the framework of school teaching foreign languages.

Social goals make the language learning process more relevant and interesting for students. When students realize that knowing a foreign language helps them not only to take exams, but also to participate in global projects, communicate with peers from other countries or solve social problems, their motivation to study increases significantly.

For example, students can participate in international educational initiatives such as twinning, where they can communicate with students from other countries in the language they are learning, developing communication skills and solving common tasks. These projects allow students not only to improve their language skills, but also to develop social responsibility, instilling awareness of the importance of communication to achieve global goals.

One of the most important social goals of teaching foreign languages is the development of intercultural competence, that is, the ability to understand and respect cultural differences. The inclusion of topics related to the culture of the language being studied helps students not only learn more about the country, but also understand other values and worldviews. This contributes to the formation of a broader and more tolerant view of the world among schoolchildren [1].

Teachers can organize lessons that discuss cultural differences, stereotypes, national holidays, traditions and norms of behavior. Such classes help to develop not only language skills, but also skills of empathy and respect for other cultures.

Foreign languages can be used as a tool for students to develop a sense of responsibility towards society. For example, as part of language lessons, you can organize projects aimed at solving local or global social problems, such as environmental protection, volunteering, and helping that in need. Learning a language in such projects becomes a way of communication that aims to achieve real change. Projects based on social activity may include the creation of materials (videos, articles, presentations) in a foreign language about the importance of solving global problems. This not only improves language skills, but also helps to develop students' citizenship, awareness of the importance of their participation in global processes [2].

The social goals of language learning also contribute to the development of cooperation and teamwork skills. When students work on common projects with their foreign peers or within the school classroom, it promotes the development of communication skills and trains them to interact in a group. Training projects may include tasks such as co-creation of media content, participation in video conferences, preparation for debates on international topics, and much more.

These activities not only contribute to the development of confidence in communicating in a foreign language, but also form important skills of teamwork, assignment of responsibilities and effective communication.

Students can also improve their language skills by connecting with native speakers through social media, online interest clubs, or international youth communities. These social contacts help them use language in real-life situations,

developing the ability to apply the knowledge they have gained in everyday life. In the process of communication, students learn to use language in practice to achieve their own goals, whether it is discussing topical issues or just friendly communication. The use of social goals in teaching foreign languages opens up wide opportunities to increase student motivation, develop intercultural competence, social responsibility and teamwork skills. These goals make language learning not just an academic process, but also a means for active participation in society. The inclusion of social aspects in language schooling helps prepare students for life in a globalized world, making them responsible, tolerant and active citizens, able to interact with people of different cultures and nations.

One of the key aspects of using social goals in teaching foreign languages is to create conditions close to real life. Students can participate in simulations of public discussions, role-playing games, debates, or project work that reflect social issues or situations they may encounter outside of school. This may be, for example, organizing a volunteer action or preparing a proposal for the city council in the language being studied. An example is an educational project in which students simulate a UN meeting or other international meetings. In the process, they not only use a foreign language to communicate, but also learn to explore social and political issues, critically comprehend different points of view and propose solutions that can change the world for the better [3].

Learning a foreign language through the prism of social goals contributes to the development of emotional intelligence, which is very important for successful communication. When students learn to express their thoughts and feelings in another language, they develop emotional empathy skills, the ability to recognize and take into account the emotions of others. This helps not only in understanding culture, but also in creating an emotional connection with the interlocutor, which is necessary for successful communication. Social projects, such as discussions about equality, justice, or mental health, allow students to be more aware of the emotional side of communication. This helps to develop empathy, tolerance, and the ability to put oneself in other people's shoes, which in turn contributes to improving the social climate in the classroom and society.

Social goals included in the process of learning foreign languages contribute to the development of critical thinking among students. Analysis of social problems, discussion of global issues (for example, ecology, human rights, economics), search for solutions — all this helps to develop analytical skills, which makes learning a language more meaningful. Tasks such as analyzing articles in the language being studied about current social issues, developing reasoned points of view or preparing presentations motivate students to critically comprehend information and form their own position. They learn to ask questions, evaluate various sources and draw conclusions, which is an important part of both language and general education.

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 more lively and dynamic, and also help students stay up to date with world events, while developing language skills.

The use of social goals in teaching foreign languages contributes to the formation of students' sense of self-worth and importance in society. When children realize that through language knowledge they can contribute to solving social problems, they begin to feel more confident and able to influence the world around them. Projects aimed at promoting international cooperation and conflict resolution help students see their opportunities beyond national borders. It also develops their awareness that they are part of a global community where their voice can be heard and where they can make a meaningful contribution [4].

The use of social goals in teaching foreign languages in general education schools expands the possibilities of not only linguistic, but also social development of students. It helps students develop skills that will be useful to them in life: critical thinking, the ability to intercultural interaction, social responsibility and emotional maturity. Learning is becoming not just a process of mastering grammatical structures and vocabulary, but an important step towards a conscious and active life in a global society. The use of social goals in teaching foreign languages in general education schools helps to create a more dynamic, meaningful and motivating educational environment. Students not only master language skills, but also learn to live and act in modern society, understand global problems and find ways to solve them. Such training develops them as individuals and citizens capable of actively participating in society in the future, being open to the world and contributing to the common good.

Thus, social goals make learning foreign languages not only an educational process, but also a way to prepare students for active participation in the life of the global community.

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ENGLISH CALENDAR. WHAT CAN THE NAMES OF MONTHS AND DAYS OF THE WEEK TELL YOU?

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Түйін: Бұл мақалада күнтізбе біздің өміріміздің таныс және маңызды бөлігі болып табылады, ол бізге уақытты басқаруға және істерімізді ұйымдастыруға көмектеседі. Дегенмен, ағылшын тіліндегі айлар мен апта күндерінің атаулары ежелгі мәдени және мифологиялық тамырларды жасайрады.

Резюме: В статье говорится что календарь — привычная и важная часть нашей жизни, которая помогает нам ориентироваться во времени и организовывать свои дела. Однако названия месяцев и дней недели в английском языке скрывают древние культурные и мифологические корни.

The names of the months and days of the week in English have interesting historical and cultural roots, dating back to ancient Roman, Germanic and Scandinavian traditions. They tell us about mythology, the influence of ancient Roman culture and the development of language in the Anglo-Saxon period. Let's take a closer look at what is hidden behind the names of each month and day of the week in the English calendar.

Months

January - The name comes from the ancient Roman god Janus, who had two faces - one looked into the past, and the other into the future. Janus symbolized the transition from the old to the new, which is logical for the first month of the year.

February - This month is named after the purification festival Februa, which the ancient Romans held in February. It was dedicated to the purification of the body and spirit.

March - The name comes from the Roman god of war Mars. This month was associated with the beginning of military activity after the winter period. April (April) — The origin of the name is not entirely clear, but one version connects it with the Latin word aperire ("to open"), as this time of year was associated with the beginning of flowering and awakening of nature.

May (May) — This month was named after Maia, the Roman goddess of earth and fertility, which reflects the natural cycle and time when the earth begins to actively bloom and bear fruit [1].

June (June) — Named after Juno, the Roman goddess of marriage and women. June was considered a favorable month for marriage.

July (July) — Named in honor of Julius Caesar, who was born in this month. It was previously called Quintilis, the fifth month, but was renamed in honor of Caesar in 44 BC.

August (August) — This month is named after the Roman emperor Octavian Augustus. Like July, the name was changed to honor the emperor, replacing the old Sextilis, which meant "sixth month."

September — The name comes from the Latin *septem* ("seven"), as September was the seventh month in the ancient Roman calendar.

October — From the word *octo* ("eight"), as October was the eighth month in the ancient Roman calendar.

November — Named from the Latin *novem* ("nine"), as it was the ninth month.

December — The name comes from the word *decem* ("ten"), as it was the tenth month in the old Roman calendar.

Thus, the names of the months in English retain traces of Roman culture and demonstrate how linguistic and cultural traditions can survive for centuries.

Days of the Week

The English names of the days of the week are derived from the names of Roman and Norse gods, reflecting the mixing of cultures and beliefs.

Monday — The name of the day is related to the Moon, from Old English *Monandæg* ("day of the Moon"), which is related to French *Lundi* and Latin *dies Lunae*.

Tuesday — This day is named after the Norse god of war and justice, *Tyr*, in Old English it was called *Tiwesdæg* (Tyr's day). It is equivalent to the Roman *Mars*.

Wednesday — The name comes from Woden's day — "day of Woden" or *Odin*, the supreme god in Norse mythology, associated with wisdom and magic.

Thursday — Named after *Thor*, the god of thunder and lightning. *Thor's* day in English, like the French *jeudi* (day of Jupiter), is related to the Roman *Jupiter*, the god of the sky and thunder. Friday — This day is dedicated to the goddess *Frigg*, *Odin's* wife, who represents love and family values. In English, *Frigga's* day echoes the Roman *Venus*, the goddess of love and beauty, hence the French *Vendredi*.

Saturday — The name comes from *Saturn's* day, named after the Roman god *Saturn*. In Old English, it was also called *Sæternesdæg*.

Sunday — *Sun's* Day, from *Sun's* day in English and from the Latin *dies Solis*. In many cultures, this day is associated with sun worship [2].

The names of the months and days of the week in English represent a unique combination of mythological, cultural, and historical influences. On the one hand, they preserve the ancient Roman heritage, connecting us with gods, natural cycles and symbols, and on the other hand, they reflect Scandinavian and Germanic beliefs, which shows the development of languages and cultural mixing. These names are like unique "artifacts" of linguistic history, which remind us of ancient civilizations and traditions that influence the modern world.

Exploring the historical roots of the names of months and days of the week really helps us understand the cultural and religious heritage that we have inherited. Each element of the English calendar – be it the name of a month or a day of the week – contains a rich history of myths, legends, and influences from Roman, Scandinavian, and Germanic cultures [3].

This calendar is essentially a cultural "museum" through which we can trace how ancient societies understood and organized their time, reflecting their beliefs and way of life. For example, the connection of months with the names of Roman gods and emperors reveals the values and hierarchy of ancient Rome, while the days of the

week are reminiscent of the Scandinavian and Germanic deities that greatly influenced the early Anglo-Saxon tribes.

Thus, the English calendar truly becomes a window into the distant past. It preserves traces of cultures, their gods, heroes, and customs, which in one way or another have found their way into modern traditions. Understanding these roots helps us not only better appreciate the richness of our historical heritage, but also appreciate how language and culture intertwine to create a unique imprint on our daily lives.

It's true that the calendar does play an important role in our lives, helping us structure time, plan events, and establish work-rest cycles. We've become so accustomed to its presence that we rarely think about the meaning of the names of the months and days of the week we use every day. However, the English calendar hides a whole layer of stories, myths, and cultural symbols [4].

The names of the months and days of the week in English have their roots in ancient times, when people revered deities, observed the stars, and created cycles associated with natural phenomena and astronomical events. For example, many months are named after Roman gods and heroes: March is named after Mars, the god of war, and June after Juno, the goddess of marriage and women. The days of the week also carry mythological references: Thursday is named after Thor, the god of thunder, and Friday after Frigg, the goddess of love and hearth. These names are more than just markers of time — they create a connection between the past and the present, reminding us of the beliefs and ways of life of ancient people. Exploring these roots helps us uncover how ancient civilizations, the Romans, Anglo-Saxons, and Scandinavians, understood the world around them, and how their cultural legacy lives on in our modern culture. So, every time we look at a calendar to find out the day of the week or mark a date, we are touching on centuries of history that has linked time to myth, astronomy, and the human experience.

It is not just a set of dates and time intervals, but also a reflection of centuries-old culture and traditions. The names of months and days of the week in English are a reflection of historical events, myths, and gods of various ancient civilizations.

What does the word "calendar" mean? This word comes from the Latin "calendarium". The word "calendar" is translated as "debt book". Previously, such books indicated the first days of each month. These first days were called "calends". On calends days, debtors paid interest. This happened in Ancient Rome.

The modern word "calendar" means a system for calculating certain periods of time that depend on the movement of the Sun and the Earth.

A calendar is a printed or electronic publication that looks like a table, list or book and contains a sequential list of days of the year. The calendar indicates holidays, memorable dates, astronomical data and other important information. Also, a calendar is a distribution of activities or work on certain days, weeks, months [5].

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TEACHING FOREIGN LANGUAGE THROUGH DISTANCE LEARNING ON THE BASIS OF INTERACTIVE MEANS

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Түйін: Бұл мақала интерактивті құралдарды пайдалана отырып, қашықтықтан оқыту ретінде шет тілін оқытуға арналған..

Резюме: Данная статья посвящена обучению иностранному языку как дистанционному обучению с использованием интерактивных средств.

Being in the process of constant modernization of teaching styles, a foreign language teacher is looking for ways to motivate and engage the student in education in ever new ways. In this case, I think it is advisable to think about introducing distance learning into the educational process. Distance education means learning on the basis of interactive interaction between a student, teacher and an interactive source of information resource, (for example, website or web page), reflecting all the components inherent in the educational process (goals, content, methods, organizational forms, teaching aids), feasible in an information environment while realizing the potential of information and communication technologies (ICT) (immediate reverse I am the connection between the learner and the learning tool; computer visualization of educational information; archival storage of large amounts of information, their transmission and processing; automation of the processes of computing, information retrieval activity, processing the results of a training experiment, etc.). Distance learning, organized in the information environment, allows students to build independence in the performance of tasks, develops thinking, creative activity. Characteristic features of distance learning are:

-Flexibility - students generally do not attend regular classes, but study at a convenient time, in a convenient place and at a convenient pace;

-Modularity - each individual course in the Foreign Language program creates a holistic view of a specific subject area;

-Economic efficiency - an average assessment of world educational systems shows that distance learning is cheaper than traditional forms;

-Specialized quality control — remotely organized exams, interviews, practical, term papers, and design work, external studies, computer intelligent testing systems are used as forms of control [1]. Means of information and communication technologies in distance learning are: distance learning courses;

-Email; Forum and blogs; chat; Television and video conferencing; social networks; Internet telephony; podcasts and others. One of the methods of remote interaction that has gained wide popularity in recent times are the so-called social networks. A social network (English social network) is a social structure consisting of a group of nodes, which are social objects (people or organizations), and the connections between them (social relationships). This term was coined in 1954 by James Barnes, a sociologist at Manchester School. In English, the concept began to be used not only in terminological meaning. It was also called a service that promotes the formation and maintenance of social circles and networks and works through the World Wide Web [2].

The theme of such a group may be, for example, the English language: "English for beginners." The following options open on the page of the created group: Discussions. This tab offers its own topics for discussing current issues, news on radio and television, video and film distribution, the political situation in the world, translation difficulties and much more. Wall. Opinions are publicly expressed, participants exchange information, greet each other. Latest news. The teacher and students can publish news that are immediately reported to users in the service "my news". –Video and audio materials that are freely available for all members of the group are downloaded, thus the use of media is activated, there is no need to distribute these materials to students through the exchange of digital media (disks, memory cards). The resources of the site are rich, but you can download new ones.

Here you can offer a series of exercises for listening to these materials, publish lyrics and more. Thus, the student can always choose interesting material and relevant exercises [3]. - Published links to educational or authentic sites containing the information necessary for training. So, in one place links to encyclopedias, dictionaries, thematic (movies, music, news) and educational sites, blogs, the press can be concentrated. Groups can become "friends," that is, publish links to other thematically related groups on their pages. There are more than 100 other groups on the vkontakte.ru site dedicated to the UK, its music, artists, cinema, language learning, its features, literature, there are groups that communicate only in English and which include native speakers. with which students navigate in the proposed space of remote interaction, where they feel very free, their interest allows them to always be "in touch" with their students, who cease to be "learnable", but become subjects of their interest and, as a result, knowledge. The creation and development of methods of teaching a foreign language using Internet telephony will allow students to most effectively improve not only the mechanisms of foreign language speech, but also the culture of speech behavior. Thus, using the capabilities of Internet telephony, it is possible, integrating them into the educational process, to more effectively solve a number of didactic tasks:

- to form reading and reading skills.
- to improve listening skills;
- to improve the skills of monological and dialogical utterances;
- fill your vocabulary, both active and passive, with the vocabulary of the modern foreign language. It seems to us that Internet telephony is an effective means

of improving the communicative competence of students in addition to a number of other features of the Internet. Unfortunately, the methodological potential of Internet telephony is far from being realized in the practice of teaching foreign languages. One of the most affordable tools to help use information technology in the process of distance learning a foreign language is a blog [4].

A blog is a website whose main content is regularly added posts, images, or multimedia. Blogs are characterized by short entries of temporary importance, sorted in reverse chronological order (last entry above). The differences between a blog and a traditional diary are determined by the environment: blogs are usually public and involve third-party readers who may engage in public debate with the author. Blogs are characterized by the ability to post reviews by visitors. It makes blogs a networked communication environment that offers several advantages over email, newsgroups, web forums, and chat rooms. Consider the possibilities of using the blog when teaching a foreign language. In this case, the teacher has the opportunity to work with students on the Internet, posting on his page a series of tasks, tests that the student must perform independently during his training. The blog provides an excellent opportunity to answer students' questions at any convenient time, to discuss the problems of the proposed topic. One of the advantages of a blog in teaching is the ability to upload a package of documents necessary for the student in the learning process (the curriculum for the discipline, the proposed individual teacher program, rating plan, schedule of teacher consultations, etc.).

Using a blog stimulates students' independent activity, increases motivation, independence, and this leads to increased self-control in the learning process, to the desire to know and find the information you need. Accordingly, the student's interest affects the amount of time spent on preparing homework, developing projects, etc. Thus, the quality of work is improved, since the student is not limited by the scope of the lesson. When using the blog, the student has the opportunity to post his material, presentations and leave his own judgments, which will be available to the entire group of students [5].

Thus, the term "podcasting" has acquired the following meaning: "it is a way to distribute audio or video information on the Internet". Audio podcasts or programs posted on the Web in the form of issues that can be easily downloaded to an MP3 player and listen to any user-friendly time; these are individual files or a regularly updated series of such files published at the same address on the Internet. The target audience for podcasting is users of personal or portable computers, as well as portable players. For convenient listening / viewing of podcasts, many software products have been created that monitor the updating of podcast tapes and their automatic loading. Among these products are the most famous podcast terminals: iTunes Store, Samsung MP3 club, RSS Radio, Juice Receiver. As a rule, podcasts have a certain theme and frequency of publication. You can distinguish the main genres of podcasts, including audio blogs (analogue of an online diary), audio books, educational podcasts, news, politics, sports, games. To implement the tasks of teaching a foreign language, educational podcasts deserve special attention.

Now many European and American colleges and universities are releasing their educational podcasts. At the same time, both teachers on the latest scientific achievements and students who share the knowledge that they have and other useful information are uploaded to the podcast. Speaking about educational podcasts, we will dwell separately on audio blogs dedicated to learning foreign languages. As a rule, foreign language teachers who use audio blogs in the learning process talk about two ways to use podcasts: listening to information and creating their own products. In our opinion, educational podcasts devoted to the study of foreign languages allow us to solve a number of methodological problems, including the formation of auditory skills and listening comprehension of foreign language, the formation and improvement of auditory-pronunciation skills, the expansion and enrichment of the lexical dictionary, the formation and improvement of grammar skills, development of speaking and writing skills.

Thus, when selecting podcasts for the content of distance learning in listening and developing tasks for them, the teacher must follow the basic principles and requirements of working with audio text. It can be concluded that the podcast as a media of information is, along with other resources, an indispensable technical tool for distance learning a foreign language, which allows solving complex tasks of foreign language education. Thus, to date, rich experience has been gained by teachers of a foreign language using computer communication tools in distance learning: synchronous (chat and video conferencing) and asynchronous (email, forum, personal web page and blog). The introduction of Internet technology does not entail changes only in the educational activities of the trainees, but also in the ways of presenting material from teachers. We consider it necessary to emphasize the new role of the teacher - such functions are assigned to him as coordination of the cognitive process, correction of the taught course, counseling, management of educational projects, assistance in professional self-determination.

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**DIFFICULTIES IN TRANSLATING NEOLOGISMS
(BASED ON THE MATERIAL OF ECONOMIC VOCABULARY)**

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Түйүн: аударма жұмысының тәжірибесінде Экономикалық неологизмдерді аудару мәселесі маңызды орын алады. "Неологизм" терминінің анықтамасына сүйене отырып, неологизмді алғаш кездестірген аудармашы, әрине, ол белгілеген ұғым туралы түсінікке ие емес деп болжауға болады. Сондықтан неологизмнің мағынасын көбінесе контекстен анықтау керек.

Аннотация: в практике переводческой работы заметное место занимает проблема перевода экономических неологизмов. Исходя из определения термина "неологизм" можно предположить, что переводчик, впервые встречая собственно неологизм, естественно не имеет представления о понятии, обозначенном им. Поэтому значение неологизма приходится выяснять чаще всего из контекста

In the era of mass communication, there are truly unprecedented opportunities for the development and dissemination of neologisms. The language of the press of our time is a clear proof of this. The language of the American press is almost daily enriched with neologisms [1]. Many of them, however, remain "one-day neologisms", while other "impromptu words" still gradually pass into the main vocabulary. These are, in particular, such (now widely known) words and phrases as:

*sweat shop - предприятие, на котором существует потогонная система;

*trouble shooter - уполномоченный по улаживанию конфликтов,

*dark horse - темная лошадка, то есть кандидат, неожиданно выдвинутый на какой-то пост в разгар предвыборной кампании;

*favorite son - кандидат, выдвигаемый в президенты делегацией своего штата (на предвыборном съезде партии);

*boondoggling - слово, когда-то входившее в разряд сленга, теперь уже широко известно в политическом лексиконе в значении "заниматься пустыми делами";

*the term hooverize literally means "living by Hoover", that is, "saving on food", "not eating enough".

The expression pork barrel was once part of American slang. However, now it is a generally accepted political term, which means "a barrel of lard", "a feeder", "a state pie", that is, events specially held by the government in order to gain popularity among the general masses.

The now quite "decent" political term lame duck was once known only as political slang. Now the term lame duck is used in the sense of "a failed politician", "a person who is not lucky".

It is interesting to trace the appearance of the neologism sky marshal. This word originated during the heyday of the practice of hijacking aircraft by hijackers (highjackers). The wave of violent hijacking and hijacking in the United States has

brought to life the special science of recognizing the "profile of a potential hijacker" (hijacker profile determination). Accordingly, many new words and concepts related to this area have appeared.

The neologisms *lunatic fringe* and *little old lady in tennis shoes* are emotionally colored rough-expressive phraseological units. These words have about the same meaning as the traditional political term *extremist* - *extremist*.

The same group of words should include such "winged" neologisms as

**nuts and cooks* - махровые реакционеры;

**diehards* - твердолобые;

**hidebounds* - лица с узким политическим кругозором;

**moss-backs* - ультраконсерваторы и

**old fogies* - старые консерваторы.

Regarding the history of political neologisms, it would be interesting to trace, for example, the development of a number of political terms. The number of such terms in the American political lexicon is very significant: in addition to the long-established words-concepts such as *political hireling*-*political hireling*; *political drudge*-*hard worker*(about a hard worker); *stooge*-*political puppet*, there are more and more new ones [2]. These are the terms *wardheeler*, *wheelhorse*, and (party) *hack*, *hanger-on*, *hangdog politician*, and *hatchetman* already mentioned above. Unfortunately, this vocabulary has not yet been reflected in modern bilingual (translated) dictionaries, and the translator must offer their own translation options based on their own conclusions.

Russian word for "*Wardheeler*" is a political term with a disdainful and contemptuous connotation, in Russian its meaning can be conveyed by such correspondences as *мелкий политикан*, *прихлебатель* (при боссе); the term *wheelhorse*, also used in oral speech, given the definition given to this term in sensible American dictionaries, is equivalent to Russian lexical units: *работяга*, *человек, который везет на себе весь воз..* Hence, the terms *drudge*, *wheelhorse* are very close in meaning. *Party hack* - *political hiring*. *Hang-on* is not difficult to translate, since the meaning is quite clearly conveyed by the word itself (cf. to hang - on-to cling): *henchman*, *sycophant*. *Hang-dog politician* should be translated *hang-on*, *careerist*. The word *hatchet-man* has only recently appeared in the American political vocabulary. It has a distinctly colloquial connotation and translates as a political *henchman*. Sometimes it is necessary to give a broader interpretation: "the person following (on behalf of the boss) for the other members of the party to observe the party discipline and the implementation of the main party decisions."

From the point of view of psycholinguistic analysis, a very interesting number of political synonyms are the neologisms of the 60s. These are words that denote symbolic power or imaginary power: *straw man*, *paper tiger*, *stalking horse*, *satellite*.

The general literary phraseology *puppet government* - *puppet government* is known to everyone. At the same time, the latest neologisms in the above-mentioned synonymic series can puzzle even a very experienced translator. In fact, how to translate such a political neologism as *straw man* (or *man of straw*)? Its literal meaning is "*straw man*". It is clear that this is a metaphor, and therefore it is

necessary to convey this metaphorical element in Russian. Apparently, such variants as "straw scarecrow", "unreliable person" can be considered successful. However, the reinterpretation of neologism went even further. Straw man in modern political language means: "a fake (fictitious) candidate nominated in order to distract the attention of voters from another candidate"[3]. The neologism paper tiger, as you know, entered the Russian language for a long time. It is translated by tracing paper-paper tiger, that is, it is used in the sense of "non-dangerous enemy". The phrase stalking horse is very difficult to translate without knowing the scope of its application. The American Heritage dictionary defines the neologism stalking horse as "any sham candidate put forward to conceal the candidacy of another or divide the opposition" ("any "fake" candidate who is nominated to distract attention from another candidate or split the opposition") Since such a verbose interpretation cannot be used as a translation, then at least the main features should be identified on its basis, and then this neologism can be translated as a fictitious candidate, a figurehead (in a political game).

More recently, the term off the reservation has appeared in the political language, where this neologism means "to remain in the ranks of the party, but not to support the candidate nominated by the party"[4]. It appears mainly in the speech of politicians and may not be known even to native English speakers.

The next step in political terms (after off the reservation) will be taking a walk - " supporting the candidate of another party" And finally, the last step in this direction of bolting - "transition to the ranks of another party". This neologism is used mainly in oral speech and is gradually replacing the general literary version of switching to the other party. Without knowledge of the extralinguistic setting, the neologism nervous Nellies is extremely difficult to translate.

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THE NEED TO LEARN FOREIGN LANGUAGES: THEORY AND PRACTICE

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Түйін: Шет тілдерін үйрену қарым-қатынасты, мәдени түсінушілікті және кәсіби мүмкіндіктерді арттыра отырып, қазіргі өзара байланысты әлемде өте маңызды. Теориялық негіздер проблемаларды шешу дағдыларын жетілдіру және жұмысқа қабілеттілікті арттыру сияқты танымдық, әлеуметтік және экономикалық артықшылықтарды көрсетеді. Іс жүзінде шет тілін білу саяхатты жеңілдетеді, халықаралық қатынастарды дамытады және жаһандық азаматтықты насихаттайды.

Аннотация: Изучение иностранных языков имеет важное значение в современном взаимосвязанном мире, расширяя коммуникацию, культурное взаимопонимание и профессиональные возможности. Теоретические основы подчеркивают когнитивные, социальные и экономические преимущества, такие как улучшение навыков решения проблем и повышение возможностей трудоустройства. На практике знание иностранного языка облегчает путешествия, укрепляет международные отношения и способствует развитию гражданства во всем мире.

Learning foreign languages is vital in our globalized world for several reasons. As societies become more interconnected, the ability to communicate in multiple languages fosters better relationships and understanding between cultures. Language is deeply tied to culture. Understanding a language allows for deeper insights into cultural practices, values, and histories. Proficiency in foreign languages can enhance employability, as many companies seek individuals who can navigate diverse markets and communicate with international clients. Theories of language acquisition and learning provide insights into why and how we learn foreign languages. Studies suggest that learning a foreign language improves cognitive skills, such as problem-solving, creativity, and multitasking. Bilingualism has been linked to delayed onset of cognitive decline in older age [1].

Social interactionist theories emphasize the role of social context in language learning. Engaging with native speakers enhances practical language use and cultural exchange. Learning foreign languages can be viewed through an economic lens, where language skills are seen as valuable assets in the global job market, increasing individuals' earning potential. Living in a country where the language is spoken or engaging in cultural exchanges helps learners practice and apply their skills in real-world contexts. Classroom instruction, online courses, and language apps provide foundational knowledge in grammar, vocabulary, and pronunciation. Regular practice through conversations, writing, and media consumption (like books, films, and music) reinforces learning and helps learners develop fluency. Sustaining motivation over time can be difficult, especially when progress seems slow [2].

Misunderstandings related to cultural nuances can hinder effective communication. Access to quality language learning resources may vary based on geographical and economic factors. The need to learn foreign languages is underscored by the practical benefits of enhanced communication, cultural

understanding, and professional opportunities. By leveraging theoretical insights and practical approaches, individuals can overcome challenges and reap the rewards of multilingualism in an increasingly diverse and interconnected world.

As the world becomes more interconnected, the ability to communicate across languages is essential for personal, academic, and professional relationships. Language learning promotes empathy and awareness of different cultures, fostering respect and appreciation for diversity [3]. Proficiency in foreign languages enhances employability and opens doors to opportunities in international business, diplomacy, tourism, and education. Research indicates that bilingualism can enhance cognitive flexibility, memory, and critical thinking skills. Learning a foreign language stimulates the brain and encourages complex problem-solving. This perspective emphasizes the importance of context in language use. Engaging with different cultures and communities enriches the learning experience and facilitates authentic communication. Focused on repetition and reinforcement, this theory suggests that consistent practice and exposure are vital for language acquisition. Structured learning environments often incorporate this approach. Engaging with native speakers and participating in immersive experiences, such as study abroad programs or language exchange events, enhances practical skills.

Language learning apps, online courses, and digital platforms provide flexible and interactive ways to practice language skills, making learning accessible and engaging. Incorporating cultural experiences, such as cooking classes, music, and film, can deepen understanding and make learning enjoyable. Finding the time for consistent practice can be difficult, especially for busy individuals. Many learners struggle with anxiety around speaking and making errors, which can hinder progress and confidence. Access to quality language education and materials can vary greatly, affecting learning opportunities for some individuals [4]. The necessity of learning foreign languages is evident in its role in fostering communication, cultural appreciation, and career prospects. By applying theoretical insights and practical strategies, learners can navigate challenges and fully embrace the advantages of multilingualism, enriching their personal and professional lives in a diverse world.

Learning foreign languages is increasingly vital in today's global landscape for several key reasons. In a multicultural world, language skills enable individuals to connect with others, facilitating personal relationships and professional networks. Understanding a language opens doors to its associated culture, traditions, and worldviews, fostering deeper intercultural dialogue and appreciation. As businesses expand internationally, the demand for multilingual employees rises. Language proficiency can differentiate candidates in competitive job markets.

Studies show that bilingualism enhances cognitive abilities, such as improved memory, multitasking skills, and greater mental flexibility. This approach emphasizes that learners construct knowledge through experiences. Language learning is more effective when integrated into real-life contexts and interactions [5]. This theory focuses on the ability to use language effectively in real-life situations, highlighting the importance of not just grammar, but also context, culture, and pragmatics. Engaging in immersive environments, whether through travel, language immersion

programs, or local language communities, provides authentic practice and exposure. Combining traditional classroom methods with online resources and interactive tools offers a well-rounded approach, accommodating different learning styles.

Participating in language exchange meetups, conversation clubs, or online forums can enhance speaking skills and build confidence. Keeping motivation high can be difficult, especially when progress feels slow or obstacles arise. Understanding the subtleties of cultural contexts can be challenging but is essential for effective communication. Limited access to quality language instruction and materials can hinder learners, especially in under-resourced areas [6].

The need to learn foreign languages is clear, given their role in fostering communication, cultural understanding, and professional development. By applying theoretical insights and adopting practical strategies, individuals can navigate the challenges of language learning and reap the myriad benefits of multilingualism, enriching their lives and contributing to a more interconnected world. The necessity of learning foreign languages is evident in their role in enhancing communication, cultural understanding, and career potential. By leveraging theoretical frameworks and practical strategies, learners can overcome challenges and embrace the advantages of multilingualism, enriching their personal and professional lives in an increasingly diverse world.

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THE USE OF E-LEARNING IN FOREIGN LANGUAGE LEARNING

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Түйіндеме: Мақалада шет тілдерін оқыту жүйесіндегі электрондық оқытудың әртүрлі аспектілері қарастырылады және көрсетілген контексте қолданылатын кейбір басқа терминдер анықталады. Кейбір оқытушылардың университеттерде мультимедиялық технологиялар мен интернетке негізделген кейбір білім беру формаларын, әдістері мен ресурстарын шет тілі ретінде қолдану тәжірибесі талқыланады. Дәстүрлі аудиториялық формамен салыстырғанда аталған оқыту формасының негізгі артықшылықтарына талдау жүргізіледі.

Резюме: В статье рассматриваются различные аспекты электронного обучения в

системе обучения иностранным языкам и определяются некоторые другие термины, применяемые в указанном контексте. Обсуждается опыт применения некоторыми преподавателями английского языка как иностранного в университетах некоторых образовательных форм, методов и ресурсов, опирающихся на мультимедийные технологии и Интернет. Проводится анализ основных преимуществ указанной формы обучения по сравнению с традиционной аудиторной формой.

Today, the modern education system sets before teachers and students the task of creative development, creative thinking, introducing students to the achievements of the information society, introducing new approaches that should contribute to the expansion of the possibilities of traditional approaches to teaching foreign languages. Therefore, it is necessary to develop information competence in students already in the initial courses.

As the results of study show, the use of electronic resources in teaching a foreign language in the initial courses allows for the implementation of personality-oriented learning. The variety of topics, the colorfulness, and the fascination of the programs arouse great interest among students. All this ultimately affects acquisition of new language skills by learners, and most importantly, affects the motivation to learn foreign languages. E-learning tools are changing the world we live in and the way we learn to live. New applications of e-learning tools such as information and communication technologies, include communications devices or applications that include radio; television, as well as newer digital technologies such as slide projectors, projectors, interactive whiteboards, i-pad, blogs, computers, internet, cameras, audio equipment, scanners, printers, email, video conferencing and more influence and support what is taught in schools, colleges and universities, but also supports changes in the way students learn.

YouTube videos have become especially popular in the teaching environment, which can be used in the classroom to teach various aspects of a foreign language, such as vocabulary, accents, pronunciation, voice modulation, and much more. The real advantage of using YouTube in teaching a foreign language is that it offers authentic examples of everyday French or German as used by ordinary people. The teacher can use it as a tool to improve students' listening, speaking, reading, and writing skills. The teacher can select a part of a movie that is appropriate for the students' level and show these movie clips to the students. The teacher can also turn off the sound and ask the students to watch the movie carefully. Then, the students can be asked to simultaneously put together dialogues from the movie clips. This will improve their speaking skills.

The teacher can also show the students a selected part of the film and then ask them to narrate the rest of the story of the film or the climax of the film. This will motivate the students to think creatively and also build confidence in their speaking. The teacher can also prepare sheets of film clippings in advance and ask the students to fill these sheets while watching the films. This can be a good way to improve their listening and writing skills.

Thanks to the universal availability of the Internet, teachers have the opportunity to master virtual communication platforms (Progressme, Zoom, Skype,

video chats), which allow the most painless transfer of offline teaching to online mode. These platforms facilitate the organization of training on a group or individual basis. With their help, the organizer of the educational process can connect/transmit/receive interactive material in real time, choosing the most convenient option for themselves. After analyzing the opinions of a number of teachers, it seems necessary to describe in more detail the capabilities of the Zoom platform, which is considered the most suitable for conducting online lessons. This platform allows you to:

- schedule video conferences with Zoom platform users;
- send invitations to potential conference participants;
- conduct video conferences with an unlimited number of users;
- demonstrate the screen to all video conference participants;
- conduct group chats to transfer messages, files and documents;
- combine the platform with Google Disk or Dropbox storage systems;
- connect work with presentations;
- use the "whiteboard" function for drawing graphic material.

After establishing a working connection with the students, the teacher moves on to the main stage of the video conference - an online lesson in a foreign language. The lesson structure remains the same - warm-up, review of homework, introduction of new material, practical tasks to develop speech skills, conclusion. For example, at the initial stage of the lesson, you can conduct a speech warm-up using the screen sharing function. Having shown the required text of the quatrain on the screen, the conference organizer sends a command to read the presented material out loud to the most experienced listener. The teacher can ask everyone to prepare for reading this text by turning off the sound for 3 minutes. After doing their own training, the students turn on the sound function and answer.

Preparation for an online lesson in a foreign language is individual for each teacher. The following methodological techniques can be used:

- 1) using cards on the Quizlet platform for a survey or practicing new words in the lesson;
- 2) preparing a Power Point presentation to explain a new grammar topic;
- 3) using the Miro board for creative immersion in communication.

The resources of the Internet are limitless, and in its spaces there are sites that can be used in online foreign language lessons.

The inclusion of technologies in the system of teaching foreign languages in higher education means that students will develop digital literacy skills simultaneously with learning the language.

This is caused by a logical request coming from continuously developing digital technologies, which in turn change the social mechanisms and tools of interaction and organization of communication. Therefore, teaching modern students a foreign language in its traditional forms may no longer be enough, and increasingly in everyday and professional life people need electronic literacy skills.

At the same time, the teacher additionally needs to monitor the distribution, reuse (copying) by students of material already available on the Internet. After all,

copying what was originally created by others creates potential problems for the student when creating a creative language. We increasingly live in a “mixed” culture where repurposing fragments and synthesizing them into something else is perceived as a legitimate form of creativity, however, students must be aware of the limitations of this practice in order to develop and demonstrate language proficiency.

More and more often, opportunities arise to make educational material richer in terms of its clarity and authenticity: to insert audio or video into resources posted in electronic form in order to ease the burden of working with printed text. However, for many teachers, these non-textual methods of communication and presentation are probably still secondary in comparison with the established text method of teaching. In addition, most teachers still have rather limited knowledge in the field of educational technologies and, especially, in the construction of educational content in electronic form.

To sum up, it can be said that among the main advantages of using technologies in the process of e-learning of foreign languages, many authors point out interactivity, that is, the interaction of the learner with the learning system, as well as an increase in learning motivation and the effectiveness of the cognitive process as a whole. Working with electronic learning tools (ELT), a student can receive an instant response to his actions - the learning system evaluates the quality of his actions. By giving students tasks that require independent language learning, the teacher encourages them to take more responsibility for their learning in a socio-culturally significant context. In addition, by interacting through social networks, forums and instant messengers, students develop and use additional communication skills characteristic of the virtual (online) format; however, they differ from the skills of real live communication.

Noting the advantages of using an electronic information and educational environment, one cannot help but point out a number of difficulties associated with the content, organization and technical support of the e-learning system.

Thus, the indicated advantages and disadvantages of e-learning of foreign languages as a component of distance learning confirm the authors' idea that their careful analysis and interested discussion with fellow researchers and teachers would be very relevant and useful, since the methodologically sound use of modern ICT and ELT would help to significantly advance in the issue of forming linguistic competencies for professional communication in foreign languages.

While the main difference with e-learning is the technology and the opening up of new teaching and learning opportunities that the new online environment provides, in the classroom the teacher has his physical presence - his voice, body language, intonation, facial expressions, gestures - to help him communicate with his students, whereas online, at least in most cases, all these tools are missing in their complex. In the classroom, a smile can be a powerful signal of approval, but on the Internet it is reduced to an awkward little smiley face.

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INDIVIDUAL AUTHOR'S USE OF ADJECTIVES IN MARK TWAIN'S NOVEL "THE PRINCE AND BEGGAR"

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Түйін: Мақалада ағылшын тіліндегі сын есімдердің артықшылықтары мен кемшіліктері және олардың негізгі сипаттамалары жаңа даму тұжырымдамалары тұрғысынан қарастырылады.

Резюме: В статье рассматриваются преимущества и недостатки Английских прилагательных и их основные характеристики в свете новых концепций развития языка.

Mark Twain's works are unique, since in almost each of them we can see the interaction of various genres and forms, the relationship between oral and written literature, between fiction and fact, between romantic unrealistic genres and historical realities. In order to cover all the genre originality of the work, we must turn to the history of the creation of Mark Twain's story "The Prince and the Pauper", to the idea of the work and the ideology that guided Mark Twain. The plot of the book in general is very similar to a fairy tale. Prince Edward decided to change clothes with his peer, the little tramp Tom Canty. Surprisingly similar to each other, the prince and the pauper involuntarily change roles. The prince, disguised as a beggar, ends up with the vagabonds from the Yard of Dregs, experiences humiliation, beatings, hunger, poverty and all the hardships of life that were the lot of Tom Canty and hundreds of

thousands like him. And the beggar, disguised as a prince, quickly gets used to the luxury of the palace and manages to introduce wise laws to protect the disenfranchised, oppressed people. In the end, the hoax is revealed, and the crown prince becomes King Edward VI.

The influence of the environment and upbringing on the formation of the child's character - and the fabulous development of these problems in the images of Tom Canty and Prince Edward and the happy ending in the novel make Twain's novel akin to the genre of a fairy tale, a fairy tale based on real events. But a fairy tale is still too narrow a genre, and a fairy tale would not contain everything that Mark Twain wanted to say. And it was important for the writer that the work be taken seriously. "The Prince and the Pauper" is a historical novel in its content. The famous novel by American writer Mark Twain was written in 1880 based on the historical plot of the young King Edward VI. The action takes place in the 16th century, with its bloody, anti-popular laws, with terrifying contrasts of luxury and poverty. The reader is not only immersed in the atmosphere of life in medieval England, but also learns about its realities. Let's turn to the concept of historical prose [1].

Our study showed how rich the language of the outstanding English writer M. Twain is. We used the following methods: continuous selection, quantitative calculations. The most frequently used are derivative adjectives. Their quantitative ratio is 309 out of 500. As is known, derivative adjectives in English are formed using suffixes, prefixes and a mixed method. In the examples we are considering, suffix adjectives prevail over prefix ones. Their number is 288 out of 309. The most frequent suffixes in our material are the suffixes -ing, -y. Adjectives with the suffix -ing are represented by 5.

1 units: shining, passing, smoking, shivering, staring, playing, glittering, etc. Here are some examples: Am I not thy loving father?

2. The room was filled with countries' clothed in purple mantles- the mourning colour-and with noble servants of the monarch.

3. But the result was discouraging.

4. After a prayer the hermit put the boy to bed, in a small adjoining room.

5. The king heard the two pass out, talking; heard their footsteps die quickly away- then he was alone with a boding, brooding, awful silence. Adjectives with the suffix -y are represented by 32 units: busy, noisy, giddy, easy, cherry, snowy, pretty, etc. [2]. Here are some examples:

1. There was a cold drizzle of rain; the atmosphere was murky; it was a melancholy day.

2. "Nay, it likes me not, my lord: in hath a pretty flavour, but it wants strength"

3. He took the empty siphon.

4. It was a poor apartment, with a shabby bed and some odds and ends of old furniture in it.

5. The man was of large, bony frame, his hair and whiskers were very long and snowy white.

As is known, adjectives are divided into qualitative and relative. Qualitative adjectives are those that convey the property of an object directly, i.e. without

relation to other objects (small, blue, strong) Relative adjectives convey the property through relation to an object, place, time (industrial, impossible, official) Of the selected examples, the largest number are qualitative adjectives. Their ratio is 450 out of 500. Here are some examples:

1. Next he drew the beautiful sword, and bowed, kissing the blade, and laying it across his chest, as he had seen a noble knight do Then he drew the beautiful sword and with a deep bow kissed its blade and pressed it to his chest, as the noble knight he had seen did.

2. This structure, which had stood for six hundred years, and had been a noisy and populous thoroughfare all that time, was a curious affair, for a closely packed rank of stores and shops, with family quarters overhead, stretched along both sides of it, from one bank of the river to the other. 3. Miles slipped softly out, and slipped as softly in again, in the course of thirty or forty minutes, with a complete second-hand suit of boy's clothing, of cheap material, and showing signs of wear. The suit was worn, made of cheap material, and frayed in places [3].

Most adjectives can perform both functions, but some of them can perform only one function. Thus, the adjectives joint, live, weekly, daily are used attributively. The adjectives glad, sorry, content, due are used only predicatively. As the analysis of Mark Twain's "The Prince and the Pauper" has shown, the typical function of an adjective is the function of determination: Here are some examples:

1. Before him, at a little distance, reclined a very large and very fat man.

2. The tremendous news was already abroad, - and the boy learned it from a thousand voices at one - "The King is dead".

3. My good old blameless mother strove to earn bread nursing the sick.

4. The hermit turned a pair of gleaming, restful eyes upon him, and said, "Who are thou?"

5. He has lost his way in this thick wood.

Adjectives are less commonly used as predicative members. Here are some examples:

1. He was tall, trim-built, and muscular.

2. The situation was delicate. . . 3. Although the King was hungry and chilly.

4. She had been cheated, had she paid but a farthing for it; that she paid her soul, and her child's, argueth that she is mad. Therefore, she is crazy. Apparently, he was unsuccessful [4].

This analysis was preceded by a literature review in order to determine the criteria for identifying an adjective and to become familiar with the classifications of adjectives developed in English studies. It was noted that defining an adjective in English is particularly difficult, since the only morphological feature of this class of words is the presence of degrees of comparison, which, moreover, not all adjectives have. Six features were adopted as the criteria for identifying an adjective: .generalized meaning of quality, feature. An adjective is one of the significant parts of speech, characterized by the categorical meaning of quality, property, feature of an object. . the ability to form degrees of comparison.

In morphological terms, adjectives are characterized by the poverty of forms compared to nouns. The only form of inflection of adjectives is the category of comparison, conveying the degree of intensity of a feature. There are three ways of forming adjectives: synthetic (big-bigger-biggest), analytical (difficult-more difficult-most difficult), suppletive (good-better-the best). The category of comparison is possible only for qualitative adjectives attributive and predicative function in a sentence. Denoting a feature, an adjective by its very nature is "called upon" to be an attribute of a noun: a feature always exists with an object, always presupposes some object that is the bearer of a given feature. In the case of the attributive function, an adjective is a dependent word and is adjacent to the word it defines. In the case of the predicative function, an adjective act as part of a predicate.

However, since other parts of speech can also be used as a nominal part of a predicate, this function cannot be considered a characteristic feature of an adjective ability to have dependent components. Adverbs, a linking verb, and a particle can act as dependent components. .characteristic word-formation suffixes. Productive suffixes of adjectives -less-, -able-, -ish-, non-productive -full-, -ible-, -ive-Suffixes are also used to express their own category of degrees of comparison. In the second chapter, a study was conducted of the structural, semantic and functional characteristics of the adjective using the material of Mark Twain's short story "The Prince and the Pauper".

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ENGLISH ELEMENTS IN TV AND RADIO PROGRAM TITLES

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Түйін: Бұл мақалада атаулардағы ағылшын тілі прогрессивтілік пен беделмен байланысты, бұл әсіресе жас аудиторияны тартады. Бұл бағдарламаларды стильді және «сәнді» етеді, олардың әлемдік трендтерге бағытталған көрермендер арасында

тартымдылығын арттырады. Әлеуметтік медиа Батыс мәдени элементтерінің бұқаралық ақпарат құралдары арқылы таралуын жеңілдету арқылы бұл үрдісті одан әрі қолдайды.

Резюме: В статье говорится что английский язык в названиях ассоциируется с прогрессивностью и престижем, что особенно привлекает молодую аудиторию. Это делает программы более стильными и «модными», усиливая их привлекательность среди зрителей, ориентированных на мировые тренды. Социальные сети дополнительно поддерживают этот тренд, способствуя распространению западных культурных элементов через медиа.

English elements have become a common part of TV and radio program titles around the world, even in countries where English is not the main language. This phenomenon is due to the influence of globalization and the popularity of English as a symbol of modernity, accessibility and international communication. Using English in titles helps programs be recognizable and attractive to both local and international audiences.

One of the reasons for this popularity is the global appeal of the English language, which makes programs more accessible to viewers outside the country of production. For example, the titles of *The Voice*, *Big Brother* or *Top Chef* are easily recognizable, they do not need translation, they immediately convey the genre and essence of the show. This expands the audience, making local programs part of the global media environment.

English is also associated with modernity, prestige and progressiveness. Programs with English titles are perceived as “fashionable” and relevant, which especially attracts a young and cosmopolitan audience. English phrases in titles, such as *Fashion Week*, *Morning Show* or *Business Today*, give programs a special status, making them more attractive to trend-conscious viewers.

Using English words helps programs immediately define their genre and create certain expectations in viewers. For example, the words *idol*, *star*, *challenge*, *show* is often used in the titles of music, dance and reality shows, such as *Dance Battle* or *Superstar*, helping viewers understand the format of the program. This gives predictability in perception, which makes the programs more competitive [1].

In recent years, hybrid titles have become popular, combining English with local words. This allows the program to maintain its cultural identity while remaining understandable to an international audience. Examples of such titles are *Dances on TNT: Dance Revolution* or *K-Pop Star*, which attract the attention of both local viewers and people from other countries.

Social media and the influence of Western pop culture also play a large role in the spread of English elements in program titles. Young people who actively use Instagram, TikTok and YouTube perceive English as “cool” and associate it with Western cultural trends. Titles like *Beauty Time*, *Music Box*, *Fitness Challenge* have become popular largely due to these associations.

There are also discussions about the influence of Anglicisms in the media. Some believe that excessive use of English can weaken the position of local languages and cultures. However, supporters of this phenomenon believe that, on the contrary, it enriches culture, facilitating a natural exchange between local and global

cultures. As a result, a multilingual and multicultural environment is formed in which English complements local linguistic traditions, making programs attractive and understandable to a wide audience.

Thus, English elements in the titles of TV and radio programs not only expand their appeal and accessibility, but also reflect modern cultural processes. This trend strengthens the connection between local and global culture, uniting them in a multilingual media space [2].

English elements in TV and radio program titles have become part of modern popular culture, reflecting the drive for globalization and the increasing internationalization of media. Today, Anglicisms are present in the titles of a wide range of programs: from entertainment shows to news and educational programs, and this is observed even in countries where English is not an official language. This trend can be seen as an integral part of the processes of cultural exchange characteristic of the modern world.

Using English in the titles of TV and radio programs helps to distinguish them from others, making them understandable not only to the local audience, but also to the international one. This allows the programs to be adapted to the requirements of the global market, increasing their chances of success and popularity beyond the country of production. English titles are quickly remembered, they are easier to adapt to different audiences, and they often imply a specific format, genre or idea. Programs with titles like *Top Chef*, *The Voice*, *MasterChef* or *Dancing with the Stars* immediately let the viewer know what he will see, which makes them attractive and recognizable in different countries. The English language is often associated with progressiveness, modernity and success, which is particularly attractive to younger audiences. Programs with English titles appear “hip” and trendy, especially to viewers who want to keep up with global trends. This style, perceived as an element of status, helps TV and radio shows attract the attention of people who want to be part of a global culture. For example, titles such as *Morning Show*, *Business Week*, *Fashion Night* are perceived as prestigious, creating an image of high-quality and relevant content for the programs [3].

In addition, English titles are often chosen for entertainment and reality shows. The appearance of words such as *idol*, *show*, *star*, *talent* in the titles of programs emphasizes their format and draws attention to the shows themselves. Programs with titles such as *Pop Idol*, *Dance Challenge* or *Comedy Battle* create expectations, conveying a spirit of competition and energy that attracts viewers. This choice of language also supports the orientation towards Western formats, which have become the standard in genres such as reality and talent shows. In recent years, the use of hybrid titles, where English words are combined with local terms, has become increasingly popular. This allows the programme to retain its cultural identity without losing its international appeal. For example, titles like *Deutschland sucht den Superstar* or *K-Pop Star* speak the language of the audience, but at the same time remain understandable to international viewers. This combines local identity with a global context, which strengthens the connection with the audience [4].

Social media plays a significant role in the popularization of English titles, as Western trends quickly spread through platforms such as Instagram, TikTok and YouTube. Young users of these networks often perceive English phrases as part of the trendy language and are happy to use them, following their idols and influencers. These platforms turn English titles into elements of everyday speech, giving them special appeal and creating additional interest in programmes whose titles are easily recognizable.

However, the rise of English titles sometimes causes controversy. In some cultural and educational circles, there is concern that the excessive use of Anglicisms may weaken the position of the native language. Supporters believe that such borrowing enriches the language and promotes cultural exchange. This helps to create a cultural and linguistic environment in which English does not displace the native language, but complements it, offering new ways of communication and attracting viewers. English elements in the titles of television and radio programs have become an integral part of modern culture, contributing to increased internationalization and attracting new audiences. This trend allows local programs to look competitive in the global arena, be understandable and interesting to a wide audience, and also reflects current processes of cultural integration.

English elements in TV and radio program titles have become an important part of popular culture and a reflection of globalization. The use of English words and phrases helps make programs understandable and appealing to an international audience, ensuring their recognition and expanding the potential circle of viewers. Titles such as Top Chef, The Voice or MasterChef immediately indicate the format of the show, creating clear expectations among viewers. Although the use of English words in titles sometimes raises debates about the impact on national languages, many experts believe that it enriches culture and supports cultural exchange. Thus, English elements become an integral part of the media, uniting local and global audiences and strengthening the position of the programs in the global media environment [5].

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ASSESSMENT OF THE QUALITY AND ACCURACY OF MODERN MACHINE TRANSLATION SYSTEMS BASED ON DEEP NEURAL NETWORKS

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Түйін: Бұл мақала терең нейрондық желілер негізіндегі машиналық аударма жүйелерінің сапасы мен дәлдігін бағалау мәселелерін зерттеуге арналған. Мақалада аударма жасаудағы нейрондық желілердің жұмыс істеу қағидасы, мұндай желілерді «оқыту» әдістері, сондай-ақ аударманың осы түрлері арасындағы айырмашылықтар қарастырылады. Сондай-ақ мақалада «Химфарм» АҚ-да қолданылып жүрген фармацевтикалық аударма мәтіндеріне лингвистикалық-стилистикалық талдама негізінде қысқаша талдау жасалады.

Резюме: Данная статья посвящена исследованию проблем оценки качества и точности систем машинного перевода на основе глубоких нейронных сетей. В статье рассмотрен принцип работы нейронных сетей в переводе, методы «обучения» таких сетей, а также различия этих видов перевода. Также выполнен краткий анализ текстов переводов фармацевтического направления, применяемых на АО «Химфарм», на основе лингвостилистического анализа, что и обуславливает ее новизну.

In the modern world of Internet technologies and ever-expanding boundaries of communication, translations made with the help of machine translation systems are becoming increasingly popular, covering various spheres of our lives thus boosting continuous development and improvement of such systems.

The Oxford Dictionary defines machine translation as follows: “Machine translation is translation made by a computer” [1]. In other words, it is a process that uses bilingual data, including the vocabulary and grammar of both languages, as well as the phrase patterns used in those languages. The result of this process is the conversion of text from one natural language into another.

Machine translation systems have come a long way: from direct translation in the mid-1950s to the interlingual approach, which remained only at the idea level [2], then to the transfer approach based on rules and to translation using preliminary text editing [3], to statistical machine translation systems and, finally, to neural machine translation, announced by Google on November 15, 2016.

Various researchers of machine translation systems have repeatedly emphasized the shortcomings of such systems, highlighting as the main ones slowness, lack of accuracy and high cost [4], as well as the impossibility of implementing knowledge about the world around us through machine translation systems [5].

Recent advances in machine translation resulted in the introduction of deep learning and neural networks to improve the accuracy of translations. This cutting-edge invention, inspired by the incredibly complex workings of neural networks in the brain, is capable of not just processing and summarizing, but also analyzing information and then learning from it.

Language service providers now offer customized machine translation engines where, in addition to incorporating terminology from a specific domain, the user can also upload and use their own translation memory to try to improve the accuracy, as well as the style and quality of the machine translation. All of this is evidence of an undeniable improvement in the quality of machine translation, which is primarily due to the development of technology, the availability of large parallel corpora for training systems, and the vast experience accumulated in the field of MT in recent decades.

For a long time, the most common machine translation tool was statistical translation, which is still in demand, although it is subject to significant modifications. However, in the last few years, large companies such as Google, Microsoft, and then Yandex, began to use neural network technologies in machine translation.

There is no need to program a neural network; such a network learns based on examples or by trial and error. One of the obvious results of such training can be the ability of neural networks to generalize and correlate data. After successful training, a neural network can find a logical solution to problems of one type that it has not encountered before [6].

Despite all the advantages of the new translation technology, today it cannot completely replace the existing systems. So, at present it is necessary to give preference to the relationship of the statistical method with neural networks to create so-called hybrid translation systems. In such a system, the two technologies mutually compensate for their existing shortcomings.

Thus, the aim of this work is to analyze the quality of machine translation of a pharmaceutical text in the English-Russian direction, performed by such neural machine translation systems as Google, Yandex and Chat GPT for Chimpharm JSC [Table 1 – Comparative analysis of machine translation].

Table 1 - Comparative analysis of machine translation

Original text	<i>The quantitative determination of Methanol, Acetone, Methylene Chloride and Triethylamine residual content in Ceftriaxone Sodium is performed by a GC method using the direct injection technique. An Internal Standard Solution is prepared dissolving a suitable volume of Methyl ethyl ketone (MEK) in water. It is then used to prepare the Sample Solution and the Working Standard Solution. These solutions are then injected into a GC system and the peak area ratios for Methanol, Acetone, Methylene Chloride and Triethylamine peaks versus the Internal Standard peak area are then calculated. The Residual Solvents content is determined comparing the area ratios obtained with the Sample Solution to the area ratios obtained with the Working Standard Solution.</i>
Google	<i>Количественное определение остаточного содержания метанола, ацетона, метилхлорида и триэтиламина в цефтриаксоне натрия выполняется методом ГХ с использованием техники прямого впрыска. Раствор внутреннего стандарта готовится путем растворения подходящего объема метилэтилкетона (МЭК) в воде. Затем он используется для приготовления раствора образца и рабочего стандартного раствора. Затем эти растворы вводятся в систему ГХ, и затем рассчитываются соотношения площадей пиков для пиков метанола, ацетона, метилхлорида и триэтиламина по</i>

	<i>сравнению с площадью пика внутреннего стандарта. Содержание остаточных растворителей определяется путем сравнения соотношений площадей, полученных с раствором образца, с соотношениями площадей, полученными с рабочим стандартным раствором.</i>
Yandex Translate	<i>Количественное определение остаточного содержания метанола, ацетона, метиленхлорида и триэтиламина в цефтриаксоне натрия проводится методом газохимического анализа с использованием метода прямого введения. Для приготовления внутреннего стандартного раствора в воде растворяют необходимое количество метилэтилкетона (МЭК). Затем его используют для приготовления раствора для пробы и рабочего стандартного раствора. Затем эти растворы закачиваются в газохимическую систему и рассчитываются соотношения площадей пиков для метанола, ацетона, метиленхлорида и триэтиламина по сравнению с внутренней стандартной площадью пика. Остаточное содержание растворителей определяют, сравнивая соотношения площадей, полученные при использовании раствора для пробы, с соотношениями площадей, полученными при использовании рабочего стандартного раствора.</i>
Chat GPT	<i>Количественное определение остаточного содержания метанола, ацетона, метиленхлорида и триэтиламина в натриевой соли цефтриаксона проводится методом газовой хроматографии (ГХ) с использованием техники прямого ввода. Раствор внутреннего стандарта готовят, растворяя соответствующий объем метилэтилкетона (МЭК) в воде. Этот раствор затем используют для приготовления образца и рабочего стандартного раствора. Эти растворы вводят в систему ГХ, и затем рассчитывают соотношения площадей пиков для метанола, ацетона, метиленхлорида и триэтиламина по отношению к площади пика внутреннего стандарта. Содержание остаточных растворителей определяется сравнением полученных соотношений площадей для образца с соотношениями, полученными для рабочего стандартного раствора.</i>

Below is the analysis of the translations obtained using the translation quality assessment methodology.

- Google Translate

The translation provided by Google Translate conveyed the meaning of the original text quite accurately; there were no critical errors that distorted the essence of the text. However, it is worth noting a serious error in the translation of the phrase “Working Standard Solution” - in this context, this phrase should have been translated as “раствора рабочего стандарта”, and not “рабочего стандартного раствора”.

Nevertheless, the target text obtained using Google Translate is relatively easy to read, despite some inaccuracies in the translation.

- Yandex Translator

The translation provided by Yandex Translator turned out to be of significantly lower quality. The general meaning of the text remained clear, but several errors were made, which noticeably affected the overall level of perception of the written text. The gas chromatography method in the abbreviation GC was translated as "газохимический анализ", the phrase "Internal Standard peak area" was mistakenly translated as "внутренней стандартной площадью пика" instead of "площадью

пика внутреннего стандарта". "Sample Solution" was incorrectly translated as "раствора для пробы" instead of "раствора образца".

The text obtained using the Yandex Translator service is more difficult to read, since the overall level of perception and understanding of the text is negatively affected by the wrong choice of words and other inaccuracies.

- Chat GPT

The translation provided by the Chat GPT service also shows some inaccuracies in the translation of specific vocabulary. "In Ceftriaxone Sodium" is mistakenly translated as "в натриевой соли цефтриаксона" instead of "в цефтриаксоне натрия", the combination "Sample Solution" is incorrectly translated as simply "образец", and a similar mistake was made in the combination "Working Standard Solution". But overall, this translation is easier to read than the translation using the Yandex service.

Thus, among the selected machine translation services, the Google Translate and Chat GPT systems achieved the highest results. Despite translation errors and terminological errors, these services successfully translated the pharmaceutical text and were able to convey the original meaning of the text.

The data obtained as a result of the analysis allows us to assert that machine translation systems have the potential to recognize grammatical constructions and lexical units and correctly reflect most syntactic and grammatical connections in translation, but the use of machine translation in the pharmaceutical field without control from a human translator is currently impossible.

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INTRODUCTION OF BLENDED LEARNING IN THE PROCESS OF TEACHING ENGLISH

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Түйін: Бұл мақалада шетел тілін оқытуда аралас оқыту формаларын пайдалану туралы айтылады.

Summary: В данной статье говорится об использовании форм смешанного обучения в обучении иностранному языку.

Blended learning, also known as blended learning, is an educational approach that combines elements of traditional classroom instruction with the use of modern information and communication technologies. This method allows students to access course materials and resources online and participate in interactive classroom activities. Blended learning takes into account the individual needs and learning styles of students, providing a more flexible and personalized educational environment. Blended learning is based on several key principles:

Flexibility: Students have the ability to choose when and where they learn, thanks to online resources.

Individualization: Teachers can tailor material and assignments to the needs of each student.

Interactivity: Blended learning encourages students to actively engage with the course material and with each other through online platforms and classroom activities.

Assessment and feedback: Online tools allow for more effective tracking of student progress and providing feedback. The idea of blended learning has roots in the past, but with the development of information technology and the availability of the Internet, it has gained new momentum. The first attempts to use blended learning go back to the 1960s and 70s, but it is in recent decades that this method has become widespread in education. Blended learning finds support in a number of educational theories, including constructivism, which emphasizes the active construction of knowledge by students, and sociocultural theory, which emphasizes the importance of interaction and communication in learning [1].

Benefits of Blended Learning in Teaching English

Personalization of learning: Blended learning allows students to tailor learning materials and assignments to their individual needs. This is especially important in English language learning, where different skill levels and interests may require different approaches.

Availability of resources: Online platforms and e-textbooks provide students with a variety of accessible resources to practice reading, writing, listening, and speaking in English.

Flexibility and comfort: Blended learning allows students to choose a convenient time and place to study English, making the learning process more flexible and comfortable.

Lesson and program structure features in blended learning

Online component: Blended English courses usually have an online component, which includes access to learning materials, assignments, and tests via the Internet.

This component may include video lessons, audio materials, and interactive tasks. Classroom lessons: Classroom lessons in blended learning can use online resources to discuss and explore in depth the topics covered in the independent part of the course. Assessment and Feedback: Online assessment and feedback systems allow students to track their progress and receive recommendations for improving skills[2].

When using the "Flipped Classroom" technology, the teacher can devote more time to individual work. It becomes possible to help those students who find it difficult to complete certain tasks, and gifted students will be able to study the material more deeply and, moreover, independently of the general pace of their classmates. The "flipped learning" technology promotes the development of an individual approach to learning. Observing students in such lessons, one can come to the conclusion that for independent study of any topic, students most often resort to video lessons. It should be remembered that children aged 8-12 (primary school age) cannot always independently determine the usefulness of this or that material.

Therefore, the teacher should prepare video materials or links to them. At the same time, before giving assignments for independent study of a particular topic, the teacher should set a goal for which the video is used in order to get the best result. By watching videos, you can expand your vocabulary, practice pronunciation, English grammar, and learn to express your opinion by creating your own monologues and dialogues [3]. Advantages of working with video materials for students: Videos can be viewed several times (unlike a teacher who will not repeat many times); Videos can be viewed at a slower pace (use different viewing speeds); You can pause and look at some moments more closely; The student can watch in a place and at a time convenient for him. There is an opportunity to control the process yourself;

For more effective work, the duration of the video should be about 3 minutes. In addition, a teacher with interested children can create videos themselves, thereby awakening interest in learning a foreign language. Of course, the use of video lessons is only a small part of the possibilities of the "flipped classroom". There are many interactive games for learning a foreign language. Do not forget about presentations and paper media.

Using the "flipped classroom" model, we conducted an English lesson in the 4th grade on the grammar topic "Ordinal numerals". The goal of the students is to independently study the rule for the formation of ordinal numerals in English. I developed a scheme of how the spelling of ordinal numerals changes when forming from cardinal ones. Children practiced pronunciation using video material. Work in the classroom is structured in such a way that students themselves show on the board how to write ordinal numerals, and also practice pronunciation, correcting and complementing each other. In this case, the teacher plays the role of a tutor, an assistant to students. Instead of voicing and practicing educational materials, the teacher moves on to the role of the organizer of the educational process. Then students receive tasks to practice the material studied. More gifted students, having completed their own tasks, can help those who did not understand the material and made mistakes.

Using the "flipped classroom" technology has not only advantages, but also disadvantages. This is a thorough preparation of the teacher for such lessons, which requires much more time. When independently studying a topic, a student should not spend much time in front of the computer, this means that it is necessary to prepare not only video material, a presentation, but also the creation of their own developments, such as visual diagrams, drawings, etc. In addition, the teacher must take into account the psychological characteristics of the students, their level of motivation and interest, the pace and rhythm of mastering the educational material. The ability to organize, individual educational needs play a huge role. Of course, not all students are ready for such a model of training. Analysis of the lessons shown that many students are interested in this form of lesson [4].

When using blended learning, the combination of traditional and modern technologies for organizing the educational process allows us to reach a new level. Using various learning models, we create equal conditions for all students. At the same time, the development of gifted children is not slowed down, they receive knowledge at an advanced level, while students with less pronounced abilities or with a slow pace of work assimilate the material in full. The improvement in the quality of education occurs precisely due to the diversity of technologies.

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POLYSYNTAX AS A STRUCTURAL FEATURE OF ENGLISH NEWSPAPER TEXT

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Түйін: Бұл мақала ағылшын тіліндегі газет мәтінінің маңызды құрылымдық белгісі ретінде полисинтаксисті зерттеуге арналған. Полисинтаксистің негізгі аспектілері, оның ақпаратты жеткізудегі және публицистикалық стильде экспрессивтілік жасаудағы рөлі қарастырылады. Қазіргі газет басылымдарынан полисинтаксистік құрылымдардың қолданылуын көрсететін мысалдар талданады.

Аннотация: Данная статья посвящена исследованию полисинтаксиса как важной структурной особенности английского газетного текста. Рассматриваются основные аспекты полисинтаксиса, его роль в передаче информации и создание выразительности в журналистском стиле. Анализируются примеры из современных газетных публикаций, демонстрирующие использование полисинтаксических конструкций.

Polysyntax is a phenomenon in which several syntactic structures are present in a single utterance or sentence, which allows for the expression of complex thoughts and ideas. In English newspaper text, polysyntax can be considered as an important structural feature, reflecting the stylistic and rhetorical devices used by journalists to convey information. The main aspects of polysyntax in English newspaper text: Complex sentences: Newspaper articles often use complex sentences, including main and subordinate clauses, which allows for the transmission of more detailed information and the creation of cause-and-effect relationships.

Parallelism: The use of parallel constructions helps create rhythm and emphasize key points of the article. Inversion: In some cases, journalists may use inversion to emphasize certain ideas or create an effect of surprise. Metaphors and figurative expressions: Polysyntax can include metaphorical constructions, which makes the text more expressive and memorable. Variety of styles: Different genres of newspaper text (news, analysis, reports) may require different approaches to syntax, which also contributes to the diversity of polysyntactic constructions. Impact on the reader: Polysyntax can affect the perception of the text, helping readers better understand the context and important aspects of the information presented [1].

In general, polysyntax in English newspaper text contributes to a deeper understanding and perception of the content, making it more interesting and dynamic for the reader. Contrast and juxtaposition: Polysyntax is often used to express contrasts, which helps to highlight contradictory ideas. For example, in sentences where one part states one thing, and the other - the exact opposite, the reader gets a more complete picture of the situation. Accumulation: Journalists can use cumulative constructions, where one element is added to another, creating a sense of increasing importance of the information. This can be especially effective in headlines and opening paragraphs to grab the reader's attention. Combining different styles: Newspaper texts often combine formal and informal elements. For example, using colloquial language or phrases can make a text more accessible to a wider audience, while complex syntactic constructions can emphasize the seriousness of the topic.

Information and argumentation: Polysyntax allows writers to combine factual information with argumentation, making the text more persuasive. For example, a sentence may begin with a fact, followed by an analysis or conclusion, creating a logical chain. Questions and exclamations: Incorporating rhetorical questions or exclamations into polysyntactic constructions can add emotional coloring and draw the reader's attention to important aspects of the topic being discussed. Complex terms and specialized vocabulary: Polysyntax allows for the inclusion of terminology and jargon that may be necessary to understand specialized topics such as economics, politics, or science. It can also create the illusion of the writer's expertise. Examples of polysyntax in newspaper texts: Complex sentences: "Despite the economic downturn that has affected millions of people around the world, experts predict a recovery based on new technologies and sustainable development."

Parallelism: "We must work on education, we must work on health care, we must work on social justice." Contrast: "While one country strives for progress, another faces serious challenges that threaten its stability." Polysyntax in English

newspaper text not only enriches the style of presentation, but also allows journalists to effectively convey complex ideas, create arguments and engage the reader. It serves as an important tool in the arsenal of the media, allowing for a balance between informativeness and expressiveness. Multi-Level Structure: Polysyntax allows for multi-level structures where the main idea is broken down into sub-problems and additional details. This helps the reader understand the context and logic of the presentation in greater depth. Variable Rhythm: Newspaper writers can vary sentence length and structure to create a dynamic rhythm. Short, punchy sentences can be used for emphasis, while longer ones can be used for detailed explanation [2].

Transitions and Links: Polysyntax can be used to create smooth transitions between ideas and paragraphs, making the text more coherent and easier to understand. Journalists can introduce linking words such as “however,” “at the same time,” and “moreover” to indicate relationships between sentences. Simplify Complex Information: Polysyntax can be a tool for simplifying the presentation of complex concepts, especially in news about science or economics. Journalists can break technical information into simpler syntactic structures, making it more accessible to a wider audience. Figurative and stylistic devices: Using metaphors, similes, and other figurative devices in polysyntactic constructions allows for a more vivid and memorable presentation. This can help the reader visualize the information and respond to it emotionally [3].

Cross-cultural references: Polysyntax can include references to cultural or historical events, which can help readers better understand the context of the topics being discussed. For example, mentioning famous people or events can add depth and credibility. Flexible tense usage: In newspaper texts, polysyntax allows for a combination of different tenses, which helps create a multi-layered temporal aspect of events. This can include combining the present tense for relevance and the past tense to provide context. Examples of advanced polysyntax: Multi-layered structure: “Despite the fact that the government has announced plans for economic recovery, many experts warn that without serious reforms in tax policy and support for small businesses, these measures may not be enough.”

Complex rhetoric: “As events of the last year have shown, the world faces not only economic challenges but also climate catastrophes, highlighting the need for urgent action based on science and cooperation.” Impact on perception Polysyntax not only enriches the text, but also influences the way readers perceive and interpret information. It allows you to: Create an emotional connection: The use of expressive constructions and metaphors can evoke emotions, which helps to attract and hold the reader’s attention [4].

Simplify comprehension: Well-structured polysyntactic constructions make the text more accessible, which is especially important for readers with different levels of training. Strengthen argumentation: A clear structure and logic in the presentation of information help to convince the reader of the correctness of the points of view expressed. Polysyntax is a powerful tool in the arsenal of English newspaper text. It not only serves as a means of expressing complex ideas and emotions, but also helps

to form a deeper understanding of events and phenomena. Journalists, using polysyntactic constructions, can create texts that not only inform, but also engage, persuade and inspire readers.

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FEATURES OF SUFFIX WORD FORMATION OF PERSON NAMES IN COMPARISON LANGUAGES

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Түйін: салыстырылатын тілдердегі адам атауларын кешенді талдау барлық халықтар үшін адамның әлеуметтік-мәдени сипаттамаларына (кәсібиқызметі, тұрғылықтыжері, оның қоғамдағы әрекеттері мен әрекеттері) үлкен мәнберілетінін көрсетті.

Резюме: комплексный анализ наименований лица в сопоставляемых языках показал, что для всех народов большое значение придается социокультурным характеристикам человека (профессиональная деятельность, место жительства, его поступки и действия в обществе).

Based on the material of each language, we tried to analyze the derived names of a person in each thematic block and thematic groups in terms of the number of derivatives, the productivity/unproductivity of word-forming suffixes, the relevance/non-relevance of certain parameters of the classification of qualities and properties of a person in a particular language, the features of the motivation of the name of a person by different parts of speech.

In Russian, the names of a person are a fairly extensive lexical layer. We have identified and described from the point of view of semantics and word-formation structure 625 names of the person formed by means of different suffixes. The words of this group denote a person in terms of physical (health/ill health, strength, endurance, appearance, age) and mental qualities, fix his inclinations and interests, reflect the social life of people and his socio-cultural characteristics (professional and labor activity, place of residence, nationality, interpersonal relations). In the formation of the names of the person, mainly productive suffixes take part [1]. For example: a teacher, a welder, a good-natured person, a tenant, a giggler. In total, we have identified 127 suffixes (including unproductive and variants) from 229 suffixes of nouns that form the names of the person: *-тель, -щик, -льщик, -ник, -ок, -ец, -ак/як, -уля/юля, -арь, -ыш, -ик, -алей, -ень, ун, -унья, -ант, ер, -ич, -*

анин/янин,-ух,-аша/яша,-ага/яга,-ай/яй,-ист,онок/енок,-оныш/еныш and others. The choice of the suffix variant is determined by the phonetic structure of the motivating base. Variants with an initial yotian vowel are used after the final soft consonant of the motivating base: *krasotulya-chistyulya*.

In the Russian language, suffixes are allocated for the formation of names of persons with broader semantics (*-тель,-щик,-ец,-ник*), which form the names of persons of different thematic groups, and suffixes that are usually used to form tokens of only a few thematic groups (*-ак/як,-льщик*). The third group of suffixes "specializes" in the formation of the names of the person of only one thematic group (*-анин/янин,-ич*). The thematic groups of names of the person differ in the degree of filling. The most important role for the Russian people, as shown by the study, is played by their social life: work, territory of residence, relationships with other people, which led to a large quantitative composition of these thematic groups.

The names of a person can be motivated by the following parts of speech: nouns (*баня-банищик*), adjectives (*вредный-вредина*), verbs (*играть-игрок, свистеть-свистун*).

In the Kazakh language, the names of the person also form a large lexical group of 389 words. The names of a person are formed using suffixes (including variants): *-шіл/шыл, -паз,-кеш,-дақ,-ық,-қы,-пан,-сақ,-қой,-ай,-қор, -кі,-ғыш/-қыш,-шы/-ші,-кер/-гер,-лас/-лес,-ақ,-тас,-гөй,-сек,-шақ,-іш,-ғыш/-геш/-гіш,-ман/-мен,-бай,-кес,-ық,-как* (all 36 suffixes). *The choice of suffix variants is determined by the peculiarities of the grammar of the Kazakh language – the law of syllabic synharmonism: жер (земля) – жерлес (земляк), сапар (путь) – сапарлас (спутник).*

Thanks to the universal classification of face names in comparison languages, we have identified the frequency and content of each thematic block and thematic groups. The analysis of the thematic diversity of the names of the person showed that some thematic groups of derived names of the person were left blank or include only a few words [2]. This is due to the fact that in the Kazakh language, the names of a person, in addition to the suffix method, are often formed using other methods of word formation, for example, word composition or conversion.

According to the study, in the Kazakh language, special affixes are allocated for the formation of the names of the person. However, they have more general semantics than the Russian language and can serve to form the names of persons of different thematic groups.

The most frequent productive suffix is the suffix *-шы/-ші* (*қоқыс/мусор, қоқысшы—мусорщик, көмек/помощь, көмекші—помощник*). In addition to these suffixes, the names of the person regularly form suffixes *-ғыш/-қыш, -дақ* with a word-forming meaning: "he who loves V is inclined to V" where V is the motivating verb for the name of the person (*айқайлау/кричатъ, айқайлағыш-крикун, алдау/обмануть, алдағыш-обманищик, хитреу, дарылдау /кричатъ, дарылдақ-крикун*); suffixes *-кез, -кер/-қор, -шыл,-шан* with the meaning "the one who is characterized by A", where A is the motivating name of the person the adjective name (*қыңыр/капризный, шәлкез капризула, зиян/вредный, зиянкер вредина,*

қызғаншақ/жадный, қызғаншақ жадина, ашулы/злой-, ашушан - злюка, рақымды/добрый, рақымшыл добряк, анқау / простой, аңқылдақ простақ, есеншіл/скупой, есенқор скупец, момын/тихий, момақай тихоня). Separate suffixes were assigned to the thematic group "names of a person by nationality and territory of residence". –лық/-лік, -дық/-дік, -тық/-тік, -гер (Ақтөбе -ақтөбелік, Арқалық - арқалықтық, Өскемен-Өскемендік, Жезқазған-жезқазғандық, Астана-астаналық, Кавказ- кавказдық).

For the formation of names of a person in the Kazakh language, variants of morphemes are used, the use of which depends on the phonetic appearance of the motivating basis, due to the action of the law of syllabic synharmonism in the Turkic languages. Words of this group can be motivated by nouns (mura / inheritance-muragher / heir), adjectives (ashuly / evil-ashushan/zlyuka), verbs (zhazu/write - zhazushy/ writer). Other parts of speech are rarely motivated by the name of a person. In general, the thematic group of words-names of a person in the Kazakh language forms an open lexical group of words, it denotes a person from the point of view of the characteristics of various spheres of life and personal qualities of a person, has its own peculiarities regarding the word-formation structure [3].

In English, we selected and analyzed 511 words-names of the person. The names of a person are formed using the following suffixes (including variants): *-y, -ny, -en, -ty, -ing, -er/-or, -man, -ist, -ee, -ly, -eer, -ess, -ian, -ant, -ard/-art, -te* и др.

The names of persons formed by these suffixes form an open lexical group, which is constantly updated with new lexemes, due to scientific and technological progress in society.

According to their semantics, they are divided into three main thematic blocks, within which separate groups of words with more specific meanings are distinguished. Just as in the Kazakh language, there are a small number of suffixes forming the names of a person in English-18 suffixes, they are characterized by the breadth of word-forming semantics and form words of different thematic groups. The most frequent suffixes are **-er, -or**.

The study showed that in the Russian language, all thematic groups are quite voluminous, the names of the person are formed using a variety of suffixes, most often productive suffixes are used. In Kazakh and English, some thematic groups were left blank with the names of the person, since such words are either formed in these languages using other methods of word formation (for example, word composition or conversion), or are transmitted by non-derived lexemes [4]. For example, the Russian silly in English is transmitted using the equivalents: *fulmar, silly, gosling, noddy*, which are morphologically adjectives. From them, in the process of conversion, nouns with the meaning were formed «глупый, несмышленный человек».

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SPECIFIC ASPECTS OF THE DEVELOPMENT IN THE GERMAN EDUCATIONAL SYSTEM

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Түйін: Бул мақалада Германияның бірегей білім беру жүйесі, білім беруді дамытуға бағытталған бағдары мен көзқарасы талданады. Сонымен қатар Германияның білім беру жүйесі, мектепке дейінгі тәрбие мен мектептегі білім беру жүйесі, мұғалімдердің қызметі, жоғары оқу орындарындағы педагогикалық шеберліктері, білім беру жүйесіндегі жетістіктері, Өзбекстанның білім беру саласына байланысты зерттелді. Германияда білім алу және студенттерді даярлау мәселелері талқыланды.

Резюме: В этой статье анализируется уникальная образовательная система Германии, фокус и видение развития образования. кроме того, изучена система образования Германии, система дошкольного образования и школьного образования, деятельность учителей, педагогическое мастерство в высшей школе, достижения в системе образования, в связи с образованием Узбекистана. Обсуждались вопросы порядка обучения и студентов в Германии.

The education system in Germany is one of the hotbeds of world science and culture. This country is world-famous for its centuries-old scientific schools, scientists and artists such as Goethe, Hegel, Beethoven and Einstein. Internationally recognized German educational institutions pay special attention to the formation of independent thought and a broad outlook. New methods implemented in the educational system are very difficult for those who do not use the latest information technologies effectively. It is impossible for an uneducated person to have a place in a society that is rushing towards the direction of development. The characteristics of iron discipline and unanimity characteristic of Germans are also formed in educational institutions. The German education system is the most important in the country. Although preschool education is not effective, formal education is compulsory for children between the ages of 6 and 18 [1]. The basic law in Germany gives each citizen his own identity gives the right to free development, to choose a school, educational institution and profession depending on abilities and interests.

Education system German

- Preschool education
- Compulsory education (school education)
- Secondary Education.
- Higher education
- Adult education and lifelong learning.

Preschool education (Thinking workshop)

In Germany, preschool educational institutions are not part of the state system. The kindergarten operates under the auspices of charitable funds, local government and the church. At the same time, enterprises and organizations can have their own kindergarten. The preschool education system (elementarbereich) covers children from 3 to 6 years old. In Germany, preschool education is not compulsory, but it is compulsory for some children with developmental delays. In Germany, 80 percent of children between the ages of 3 and 6 attend kindergarten. Kindergarten is an institution started by Germans and studied and adopted by many foreign countries. As we mentioned above, it is not a part of the state system, but a part of institutions supporting the young generation.

Legal norms for attending kindergarten have been developed Kindergarten giving children is voluntary. Kindergarten payment of a certain amount from parents for participation, depending on their income is taken. Kindergarten preparatory classes and introductory groups enters the first stage of school education. Kindertagesstätten play an important role in developing the ability of children who have not yet learned to express their thoughts, communicate with their peers and adults, and prepare them for primary education. That's why Germans call kindertagesstätten "workshops of thinking". Kindertagesstätten in Germany work from 7 to 12 hours. Sometimes parents take their children at lunch time, feed them at home and bring them back. In kindertagesstätten that work 16 hours, it is not possible to pick up children before the appointed time. Unlike our education system, the preschool education system in Germany does not belong to a specific ministry and there is no specific state program for organizing activities. In order to ensure that they do not live in poverty, parents plan to have children only after the age of 3. And the mother has to look for a nanny for her child during pregnancy in order to raise it until the age of 3. He takes his child to the playgroup only after he turns 4 years old. Why? The reason for this is that in order for a child to adapt to a preschool educational institution, he needs to establish a relationship with his peers. Germany has a diverse preschool education system [2]. Parents will be able to send their children to pre-school education organizations according to their wishes or their children's interests.

Types of preschool education in Germany

- International kindertagesstätten - These kindertagesstätten are created for emigrants, and often they are organized by emigrants themselves for their children.
- Freinet kindertagesstätten-The main principle of this direction is the complete freedom and independence of the child.

- Integrated kindergartens- In these kindergartens, healthy children and physically and mentally disabled children are brought up together.
- Waldkindergarten-children are taught to love and protect nature.
- Bauernhofkindergarten-These kindergartens are located on farms, farmers or near them.
- Reggio-kindergarten-These gardens are reminiscent of a fair, a market square, a large room in the middle, i.e., a hall, and structures leading from it to various small rooms of the town.

Free and compulsory education (School education)

According to the German Constitution, school education is under state control. There are 16 federal territories in the country, each of which has its own education law. Therefore, there are some differences in the school education system of the federal territories. For example, in most regions primary education is 4 years (from the first to the fourth grade), and in the capital Berlin - 6 years. But despite such differences, general procedures apply to all regions. School education in Germany is compulsory and free. Citizens from 6 to 18 years of age must have compulsory education. The school education system is divided into primary, secondary and higher levels. School education in Germany is compulsory and free. Citizens from 6 to 18 years of age must receive compulsory education. School education system:

- ❖ Primary (primarstufe)
- ❖ Secondary (sekundarstufe I)
- ❖ Higher (sekundarstufe II) is divided into stages.

Children attend primary school from the age of 5-6. The period of study in primary school is from four to six years. In schools, students are not graded during the first and second grades. Instead of a grade, teachers prepare a report on the child's individual, psychological development [3]. Students are graded from the 3rd grade. In Germany, a 6-point grading system is adopted. According to this:

- 1 – excellent (sehr gut)
- 2 – good (gut)
- 3 – satisfactory (befriedegend)
- 4 – sufficient (ausreichend)
- 5 – insufficient (mangelhaft)
- 6 – unsatisfactory (ungengend)

Pupils must master subjects at least "4". At the primary level, children are taught mathematics, German, science, music, and aesthetics. The second stage of education (Sekundastufe I) is the "orientation stage". Children are directed to the appropriate type of educational institutions according to their abilities: basic schools, real schools, gymnasiums, comprehensive schools.

A special feature of the German education system is that students must determine their future path as soon as they finish primary school. Based on this, he continues to study in one of several types of schools [4].

Main school (hauptschule). Children are educated here until the ninth grade. Students who do not intend to study in higher education institutions, but intend to start a profession, are educated in basic schools. In this type of schools, basic

knowledge is given and the main attention is paid to practical training. Teenagers who have completed basic school receive a certificate of incomplete secondary education. With this document, you can enter vocational schools (berufsschule or professionalschule). In these schools, which are similar to our vocational colleges, students gain knowledge and experience in a specific profession.

Real school (realschule). This type of school is attended by children who are inclined towards mathematics and natural sciences and intend to become highly educated specialists in the future. Study from 5th to 10th grade. During this period, young people will be given advanced knowledge in various fields of science. Teenagers who have graduated from real school continue their education in gymnasium [5].

Gymnasium: Pupils study at this center of knowledge, which is the most important link of secondary education, for nine years - from the 5th to the 13th grade. Young people who have completed the 10th grade of the real school study in the gymnasium for three years. Humanities, natural sciences and foreign languages are taught in depth at this educational institution. Depending on the direction chosen by the students from the eleventh grade, they spend most of their time studying several subjects in depth. Gymnasium is a crucial stage of preparation for higher education. After all, the high school graduation certificate (abitur) gives the right to enter the university without an exam. But getting a high school diploma is not easy. When issuing this document to a student, his results for thirteen years and final exam grades in four subjects are taken into account. In order to enter a higher education institution in Germany, you need to study for thirteen years with good results. Only then will the paths to the university be opened. There are also general schools (gesamtschule) in the educational system. In it, the program of the above-mentioned schools is taught harmoniously for ten years, that is, students receive education in both humanities and technical sciences. General school graduates also continue the last three years of compulsory education at the gymnasium [6].

Five Golden Rules in German education:

Thinking Workshop.

Free and compulsory education.

Option to choose.

If I think, then I live.

The university that nobles dreamed of.

Higher education system in Germany

Germany has more opportunities for free higher education than other European countries. Foreigners can also study at German universities based on non-state funds and government grants. As we mentioned above, young people who have graduated from local gymnasiums and received a high school diploma enter universities without exams (However, some areas, for example, entrance exams for medicine can also be transferred). And the Czechs pass the German language exam (DSH-Pruefung) to study. In universities, the bachelor's degree lasts up to four and a half years, the master's degree lasts from one to four years, and the doctoral degree lasts from two to five years. Usually, undergraduate and graduate students take a state exam

(staatsprüfung) and defend a dissertation at the end of their studies. A student has the right to choose the winter or summer academic term for studying. The summer season is April-September, and the winter season is October-March. Vocational education is important in the German education system because the demand for highly skilled workers is strong. Incomplete high school 20% of graduates continue their education in the vocational education system they make in most cases, the duration of study is 3-3.5 years. The study consists of 3 stages, the first year is given basic vocational education.

The education system in Germany is very developed and is developing day by day. The development of the education system in Germany dates back to ancient history. This development is based on many experiences and extensive research. In Germany, great attention is paid to educational development from the system of preschool education to the educational process. From preschool A 5-point grading system is used in school education in Uzbekistan. Germany has a 6-point grading system, and the highest grade is 1. This indicates that the grading system takes into account the shortcomings of students, not their achievements. In our country, it is the opposite [7].

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CHILD SUPPORT TECHNOLOGY IN PRIMARY SCHOOL

Түйін: автор өсіп келе жатқан адамды қолдау қажеттілігі туралы ойлар мүдделерді қорғау ұстанымдарына негізделген көптеген мұғалімдердің еңбектерінде кездеседі деп санайды. Мақалада студенттерді шет тілін құзыреттілік тұрғысынан оқытудың ең тиімді әдістері мен әдістері анықталған.

Резюме: автор считает, что мысли о необходимости поддержки растущего человека содержатся в работах многих педагогов, основанных на позициях защиты интересов. В статье определены наиболее эффективные методы и приемы обучения школьников иностранному языку с позиций компетентного подхода.

Thoughts about the need to support a growing person are contained in the works of many teachers based on the positions of protecting interests (K. D. Ushinsky, A. Makarenko, I. P. Ivanov, S. A. Amonashvili, A. V. Mudrik, etc.). However, the allocation of this problem to a special sphere of purposeful pedagogical activity was carried out by O. S. Gazman and his staff. It was they who introduced the concept of pedagogical support.

By "pedagogical support" O. S. Gazman meant "the process of jointly determining with the child his own interests, goals and ways to overcome obstacles (problems) that prevent him from preserving his human dignity and independently achieving the desired results in learning, self-education, communication, and lifestyle [1].

In the key of a person-centered approach to education, pedagogical support is understood as a system of pedagogical activity that reveals a person's personal potential, including assistance to students, teachers, and parents in overcoming psychological, social, and personal difficulties.

O. S. Gazman defined the pedagogical meaning of the concept of "support", which consists in the fact that you can only support what is already available (at an insufficient level), that is, the development of the "self", "independence of a person" is supported.

The study of the child's problem, the penetration into its cause-and-effect relationships, helps the teacher to build for himself a voluminous, model representation of the problem; thus, the teacher studies the child "in all its relations". This helps to get rid of some of the stereotypical ideas that abound in the teacher's superficial view of the child. (For example, overload and fatigue are identified with laziness, slowness of reaction - with an uncertain knowledge of the material, naivety and fantasy - with deceit, etc.). Insight into the child's problem allows the teacher to see it from the perspective of the child himself, and thus gain a chance to build a "single language" [2].

The essence of support is to help the student overcome this or that obstacle, difficulty, focusing on the real and potential opportunities and abilities available to him, developing the need for the success of independent actions. You can support the beginning manifestation.

Individual assistance to a child is advisable to build on the basis of the stages of pedagogical support provided to the student individually in cases of solving any

specific problems formulated by T. V. Anokhina.

Diagnostic-fixing the fact the signal of the problem designing the conditions for diagnosing the proposed problem (pronouncing it by the student himself) joint assessment of the problem from the point of view of its significance for the child.

Search - organization together with the child of the search for the causes of the problem / difficulty, a look at the situation from the outside (reception "through the eyes of the child").

Contractual designing the actions of the teacher and the child (sharing the functions of responsibility for solving the problem) establishing contractual relations and concluding a contract in any form.

Activity-based - a) the child himself acts: on the part of the teacher-approval of his actions, stimulation, drawing attention to the success of independent steps, encouraging initiative; b) the teacher himself acts: coordination of the actions of specialists in school and outside it, direct immediate assistance to the student, substituting himself instead of the child.

Reflexive-a joint discussion with the child of the successes and failures of the previous stages of activity, the statement of the fact of the solvability of the problem or the reformulation of the difficulty, the understanding of the child and the teacher of the new experience of life [3].

It is worth highlighting the main difficulties in teaching primary school children that I have encountered in my work:

- the child does not study well;
- the child is lazy;
- the child is distracted;
- the child is out of control;
- chronic failures;
- withdrawal from activity;
- child development by game type;
- the development of the child according to the type of negativistic demonstrativeness.

Not being able to differentiate well enough the causes of poor performance, teachers usually use a very poor and far from perfect set of tools to help lagging students. All types of pedagogical support from the teacher can practically be reduced to two: the organization of additional classes, which use traditional (the same as in the classroom) teaching methods, and the provision of various measures of pressure on the student. All these tools are not only ineffective, but often turn out to be harmful, since they do not affect the cause and allow you to start the "disease" of failure [4].

Having come to this conclusion, I began to look for new types of support, I needed something that could help the child not just once and effectively only in one case, but would allow the child to overcome the whole problem and not return to it in the future. It had to be something that would help me as a teacher to get to the bottom of the problem, and then, based on this knowledge, help the child overcome the problem. So I came to the technology of pedagogical support.

The work with the students who needed support was multi-stage, long-lasting, and versatile.

In this work, I would like to describe the techniques, methods, and principles that I used in my work, which guided me.

Each session I started with planning, sitting down to prepare lesson notes, I always thought about how to help students in this lesson or event, what task to plan, what would be possible to present a situation of success for a particular student, how to maintain the predominance of positive emotions in the lesson, and much more.

To orient the child to educational values through unobtrusive involvement in the sphere of interests of a significant person (a high school student came to our class, the children were very interested in him, he told them about different types of transport, space discoveries, played a variety of games with them, and of course talked about various topics, including behavior, the need for learning)

Support friendly relationships (no matter how strict I was about the assimilation of educational material, the preparation of homework, I always tried to find a variety of ways to support the friendly relations of students in the classroom and students with me, used jokes, read funny stories, tall tales, collective games, could just pat the child on the head, hug, came up with unusual and effective ways to reconcile children)

Find and provide a sphere of success (every child will always have something to praise, every child will always have something to say "Thank you!«).

Gentle evaluation mode in the areas of failure. To reduce the importance of the areas of failure (means to look at the child with different eyes, to see not only his failures, not to focus your attention, the attention of the child, parents only on this situation, try not to put pressure on the child to correct either the assessment or behavior, not to discuss the problem everywhere, but unobtrusively, carefully, showing patience to take small steps towards success).

Stimulation of cognitive activity through the enrichment of the child's connections with the surrounding world (for this very often I conducted various experiments in the classroom, so that the explanation would be fascinating, we would come up with secret notes that we wrote with lemon juice and hold the note over the fire, the text became clear. There were also a large number of excursions that would give children the opportunity to "live" touch, see the objects of the surrounding world).

In all ways to maintain the child's direct interest in what is happening in the classroom: group forms of work, game teaching methods, a large amount of clarity, more emotionality when explaining new material (original design of the classroom corner, where information is constantly changing, where there is a photo of everyone, we glue a gold star to the photo, I ask teachers to pay attention and praise students, the star constantly moves from one student to another. Badges with smiles were also used, at the end of the day, 3 students had the right to wear the entire extension of such a badge, could boast of success, the next day, other students from the class wore the badge. The effect is amazing; children try their best to earn the right to wear such a badge).

Pay attention to the child not when he is bad but when he is good (inconspicuous). The true punishment for him is only the deprivation of attention. Therefore, in case of violations, all comments should be kept to a minimum. And most importantly, to minimize emotional reactions (this technique required a lot of willpower, endurance, patience, wisdom. It is very difficult to restrain yourself and react without aggression, resentment, anger at any trick. Over time, I learned to control myself. When a student refused to do another task, I just gave him an interesting coloring book with examples or just another task for him, specially prepared in advance, he got carried away, and then completely forgot about what had happened, joined in the work. I could also just feel sorry for the child in response to what happened; try to see the reason deeper).

Remember that at first, the change of the usual anti-social way of attracting attention to socially acceptable ways will be accompanied by an explosion of negativism. Be especially patient to behave in accordance with the previous recommendation.

Game forms of learning (the teacher came up with an excellent game where the participants in the movement were children, some were drivers, others were pedestrians. And in the classroom with improvised intersections, traffic lights, pedestrian crossings, transport stops, each student could feel like a participant in the movement and assess the level of their responsibility on the road).

In work, we always turn on calm music at every lesson to relieve tension, mainly the sounds of nature.

We often take little sons with us on excursions, which is very interesting for both children and sons. Students surround him, explain something to him when we go somewhere, take his hands and go with him themselves, so they feel responsible for someone, become serious, attentive. Very often, we use multimedia equipment in the classroom, which allows me to more accurately form students' ideas about objects or phenomena of the surrounding reality, which means to reduce the risk of situations of "failure", to increase the level of cognitive activity, to educate a variety of emotional qualities.

The students of the class participate in various school-wide and classroom activities which again allows them to believe in themselves, their strength, show their classmates and parents their success, and help them overcome various fears.

For a child, solving a problem is not only a gradual release of tension, improving his condition, but it is a kind of training, conducted not in specially artificially created conditions with game conflicts, but in a real life situation.

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THE USE OF PROJECT-BASED LEARNING IN LEARNING A FOREIGN LANGUAGE

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Түйін: Біз зерттейтін бұл мақалада шет тілін оқытуда жобалық оқыту әдісін қолданудың теориялық және практикалық аспектілері қарастырылады. Жобалық оқыту студенттердің тілдік дағдыларын дамытуға, олардың коммуникативтік қабілеттерін жетілдіруге және белсенді оқу процесін қалыптастыруға ықпал ететіні талқыланады. Сонымен қатар, әдістің тиімділігін арттыру үшін оны білім беру бағдарламалары мен бағалау әдістеріне енгізу әдістері ұсынылады. Сондай-ақ, шет тілдерін оқытуда оқытудың жобалық әдісінің болашағы мен маңыздылығы талданады.

Резюме: В этой статье, которую мы собираемся изучить, рассматриваются теоретические и практические аспекты использования метода проектного обучения при обучении иностранному языку. Обсуждается, что проектное обучение способствует развитию языковых навыков студентов, совершенствованию их коммуникативных способностей и формированию активного процесса обучения. В то же время, для повышения эффективности метода предлагаются способы его внедрения в образовательные программы и методы оценки. Также анализируется будущее и значимость проектного метода обучения в преподавании иностранных языков.

Teaching a foreign language is an important part of the modern education system. The rapid development of the globalization process and the strengthening of international relations have made it necessary to learn foreign languages. The use of effective methods in language education increases the quality of teaching. The project teaching method is a modern pedagogical approach aimed at the comprehensive development of students' activity, creative abilities and language skills. This method increases the communicative competence of students in teaching a foreign language and allows to improve interaction through group work. Article 29 of Chapter 5 of the Law of the Republic of Kazakhstan "On Education" states that "Integration of knowledge and science, organization of educational-methodical and scientific-methodical work, development and introduction of new technologies of teaching" shows that the educational system is turning to innovation [1]. Today, within the updated educational programs, the main goal is to form a person with deep values who can adapt to global changes. In this context, it is of particular relevance to direct students to research activities and to introduce teaching methods using innovative technologies. This approach enables the future generation to acquire knowledge in accordance with the requirements of the modern world, teaching them the skills of scientific thinking.

Project learning is a pedagogical method that directs students to active action, independent decision-making and solving real problems. Its theoretical foundations are based on constructivism and active learning theories. According to constructivism, the learning process is shaped by students' own experiences, research

activities, and problem-solving abilities. Project-based learning aims to develop students' not only subject knowledge, but also critical thinking, teamwork, creativity and communication skills by creating projects related to real life. The project method is based on the ideas of pedagogues-scientists such as John Dewey and Jean Piaget and strengthens the practical side of teaching, which allows students to turn their theoretical knowledge into concrete activities. Project-based learning (PBL) has emerged as an effective approach in second and foreign language education. It promotes learner-centeredness, critical thinking, and real-world problem-solving skills (Gulbahar H. Beckett & P. Miller, 2008; S. Sauro, 2008) [2-3]. PBL typically involves three stages: pre-task, performance, and presentation, allowing students to achieve higher levels of language mastery and develop 21st-century skills (Kasatkina-Kubyshkina_et al., 2021)[4]. The method can be applied in various contexts, including multicultural classrooms, community-based settings, and study abroad programs (A. Gras-Velázquez, 2019) [5]. Despite its benefits, PBL implementation faces challenges such as struggling students and reluctance from teachers. To overcome these obstacles, careful planning, team formation, and clear evaluation criteria are essential (Kasatkina-Kubyshkina_et al., 2021)[4]. Overall, PBL offers a promising approach to language education, addressing diverse learner needs and promoting higher-order thinking skills (S. Sauro, 2008; A. Gras-Velázquez, 2019[5]). Project-based learning (PBL) is an active student-centred form of instruction which is characterised by students' autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices. It has been explored in various contexts and in different phases of schooling, from primary to higher education [6].

Currently, more than 50 pedagogical technologies are used in educational institutions of the country, these methods are based on theoretical and scientific-applied research and are used to improve the educational process. In this direction, domestic scientists: D.M. Yusipbalieva, B.A. Abdikarimuly, M.S. Malibekova, G.K. Nurgalieva, K. Kabdykayruly, Z.A. Karaev, Sh.T. Taubayeva and other researchers identify the possibilities of using pedagogical technologies and show the need to increase their effectiveness. The project teaching method is recognized as one of the new technologies, and it is widely spread in the educational system of the CIS countries. Russian scientists V.P., who laid the theoretical foundation of project-based learning. Bepalko, V.V. Davydov, V.K. Dyachenko, L.V. Zankov, P.Ya. Halperin, N.V. Kuzmina and others, and its practical application is E.N. Ilyina, S.N. Lysenkova, V.F. Methodists considered Shatalov's criticism in their works.

The general project teaching method develops students' communication skills, critical thinking and teamwork skills in learning a foreign language. This method allows students to use their language skills in a complex way through projects related to real life, increases their creative abilities and helps to master the language in a cultural and social context. Provides an approach to the language environment.

Table – 1. The role of the project teaching method in learning a foreign language

Aspect	Impact of Project-Based Learning Method
Developing communication skills	Through real-life projects, students comprehensively develop their speaking, listening, writing, and reading skills. Dialogue and exchange of opinions also enhance communication skills.
Increasing motivation	Project tasks based on students' interests strengthen their internal motivation to learn a foreign language.
Teamwork and interaction	During group work, students have the opportunity to make decisions together, agree, discuss issues, and use language in practical scenarios, enhancing their collaborative abilities.
Developing creativity	Project tasks create conditions for language learners to find creative solutions and freely express their ideas.
Approaching the language environment	Since projects are based on real-life situations, students get closer to the linguistic environment by using the language in a socio-cultural context.
Subject and language integration	Learning a foreign language goes beyond mere linguistic material, integrating other subjects (history, geography, science) to provide a comprehensive education.
Critical thinking and research skills	Project-based learning develops students' critical thinking and analytical skills as they explore, analyze, and solve issues based on evidence.

A number of practical aspects should be taken into account in order to effectively use the project teaching method in teaching a foreign language. First of all, introduction of the project method into the educational program should be carried out purposefully and systematically. This should structure the learning content and plan so that each project aims to develop specific language goals and skills. Teachers should select project tasks according to the objectives of the curriculum and the level of students, and systematically organize the stages of each project.[7]

Table – 2. Ways to introduce the project teaching method into educational programs

Methods	Description
1. Defining Objectives	Determine the integration of the project-based learning method according to the objectives of the curriculum, set clear goals.
2. Considering Students' Interests	Design projects according to students' interests and needs, enhancing their motivation.
3. Updating the Learning Content	Update the learning content according to modern requirements, including projects related to real-life situations.
4. Enhancing Teachers' Skills	Organize specialized training courses for teachers on using the project-based learning method.
5. Developing Evaluation Criteria	Implement clear criteria and methods for assessing students' achievements to provide an objective evaluation process.
6. Utilizing Technologies	Actively use innovative technologies (online platforms, multimedia) in the learning process.
7. Partnership Collaboration	Strengthen cooperation and exchange experiences between schools, universities, and businesses.

The assessment system is also an integral part of project-based learning. Assessment of students' achievements should be based not only on the final result, but also on the activity of participating in the project, the contribution to group work and the level of use of language skills. Formative assessment methods (daily feedback, reflection) will be effective here. Now, in this context, let's focus on practical examples of using the project teaching method in learning a foreign language.

Table – 3. Practical examples of using the project teaching method in learning a foreign language

Project Topic	Project Description	Learning Objectives
"Culture of the Homeland"	Students conduct research on the culture of their homeland. They gather information on local arts, food, and traditions, and prepare a presentation.	To develop language skills and increase knowledge about culture.
"News in a Foreign Language"	Students choose and analyze recent news in a foreign language. Each group presents their news and leads a class discussion.	To develop speaking and listening skills and enhance critical thinking.
"Eco-Initiative"	Students study environmental issues and prepare suggestions for solving local ecological problems.	To develop research skills and strengthen teamwork abilities.
"Languages of the World"	Students explore the languages and cultures of different countries and present their findings through posters or visual presentations.	To develop language skills and enhance cultural communication.

In conclusion, the project teaching method plays an important role as an effective and modern pedagogical approach in teaching a foreign language. This method allows students to develop their language skills, improve their critical thinking and develop their creative abilities. Through project learning, students participate in solving real-life problems and learn a foreign language from a practical point of view. In addition to improving their communicative competence, it contributes to the development of teamwork, research and interaction skills. Thus, the role and importance of the project teaching method in foreign language teaching should be further deepened in future studies and practices.

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THE ROLE OF A FOREIGN LANGUAGE TEACHER IN AN INCLUSIVE LEARNING ENVIRONMENT

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Түйін: Инклюзивті білім беру жағдайында шет тілі мұғалімі шешуші рөл атқарады, өйткені ол барлық оқушыларға олардың білім беру қажеттіліктері мен даму ерекшеліктеріне қарамастан тиімді оқытуды қамтамасыз етуі керек. Мұғалім тек білім таратушы ғана емес, сонымен қатар әр оқушы өзінің жеке мүмкіндіктеріне бейімделген материалдарға қол жеткізе алатын Инклюзивті ортаны ұйымдастырушы болады.

Резюме: В условиях инклюзивного образования учитель иностранного языка играет ключевую роль, так как ему необходимо обеспечить эффективное обучение всем учащимся, независимо от их образовательных потребностей и особенностей развития. Учитель становится не только передатчиком знаний, но и организатором инклюзивной среды, где каждый учащийся получает доступ к материалам, адаптированным под его индивидуальные возможности.

The main tasks of a teacher in inclusive education include the adaptation of curricula, the use of differentiated teaching methods and the active use of multimedia technologies to support students with special needs. This requires close cooperation with colleagues and specialists in correctional pedagogy, as well as continuous professional development.

An important aspect is the creation of a favorable psychological atmosphere in the classroom, which supports students' self-confidence and stimulates motivation to learn a foreign language. The teacher must demonstrate flexibility and empathy, taking into account the diversity of educational needs, and apply innovative techniques to ensure that learning is inclusive and effective for all.

Modern educational systems strive to create an inclusive environment where students with different educational needs can successfully study together. Inclusive

education includes students with physical, mental, emotional or sensory impairments in a common educational environment, providing them with equal learning opportunities. In such circumstances, the role of a foreign language teacher becomes especially important, since teaching requires not only high professional competence, but also the ability to adapt teaching methods and strategies to the diverse needs of students [1].

Features of the teacher's role in inclusive education. A foreign language teacher in an inclusive environment acts not only as a teacher, but also as a coordinator who helps each student achieve success in learning. This includes the adaptation of training materials, the development of differentiated tasks, the use of technology and close cooperation with other specialists. The following are the main tasks and challenges faced by a teacher in inclusive education.

Adaptation of educational materials and techniques. One of the key aspects of a teacher's work in inclusive education is the need to adapt teaching materials and techniques. This may include [2]:

Creating textbooks tailored to the needs of students with visual, hearing, or motor impairments. For example, for students with visual impairment, materials can be prepared in Braille format or with an enlarged font.

Differentiated learning, in which tasks and exercises are adapted to the level of development of each student. This helps to ensure that all students are included in the educational process, regardless of their capabilities.

The use of visual and audio media to teach students with different styles of perception. For example, video materials and audio tutorials can be useful for students with hearing impairments or dyslexia.

Technology plays an important role in creating an inclusive educational environment. Teachers can use specialized programs that help to adapt the process of learning foreign languages. Examples of such technologies include [3]:

- Speech-to-text translation programs for students with hearing impairment.
- Speech synthesis programs for students with visual impairments.
- Mobile applications and interactive platforms for adapting the learning process to the needs of students with disabilities.

The use of technology helps to eliminate barriers in language learning and promotes more active involvement of students in the educational process.

Creating a supportive psychological environment. In an inclusive learning environment, one of the most important tasks of a teacher is to create a favorable atmosphere in the classroom. This is necessary in order for all students to feel comfortable and confident. The teacher must [4]:

- To support the emotional well-being of students by demonstrating understanding and tolerance for their peculiarities.
- To develop an inclusive culture in the classroom that promotes mutual respect and mutual assistance among students.
- Motivate students to develop language skills, despite their possible difficulties, and highlight their successes, even if they are minimal.
- Creating such an environment helps students feel part of the learning

community and stimulates their desire to learn and interact with others.

Cooperation with other specialists. Working in an inclusive classroom requires a foreign language teacher to work closely with other teachers and specialists, such as:

- Correctional pedagogy specialists who can help adapt materials and techniques for students with special educational needs.
- Speech therapists and psychologists who can help develop communication skills and reduce anxiety in students.

A school administration that can provide the necessary resources and support for the implementation of inclusive programs. Such cooperation helps to create a more comprehensive and integrated approach to teaching foreign languages that takes into account the needs of all students. Professional development of a teacher.

A foreign language teacher in an inclusive environment needs to constantly improve their skills. This includes:

- Participation in specialized trainings and seminars aimed at working with students with special educational needs.
- Mastering new technologies and techniques that can be useful for adapting the educational process.
- Self-development in the field of inclusive education, the study of international experience and best practices.
- Continuous professional development helps teachers to effectively cope with the challenges of inclusive learning and improve the quality of teaching.

The role of a foreign language teacher in an inclusive learning environment is extremely important to ensure equal opportunities for all students. The teacher needs to be flexible, creative and empathetic in order to adapt the learning process to the needs of each student. The use of differentiated techniques, the use of technology and the creation of a favorable psychological atmosphere are key elements of successful learning in an inclusive environment. Effective interaction with other specialists and continuous professional development will help the teacher to successfully overcome difficulties and contribute to the success of each student.

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EFFECTIVE STUDY METHODS FOR EXAM PREPARATION IN STUDENTS

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Түйін: Effective study methods are essential for students preparing for exams, as they directly influence learning outcomes and academic performance. This paper explores various evidence-based study techniques, including spaced repetition, active recall, self-testing, and study environment optimization. By examining studies from educational psychology and cognitive science, this paper provides a comprehensive overview of strategies that help students maximize their learning efficiency and retention.

Аннотация: Эффективные методы обучения необходимы студентам, готовящимся к экзаменам, так как они напрямую влияют на учебные результаты и академическую успеваемость. В этой статье рассматриваются различные методы обучения, основанные на научных доказательствах, включая интервальное повторение, активное воспроизведение, самопроверку и оптимизацию учебной среды. Анализируя исследования в области образовательной психологии и когнитивной науки, данная статья предлагает всесторонний обзор стратегий, которые помогают студентам максимально повысить эффективность обучения и запоминания...

Effective study methods are essential for students preparing for exams, as they directly influence learning outcomes and academic performance. This paper explores various evidence-based study techniques, including spaced repetition, active recall, self-testing, and study environment optimization. By examining studies from educational psychology and cognitive science, this paper provides a comprehensive overview of strategies that help students maximize their learning efficiency and retention.

Exam preparation is a central aspect of academic life, and using effective study strategies can make a significant difference in student performance. Traditional methods such as rereading notes or cramming are commonly used but are often less effective than evidence-based approaches. Research by Dunlosky et al. suggests that techniques such as spaced repetition, active recall, and self-testing are among the most effective strategies for enhancing learning and long-term retention. This paper reviews these strategies, along with practical recommendations for students [1].

Spaced Repetition: Spaced repetition, the practice of reviewing information over increasing intervals, has been widely recognized as a highly effective method for memory retention. According to Cepeda et al., spaced learning is far superior to massed practice (cramming) when it comes to retaining information for extended periods. The spacing effect, as explained by Bahrick, shows that reviewing material at spaced intervals helps strengthen memory associations. Tools like Anki and Quizlet have integrated spaced repetition algorithms, making it easier for students to plan their study sessions [2].

For example, Roediger and Butler found that students who used spaced repetition were more likely to recall information accurately during exams. Spacing study sessions also reduces the cognitive load and allows the brain to consolidate information more effectively, a process crucial for long-term retention [3].

Active Recall: Active recall, or retrieving information from memory without looking at notes, is another powerful learning technique. Karpicke and Blunt argue that actively recalling information is far more effective than passively reviewing notes or textbooks, as it requires students to engage with the material more deeply. In their study, students who practiced active recall scored approximately 50% higher on later tests compared to those who relied solely on passive review methods [4].

This technique can be implemented through methods like flashcards, quizzes, or simply summarizing material without looking at the notes. The process of recall strengthens memory pathways, as highlighted by Roediger and Butler, and has been shown to improve both understanding and retention of complex concepts.

Self-Testing: Self-testing involves assessing one's knowledge independently to gauge what has been learned and identify areas that need further review. Research by Roediger et al. shows that regular self-assessment not only reinforces memory but also helps students recognize their knowledge gaps. The testing effect, a phenomenon where retrieving information improves memory, underscores the value of self-testing as an effective study tool [5].

Butler and Roediger found that students who engaged in frequent self-testing outperformed those who did not when tested on the same material. Quizzes, practice tests, and flashcards are practical tools that students can use for self-testing, providing immediate feedback that helps adjust their study focus [6].

Creating an optimal study environment is a key factor in effective exam preparation. Evidence suggests that a distraction-free environment enhances concentration and cognitive function. According to studies by May and Elder, background noise and frequent interruptions negatively affect working memory and reduce the amount of information retained during study sessions. Reducing distractions, such as silencing notifications on electronic devices or studying in a quiet space, can therefore be beneficial for students.

Pomodoro and other time-management techniques can also support focus by dividing study time into manageable intervals. Anderson et al. found that structured study periods followed by short breaks increased productivity and reduced mental fatigue, making it easier to sustain attention and engagement over longer study sessions [7].

Adequate sleep and nutrition are crucial for effective learning and memory consolidation. Walker and Stickgold highlight the role of sleep in transferring information from short-term to long-term memory. Their research demonstrates that students who get adequate sleep after studying perform better on exams than those who don't. Nutrition, particularly the intake of foods rich in omega-3 fatty acids, has also been linked to improved cognitive performance, as discussed by Gómez-Pinilla.

Students are encouraged to prioritize healthy eating and sleep habits, especially during the weeks leading up to exams, to support their cognitive function and overall well-being.

While cramming and rote memorization are common methods for last-minute studying, they are less effective for long-term retention. A study by Carey et al. (2010) indicates that cramming leads to rapid forgetting shortly after exams.

Additionally, rote memorization often results in shallow processing of information, making it harder to apply knowledge in complex situations. Cognitive scientists like Brown et al. recommend deep processing strategies, such as making connections between concepts and engaging in active problem-solving, as alternatives to rote memorization [8].

Effective study methods such as spaced repetition, active recall, and self-testing significantly improve exam performance by enhancing long-term retention and understanding. Creating a focused study environment and maintaining healthy sleep and nutrition habits further support cognitive function during exam preparation. Future research should continue exploring ways to optimize these methods for various types of learners. Implementing evidence-based strategies can help students achieve more efficient and productive study sessions, ultimately contributing to better academic outcomes.

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HOW MOBILE APPS HELP YOU MEMORIZE NEW WORDS: METHODS AND TOOLS

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Түйін: Мобильді қосымшалар жаңа сөздер мен фразаларды есте сақтау процесін жеңілдетіп, тиімдірек етеді. Геймификация, аралық қайталау, интерактивті флешкарталар, контекстуал оқу мен мультимедиялық материалдар сияқты әдістерді қолдана отырып, бұл қосымшалар тіл үйренушілерге сөздерді тек жаттап қана қоймай, оларды нақты өмірде қолдануға үйретеді. Жеке оқыту жолдары мен прогрессті бақылау мүмкіндігі қосымшада мотивацияны сақтауға және әрбір оқушының қажеттіліктеріне сәйкес оқу жоспарын құруға көмектеседі.

Резюме: Мобильные приложения играют ключевую роль в процессе запоминания новых слов и фраз, предлагая пользователям разнообразные методы и инструменты для эффективного обучения. Геймификация, основанная на элементах игры, делает процесс изучения увлекательным и мотивирующим, а метод интервального повторения помогает улучшить долгосрочную память, минимизируя забывание информации. Интерактивные флешкарты и контекстуальные задания позволяют пользователям учить слова в реальных ситуациях, что укрепляет ассоциации и улучшает понимание языка.

In today's fast-paced world, mobile apps have become one of the most effective tools for language learners looking to memorize new words and phrases. Whether you're learning a new language or trying to expand your vocabulary in a language you already know, mobile apps can offer personalized, interactive, and engaging ways to make the process easier and more efficient. In this article, we will explore how these apps help with vocabulary memorization, the methods they use, and the tools that make them effective.

Gamification [1]: Turning Learning into a Fun Challenge.

One of the primary ways that mobile apps enhance vocabulary memorization is through gamification. By incorporating elements like points, levels, badges, and leaderboards, language-learning apps make the process more engaging and motivating. This approach taps into the psychological concept of positive reinforcement, where learners are rewarded for their progress, keeping them motivated to continue.

Popular apps like Duolingo and Memrise use gamification to keep users engaged. For example, Duolingo tracks your progress with a "streak" system, motivating you to study every day to maintain your learning streak. Memrise, on the other hand, incorporates real-life videos with native speakers and rewards users for completing challenges and milestones.

Why it works:

Gamification makes learning feel less like a task and more like a game. It adds an element of fun, which increases motivation and encourages daily practice—key factors for long-term memorization.

Spaced Repetition [2]: Optimizing Your Memory Retention.

Another powerful method used by mobile apps is spaced repetition. This technique is based on the psychological concept that information is more effectively memorized when it is reviewed at increasing intervals over time. Rather than cramming a large amount of information in a short period, spaced repetition helps you review words just before you're likely to forget them, ensuring they are transferred into long-term memory.

Apps like Anki, Quizlet, and Memrise implement spaced repetition algorithms that schedule flashcard reviews based on how well you know a word. If you consistently remember a word, it will appear less frequently, but if you struggle to recall it, the app will show it to you more often.

Why it works [3]:

Spaced repetition helps prevent the forgetting curve, a phenomenon where we tend to forget information shortly after learning it. By strategically timing the review of words, this method maximizes retention with minimal effort.

Interactive Flashcards: A Classic Tool Reimagined

Flashcards are one of the most effective ways to memorize vocabulary, and mobile apps have taken this tool to the next level by making it interactive and customizable. With apps like Anki, Quizlet, and Brainscape, you can create personalized flashcards, use premade decks, and even test yourself with various types of exercises (multiple-choice, matching, typing) to reinforce the words you've learned.

These apps often allow users to add images, audio, and even example sentences to their flashcards, which creates a richer learning experience. For example, hearing a word pronounced by a native speaker or associating it with a relevant image can make it easier to remember.

Why it works [4]:

Flashcards leverage active recall, which is one of the most powerful memorization techniques. The more actively you try to recall a word from memory, the stronger the neural connections become, leading to better retention.

Contextual Learning: Using Real-Life Examples

To truly master new vocabulary, it's not enough to memorize isolated words. Contextual learning, where words are learned in context rather than in isolation, is essential for deepening understanding. Many mobile apps help learners immerse themselves in authentic language use by providing real-world examples and scenarios [5].

For instance, apps like Babbel and Busuu teach vocabulary within the context of conversations, helping you understand how words are used in real-life situations. Babbel's lessons often simulate everyday interactions, such as ordering food at a restaurant or asking for directions, so learners can see how words and phrases are used naturally.

Why it works [6]:

Contextual learning helps create meaningful associations between words and real-life situations, making them easier to remember. This approach also builds your ability to use the vocabulary actively, which is essential for language fluency.

Personalized Learning Paths: Tailoring the Experience to Your Needs

Many modern language learning apps use personalization to optimize vocabulary memorization. These apps assess your current knowledge level, track your progress, and adjust the difficulty of exercises to suit your learning style and pace. For example, Memrise personalizes lessons based on your performance, focusing on words and phrases you find most challenging. Similarly, HelloTalk and

Tandem use social interaction to help learners practice vocabulary with native speakers, providing personalized feedback and suggestions.

Why it works [7]:

Personalized learning ensures that you're not wasting time on content you already know or struggling with material that's too difficult. It tailors the learning experience to your unique needs, making it more efficient and relevant.

Multimedia Integration: Engaging Multiple Senses for Better Learning. Incorporating multimedia (such as audio, video, and images) into vocabulary learning helps engage multiple senses, which can reinforce memory and improve recall. Apps like FluentU use real-world videos—like movie trailers, music videos, and news clips—with subtitles, so learners can hear words in their natural context and see them used visually. This multimedia approach supports semantic encoding, which strengthens the memory trace by connecting the word to multiple sensory experiences.

Why it works [8]:

Engaging multiple senses creates stronger memory associations and helps words stick in your long-term memory. For example, hearing a word in a song and seeing it in a video reinforces your understanding of both its meaning and usage.

Progress Tracking and Motivation: Keeping You on Track. One of the most helpful features of many mobile language learning apps is progress tracking. Apps like Duolingo, Memrise and Lingvist allow learners to track their daily progress, see how many words they've learned, and monitor their overall improvement over time. This not only helps learners stay motivated but also gives them a sense of accomplishment.

By regularly checking your progress, you can identify which areas need more attention and set achievable goals. These apps often send reminders or notifications to keep you on track, ensuring consistent practice.

Tracking your progress provides visual feedback and a sense of accomplishment, which can motivate you to continue learning. Setting small, achievable goals and seeing progress along the way helps combat frustration and burnout.

Mobile apps have revolutionized the way we learn and memorize new words. By combining effective methods like gamification, spaced repetition, interactive flashcards, contextual learning, and multimedia integration, these apps create an immersive and personalized learning experience. Whether you are a beginner or an advanced learner, the variety of tools and techniques available in these apps can help you effectively expand your vocabulary and retain new words for the long term.

With the right combination of methods, tools, and motivation, mobile apps can be a powerful ally in mastering a new language. So, whether you're commuting, relaxing at home, or on a lunch break, you can use these apps to make learning new words a part of your daily routine.

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THE EFFECTIVENESS OF USING MULTIMEDIA TECHNOLOGY IN ENGLISH LESSONS

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Түйін: Бұл мақалада бейнелер, ойындар және интерактивті әрекеттер сияқты мультимедиялық ресурстар оқуды қалай қызықтыратынын және студенттерді белсенді қатысуға қалай ынталандыратынын қарастырады. Топтық жұмыс пен коммуникация дағдыларын дамытатын топтық жобалар мен онлайн талқылаулар сияқты студенттер арасындағы өзара әрекеттесуге ықпал ететін әдістерді зерттейді..

Резюме: В статье рассматриваются, как мультимедийные ресурсы, такие как видео, игры и интерактивные задания, делают обучение более увлекательным и стимулируют студентов к активному участию. Рассматриваются методы, которые способствуют взаимодействию между студентами, такие как групповые проекты и онлайн-дискуссии, что развивает командные и коммуникативные навыки.

Modern technologies have become an integral part of the educational process and an important tool in improving the effectiveness of learning. Their use in foreign language lessons, including English, has become commonplace. Multimedia technologies, such as interactive whiteboards, presentations, audio and video materials, games and applications, help to stimulate students' interest, increase their motivation and improve their language proficiency.

One of the main advantages of using multimedia technologies in English lessons is the ability to visualize the material. Students can better understand and remember new words, grammar constructions and rules if they are presented in the form of pictures, videos or audio files. This makes the learning process more visual and interesting, which helps students absorb information faster and more effectively [1].

Also, the use of multimedia technologies allows you to create an interactive learning environment where students can actively participate in the lesson, complete various tasks, solve problems, communicate with the teacher and other students. This

contributes to the development of communication skills, improves the level of language proficiency and helps overcome language barriers.

In addition, multimedia technologies allow teachers to individualize teaching, adapting the material to the individual needs and interests of each student. Each student can choose the teaching method that suits him best, which contributes to the effective assimilation of the material [2].

Thus, the use of multimedia technologies in English lessons is an effective way to improve the quality of teaching. They help make lessons more interesting, accessible and effective, contribute to the development of motivation, communication skills and the level of proficiency in a foreign language.

"The Effectiveness of Using Multimedia Technologies in English Classrooms" can consider several key aspects: 1. Enhancing motivation and interest. Discusses how multimedia resources such as videos, games and interactive tasks make learning more fun and encourage students to participate actively [3].

2. Diversity of learning formats. Explores the benefits of using different formats (video, audio, text, graphics) to meet different learning styles and improve comprehension.

3. Interactivity and collaboration. Considers methods that promote interaction between students, such as group projects and online discussions, which develops teamwork and communication skills.

4. Access to resources. Emphasizes the importance of online resources for independent learning, including online courses, podcasts and other materials that enhance the learning experience.

5. Individualization of learning. Discusses how multimedia technologies allow the learning process to be adapted to the needs and interests of each student, providing a personalized approach. 6. Learning Efficiency. It analyzes how the use of multimedia technologies can improve listening, speaking and reading skills, contributing to better memorization and understanding of the language.

7. Examples of successful implementation. Cases and examples of the successful use of multimedia technologies in different educational institutions are presented, illustrating their impact on the quality of education.

The article summarizes how multimedia technologies can enrich the process of learning English, increase its effectiveness and make it more interesting and relevant for students.

Multimedia technologies play a key role in modern education, especially in teaching foreign languages, such as English. Their use makes the learning process more dynamic, interactive and interesting. Let's consider the main aspects of the effectiveness of using multimedia technologies in English lessons.

1. Increasing student motivation

Multimedia technologies, such as video materials, interactive presentations and educational games, significantly increase student motivation. Students are more actively involved in lessons when the material is presented in an exciting and visually appealing form. This creates a positive atmosphere conducive to learning.

2. Diversity of learning formats

Using different formats (video, audio, graphics, text) helps to take into account different learning styles. For example, visual learners perceive information better through images, while auditory learners may prefer audio recordings. This approach ensures a deeper assimilation of the material [4].

3. Interactivity and collaboration

Multimedia technologies facilitate interaction between students. Collaborating on projects, participating in interactive quizzes, and using online discussion platforms develop team spirit and communication skills. This creates an environment where students can freely exchange opinions and ideas.

4. Access to a variety of resources

With the help of the Internet, students have access to a variety of materials for learning English. Online courses, podcasts, blogs, and videos allow students to independently deepen their knowledge and find additional resources for practice. This is especially important for independent learning.

5. Individualization of learning

Multimedia technologies allow you to adapt the learning process to the individual needs of each student. Teachers can create personalized tasks taking into account the level of preparation and interests of students. This contributes to more effective assimilation of the material [5].

6. Improving listening and speaking skills

Using audio and video materials helps improve listening and speaking skills. Students learn to perceive live speech, develop pronunciation, and learn to use the language in different contexts. This is especially important for preparing for real communication situations.

The effectiveness of using multimedia technologies in English lessons is beyond doubt. They make learning more exciting, help to take into account the individual needs of students and develop key skills. The introduction of multimedia into the educational process enriches the learning experience and promotes deeper acquisition of the language, which ultimately leads to successful results.

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СРАВНИТЕЛЬНЫЙ АНАЛИЗ АНТРОПОНИМОВ ТЮРКОЯЗЫЧНЫХ НАРОДОВ С ЕВРОПЕЙСКИМИ

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Түйін. Азия мен Шығыс Еуропада таралған түркі аттары табиғат, тұрмыс және рухани табиғи күштер туралы ежелгі ұғымдарды бейнелейді. Еуропалық атаулар көбінесе өңірдің этникалық әртүрлілігінен тамыр ала отырып, мәдениеттердің араласуының әсерінен қалыптасты

Summary. Turkic names common in Asia and Eastern Europe reflect ancient ideas about nature, life and spiritualized natural forces. European names were shaped by a mixture of cultures, often taking root in the ethnic diversity of the region

Антропонимика - это раздел ономастики, который изучает собственные имена людей, такие как личные имена, фамилии и псевдонимы. Она исследует происхождение, эволюцию, распределение и социальные функции этих имен. Термин «антропонимика» начал использоваться в 60-70-х годах XX века, заменив ранее применявшуюся «ономастику». Исследование имен позволяет понять традиции и культуру народа, хотя для этого не требуются экспедиции, а нужна работа в архивах и библиотеках. В ономастике также рассматриваются другие направления, такие как зоонимика, теонимика, топонимика, этнонимия и космонимика.

В дальнейшем исследовании мы сосредоточимся на антропонимах тюркоязычных народов и их сравнении с европейскими именами. Тюркские имена, распространенные в Азии и Восточной Европе, отражают древние представления о природе, быте и одухотворенных природных силах. Европейские имена формировались под влиянием смешения культур, часто беря корни в этническом разнообразии региона. Казахская антропонимия включает как исконные, так и заимствованные из арабского и персидского языков имена, многие из которых имеют прямой перевод или глубокие значения. В казахских и других тюркских именах прослеживаются образы природы и пожелательные элементы, как в именах Айжан («Лунная Душа») или Айнуур («Свет Луны») и др. Имена могут быть тюркского, персидского или арабского происхождения и часто встречаются в разных вариантах произношения, например Шара, Сара и Зара.

Тюркские имена бывают с прямым значением (Арман - «Мечта», Шолпан - «Венера», Канат - «Крыло») или сложносоставными, например, Нургуль (Нұр+Гүл) - «Цветок Света». Казахи особенно ценят связь с природой, и многие имена связаны с образом Луны, как Айдана, Айжан, Айман. Среди тюркских имен часто встречаются сложные формы, передающие глубокие смыслы. Например, Айтуган (Ай+Туған) - «рождённый в начале месяца», Кудайберды - «данный Богом», Куткен - «Долгожданный». Ребенку могут даваться пожелательные имена, отражающие желаемые качества, такие как Полат

(Болат) - «стальной, крепкий», Темір (Тимур) - «непоколебимый, как железо» [1].

Заимствования имён из авраамических религий включают казахские формы имён, происхождение которых связано с персонажами из авраамических религий (ислам, христианство, иудаизм). Эти имена, пришедшие из арабского языка через священные книги и проповеди, получили казахскую транскрипцию. Вот примеры таких имён: - Мариям (каз. Мәриям) - Марьям (библ. Дева Мария); Иса (каз. Иса, Ғайса) - Иисус Христос; Муса (каз. Мұса) - Моисей; Хауа - Ева; Исраел - Израиль (одно из имён Якуба); Закария (каз. Зәкәрия) - Захария; Ибрахим (каз. Ибраһим, Ыбырайым) - Авраам.

Арабские заимствования. Кроме имён авраамических религий, в казахском языке встречаются и арабские имена, в частности исторические. Например, Аль-Искандер (Александр Македонский) - традиционная арабская форма. Помимо исторических личностей и библейских персонажей, встречаются в основном женские арабские имена, такие как Жамал, что стало традиционным. Мужские имена, такие как Мустафа, редки, но могут быть распространены у казахов, живущих за границей, как, например, Мустафа Озтюрк, репатриант из Турции.

Имя пророка Мухаммеда в казахском языке встречается в различных вариантах: Мамбет, Мембет, Махамбет, Маханбет, Махмут, Мухаммет, Мухамет, Мухамбет, Мамет, Махмет. Распространены арабские имена, как в казахской интерпретации, так и в оригинальной форме, такие как: Айша, Алим - Галым, Альфа - Альфия, Анвар - Ануар, Бахит - Бахыт, Давлет - Даулет, Кадир - Кадыр, Кали, Касим - Касым, Сабир - Сабыр, Сабит, Фатима - Патима, Хасан, Уаис, Идрис – Ыдрыс [2].

Среди казахских женщин можно встретить русские имена, такие как Светлана, Раиса, Лариса, и Римма, даже если они не происходят из межнациональных семей. В семьях с различными этническими корнями детям нередко давали русские или западноевропейские имена, например, Николай или Альбина. В советское время появились имена, связанные с идеологией и событиями той эпохи, такие как Совет, Октябрь, Нархоз, Рабфак и Совхозбек. Эти имена символизировали приверженность родителей к советским ценностям.

Европейские заимствования. Если рассматривать, например, Голландию, то голландские имена часто включают приставку «ван» в фамилии - традиция, возникшая задолго до современной Европы. В этой стране популярны имена Томас, Рудольф, Рембрандт и другие. Появление испанских сериалов в Европе также повлияло на имена - родители стали называть детей Педро, Хуан, Альберто и пр. В честь известных артистов, таких как певец Энрике Иглесиас, также стали называть детей, что привело к росту популярности испанских и итальянских имен. Католические традиции также играют роль в выборе европейских имен, так как католики нередко выбирают библейские имена для детей, надеясь на заступничество святых [3].

Сравнительная характеристика. Казахские имена различаются по структуре на простые, сложные и составные. Сложные имена часто образуются путем соединения существительных или основ существительных с глаголами, например: Байтас (бай - «богач» и тас - «камень»), Жылкелд (жыл - «год» и келд - «прибыл»). Многие казахские имена происходят от названий животных, птиц, предметов быта, продуктов питания и других слов, тесно связанных с традициями, культурой и религиозными убеждениями казахского народа. При выборе имени казахи обычно руководствовались положительными качествами, которыми они хотели наделить ребенка, поэтому большинство имен имеют прозрачную этимологию, например: Алма - «яблоко», Шекер - «сахар», Арыстан - «лев», Темир - «железо», Балта - «топор», Жылкыбай - «лошадь» и «богач» (т.е. богатый лошадьми).

Прозвища часто служили дополнительным именем человека. В дореволюционном казахском ауле каждый имел прозвище, которое могло указывать на черты характера, физические особенности или положение в обществе. Прозвища помогали точно определять конкретного человека среди тезок. С развитием системы фамилий их использование стало менее распространено. Казахские фамилии начали появляться во второй половине XVIII века и окончательно оформились после Октябрьской революции, при этом чаще всего фамилии образуются от имени отца, указывая на патронимическое происхождение: Мамажан - Мамажанов, Сэрсенбай - Сэрсенбаев, Бектай - Бектаев, Жанболат - Жанболатов. Иногда фамилия образуется от имени деда, например, если у казаха по имени Сейдин фамилия Сатаев, то его дед, вероятно, звался Сатай, и фамилию Сатаев наследуют дети Сейдина.

Казахи также использовали имена родов и племен, такие как Кара Кыпшак Кобланды, Шакшак Жэнибек, Канжыгалы Кабанбай, Албан Асан. Отчество в казахском языке стали употреблять сравнительно недавно, и его использование еще не стало повсеместным в повседневной речи. Однако в интеллигентной среде обращения по имени и отчеству встречаются все чаще, как в разговорной, так и в официальной речи. Отчества формируются с помощью суффиксов -ич, -ыч, -евна, -овна из русского языка, или с помощью казахских слов улы («сын») и кызы («дочь»), например: Сара Муқановна Ботбаева, Айжан Берішевна Жумабаева, Эсем Дэуітқызы Елжанова, Бекежан Досымулы Асылканов, Талап Шыныбекович Мусабаев, Самат Бекенович Муратов.

Казахская система обращения также имеет свои уникальные особенности и правила, связанные с образом жизни и бытом. В повседневном семейном общении младшие часто обращаются к старшим, используя специальные формы родственных терминов, такие как: атай («дедушка»), апай («старшая сестра» или «тетя»), эжей («бабушка»), эке («отец»), агай («старший брат» или «дядя»), женгей («тетя» или «сноха»). До революции были также другие обращения, такие как мырза («господин»), бикеш («барышня»), таксыр («повелитель»), которые со временем вышли из употребления. Сейчас же в

официальной обстановке распространены формы обращения жолдас («товарищ»), азамат («гражданин»), а также аса қымбатты («уважаемый») и аса қурметті («глубокоуважаемый») в деловой переписке.

Для выражения уважения к старшим аффиксы добавляются к первым слогам их имени, например: Эбе, Эбеке, Эбен для имён Эбдиманап, Эбдирахман; Сэбе, Сэбен для имени Сэбит; Мука, Муқан от Мухтар; Жэке от Жамал, Жэмила; Кулеке от Кулжахан, Кулжан и др. Также, как и у многих народов, родители используют уменьшительно-ласкательные формы имён для своих детей: Мағыш от Магрифа, Сатыш от Сатылган, Куляш от Кулбахарам, Сэкен от Садуакас, Сейфолла и Шэкен от Шаймерден.

Родители и старшие в семье могут также обращаться к детям ласковыми словами, такими как: айым («моя луна»), күнім («мое солнце»), жұлдызым («моя звёздочка»), шолпаным («моя Венера»), жарығым («светоч»), жаным («душенька»), қалкам шырағым («милый»), қарғам («галчонок»), балапаным («птенчик»), көгершінім («голубок»), құлыным («жеребенок»), ботам, ботақаным, боташым («верблюжонок»), қозым («ягнёнок»), қоңыр қозым («серый ягнёнок»), торпағым («теленочек») и другие.

Теперь обратимся к европейским именам, чтобы выделить отличия. Имя имеет большое значение в жизни человека, формируя его образ в обществе и даже влияя на характер. По всему миру существует множество красивых и оригинальных женских имён, некоторые из которых представлены в данной работе. Родители стремятся выбрать самое красивое и доброе имя для своего ребёнка, надеясь, что оно принесёт счастье и удачу. Имя всегда имеет особое значение, которое формируется под влиянием нескольких факторов: религиозные убеждения, впечатления от ярких событий, любовь к природе, наблюдение за внешностью и поведением ребёнка, пожелание счастливой судьбы ребёнку.

Мы полагаем, что в европейских семьях также каждому имени придается глубокий смысл, связанный с древними традициями, языками и культурными представлениями. Имя, данное ребёнку, считается важным элементом, влияющим на его характер и внутренние качества. Особенно ценятся женские имена, так как они часто вдохновлены ароматами цветов, природными явлениями, небесными светилами и чувствами. Считается, что женское имя должно воплощать нежность и красоту, а также обладать мягким звучанием. Вот некоторые примеры: Пенелопа - древнегреческое имя, ассоциируемое с женой Одиссея, символизирующее уверенность и целеустремленность; Анджелина (вариант от Ангелина) - имя, связанное с понятием «ангел», дарующее обладательнице мягкость и душевную красоту; Марианна - происходящее от «Мария», символизирующее доброту и стремление помогать другим; Патриция - латинское имя со значением «знатная», подчеркивающее аристократичность [4].

Мы решили провести опрос среди людей, чтобы узнать, как они относятся к выбору имен и какие у них предпочтения. В результате проведенной работы, включая исследование, сравнение и анализ, мы достигли

поставленной цели и выяснили, что многие предпочитают имена, отражающие их культурные корни. Это подчеркивает уважение к традициям и значимость обычаев для людей.

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ОСОБЕННОСТИ ДУХОВНОЙ ЖИЗНИ И ВОСПИТАНИЯ ГАРМОНИЧНО РАЗВИТОГО ПОКОЛЕНИЯ В ПРОЦЕССЕ НЕЗАВИСИМОГО РАЗВИТИЯ

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Аннотация: В данной статье анализируются специфические аспекты духовной жизни и воспитания гармонично развитого поколения в процессе независимого развития, особенности определённых периодов и общества в стратегии духовного развития общества, социально-философские, культурно-просветительские аспекты, различные особенности, связанные с государственной политикой и по-разному проявляющиеся в связи с совершенствованием человека, процессы развития психики и настроения населения, особенно - молодежи. Такие признаки и специфические аспекты являются общими критериями и базовыми факторами для философских принципов, которые влияют на различные характеристики концепций, касающихся этих вопросов. Обоснована практическая значимость их современного развития в обществе, обоснованы взгляды на развитие духовного воспитания гармонично развитого поколения.

Ключевые слова: гармонично развитое поколение, общество, духовность, развитие, стратегия, национальный, религиозный, воспитательный, ценность, молодежь, идея, прогресс, перспектива, проблема, научное исследование.

Annotation: In this article, in the process of independent development, the unique aspects of spiritual life and education of a harmonious generation are considered, in the strategy of spiritual development of society, the characteristics of a certain period and society, various features associated with state policy, various aspects related to human maturity, manifested socio-philosophical, cultural and educational aspects, processes of mental development and mood of the population, especially young people. General criteria and factors supporting philosophical principles that influence various characteristics of concepts related to these issues are described. The practical significance of its modern development in society is substantiated, opinions are given from the point of view of the development of spiritual education of the mature generation.

Key Words: perfect generation, society, spirituality, development, strategy, national, religious, educational, value, youth, idea, development, perspective, problem, scientific research.

Как известно, вопрос о молодежи, считающейся неотъемлемой частью общества, всегда интересовал представителей разных отраслей, таких как: философы, политологи, юристы, историки, педагоги, психологи, писатели, поэты. Если философы изучают роль молодежи в общественной жизни, то юристы - их права и правовые гарантии, историки - их значение в истории общества, психологи - их состояние и психический характер, педагоги - вопросы воспитания молодежи, политологи - роль и значение молодежи в политической жизни. Причина, по которой так много внимания уделяется вопросу молодежи, заключается в том, что она отличается от взрослых своим энтузиазмом, амбициями, перспективой, стремлением к познанию, любознательностью и другими качествами. Молодежь обогащает просвещение, культуру, духовность, традиции, обычаи, оставленные предками до них, занимает определенные места в истории общественной жизни"[1]. Своими новыми начинаниями, реформами. Поэтому молодежь общества должна получать знания, приобретать определенную профессию, формировать свое мировоззрение, развивать свою физическую зрелость, духовное богатство и закладывать основы своего будущего. "Древние,-писал Абу Наср Фараби,-оставляют свою радость через своих потомков всем будущим поколениям. Таким образом, с течением времени и сменой эпох у людей удовольствие добавляется к удовольствию, наслаждение к наслаждению, объект наслаждения в них будет всё больше возрастать. Вот этот случай мы описываем как процветание, как настоящее счастье".[1] Из этих строк также видно, что прошлое поколение наследует лучшие богатства следующему поколению, а затем молодёжь, в свою очередь, продолжает это наследие, сохраняя его. Перелистывая страницы истории, мы должны особо упомянуть мудрецов, которые оставили бессмертные произведения, посвященные духовности, мировоззрению, нравственности молодежи. В частности, такие полные смысла произведения, как: "Сиясатнамэ" Низама уль-Мулька, "Рушноинамэ", "Кутадгу билиг" Юсуфа Хос-Хаджиба, "Девону лугату тюрк" Махмуда Кашгари, "Кабуснамэ" Кайковуса, "Хибат-уль-хакойк" Ахмада Юнаки, "Махбуб-ул Кулуб", "Вакфия" Алишера Навои, в этом плане всё еще не потеряли своей ценности. Поэты-классики Средней Азии - Абдулкасим Фирдауси, Абдулла Рудаки, Насир Хисрав, Юсуф Хос-Хаджиб, Ахмад Юнаки, Саккоки, Алишер Навои, Абдурахман Джами, Захириддин Бабур, Махтумкули, Огахи и другие в своих бесценных художественных произведениях выдвигали свои ценные идеи о жизни общества, нравственности и мировоззрении молодежи, ее воспитанию, воспевали любовь к Родине, национальную гордость и духовно-нравственные ценности. Как известно, "согласно многотысячелетнему опыту человечества, любое радикальное обновление, революционное изменение не может произойти без науки, просвещения, духовности, культуры. Об этом свидетельствуют события всех эпох Возрождения. Поэтому с обретением независимости в нашей стране этому вопросу было уделено особое внимание. Однако сегодня внимание к нему стало еще больше. В этом отношении особое значение имеет пятое направление

Стратегии развития, то есть работа, направленная на реализацию приоритетных целей и задач в области обеспечения духовного прогресса, коренного реформирования и вывода этой сферы на новый уровень”[2]. В этом плане в научных исследованиях таких ученых, как Б.Т.Туйчиев, О.Р. Мусаев, Ф.Н.Журакулов, М.Куранов, А.А. Маврулов, К.Н. Назаров, М. Кыргызбаев, К.Куранбаев, В.Кучкаров, Н.Мамамазаров, Н.Умарова, С.М. Гафуров, уместны некоторые аспекты выбранной нами темы, относящиеся к их собственным исследованиям. Следует особо отметить, что в процессе независимого развития в качестве важных источников послужили научно-популярные статьи, книги и брошюры, посвященные особенностям духовной жизни и воспитания гармонично развитого поколения. Воспитание просвещенного поколения строителей Третьего Ренессанса, формирование гармонично развитой личности, построение просвещенного общества в нашей стране определяет основное содержание деятельности в данном направлении. В этом отношении, как отметил доктор исторических наук, профессор А. Маврулов: “богатая культура сегодня выполнила бы свои основные задачи только в том случае, если бы сохраняя свою национальную идентичность, воспитывала гармонично развитую личность, создавала стабильную социокультурную среду, формировала в обществе здоровую духовную потребность, вносила изменения в мышление людей. Только тогда мы сможем реально задействовать широко звучащий сегодня в нашей стране девиз: “К третьему возрождению”.[3]. Не случайно в этом направлении особое внимание уделяется молодежи. Эти авторы пытались раскрыть содержание, сущность духовности. Здесь, прежде всего, следует сказать, что в качестве теоретических работ, раскрывающих сущность духовности в нашей стране, следует особо отметить вопросы духовности, изложенные в трудах нашего покойного первого Президента. В них подчеркивается, насколько глубоко корни нашей духовности уходят в наше древнее прошлое, что особое место в обогащении духовного наследия занимает исламская религия, наследие великих мыслителей и просветителей, живших и работавших в Центральной Азии, учение ислама. “Прежде всего, - сказал покойный глава государства,-необходимо обратить внимание на корни нашей национальной культуры, духовного богатства народа. Эта сокровищница накапливалась на протяжении веков. Прошла через невероятные исторические испытания. В тяжелый для людей момент была поддержкой. Наша задача - не на словах, а на практике сохранить как зеницу ока и еще больше обогатить это сокровище, чтобы обеспечить свободу совести, свободу убеждений каждого человека” [4]. Приведенные выше мысли являются важнейшей теоретической основой и базовыми методологическими инструментами нашей статьи.

На сегодняшний день усилилось внимание к анализу вопросов, связанных с обострением глобальных проблем и морально-идеологическими факторами их устранения. Среди исследований в этой области, направленных на изучение эффективных путей и возможностей преодоления негативного влияния нападков и угроз на конкретные аспекты духовной жизни и воспитания гармонично развитого поколения в процессе независимого развития, важны исследования

таких ученых, как: Т.Джураева, Ш.Пахрутдинова, А. Муминова, И. Эргашева, Н. Джураева, Р. Жумаева, У. Идилова, Ф. Равшанова, Ш. Каххоровой, М. Юлдашевой и А. Ташанова. “В них содержались многочисленные соображения по увеличению числа школ, библиотек, театров и других культурных заведений, улучшению условий их работы, правильному расходованию выделяемых на них средств, повышению морального духа, повышению внимания ко многим специалистам, ученым и творческим работникам педагогических, творческих, культурно-просветительских учреждений и других сфер”[5]. “В этих актуальных вопросах подчеркивается, что к подрастающему поколению и его духовному воспитанию следует подходить с огромным чувством ответственности, а молодежь-это и результат, и будущее духовности народа”. Раз мы говорим об интерпретациях духовности, данных учеными, стоит отметить, что этот вопрос также затронут в монографии М. Имамназарова “Этапы совершенствования нашей национальной духовности”. Автор задал вопрос “Что такое духовность?” и попытался ответить на него. По его мнению, “духовность - это божественный свет в сердце человека, свет высшей истины”, поэтому наши великие предки называли сердце человека “сокровищницей тайны истины”. А тайна истины - это такое загадочное явление, которое не в силах полностью разгадать люди. Ибо ни одно дитя человеческое не может “буквально охватить своим разумом основы основ, которые поднимают его до человеческого уровня” [6]. М. Имамназаров размышляя о духовности, далее говорит: “духовность отнюдь не абстрактная вещь. Человечества не бывает без духовности, потому что на самом деле человек - это единство материи и духовности. У него есть естественные потребности и есть духовный мир. Каждый человек, каждая социальная группа или сословие, каждая нация, народность и регион имеют свою духовность. Этот духовный мир меняется во времени и пространстве, иногда поднимаясь к совершенству, а иногда становясь беднее”. Подводя итог, можно сказать, что духовность-это целостное единство системы нравственности, чувства долга и ответственности народа, нации, человека и личности, научного знания, практической трудовой и творческой квалификации, таланта и способностей, религиозной и светской науки, веры, совести, мировоззрения, идеологических взглядов. Вышеуказанная информация может стать основой для воспитания гармонично развитого поколения через особенности духовной жизни и воспитания гармонично развитого поколения в процессе независимого развития.

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THE INFLUENCE OF SOCIAL FACTORS ON LEARNING A FOREIGN LANGUAGE

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Түйін: Мақалада тіл үйренуге әлеуметтік факторлардың әсерін талдау, әртүрлі білім алушылардың қажеттіліктерін анықтау, мұғалімдерге практикалық ұсыныстар беру, одан әрі зерттеуді ынталандыру және білім беру ортасындағы осы факторлардың маңыздылығы туралы хабардар ету.

Резюме: Статья стремится проанализировать влияние социальных факторов на изучение языков, выявить потребности различных учащихся, предоставить практические рекомендации для преподавателей, стимулировать дальнейшие исследования и повысить осведомленность о значимости этих факторов в образовательной среде.

Learning a foreign language is a complex process influenced by various factors, among which social factors play a crucial role. This article explores how age, social status, and motivation impact the acquisition of a foreign language, highlighting the interplay between these elements and their implications for language learners.

Age as a Social Factor. Age is one of the most significant social factors influencing language learning. Research suggests that younger learners often acquire foreign languages more easily than older learners. This phenomenon can be attributed to several reasons [1]:

1. **Neuroplasticity:** Younger individuals possess greater neuroplasticity, making it easier for them to absorb new information, including language sounds, structures, and vocabulary.

2. **Social Interaction:** Younger learners are often more immersed in social environments where they can practice the language. Schools and extracurricular activities provide opportunities for interaction with peers and native speakers, facilitating language acquisition.

3. **Fear of Mistakes:** Older learners may have a greater fear of making mistakes, which can hinder their willingness to communicate in a foreign language. This apprehension is less pronounced in younger learners, who are typically more adventurous and open to experimenting with language.

However, age also brings advantages. Adult learners often have more life experiences and cognitive strategies that can aid in learning. They may also have clearer motivations for learning, such as career advancement or personal growth.

Social Status and Language Learning [2]. Social status significantly influences language learning opportunities and experiences. Individuals from different social backgrounds may encounter varying levels of access to resources, such as quality education, language courses, and cultural immersion. Key aspects include [3]:

1. Access to Resources: Higher social status often correlates with greater access to language education and resources. Wealthier individuals can afford private lessons, travel abroad, or enroll in prestigious language schools, enhancing their learning experiences.

2. Cultural Capital: Social status is closely related to cultural capital, which encompasses the knowledge, skills, and education one possesses. Individuals from higher social backgrounds may have parents who value language learning and provide supportive environments, further motivating their children to learn foreign languages.

3. Peer Influence: Social circles also play a role. Learners from lower social statuses may lack peers who are motivated to learn languages, which can diminish their own motivation. Conversely, those from higher statuses often find themselves in environments that encourage and reward language acquisition.

Motivation [4]: The Driving Force. Motivation is a critical factor in language learning, serving as the driving force behind learners' efforts and persistence. It can be influenced by both intrinsic and extrinsic factors:

1. Intrinsic Motivation: This refers to the internal desire to learn for personal satisfaction. Learners who are intrinsically motivated often engage more deeply with the language, enjoying the process of learning itself. Factors contributing to intrinsic motivation include personal interest in the language, cultural connections, and the joy of communication.

2. Extrinsic Motivation: External factors, such as job requirements, academic pressure, or societal expectations, also play a significant role in motivating learners. For instance, individuals may be compelled to learn a foreign language to improve their job prospects or meet educational requirements.

3. Goal Setting: Setting specific, achievable goals can enhance motivation. Learners who establish clear objectives, whether for travel, career advancement, or social integration, are more likely to remain committed to their language studies.

Interplay of Social Factors. The interplay between age, social status, and motivation is crucial for understanding language learning dynamics. For instance, younger learners from lower social statuses may face challenges due to limited access to resources, which can affect their motivation and opportunities to practice the language. In contrast, older learners with higher social status may leverage their resources and experiences to stay motivated and overcome age-related challenges.

Moreover, the cultural context in which individuals learn a language also shapes their experiences. For instance, a supportive environment that values language learning can enhance motivation, regardless of age or social status [5].

In conclusion, social factors such as age, social status, and motivation significantly influence the process of learning a foreign language. Understanding these factors can help educators and policymakers create more effective language

learning programs tailored to diverse learner needs. As global communication continues to expand, addressing these social influences will be essential for fostering successful language acquisition.

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TEACHING THE INDEPENDENT READING BASED ON AN AUTHENTIC TEXT

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Түйін: Мақалада оқудың жоғары сатысында ағылшын тілі сабақтарында шынайы мәтіндерді қолдану арқылы оқуды үйрену кезінде оқушылардың танымдық қызығушылығын дамытудың ерекшеліктері мен кезеңдері қарастырылады

Резюме: В статье рассматриваются особенности и стадии развития познавательного интереса учащихся при обучении чтению через использование аутентичных текстов на уроках английского языка на старшей ступени обучения.

"If there is success, there is a desire to learn" – this is the formula followed by V. N. Sukhomlinsky [1]. He was deeply convinced of the inexhaustibility of the cognitive capabilities of the schoolchild, in the inquisitiveness of his mind, in his desire for knowledge. Education should be based on this optimism, children should be given the joy of learning.

Therefore, the leading ideas that guide us in our work are:

1) personality-oriented education, which puts the child's identity at the forefront;

2) pedagogy of cooperation. The purpose of student-centered education is to create optimal conditions aimed at ensuring the active learning activity of each student at the level of his potential capabilities, taking into account the purpose of the activity. At the same time, students are considered as full partners in the conditions of cooperation. The pedagogical experience is based on the ideas of G. I. Shchukina about the activation of the cognitive activity of schoolchildren in the educational process and the theory of optimization of the educational process by Y. K. Babansky [2, 3]. G. I. Shchukina identified the stages of development of cognitive interest:

curiosity, inquisitiveness, cognitive interest, theoretical interest. Curiosity is the initial stage of interest, associated with the amusement of an object or situation. Interest disappears if the stimulus disappears, and nevertheless amusement as a factor in the manifestation of cognitive interest can serve as its initial impulse. Curiosity is a valuable state of personality.

It is characterized by a person's desire to penetrate beyond what he sees. At this stage of interest, quite strong expressions of emotions of surprise, joy of learning, satisfaction with activity are found. The essence of curiosity lies in the emergence of riddles and their deciphering, as an active vision of the world, which develops not only in the classroom, but also in work, when a person is detached from simple performance and passive memorization. Creatively desirable, joyful work in the years of childhood, wrote V. A. Sukhomlinsky, is both fuel and clean air, without which the fire of curiosity does not go out. Curiosity, becoming a stable character trait, has a significant value in the development of personality. Inquisitive people are not indifferent to the world, they are always in search [4].

Cognitive interest is the most important integral development of the personality, which is formed in the process of human life, formed in social conditions, i.e. its presence is not inherent from birth.

Cognitive interest on the path of its development is usually characterized by cognitive activity, a clear selective orientation of educational subjects, valuable motivation, in which the main place is occupied by cognitive motives. Cognitive interest contributes to the penetration of the personality into essential connections, relations, patterns of cognition, This stage is characterized by the progressive movement of the cognitive activity of the student, the search for information of interest to him. An inquisitive schoolchild devotes his free time to the subject of cognitive interest and has quite high indicators in learning. Theoretical interest is associated with the desire to learn the problems of science, to use theory as a tool of cognition.

Theoretical interest is associated both with the desire for knowledge (complex theoretical issues and problems of a particular science) and with the use of them as a tool of cognition. This stage of man's active influence on the world, on its reconstruction, which is directly related to man's worldview, with his convictions in the power and possibilities of science. This stage characterizes not only the cognitive principle in the structure of personality, but also a person as an actor, subject, personality. Cognitive interest as a means of learning becomes reliable only when it is used in the arsenal of means of developmental education, paving the way for the sprouts of new development of students, opening up its prospects. Cognitive interest as a motive for learning has a number of advantages that can exist along with it (self-assertion, the desire to be in a team, etc.).

Usually, during a questionnaire, among several motives, cognitive interest always collects a larger number of positive answers. Hence, cognitive interest, to a greater extent than other motives, becomes both meaning-forming and stimulating to real actions; More often than other motives, it combines an element of general motivation for activity and a motive for direct action. Therefore, cognitive interest

acts both as an end and as a means. Cognitive interest is a stable quality of a person. Inquisitiveness, curiosity, readiness for cognitive activity, thirst for knowledge – all these are different expressions of the cognitive orientation of a person, which is based on cognitive interest, which determines an active attitude to the world and to the process of its cognition, disposing the student to independent activity.

Being a stable feature of the personality of a schoolchild, cognitive interest determines his activity in learning, initiative in setting cognitive goals. It determines the searching, creative nature of any type of cognitive activity, favors the formation of creative abilities in a variety of activities. The formation of this personality trait has an unusually beneficial effect on the entire development of the student. His mental and moral energy finds an outlet in the activity corresponding to his interest, which, thanks to strong inner impulses, increases the intensity of all mental processes: thinking, imagination, memory, will, emotions. In turn, the activity itself, warmed by the joy of learning, saturated with thought and search, becomes more successful, productive and creative. All this strengthens the self-esteem of the student, increases his weight in the peer group. The main goal of education in a modern school is the development of the personality of a schoolchild. Society needs creative individuals who are able to think critically, offer non-standard solutions to emerging problems, and are able to realize themselves.

A foreign language by means of its subject makes a certain contribution to the education of an active personality. Reading, as one of the types of speech activity, plays an important role in the implementation of this task. Opening up a new world for the younger generation, giving the opportunity to live the lives of other people, comparing and contrasting, reading has a huge impact on the formation of the inner world of a person, his individuality. It is important that as many people as possible like and want to read. But in the modern world, reading has many competitors: television, computer, computer games, etc. Naturally, students prefer easy and simple. Therefore, the task of modern school is to organize work with this type of activity in such a way that reading in a foreign language is associated with positive emotions, with a constant desire to acquire new knowledge, only in this way reading will contribute to the development of cognitive interests.

Moreover, the content of control and measurement materials in English includes a reading test, the purpose of which is to check the formation of students' skills in three types of reading: understanding the main content of an authentic text, extracting the necessary information from an authentic text, and a complete understanding of an authentic literary text. Depending on the target setting, a distinction is made between viewing, introductory, studying, and exploratory reading. Mature reading skills presuppose both mastery of all types of reading and ease of transition from one type to another, depending on the change in the purpose of obtaining information from a given text.

Viewing reading involves getting a general idea of the topic and the range of issues considered in the text. This reading is cursory, selective. It usually takes place during the initial acquaintance with the content of a new publication in order to determine whether there is information of interest in the text or not.

Introductory reading is cognitive reading, in which the reader becomes the subject of attention of the entire speech work without the intention of obtaining certain information. The main communicative task in this type of reading is to extract the main information contained in it as a result of a quick reading of the entire text, that is, to find out what issues are solved in the text and how, what exactly is said about these issues, etc. It requires the ability to distinguish between the main and secondary information.

Learning reading provides for the most complete and accurate understanding of all the information contained in the text and its critical comprehension. This is thoughtful reading, which involves a purposeful analysis of the content of the read based on the linguistic and logical connections of the text. Its task is also to form the student's ability to independently overcome difficulties in understanding a foreign text. Search reading is focused on reading newspapers and literature in the specialty. Its purpose is to quickly find well-defined data in the text. It is aimed at finding specific information in the text. Such reading presupposes the ability to orient oneself in the logical and semantic structure of the text, to select the necessary information from it on a certain problem. In educational conditions, exploratory reading acts more as an exercise, it is usually an accompanying component in the development of other types of reading. All three types of reading are taught on the basis of authentic texts that correspond to the age interests of students.

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UDC 811

**TECHNOLOGY OF THE ASSOCIATION METHOD IN TEACHING
VOCABULARY**

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Түйін: Мақалада ағылшын тілінің сөздік қорын оқытуда ассоциация әдісін қолданудың тиімділігі қарастырылады. Жаңа сөздерді есте сақтауды жақсарту үшін ассоциативті әдістің артықшылықтары сипатталып, оқушылардың сөздік қорын кеңейтуге ықпал ететін қолдану әдістері келтіріледі.

Резюме: В статье рассматривается эффективность использования ассоциаций при обучении лексике английского языка. Описаны преимущества ассоциативного подхода для улучшения запоминания новых слов, а также приводятся методы его применения, способствующие расширению словарного запаса учащихся.

Vocabulary acquisition is fundamental in language learning, as it directly affects comprehension and expression. The association method, which focuses on creating mental connections, is an effective tool for enhancing vocabulary retention. This article explores the application of association techniques in vocabulary instruction, evaluates its effectiveness, and discusses modern technologies that support this method within educational environments [1].

Importance of Vocabulary Knowledge in Language Learning. Learning vocabulary is crucial in language education because it enables learners to understand texts and communicate effectively. According to Schmitt (2000), a robust vocabulary is essential for meaningful interactions with instructional materials and active participation in conversations. Without sufficient lexical knowledge, learners struggle with comprehension and sentence formation. Hence, educators increasingly turn to methods that facilitate vocabulary retention, with association being one of the primary techniques in this domain.

Overview of the Association Method. The association method in vocabulary teaching involves creating mental links between new words and familiar concepts, images, or experiences. Thornbury (2002) highlights that linking new vocabulary with known ideas enhances memory retention by connecting new words to existing mental frameworks. This approach aids both recall and the development of broad semantic networks that support long-term information retention.

Advantages of the Association Method [2]:

- Enhances memory by creating meaningful connections.
- Encourages active engagement and critical thinking.
- Supports multisensory learning through visual, auditory, and kinesthetic actions.

Key Strategies in Implementing the Association Method [3]:

1. **Semantic Mapping.** Semantic mapping is a visualization strategy that involves creating diagrams to represent word associations. By linking words within thematic or conceptual categories, learners can better understand word relationships, leading to improved retention and recall. This technique is particularly effective for visual learners, as it allows them to see connections between words and concepts, strengthening their mental associations.

2. **Personalization of Vocabulary.** Personalization involves connecting vocabulary words to learners' personal experiences or emotions. When learners relate words to aspects of their own lives, such as hobbies or memorable events, they tend to retain them more effectively. This method leverages personal relevance, making words more meaningful and easier to recall.

3. **Use of Mnemonics.** Mnemonics are memory aids that help learners recall complex vocabulary by creating simple and memorable associations. For example, linking the English word "abridge" with "a bridge" (to remember it means "to shorten") leverages visual or phonetic similarities, aiding in recall. Mnemonics are a powerful tool for associating unfamiliar terms with familiar sounds or images, thereby supporting memory retention.

4. **Visualization and Imagery.** Visualization encourages learners to create

mental images associated with new vocabulary. When a learner encounters a word like "mountain," they might visualize a specific mountain or think of a related personal experience. This visual memory aids recall by connecting words with sensory information, enhancing retention for visual learners.

5. **Storytelling Techniques.** Storytelling allows students to contextualize vocabulary within a narrative, making it easier to remember. For example, using a new set of words in a short story that involves familiar themes or characters gives the words a meaningful context. Stories engage students emotionally and mentally, strengthening vocabulary retention [4].

Role of Technology in the Association Method. Modern technology provides tools that facilitate and enhance the association method in language learning. Digital applications, multimedia resources, and online platforms allow for more interactive and personalized vocabulary learning experiences.

1. **Digital Flashcards and Spaced Repetition.** Digital flashcards utilize spaced repetition algorithms to remind learners of vocabulary at intervals optimized for memory retention. Platforms like Anki or Quizlet allow students to create custom decks with images or example sentences, further reinforcing associations through repetition.

2. **Interactive Apps for Vocabulary Building.** Many language learning apps, such as Duolingo and Memrise, use gamification and visual aids to help learners create associations between words and images or sounds. These applications incorporate engaging elements like leaderboards and points systems, which motivate learners while supporting vocabulary retention.

3. **Multimedia Resources.** Multimedia resources, such as videos, infographics, and audio recordings, provide multisensory experiences that reinforce vocabulary learning. For instance, videos with contextual usage of vocabulary allow students to see words used in real-life situations, aiding in association formation. This method is particularly effective for auditory learners, as it enhances their understanding of pronunciation and context.

4. **Virtual Reality (VR).** Virtual reality environments can immerse learners in settings where they encounter and use vocabulary in real time. In VR, students can "experience" scenarios where vocabulary words are actively used, which helps in forming strong mental associations. For example, a VR experience set in a grocery store allows students to learn food-related vocabulary in an interactive, memorable way [5].

Challenges and Limitations. While the association method has proven benefits, it also presents certain challenges. Learners with varying cognitive styles may not equally benefit from this approach. For instance, abstract words that lack visual representations can be difficult to associate effectively, making memorization challenging.

In addition, over-reliance on associations without a deeper understanding of contextual usage may limit learners' ability to use vocabulary flexibly. To mitigate these issues, it is crucial for educators to combine the association method with other vocabulary-building strategies, such as direct instruction, contextual practice, and

structured review [5].

Educator and Student Perspectives. Research on the association method demonstrates that both educators and students generally find it effective and engaging. According to a study by Liu and Wang (2018), teachers who used association techniques reported higher levels of student participation and improved retention rates compared to traditional rote memorization methods. Students, on the other hand, noted that associations made vocabulary learning more enjoyable and less repetitive.

However, opinions differ on the effectiveness of digital versus traditional association methods. While some educators find digital tools beneficial, others argue that traditional paper-based methods, like handwritten flashcards, can create a deeper cognitive impact. Research indicates that digital methods can be as effective as traditional ones if they are interactive and require active engagement from students (Chen, 2019).

The association method in vocabulary teaching is a powerful tool that leverages cognitive connections to enhance memory retention. Through techniques like semantic mapping, personalization, mnemonics, and storytelling, students can form meaningful links with new vocabulary, making it easier to recall and apply in various contexts. Additionally, the integration of technology—such as flashcards, multimedia, and VR—offers new ways to implement these techniques and tailor them to different learning styles. While challenges exist, particularly with abstract vocabulary and varied learner preferences, the association method remains a valuable component in a comprehensive vocabulary instruction strategy. By combining association with contextual and interactive approaches, educators can foster an environment where vocabulary learning becomes both engaging and effective, ultimately supporting students in achieving greater linguistic proficiency.

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UDC 82

THE USE OF ROLE-PLAYS IN TEACHING SPEAKING IN A FOREIGN LANGUAGE CLASSROOM

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Түйін: бұл мақалада шетел тілінде сөйлеу дағдысын үйретудегі рөлдік ойындар қарастырылады.

Резюме: в данной статье рассматривается роль ролевых игр при развитии навыков говорения на уроках иностранного языка.

Before you start teaching speech in action research, you need to understand the basic nature of the speech process itself. This chapter first discusses several definitions of speech suggested by various authors and scholars, as well as describes the specific features of speech. The chapter also asks, "Why is it important to teach speech?" Trying to answer the question, that is, what is important to teach this skill and why? Then, in the next part of the chapter, the differences between the first and second languages will be discussed, to show that it is important to learn about these differences in order to learn to speak a foreign language. This chapter also discusses the types of speech performances in the classroom and the role of the teacher in speaking. There are also two conceptual concepts that are discussed in the context of speech activity, specificity and specificity. It also describes a number of suggestions for correcting speech errors. Thus, it provides some typical problems that students encounter when speaking.

First of all, it is necessary to look at several definitions of speech. It gives an idea of what specific speech is, how different authors perceive speech, and what is included in that term. In addition, the most definitions for action research are selected.

Speech definitions can be very broad. The English Club website provides a simple definition - "Speech is oral communication". However, the general perception is that although speech is generally accepted as a process, its mechanism is more sophisticated than that of conveying information orally. In addition, the Lingua Links online library states that "speaking is an effective speaking skill. It's more difficult than any other skill, and it's not just about saying the words". As we can see, these definitions are public; however, it is clear from them that communication is a very complex process.

More serious research also supports this complex concept. Many scholars agree that speech is a complex activity. According to Hornby, Cowie & Gymson, "speech is the use of words in a simple voice, saying words, knowing and using language; verbalize one; speech". Chaney and Burk define speech as "the process of creating and dividing meaning using verbal and non-verbal cues in different contexts". Another definition states that "speech is an interactive process of creating meaning, including the creation and reception and processing of information." When discussing speech, Thornbury found that "there is more to speaking than the ability to form grammatically correct sentences and then say them". Harmer somehow expands this view, arguing that "the ability to speak fluently implies not only knowledge of language features, but also information and the processing of 'language' there". Fulcher gives another definition of speech: "Speech is the use of language orally to communicate with others".

In general, all of these definitions imply that speech is related not only to verbal knowledge, but also to other knowledge. Being able to apply this knowledge

actually leads to a successful relationship. However, not all authors cover different aspects of speech in the definition. Further in this work we will try to organize the features and components of speech.

Harmer divides speech components into two groups: language features and mental or social processing. The first is related to speech (assimilation, stretching, connected or added sounds), expressive devices (word change, stress, volume, speed of speech, as well as other physical and non-physical means to convey meaning), vocabulary, etc. grammar (specific general lexical phrases that change depending on functions and context) and the language of agreement. The latter includes language processing (the ability to memorize words and phrases in a syntactically and proportionally consistent sequence), interaction with others (the ability to listen and understand the feelings of other participants, knowledge of queuing) information processing.

Thornbury made another classification: extralinguistic knowledge, such as background knowledge of topic and culture, language knowledge, discourse knowledge, speech activity, and grammar knowledge, is added to speakers' speaking skills, vocabulary and phonology [1].

Brown offers eight characteristics of oral speech: clustering, redundancy, abbreviated forms, changes in performance, speech, delivery speed, stress, rhythm and intonation; interaction. All this is a combination of linguistic and non-linguistic features of speech.

Rubiati reveals five commonly recognized components in the analysis of the speech process: pronunciation (including segmental features - voiced and unvoiced sounds - and the laws of stress and intonation), grammar, vocabulary, fluency (ease and speed of speech) and comprehension (speaking for speech) answer, but also take the initiative). The author added that "by mastering all the factors, people can speak better" [2]. Features of speech are important in the dissertation. As the table above shows, repetition involves not only the ability to pronounce sounds but also other complexities.

It is also worth noting that the nature of writing and speaking affects the teaching of a foreign language. You also need to learn to write in your native language. On the contrary, speech is formed from childhood without direct learning. In the context of general learning, speech, sound, and even grammar can be imitated. It is impossible to imagine writing in the same way. That is, if the goal of a language lesson is to force students to speak, the teacher must offer students many words that they can imitate, and this does not mean that students should only speak from the beginning.

Nowadays, people usually make the same distinction between knowing one language and speaking another. To master a foreign language, all four skills (for example, reading, listening, writing, speaking) must be well developed, the ability to express themselves is an important element of mastering foreign language dominates in the society. For example, many language schools promise to communicate effectively, attract customers and do not memorize the rules from the textbook, many different communication classes or speaking clubs are offered, and schools organize

meetings in their native languages to allow students to communicate naturally. Nunan also says that "success is measured in terms of the ability to communicate (in the target language) ". Since speech is a key aspect of communication, it is important to have this skill. Regarding the reasons for speaking, Lindsay and Knight say, "We talk for many reasons - to be in a relationship, because we want something, because we want someone to do something, do something for someone, respond to someone, express our opinion, feelings or opinions about something, the exchange of information, references to past, present or future actions or events, the possibility of something happening, and so on" [3].

Therefore, students are able to express their thoughts, convey information and learn specific patterns of communication that correspond to different social and cultural contexts. In other words, many speech functions are available to students, but only with the help of an educator can they use them correctly, especially in a foreign language. In teaching speech, the teacher helps students not only to create words to exchange information in the target language, but also to explain the socio-cultural and pragmatic features of speaking in a foreign language, that is, to be able to speak this language at a high level. This not only teaches speech but also makes speech very important.

However, teaching speech is the most difficult skill - both students and teachers. Students are often worried that they will not be able to speak a language, even if they spend a lot of time learning it; on the other hand, teachers notice problems that are common when teaching speech - students simply do not say anything or they continue to speak in their native language. According to Bailey and Savage, "speaking a second or foreign language was usually considered the most important of the four skills". There is no doubt that some differences make it difficult to speak the language. Brown believes that the most difficult skills for students to learn to speak are due to the set of characteristics that are characteristic of oral speech: contraction, voice reduction, and electrification; use of slang and idioms; stress, rhythm and intonation; the need to interact with at least one speaker. The last function seems to be the most important.

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- UDC 811

SYNONYMY AND ITS ROLE IN THE ENRICHMENT OF ENGLISH VOCABULARY

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Резюме: Синонимия представляет собой важный аспект обогащения словарного запаса английского языка, способствуя его разнообразию и экспрессивности. Эта статья рассматривает роль синонимии в английском языке, ее историческое развитие и функциональное значение в лексике.

Түйін: Синонимия – бұл ағылшын тілінің сөздік қорын байытуға, оны әртүрлі және мәнерлі етуге ықпал ететін маңызды аспект. Бұл мақалада ағылшын тіліндегі синонимияның рөлі, оның тарихи дамуы және лексикадағы функционалдық маңызы қарастырылады.

Synonymy plays a significant role in the evolution and enrichment of the English language by providing alternative words with similar meanings, allowing speakers to express nuanced differences in thought and emotion. Synonymy supports English's dynamic adaptability, allowing it to accommodate new ideas and cultural influences. This paper delves into various types and functions of synonyms, exploring their impact on language creativity, educational practices, dialectal diversity, and semantic evolution. Through a detailed examination, this study aims to illustrate how synonymy not only expands vocabulary but also fosters linguistic diversity and adaptability in an ever-changing world. This analysis emphasizes that understanding synonymy enables insights into the mechanisms that drive vocabulary expansion, enriching communication at both individual and societal levels. By examining synonymy's role across different facets, including literature, education, and regional dialects, we recognize its importance in maintaining English as a flexible, globally relevant language. Ultimately, synonymy emerges as a core linguistic phenomenon, facilitating expressive depth and bridging linguistic and cultural divides [1].

Synonymy, the coexistence of words with similar meanings, is a fundamental aspect of linguistic richness, particularly in English. It enables speakers to select words that best fit a specific context, tone, or cultural nuance, enhancing the expressiveness and adaptability of language. English, with its complex history of borrowings and influences from Latin, French, Germanic, and other languages, boasts a rich array of synonyms that reflect the language's cultural, historical, and social evolution. This paper examines synonymy as a powerful tool in vocabulary expansion, one that allows speakers to communicate with precision and subtlety. From the perspective of language development, synonymy not only diversifies vocabulary but also provides insights into cultural shifts and changing social norms. By exploring the various types, roles, and challenges associated with synonymy, this study aims to illustrate its contributions to English as a dynamic, nuanced means of communication.

The study of synonymy has long intrigued linguists due to its complexity and vital role in language. Synonymy is defined as the relationship between two or more words that have similar or identical meanings. However, true or complete synonyms, where two words are interchangeable in all contexts, are rare. Instead, partial synonyms, which differ in connotation, usage, or tone, are more common. English has developed an extensive system of synonyms due to historical influences from various languages, contributing to the depth and versatility of the lexicon. This section provides an overview of the types of synonymy, such as complete and partial

synonyms, and examines the factors that influence their usage. The historical evolution of English vocabulary, shaped by invasions, trade, and cultural exchange, has led to a unique synonymy structure that reflects the diversity and adaptability of the language. For example, many synonyms in English offer subtle differences that allow speakers to choose the most contextually appropriate expression, enriching communication by adding layers of meaning [2].

English synonyms can be classified into several types, each serving different purposes. Full or complete synonyms are rare and are words that can replace each other in any context without altering the meaning. Partial synonyms, on the other hand, are more common and include words that have similar meanings but differ in usage, tone, or formality. Additionally, contextual synonyms are words whose meanings overlap only in specific situations. This diversity allows speakers to adapt their language based on formality, emotional tone, or cultural context. For instance, “begin” and “commence” serve similar functions but convey different levels of formality. Stylistic synonyms further add to language versatility, offering speakers choices that reflect personal style or context. By allowing speakers to tailor their word choice, synonymy adds depth and flexibility, enabling English to function effectively in a wide range of contexts.

Synonymy contributes significantly to vocabulary growth by offering alternative expressions that enhance the expressive capabilities of English. As new technologies and social changes emerge, English adapts by integrating new words and synonyms to accommodate these developments. Synonymy allows for the precise expression of new ideas, fostering the continuous evolution of the language. For example, advancements in science and technology often lead to the creation of specialized terms and their synonyms, enabling precise communication within professional and academic communities. Synonymy also provides tools for creative language use, allowing writers and speakers to communicate complex ideas with nuance. This adaptability is essential for maintaining English as a versatile global language, capable of responding to the evolving needs of speakers worldwide [3].

The availability of synonyms allows speakers and writers to exercise creativity and refine their style. In literature, synonyms empower authors to convey subtle differences in tone, emotion, and narrative voice. By carefully selecting synonyms, writers can create a desired atmosphere, evoke specific emotions, and maintain stylistic consistency. Synonymy thus contributes to the richness of literary expression, allowing readers to engage with texts on multiple levels. In spoken language, synonymy provides speakers with the flexibility to adjust their tone to suit different audiences and social contexts. For instance, casual or informal synonyms can foster a sense of intimacy, while more formal terms can enhance the speaker’s credibility. The ability to choose among synonyms enriches communication, providing depth and enhancing the expressive potential of English in both everyday interactions and artistic expression.

Synonymy also reflects regional diversity within English, as words may have different synonyms across dialects. For instance, the term “apartment” is commonly used in American English, whereas “flat” is preferred in British English. These

regional variations reflect historical, cultural, and social influences, contributing to the language's richness and complexity. The existence of dialectal synonyms helps preserve regional identity and enables speakers to convey a sense of belonging to a particular cultural or geographical community. At the same time, these synonyms add to the overall vocabulary of English, providing speakers with multiple ways to express similar ideas while maintaining regional distinctions. Synonymy in dialects highlights the adaptability of English and its capacity to unify diverse communities under a shared language [4].

Despite its benefits, synonymy can also introduce ambiguities and misunderstandings. Words with similar meanings may carry subtle differences in connotation or cultural associations, leading to potential misinterpretations. For example, the words "house" and "home" both refer to a place of residence, but "home" implies a personal, emotional connection that "house" lacks. These challenges are particularly relevant in translation, where finding exact equivalents across languages is often difficult. Context plays a crucial role in clarifying these differences, allowing speakers to select the most appropriate synonym. However, mastering this aspect of synonymy requires linguistic intuition and experience, especially for non-native speakers.

For English learners, synonymy presents both a challenge and a learning opportunity. While synonyms can enrich vocabulary and improve language comprehension, they can also be confusing due to their nuanced differences. Teachers often use synonyms to illustrate subtle distinctions in meaning, thereby broadening students' understanding of English vocabulary. However, learners may struggle with selecting contextually appropriate.

Synonymy plays a significant role in the evolution and enrichment of the English language by providing alternative words with similar meanings, allowing speakers to express nuanced differences in thought and emotion. Synonymy supports English's dynamic adaptability, allowing it to accommodate new ideas and cultural influences. This ability to express ideas with variety and precision through synonyms not only aids in information delivery but also enriches the language itself. For example, verbs like "speak" and "talk" have similar meanings but differ in style and nuance, allowing speakers to choose words based on context. Such flexibility is especially important in a globalized world where English serves as a medium of communication across cultures and nations, retaining its significance as an international language.

Through a detailed examination, this study aims to illustrate how synonymy not only expands vocabulary but also fosters linguistic diversity and adaptability in an ever-changing world. In a globalized context, language becomes a tool of integration, and synonymy plays a key role in this process. For instance, words like "car" and "automobile" are synonyms but each has its origin and stylistic nuances. This diversity enables users to choose the most appropriate words depending on the context, thus enhancing expressiveness and facilitating intercultural communication. This linguistic adaptability driven by synonymy is essential for the flexibility of English, allowing it to integrate new cultural and social trends [5].

Synonymy, the coexistence of words with similar meanings, is a fundamental aspect of linguistic richness, particularly in English. Studying synonyms allows us to understand how a language's vocabulary forms and evolves, and how cultural and historical factors influence its structure and use. English, with its history of borrowing from various languages, shows an exceptional range of synonyms, making it versatile and universally adaptable. For example, "freedom" and "liberty" both translate to freedom but have different cultural and historical contexts, affecting how they're used. This enables authors to create texts with subtle stylistic nuances and rich meanings.

The study of synonymy has long intrigued linguists due to its complexity and vital role in language. Synonymy is defined as the relationship between two or more words that have similar or identical meanings. However, true or complete synonyms, where two words are fully interchangeable, are rare. For example, "big" and "large" are often used interchangeably but may not be suitable in all contexts since one may be more stylistically preferred or carry specific associations. Most commonly, we find partial synonyms that differ in meaning, style, or usage frequency. In English, these differences have evolved under the influence of cultural and social factors, making synonymy a key tool for adapting language to various situations.

English synonyms can be classified into several types, each serving different purposes. Complete synonyms are words that can replace each other in any context without altering the meaning; however, they are rare since most synonyms partially overlap in meaning. For example, "child" and "kid" both mean a young person, but "kid" is more commonly used in informal settings. This allows speakers to adjust their language to different situations and audiences. Contextual synonyms are words whose meanings overlap only in specific situations. For instance, "doctor" and "physician" both refer to a medical professional, but "physician" is used more often in formal medical contexts. Such distinctions let speakers choose words that best fit a particular style or situation, thus broadening the expressiveness of the language.

Synonymy contributes significantly to vocabulary growth by offering alternative expressions that enhance the expressive capabilities of English. As new technologies and social changes emerge, English adapts by integrating new words and synonyms to accommodate these developments. For example, advancements in science and technology have led to terms like "smartphone" and "cellphone." Both refer to mobile devices, but "smartphone" emphasizes advanced features. This expansion of vocabulary enables English to be more adaptable and precise in conveying information. Synonymy also provides opportunities for creative language use, facilitating its growth and establishment in the global community.

The availability of synonyms allows speakers and writers to exercise creativity and refine their style. In literature, synonyms allow authors to convey subtle shades of emotion, tone, and imagery, adding depth and expressiveness to the text. For instance, synonyms like "joy" and "delight" both mean happiness but carry different emotional nuances. The ability to choose between them enables writers to create unique images and select words best suited to their stylistic preferences. In spoken

language, synonyms allow speakers to vary their style of communication, which helps build rapport or, conversely, emphasize formality in a conversation.

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СТРУКТУРНО-СОДЕРЖАТЕЛЬНОЕ МОДЕЛИРОВАНИЕ КОНЦЕПТА СЕМЬЯ (НА МАТЕРИАЛЕ ИСТОРИЧЕСКОЙ ПОВЕСТИ А. М. ВОЛКОВА «ЦАРЬГРАДСКАЯ ПЛЕННИЦА»)

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Түйін: Мақалада отбасы тұжырымдамасының номинативті өрісінің құрылымы және А.М. Волковтың "Царьград тұтқыны" тарихи әңгімесінің материалындағы оның тұжырымдамалық қабатының сипаттамасы келтірілген.

Summary: The article deals with the structure of the nominative field of the concept family and the characteristics of its conceptual layer in A. M. Volkov's historical story "The Prisoner of Tsargrad".

Историческая проза как обобщающая разнородные по структуре и композиции художественные произведения отличается описанием исторических событий с целью воссоздать дух народа, уклад его жизни, традиции того времени, что представляется возможным рассмотреть через понятие концепта. Цель настоящего исследования состоит в моделировании структуры и содержания концепта *семья* на материале контекстов, извлеченных приемом сплошной выборки из исторической повести А. М. Волкова «Царьградская пленница», в которой описываются события XI в.

Анализ фольклорных текстов и паремиологических единиц русского языка, содержащих слова-репрезентанты концепта *семья*, позволил установить его трёхкомпонентную структуру: микроконцепты *семья* ↔ супружество, *семья* ↔ родители и дети и *родня* – группа людей, связанных отношениями родства и взаимной ответственностью [1, с. 78-81].

Этимологический анализ слова *семья* дает представление о сближении понятий «дом», «род» и «семья» посредством генетической связи: дом представляет собой продукт внутреннего разделения родового быта, тогда как сегодняшняя *семья* – продукт преобразования дома в современном мире. Также данные явления образуют, каждое для своего времени, первичное лоно человеческого бытия: человек когда-то рос в лоне рода, еще сравнительно

недавно – в лоне дома, теперь же он возрастает в лоне семьи [2, с. 30].

Определение концепта В. И. Карасика коррелирует с целью нашего исследования: «Концепт представляет собой квант переживаемого знания, соединяющий в себе индивидуально-личностные и культурно-групповые смыслы и включающий понятийное, образное и ценностное измерения» [3, с. 4]. Структурно-содержательное моделирование концепта *семья* проводится с опорой на методику З. Д. Поповой и И. А. Стернина и включает следующие этапы: 1) построение номинативного поля концепта; 2) анализ и описание семантики языковых средств, входящих в номинативное поле концепта; 3) когнитивная интерпретация результатов описания семантики языковых средств; 4) верификация полученного когнитивного описания у носителей языка [4, с. 118].

Материалом исследования являются 476 контекстов, включающих слова-репрезентанты концепта *семья*. Вербализация вышеуказанного концепта представлена следующими лексическими единицами: семья (38), сын (103), брат (30), сестра (13), отроки (9), дочь (35), жена (21), мама (115), муж (20), отец (55), дед (6), бабушка (2).

Наиболее частотными являются слова-репрезентанты *мама* (115) и *сын* (103), поскольку они являются главными персонажами в повести А.М. Волкова: мать уводит в плен, попытки её спасти связаны с преодолением различных препятствий и обретением знаний и опыта сыном с целью стать главой семьи.

Для описания понятийного слоя концепта *семья* после обращения к толковым словарям был составлен следующий словарный список лексических значений слов-репрезентантов концепта.

В словаре Т.Ф. Ефремовой *семья* – это «1. Группа близких родственников, живущих вместе. 2. *перен.* Род, поколение. 3. Группа животных, птиц, состоящая из самца, одной или нескольких самок и детенышей. 4. *перен.* Совокупность однородных, подобных один другому предметов, явлений. 5. *перен.* Группа родственных языков, объединенных общностью происхождения» [5].

В словаре С.И. Ожегова *семья* трактуется как «1. Объединение людей, сплоченных общими интересами; 2. Группа животных, птиц, состоящая из самца, самки и детенышей; 3. Группа живущих вместе близких родственников; 4. Обособленная группа некоторых животных или растений одного вида» [6].

Общими категориальными признаками лексемы *семья* являются, по данным толковых словарей, объединение людей и животных, имеющих общее происхождение, сплоченных общностью деятельности и связанных эмоционально.

Нами был проанализирован синонимический ряд концепта. Для этого мы отобрали из произведения все синонимы лексемы *семья*, включая и контекстуальные синонимы. В синонимический ряд концепта *семья* была включена лексема *семейство*. Чтобы проанализировать синонимический ряд слов-номинантов концепта, обратимся к словарю синонимов русского языка З. Е. Александровой. Синонимы слов *семья* и *семейство* следующие: семейство, семейные, семейный круг, фамилия [7].

Для дальнейшего анализа концепта было составлено его номинативное поле путём распределения слов-репрезентантов концепта по лексико-семантическим группам (ЛСГ).

ЛСГ группы, составляющие номинативное поле концепта семья, следующие:

- 1) семья (38);
- 2) младшие члены семьи (147): сын (103), дочь (35), отроки (9);
- 3) старшие члены семьи (178): отец (55), мать (115), дедушка (6), бабушка (2);
- 4) отношения между членами семьи (41): муж (20), жена (21).

В ядро номинативного поля были включены ЛСГ младшие члены семьи (сын, дочь, отроки) и старшие члены семьи (отец, мать, дедушка, бабушка) как представленные наибольшим количеством лексем. К периферии номинативного поля были отнесены следующие ЛСГ: семья и отношения между членами семьи. Проанализировав ЛСГ номинативного поля концепта, мы пришли к выводу, что семья ассоциируется у носителя русского языка с возрастной иерархией и родственными связями.

Для описания структуры концепта семья было построено словообразовательное гнездо, номинирующее данное понятие. Слово «семья» восходит к индоевропейскому и славянскому слову sьmiaю. Таким образом семья вписывается в словообразовательное гнездо на деривационной ступени как производное, следовательно, не является вершиной гнезда.

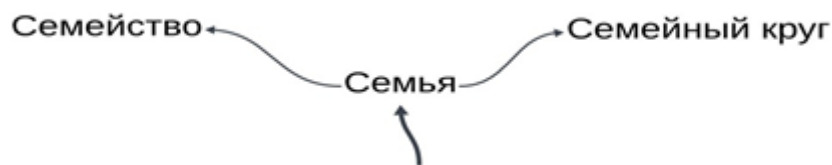


Рисунок 1 – Словообразовательное гнездо

Для верификации полученного когнитивного описания концепта у носителей языка были проведен ассоциативный эксперимент в форме анкетирования и описан ассоциативный слой концепта семья.

В ходе эксперимента был опрошен 21 информант возрастом от 17 до 49 лет, при этом группу респондентов составили как обучающиеся техникумов и вузов, так и имеющие высшее образование по гуманитарным и техническим специальностям.

Для наглядности представим результаты ассоциативного эксперимента в обобщающей таблице, отражающей полученные слова-реакции в (%), названные информантами для каждого понятия.

Таблица 1 – Результаты ассоциативного эксперимента

Выберите ассоциации	Доминирующие ассоциации, выраженные в %
	Категории информантов

со словом семья	Высшее гуманитарное (40%)	Высшее техническое (10%)	Студенты техникумов (50%)
1	родители (87,5%), дом (75%), любимые (62,5), родные (50%).	родители, дом и родные (100%).	родители, дом, родные и свои (70%), друзья (50%), рядом (40%)
2	родители (100%), старшие/младшие родственники (37%).	дети (свои), старшие/младшие родственники, супруг (-а) и родители (100%).	родители (80%), дети (свои) (70%), старшие/младш ие родственники (40%).
3	свобода и демократия (62,5%), иерархия (50%), контроль (37,5%).	иерархия (100%).	свобода (70%).

Сопоставление реакций респондентов с данными из «Славянского ассоциативного словаря» позволило установить следующее: лексема «семья» ассоциируется с понятиями моя, большая, дети, дом, дружная, любовь.

Результаты нашего исследования показали, что в произведении А. М. Волкова «Царьградская пленница» концепт семья представляется как иерархическое объединение людей, имеющих общее происхождение.

Ассоциативный эксперимент показал, что семья в языковом сознании носителей современного русского языка понимается как связь с родителями, домом и родными, а также характеризуется с точки зрения отношений, которые представляются как свободные и демократичные между членами семьи.

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УДК 37

ADVANTAGES AND DIADVANTAGES OF TESTING A STUDENT'S ENGLISH LANGUAGE SKILLS

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Түйін: Бұл мақалада оқушылардың ағылшын тілі деңгейін бағалауда тестілеудің рөлі қарастырылады. Ол тестілеудің білім мен ілгерілеуді объективті бағалау құралы ретіндегі маңыздылығын атап көрсетіп, сонымен қатар оның оқушының қабілеттерін толық көрсетуде кейбір шектеулері бар екенін талқылайды.

Резюме: Эта статья исследует роль тестирования в оценке владения английским языком у учащихся. Она подчеркивает важность тестирования как инструмента для объективной оценки знаний и прогресса, а также обсуждает его минусы в предоставлении полного представления о способностях учащегося.

Testing in the educational process today is one of the main methods of assessing knowledge, skills, and determining the level of development of various qualities. Although this method is used to address a much broader range of tasks, its primary function lies in evaluating and presenting assessment results. It is noted that “testing in the field of education, specifically in foreign language study, is a method of control and diagnosis that enables the determination and assessment of the discipline’s mastery level” [4].

A test is understood to be a methodology consisting of a certain number of tasks from which participants can select prepared response options. The way participants should select answers is commonly understood. Advances in technology have enhanced the usability of tests, providing a range of advantages. A computer can check thousands or even tens of thousands of test tasks in a short time. This is much more economical than hiring a large number of examiners to evaluate participants. The results of completed tests can be used for analysis, studying statistics of chosen answers, interconnections between choices, and much more.

An advantage of the testing method is the simplicity of its application procedure. Unlike other control methods, testing is one of the simplest tools, although not all tests are standardized. As an integral part of the modern educational process, tests, combined with the advantages of the latest technologies, serve as an efficient and objective form of assessment. We agree with the statement that “the implementation of modern electronic technologies in the educational process is one of the priority trends in the development of the modern education system” [3]. Today, anyone can create and administer test surveys on their mobile phone or computer. There is an opinion that “in today’s world, these skills are especially relevant since a specialist’s competitiveness is determined in part by their ability to respond promptly and adequately to changes” [2]. Conducting a survey is usually not labor-intensive and does not take much time. Moreover, many people today are personally interested in taking various tests to determine their abilities and personality traits.

The use of testing has a positive effect on academic performance. Surveys show that about 92% of students note a positive influence of standardized testing on their grades. Students confirmed that they understand the subject material better when presented in test form. Today, it is possible to create test materials quite quickly and with high quality. The system that issues tasks to participants is automated,

significantly reducing the cost of test development, response processing, and analysis of test results. Data obtained from surveys can be processed using various methods of information calculation with different filters and parameters. Without automated systems, processing such large amounts of data is often nearly impossible.

The computer testing procedure is objective. For the same solution, all students receive the same grade. Many believe that the computer guarantees absolute honesty in assessment. Thus, test tasks based on modern technical competence are an excellent means of practical knowledge testing and, it would seem, have no drawbacks. However, this is not entirely the case. Therefore, testing has both supporters and opponents.

A disadvantage of the testing method is the inability to verify the depth of knowledge. The test provides a superficial assessment of participants' knowledge. Situations may arise when participants are familiar with the topic of the question and are able to address it in depth but do not remember specific facts or exact values (dates, names, titles, etc.). Tests are often designed in such a way that the correct answer can be determined by elimination, even if the student lacks knowledge of the subject. Answer options in tests may simply be incorrect, comical, or silly. As a result, participants' final assessment may be unfair. However, even if a task is well-structured, it is still possible to complete it without having the necessary knowledge, unlike other assessment methods (e.g., tasks without answer options requiring full answers to questions) [5]. Testing does not allow for the identification of a participant's creative or research abilities. Another negative factor is that students in an educational paradigm where testing is widely used are less motivated to develop in the direction of free creative thinking, as it is sufficient to know a few scattered facts to pass the test, and there is no need to delve deeply into the topic.

Tests are challenging to reuse. To reuse a test on the same topic, it is necessary to alter the structure of the questions. Sometimes reordering of questions is used, but this can lead to students memorizing the material without understanding the assignment.

Standardized tests are predictable. A student can determine what a standardized test answer will look like if they know only a few answers to its questions. This means that even if participants lack knowledge, they may achieve higher scores on the test.

Tests are widely used, among other things, in foreign language education. We agree with N. S. Arakelyan's view that "today, trends in the improvement of the foreign language education system are not limited to enhancing the content of education but are expanding significantly due to interactive technologies that help transform the role of not only the teacher but also the student" [1]. Testing, like any tool in principle, is neither good nor bad: the disadvantages of this method are compensated by its numerous advantages and vice versa. Certainly, the ease of creating and using tests creates a temptation to use this tool at every opportunity. However, the testing method requires compliance with certain conditions and may not always yield the desired results.

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MYTHS AND MISCONCEPTIONS ABOUT THE LANGUAGES OF THE WORLD

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Түйін: Әлем тілдері туралы мифтер мен қате түсініктер көбінесе стереотиптер мен шамадан тыс жеңілдетулерден туындайды. Жалпы мифтерге кейбір тілдердің табиғатынан басқалардан жоғары немесе қисынды екендігі, тілді қолдану статикалық немесе бір тіл мәдениетті анықтайды деген сенім жатады. Сонымен қатар, бүкіл әлемде сөйлейтін тілдердің саны туралы қате түсініктер, көбінесе асыра сілтеу және көптілділік туралы түсінбеушіліктер бар, оларды актив ретінде емес, кедергі ретінде қарастыруға болады.

Аннотация: Мифы и неправильные представления о языках мира часто возникают из-за стереотипов и чрезмерных упрощений. Распространенные мифы включают в себя веру в то, что некоторые языки по своей сути превосходят или логичнее других, что использование языка статично или что один язык определяет культуру. Кроме того, существуют неверные представления о количестве языков, на которых говорят во всем мире, часто преувеличенные, а также неправильное понимание многоязычия, которое можно рассматривать скорее, как препятствие, чем как преимущество.

Many people believe that certain languages, like English or Mandarin, are inherently better or more logical than others. In reality, all languages are equally complex and capable of expressing the same ideas. There's a misconception that languages do not change over time. In fact, languages evolve continuously due to cultural, social, and technological influences. While language is a key aspect of culture, it does not encapsulate an entire culture. Many cultures are multilingual, and identity can be expressed through various languages. The number of languages spoken globally is often underestimated [1]. There are around 7,000 languages, many of which are endangered or spoken by small communities. Some believe that being bilingual can confuse children. However, research shows that bilingualism can enhance cognitive skills and is beneficial for language development. Judgments about

someone's intelligence based on their language use or accent are misleading. Language proficiency is influenced by many factors, including education and environment, not intelligence. This myth suggests that some languages, often those spoken by indigenous communities, are simple.

All languages have intricate grammatical structures and vocabulary. While younger learners often acquire languages more easily, adults can also successfully learn new languages, especially with the right motivation and resources [2]. Many countries are multilingual, and official policies may not reflect the linguistic diversity present in the population. Some believe that all nuances of a language can be perfectly translated into another. However, cultural context, idioms, and emotional undertones often get lost in translation [3]. These myths can lead to misunderstandings about language diversity and the value of linguistic heritage, highlighting the importance of promoting awareness and appreciation for all languages. Writing Equals Language**: Many people equate written forms with the language itself, assuming that if a language has a written system, it is more legitimate.

However, many languages are primarily oral and equally valid [4]. There is a belief that there is a single, correct way to speak a language, based on the dialect of native speakers. In reality, all languages have various dialects and regional variations. A common misconception is that mastering vocabulary and grammar is all it takes to learn a language. Cultural context, pragmatics, and social norms are equally important. While some languages may present unique challenges, the notion that certain languages are categorically "difficult" ignores individual differences in learning styles and experiences [5]. Many people believe that a strong accent indicates a lack of fluency. However, many fluent speakers retain their accents, which can reflect their cultural and linguistic backgrounds. Some may think that certain languages (especially less widely spoken ones) aren't used in academic or scientific contexts. However, many languages contribute significantly to global knowledge. There is a myth that some people are naturally gifted at learning languages while others are not. In truth, language learning is a skill that can be developed through practice and exposure. The belief that dialects are inferior to standard languages can undermine the value of linguistic diversity. Dialects are fully functional and have their own rules and richness. People often think translations should be direct and word-for-word. Effective translation requires capturing meaning, tone, and context, which may lead to adaptations.

There's a misconception that languages can easily be grouped into neat categories (like "Romance" or "Germanic"). However, many languages have complex histories that defy simple classification. Understanding these myths can foster a greater appreciation for linguistic diversity and the complexities of human communication. While it's true that many languages are endangered, they can also be revitalized through community efforts and education. Language can survive through documentation and learning by non-native speakers. Some believe that thoughts can only be formulated in one's native language. In reality, multilingual individuals can think in multiple languages, depending on context and usage [6].

Many people think language acquisition must follow a specific sequence (like vocabulary first, then grammar). In practice, learners often pick up elements in a more fluid and organic manner. There's a misconception that every language has a direct equivalent for every concept or object. Cultural differences often mean that some ideas may be expressed differently or even lack direct translations. Some view languages merely as codes to be cracked. However, language is deeply tied to culture, emotion, and identity, making it much more complex than a simple code.

While many languages do, there are numerous languages (like English) that do not use grammatical gender, challenging the notion that this feature is universal. Although immersion is beneficial, it is not the only way to learn a language. Structured study, practice, and exposure to varied contexts can also be effective.

Many believe that slang diminishes the value of a language. However, slang reflects cultural trends and identity and is an important part of everyday communication. While early exposure can be beneficial, people of all ages can successfully learn new languages, often with unique advantages based on life experience. The process of acquiring a language (like how children learn their first language) is different from formally learning it (like in a classroom), leading to misconceptions about how language skills develop [7].

These additional points further illustrate the rich complexities of language and the importance of challenging common misconceptions to appreciate linguistic diversity and communication. Some believe that learning several languages at once can overwhelm a learner. In reality, many multilingual individuals can distinguish between languages and switch between them fluidly. There's a misconception that one can master a language in a few weeks or months. Proficiency takes time, practice, and ongoing exposure to the language. Some linguists propose the idea of universal grammar, but many argue that each language has unique structures and rules that cannot be generalized universally. The belief that there are pure forms of languages without external influences ignores the reality that all languages evolve and borrow elements from others. People often think that once a language is standardized, it will remain unchanged. However, languages continue to evolve even after formalization. Many overlook non-verbal communication aspects, such as gestures and body language, which are integral to understanding and using any language effectively. Some believe that a noticeable accent means someone is not fluent. Accents are natural and often reflect a speaker's linguistic background and experience [8].

This misconception suggests there is one authoritative way to use a language. In reality, multiple dialects and registers coexist within any language. People often think that learning a language is primarily about rote memorization of vocabulary. However, effective learning involves understanding context, culture, and usage. While the Sapir-Whorf hypothesis suggests language shapes thought, the relationship is complex and not strictly linear; individuals can think beyond the constraints of their language.

These additional myths highlight the complexities of language and underscore the importance of understanding linguistic diversity and the nuances of human communication.

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USING AI TO CREATE CONTENT IN A FOREIGN LANGUAGE: ARTICLES, STORIES, OR DIALOGUES

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Түйін: Бұл мақалада жасанды интеллекттің (ЖИ) шетел тілінде контент жасау үшін қолдану әдістері қарастырылады. ЖИ арқылы мақалалар, әңгімелер және диалогтар жасау тәсілдері талқыланады. Сонымен қатар, ЖИ-дің шетел тіліндегі контент сапасын арттыру мүмкіндіктері қарастырылады.

Резюме: В данной статье рассматриваются способы использования искусственного интеллекта (ИИ) для создания контента на иностранном языке. Обсуждаются методы создания статей, рассказов и диалогов с помощью ИИ, а также возможности повышения качества контента на иностранном языке.

Introduction

In the modern world, artificial intelligence (AI) has revolutionized numerous fields, including content creation. AI's ability to generate content in foreign languages is one of the most significant advancements, crucial for individuals and businesses seeking to expand their global presence. This capability has empowered users to overcome language barriers and engage with diverse audiences across the world.

AI-driven models such as GPT-3, GPT-4, and others have demonstrated the ability to produce high-quality articles, stories, and dialogues in multiple languages. These models rely on vast datasets and advanced machine learning techniques to ensure accuracy and fluency. This report explores the methods by which AI can be employed to create three primary types of content: articles, stories, and dialogues [1]:

AI-Driven Content Creation

Articles

AI models are increasingly employed to generate articles across a wide array of subjects and languages. These systems can generate coherent and structured content from simple topic prompts, making them ideal for content marketing, business blogs, and academic publications. The flexibility of AI models enables organizations to produce a vast amount of content quickly and efficiently, thus meeting the growing demand for high-quality material.

A key advantage of using AI in article writing is the speed at which content is generated. While a human writer may spend hours or even days on a single article, an AI system can produce a comparable draft within minutes. However, the accuracy of the information and its relevance to current events or cultural contexts often require a human editor's review. AI is adept at producing grammatically correct sentences, but it can still struggle with subtleties such as tone, style, and cultural sensitivity[2]:

Stories

Storytelling with AI represents a transformative tool for both novice and seasoned writers. AI models such as ChatGPT, trained on a wide range of narrative structures, enable users to create compelling stories with coherent plots and engaging characters. This is especially valuable for non-native speakers who wish to write creatively in languages they do not fully master.

The generated stories can vary from short-form tales to complex, long-form narratives, with the AI ensuring grammatical accuracy and linguistic fluency. Moreover, AI storytelling democratizes creativity by allowing users without advanced language skills to express their ideas freely [3]:

Dialogues

Creating dialogues in a foreign language poses unique challenges, particularly for non-native speakers. AI models can simplify this task by producing natural-sounding conversations that adhere to the conventions of the target language. This capability is widely used in language-learning applications, where learners interact with AI-generated dialogues to practice speaking and comprehension skills.

In addition to educational applications, AI-generated dialogues are increasingly used in entertainment media and customer service. Multilingual chatbots can handle customer queries in different languages, offering seamless service without requiring human intervention. This reduces response time and improves customer satisfaction [4]:

Conclusion

AI offers transformative possibilities for content creation in foreign languages, facilitating faster and more efficient production of articles, stories, and dialogues. However, despite the many benefits of AI-driven content, human oversight remains essential to ensure accuracy and cultural relevance. As the technology continues to evolve, it will play an increasingly critical role in breaking down language barriers and enabling individuals and businesses to communicate across borders.

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THE IMPORTANCE OF CORRECT TRANSLATION AND USAGE OF EMOTIVE-EXPRESSIVE PHRASEOLOGICAL UNITS IN ENGLISH

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Түйін: бұл мақалада шетел тілін меңгеру процесінде фразеологиялық бірліктерді оқып-үйренудің және түсінудің маңыздылығы көрсетілген. Ол тілдік құзыреттілік пен мәдени түсінуді арттыру үшін идиоматикалық сөз тіркестерін түсіндіру мен пайдаланудың қиындықтары мен стратегияларын қарастырады. Мақалада сондай-ақ идиоматикалық тіркестердің метафоралық мағынасын, мәдени контекстін және коммуникативті қызметін қарастырудың маңыздылығы атап өтілген. Ол мәдениетаралық мәтіндермен жұмыс істейтін аудармашыларға практикалық кеңестер ұсынады.

Резюме: данная статья освещает важность изучения и понимания фразеологических единиц в процессе освоения иностранного языка. В ней рассматриваются трудности и стратегии интерпретации и использования идиоматических выражений, способствующие повышению языковой компетенции и культурного понимания. Статья также подчеркивает важность учета метафорического значения, культурного контекста и коммуникативной функции идиоматических выражений. Она предлагает практические советы для переводчиков, работающих с межкультурными текстами.

The study of phraseological units in contemporary world linguistics demonstrates the inseparable connection between language and culture, as stable expressions are more closely linked to people's lives than other linguistic units. Currently, in the era of globalization, the translation of the cultures and literature of the world's peoples into different languages is leading to an exchange of information about these peoples' languages and cultures. Artistic translation plays an unparalleled role in conveying information about the cultures of other peoples to representatives of other nations. Through translation, the culture, traditions, values, lifestyle, character, and other aspects embodied in artistic literature are conveyed to foreign language readers. These are shaped by centuries of life experiences, traditions and rituals that continue to this day. Each language not only expresses the concepts within it and the emotive-expressive aspects used in that language, but also deals with how it is interpreted, resulting in a unique reality in which people live [1].

Learning a foreign language often presents difficulties related to understanding the meaning of phraseological units. The difficulty in interpretation lies in the internal form of the phraseological turnover. Internal form is a visual-sensory image of a designated object that contains culturally significant information in its hidden meaning. To understand the metaphorical basis of phraseology, it is important to know the ethnographic reality, the value relations of a mentality characteristic of a particular culture. Therefore, it is recommended to turn to a linguoculturological analysis of phraseology.

Here are some methods you can use to search for emotive-expressive phraseological units to pamper children in English:

1. Corpus Linguistics:

- Large language corpora: Utilize online corpora like Google Ngram Viewer or COCA (Corpus of Contemporary American English) to search for phrases commonly used in children's literature, songs, and everyday speech. Look for words and phrases associated with affection, comfort, praise, and encouragement [2].

2. Lexical Databases:

- Thesaurus: Consult a thesaurus to find synonyms for words related to pampering, such as "love," "affection," "comfort," "cuddle," "adorable," etc. These synonyms can help you discover new phraseological units.

- Dictionary of Idioms: Use a dictionary specifically dedicated to idioms and phraseological units. Look for entries that express emotions and positive sentiments towards children.

3. Online Resources:

- Children's Literature: Explore children's books and stories, paying attention to the language used to express affection and encouragement. You can find many examples of emotive-expressive phrases in these texts.

- Parenting Blogs and Websites: Search for parenting blogs and websites focused on child development and communication. They might provide examples of phrases used to comfort, encourage, and express love to children.

4. Creative Thinking:

- Wordplay and Metaphors: Think about common metaphors and similes used to describe children, such as "little sunshine," "my precious," "a star in my sky." Experiment with different variations and combinations to create new and expressive phrases.

- Target Audience: Keep the age and developmental stage of the children in mind when selecting phrases.

- Cultural Appropriateness: Be aware of cultural nuances and avoid phrases that might be inappropriate or offensive in a particular cultural context.

- Authenticity: Strive to create phrases that sound natural and heartfelt, rather than overly formal or contrived.

Here are some emotional and pampering words for children from parents, categorized by feeling:

Love & Affection:

- Darling: A sweet and affectionate term of endearment.

- Honey: A term of endearment, often used in a playful way.
- Sweetheart: A term of endearment suggesting warmth and tenderness.
- My Love: A deeply affectionate and romantic expression.
- Precious: Describing someone or something as very special and loved.
- My Treasure: A term of endearment implying someone is extremely valuable.
- Sweetie: A casual and endearing term for someone you care about.
- Angel: A term of endearment suggesting someone is pure and innocent.
- My Sweet Pea: A sweet and affectionate term for a little one.
- My Little Pumpkin: A playful and endearing term.
- My Cuddle Bug: A term expressing love and the desire for closeness.
- My Sunshine: A term expressing joy and light someone brings into your life.
- My Precious: A term expressing that someone is extremely valuable and cherished.

• My Heart: A deeply affectionate term signifying that someone holds a special place in your heart.

Comfort & Solace:

- My Dearest: An expression of deep care and affection.
- My Sunshine: Describing someone who brings light and joy.
- My Star: A term of endearment suggesting someone is brilliant and inspiring.
- My Everything: A declaration that someone is irreplaceable.
- My Little Lamb: A term suggesting innocence and gentleness.
- My Little Star: A term expressing admiration and belief in someone's potential.
- My Little Angel: A term expressing purity and innocence.
- My Sweetheart: A term conveying warmth and tenderness.
- My Tiny Tot: A term expressing fondness for a small child.
- Hug: A physical gesture of comfort and love.
- Cuddle: A cozy and affectionate embrace.
- Snuggle: A close and comforting position of closeness.

Adoration & Appreciation:

- Wonderful: Expressing admiration and delight.
- Beautiful: Describing someone as aesthetically pleasing and captivating.
- Amazing: Expressing awe and wonder.
- Charming: Describing someone as attractive and delightful.
- Radiant: Describing someone as glowing with happiness.
- Magnificent: Describing someone as impressive and extraordinary.
- You're My Best Friend: A powerful statement of connection and love.
- You're So Smart: A compliment that encourages intellectual growth.
- You're Such a Good Kid: A statement of pride and approval.
- You Make Me So Happy: A declaration of the joy someone brings.

Words of Encouragement & Affirmation:

- You're Perfect: A statement of unconditional acceptance.
- I Believe In You: An expression of confidence and support.
- You're Doing Great: A positive affirmation for someone's efforts.

- You're Strong: A statement of resilience and inner strength.
- You Can Do It: An encouragement to persevere and achieve.
- You're Beautiful Inside and Out: A statement of inner and outer worth.
- You're Amazing: A simple but powerful expression of belief in someone.
- I Love You Just The Way You Are: A statement of unconditional love and acceptance.
- You're Special: A reminder that someone is unique and valuable.
- You're Strong: A reminder of inner strength and resilience.

The accurate translation and nuanced use of emotional-expressive phraseological units is crucial for building bridges between cultures and fostering deeper understanding [3]. These linguistic gems, often woven with metaphor and cultural context, hold the power to evoke powerful emotions, convey heartfelt sentiments, and paint vivid pictures in the minds of readers.

While literal translations may seem tempting, they often fail to capture the richness and depth of meaning inherent in such expressions. Translators, therefore, face a critical task: to not only translate words, but to translate the spirit, the feeling, and the cultural nuances embedded within each phrase. This requires a deep understanding of both source and target languages, as well as a sensitivity to the cultural context in which these expressions are used [4].

Furthermore, exploring the emotional dimension of phraseological units allows us to appreciate the unique ways in which different languages express affection, joy, sorrow, and other emotions. This understanding can enrich our communication, foster empathy, and create a deeper connection between individuals from different backgrounds.

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THE DEVELOPMENT OF LEXICAL SKILLS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE IN SECONDARY SCHOOL

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Түйін: Мақалада шет тілін үйрену барысында орта мектеп оқушыларының лексикалық дағдыларын дамыту мәселелері қарастырылған. Тақырыптық оқыту, сөздердің

контекстік қолданылуы, интерактивті ойындар және цифрлық технологиялар секілді түрлі оқыту әдістері талқыланады. Жаңа сөздерді меңгеру барысында кездесетін қиындықтарға, соның ішінде сөздерді ұмыту мен аударма кезінде жіберілетін қателіктерге ерекше назар аударылады. Мақалада бұл қиындықтарды жеңудің жолдары ұсынылып, сөздік қорды белсенді түрде қолданудың және оны әртүрлі контекстерде пайдаланудың шет тілін тиімді меңгерудегі маңызы атап өтілген.

Резюме: Статъя посвящена развитию лексических навыков у учащихся средней школы в процессе изучения иностранного языка. Рассматриваются различные методы обучения, такие как тематическое обучение, контекстное использование, интерактивные игры и цифровые технологии. Особое внимание уделяется проблемам, с которыми сталкиваются учащиеся при изучении новых слов, включая забывание лексики и ошибки при переводе. В статье предложены пути преодоления этих трудностей, подчеркивается важность активного использования словарного запаса в речи и применении его в разных контекстах для успешного овладения иностранным языком.

Learning a foreign language in secondary school is an integral part of the educational process, contributing significantly to the development of students' communicative competence. Vocabulary plays a central role in language acquisition because it serves as the foundation for expressing thoughts, understanding spoken and written language, and participating in conversations. Without a sufficient vocabulary, it is nearly impossible to communicate effectively.

The challenge in learning a foreign language lies in helping students not only memorize new words but also use them correctly and confidently in various real-life situations. Vocabulary learning requires diverse methods and a structured approach, as students need to be guided in recognizing, understanding, and practicing new words in different contexts [1].

Lexical skills are the abilities related to the acquisition, understanding, and usage of words in a language. These skills include:

- Recognizing and recalling words. The process of learning a new word and being able to recognize and recall it when needed.
- Contextual understanding. Knowing when and how to use words correctly in different situations [2].
- Word formation. Understanding how words can be formed or derived from other words, enabling students to expand their vocabulary by recognizing patterns.

The process of developing lexical skills can be divided into several stages:

1. Passive learning. At this stage, students are introduced to new vocabulary. They may not use these words actively yet but are becoming familiar with their meanings.

2. Active use. In this stage, students begin to actively use the new words in speech and writing, applying them in classroom activities and real-life situations.

3. Contextual application. Students learn to use vocabulary in various contexts, improving their ability to choose the right words depending on the situation or conversation topic.

Methods for Developing Lexical Skills

In secondary school, vocabulary learning is a key aspect of language acquisition. There are several effective methods that can be used to enhance students' lexical skills.

Таблица 1.

Method	Description	Examples of Use
Thematic Learning	Learning vocabulary in thematic blocks helps students to organize and relate new words to everyday life, making them easier to understand and remember[1].	Learning vocabulary related to specific themes like "Food," "Travel," or "School."
Contextual Learning	Teaching vocabulary through context allows students to understand how the meaning of words can change based on usage. This helps them apply words correctly in different situations [2].	Reading authentic texts, practicing dialogues, analyzing contexts.
Interactive Methods	Using interactive and game-based methods makes vocabulary learning more engaging and less monotonous, encouraging active participation [3].	Playing word games like "crosswords" or "word chains," and participating in team quizzes.
Digital Technologies	The use of online platforms and apps for vocabulary learning enables students to practice in an interactive and self-paced environment. These tools often offer exercises for memorizing, practicing, and testing vocabulary.	Using apps like Duolingo, Quizlet, or Memrise to practice vocabulary through flashcards and quizzes.
Projects and Presentations	Students apply vocabulary actively by creating projects or delivering presentations on specific topics. This encourages them to use new words in a meaningful context, improving their retention and understanding.	Creating projects on topics like "My Family" or "My Dream Holiday," or presenting on topics such as "Environmental Issues."
Reading and Listening	Exposing students to authentic materials, such as books and audio resources, helps expand their vocabulary naturally, allowing them to encounter words in different contexts and understand how they are used.	Reading graded readers or listening to podcasts and watching movies in the target language.

While there are many effective methods for developing vocabulary, students often face certain challenges in the process:

1. Forgetting vocabulary. Without regular practice and repetition, it's easy for students to forget words they've learned, especially if these words are not used frequently in classroom activities or real-life situations.

2. Translation errors. Many students tend to translate words directly from their native language to the target language, leading to mistakes. Direct translation doesn't always work due to differences in structure, meaning, and usage between languages.

3. Monotony in learning. When vocabulary learning becomes repetitive and focused solely on memorization, students can lose motivation. This can make learning seem more like a chore than an engaging activity.

To address these challenges, teachers can use a variety of strategies to ensure that vocabulary learning remains engaging and effective:

- Use diverse methods. Alternating between thematic learning, interactive activities, projects, and digital tools helps keep students motivated and makes vocabulary learning more enjoyable. For instance, a combination of group discussions, individual quizzes, and creative writing exercises can provide students with different opportunities to use new words.

- Regular repetition. Frequent exposure to vocabulary in different contexts helps students retain words better. Teachers can incorporate vocabulary reviews at the start of each lesson, as well as periodic vocabulary tests or assignments where students have to use previously learned words.

- Contextual application. Encouraging students to use vocabulary in real-life situations, such as role-plays or conversations, helps them understand the proper use of words and improves their fluency. For example, practicing how to order food in a restaurant or talking about weekend plans can help solidify vocabulary related to these topics.

Developing lexical skills in secondary school students is essential for their overall language proficiency. By using a variety of methods, such as thematic learning, contextual application, interactive games, and digital technologies, teachers can help students expand their vocabulary in an effective and engaging manner. Addressing common challenges like forgetting words or making translation errors requires a structured approach that encourages active use of vocabulary in both classroom settings and real-life scenarios.

Mastery of lexical skills plays a crucial role in building students' language competence, giving them the confidence to use a foreign language in everyday communication and ensuring that they can understand and express themselves effectively in various situations.

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ЯЗЫК ЖЕСТОВ

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Түйін. Ымдау тілін зерттеу лингвистерді ғана емес, психологтарды, социологтарды және адам коммуникациясын тереңірек түсінуге ұмтылатындарды да қызықтырады.

Summary. The study of sign language is of interest not only to linguists, but also to psychologists, sociologists, and anyone seeking a deeper understanding of human communication.

Введение в тему «Язык жестов» позволяет исследовать важнейший аспект невербальной коммуникации, который сопровождает нас в повседневной жизни. Жесты играют ключевую роль в выражении мыслей и эмоций, помогая усилить или дополнить сказанное, а иногда и вовсе заменить слова. Разнообразие жестов и их значений подчеркивает уникальность каждой культуры, что делает их важным элементом межкультурного общения. Например, одно и то же движение руки может нести разные значения в разных странах, что требует внимательного подхода к интерпретации жестов. Знание языка жестов позволяет лучше понимать намерения и чувства собеседника, создавая более гармоничное и продуктивное общение. Таким образом, исследование языка жестов представляет интерес не только для лингвистов, но и для психологов, социологов и всех, кто стремится к более глубокому пониманию человеческой коммуникации.

Жесты. Язык жестов – это великая наука, в которой осталось еще очень много тайн. Человек, который овладеет этой наукой хотя бы частично, способен править людьми и миром.

«Жесты оживляют речь, но ими следует пользоваться осторожно. Выразительный жест (поднятая рука, сжатый кулак, резкое и быстрое движение и т.п.) должен соответствовать смыслу и значению данной фразы или отдельного слова (здесь жест действует заодно с тоном, удваивая силу речи). Слишком частые, однообразные, суетливые, резкие движения рук неприятны, приедаются, надоедают и раздражают», - говорил Ф. Кони [1].

Человеку очень важно правильно владеть своим телом и передавать с помощью мимики и жестов именно ту информацию, которая требуется в той или иной ситуации. Особое значение имеет это для политика и дипломата, бизнесмена и актера, преподавателя вуза и ведущего телевизионной передачи, судьи и адвоката. Психологи выделяют обычно, во-первых, коммуникативные средства общения, то есть такие, которые воспринимаются и понимаются одним из партнеров в соответствии с замыслом другого, и, во-вторых, информативные средства общения, понимая под ними такие, которые «читаются» вторым партнером помимо желания первого. Внимательно наблюдая за поведением человека, вы можете многое узнать о его истинных намерениях. Психологи установили, что в процессе межличностного общения от 60 до 80% информации о собеседнике мы черпаем за счет так называемых невербальных средств общения - жестов, мимики, телодвижений, интонации, выбора определенной дистанции между партнерами. Человек контролирует свои жесты и позы значительно меньше, чем свои слова; именно поэтому они могут рассказать о нем больше, чем прямые высказывания. Невольная брезгливая гримаса, поданная с опозданием рука, нежелание посмотреть вам в глаза - все это подчас

скажет вам гораздо больше, чем самые горячие заверения в дружбе или желании сотрудничать. Научившись «читать» жестикуляцию других людей, вы можете распознать, искренни они или лживы, относятся к вам дружественно или враждебно. Нужно также помнить, что и ваши знакомые могут делать подобные наблюдения над вашим собственным поведением. Понимать так называемый *body language* (язык тела) совершенно необходимо тому, кто по роду своей деятельности должен убеждать в чем-либо своих собеседников, склонять их к совершению определенных поступков, таких как заключение торговых сделок или вложение денег в какие-либо предприятия [2]. Добиться этого вам будет гораздо легче, если удастся внушить к себе симпатию и доверие.

Жесты передают много смысла, и, как и слова в речи, они бывают разного типа:

Жесты-иллюстраторы помогают пояснить речь, например, указать направление, показать размеры или подчеркнуть важные моменты.

Жесты-регуляторы выражают отношение говорящего, например, улыбка, кивок или взгляд.

Жесты-эмблемы заменяют слова, например, рукопожатие как приветствие или поднятая рука на прощание.

Жесты-адапторы связаны с привычками, например, почесывание, касание предметов.

Жесты-аффекторы показывают эмоции через движения тела и лица [3].

Поза. Поза при беседе значит очень многое: заинтересованность в беседе, субординацию, стремление к совместной деятельности и т. п. Если ваш партнер сидит почти неподвижно, в темных очках, да еще прикрывает записи руками, вы чувствуете себя крайне неудобно. Поэтому при деловых встречах не следует принимать позу, характеризующую закрытость в общении и агрессивность: насупленные брови, чуть наклоненная вперед голова, широко расставленные на столе локти, зажатые в кулаки или сцепленные пальцы. Избегайте одевать очки с затемненными стеклами, особенно при первом знакомстве. Не видя глаз собеседника, партнер может чувствовать себя неловко, поскольку значительная доля информации оказывается ему недоступной. В результате будет нарушена общая атмосфера общения. В позе отражается субординация участников беседы. Причем, именно психологическая субординация-стремление доминировать или напротив подчиняться, а это может не совпадать со статусом. Иногда собеседники занимают равное положение, но один из них стремится показать свое превосходство. Например, один присел на краешек стула, положив руки на колени, другой развалился, небрежно положив ногу на ногу. Взаимоотношения этих людей очевидны, даже если не слышно, о чем идет речь: первый-подчинен второму (при этом неважно формальное соотношение занимаемых ими должностей).

О стремлении к доминированию свидетельствуют также и такие позы, как: обе руки на бедрах, ноги чуть расставлены; одна рука на бедре, другая опирается о косяк двери или стенку; голова чуть приподнята, руки

перекрещены у талии. Напротив, при желании подчеркнуть согласие с партнером можно наблюдать своеобразное копирование его жестов. Так, если один из партнеров при дружеской беседе сидит, подперев голову рукой, другой почти автоматически делает то же, как бы сообщая тем самым «я такой же, как ты». Незнакомые люди стараются избегать копирования поз друг друга. И, наоборот, если собеседники хотят установить дружеские, непринужденные отношения, они повторяют движения друг друга. Однако важно, чтобы оба собеседника стремились к неформальной, дружеской атмосфере. В противном случае копирование позы может вызвать крайне негативную реакцию

В заключении исследования по теме «Язык жестов» хочется подчеркнуть значимость жестов как важного элемента общения, который помогает передавать информацию, дополняя или заменяя слова. Жесты позволяют людям выражать эмоции, настроения и намерения, что способствует более полному взаимопониманию в общении. Изучение языка жестов важно для улучшения навыков межличностного общения и помогает избежать недоразумений, особенно в межкультурной среде, где одни и те же жесты могут иметь различные значения. Применение знаний о языке жестов полезно не только в повседневной жизни, но и в профессиональной деятельности, где точное понимание невербальных сигналов может влиять на успешность взаимодействия. Таким образом, понимание и использование жестов обогащает процесс коммуникации, делая его более эмоционально насыщенным и многогранным.

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UDK 811

USING INTERNET RESOURCES IN INCREASING THE EFFECTIVENESS OF TEACHING ENGLISH

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Түйін: Мақалада ағылшын тілін оқытуда технологияны қолдануға баса назар аударылған. Ақпараттық технологиялар ағылшын тілін оқытуда маңызды рөл атқарды және оқытудың жаңа әдісін зерттеудің ең жақсы құралын ұсынды. Мақаланың мақсаты – ағылшын тілін оқытудың тиімділігін арттыруда ақпараттық технологияларды қолдану, ағылшын тілі сабақтарында оқушылардың шығармашылық қабілеттерін дамыту. Онда студенттерге Интернетте қол жетімді әр түрлі онлайн-құралдар ұсынылған және ағылшын тілі мұғалімдеріне арналған заманауи құралдар ұсынылған.

Резюме: статья посвящена использованию информационных технологий преподавания английского языка. Информационные технологии играют важную роль в

области преподавания английского языка, таким образом, в статье предлагаются лучшие онлайнтехнологии для изучения нового метода обучения. Целью статьи является использование информационных технологий в повышении эффективности преподавания английского языка, развития творческих способностей учащихся. В статье даны различные онлайн обучающие технологии доступные в Интернете для студентов и преподавателей для использования на уроках английского языка.

Nowadays, there are many methods and techniques for teaching English. The use of information technology has a considerable impact on the content, forms and methods of teaching and therefore the quality of education. In recent years there has been a fundamental change of the role and place of personal computers and information technology in society. The 21st century is a time of information progress. Computerization has penetrated into all spheres of society, including the sphere of education [1]. The content of education is determined by the needs of modern society, which is at the stage where globalization is taking place, therefore the most pressing task of education is the formation of a communication culture among students.

A modern teacher needs to take into account the fact that information and communication technologies (ICT) of education are an integral part of modern life. ICT tools help expand educational opportunities. The use of a computer in the educational process stimulates the development of cognitive interest, activates verbal and mental activity and allows solving lesson problems in a creative form. The most commonly used ICT tools in the educational process include: electronic textbooks and manuals demonstrated using a computer and a multimedia projector, electronic encyclopedias, reference books, simulators and testing programs, educational Internet resources, DVDs and CDs with paintings and illustrations, video and audio equipment, research works and projects [2].

Websites that offer interactive games and quizzes, such as Kahoot and Quizlet, can make learning English enjoyable. These tools allow teachers to create customized quizzes that reinforce vocabulary and grammar in a fun way. Such activities can enhance classroom dynamics and encourage healthy competition among students.

Listening skills are a crucial aspect of language learning, and podcasts provide a fantastic resource for this. There are numerous podcasts designed specifically for English learners, such as "ESL Pod" and "EnglishClass101." These podcasts cover various topics, helping students improve their listening comprehension. Audiobooks are another excellent resource, enabling learners to hear correct pronunciation and intonation while following along with the text.

The internet has opened a world of possibilities for teaching and learning English. By leveraging online courses, educational websites, apps, videos, social media, interactive games, and audio resources, educators can create dynamic and engaging learning environments. As technology continues to evolve, the role of internet resources in English language teaching will undoubtedly expand, offering even more innovative ways to connect with students and enhance their learning experiences. Embracing these tools not only makes language acquisition more

effective but also prepares students for a globalized world where English plays a vital role.

Internet resources can be defined as a means of teaching the new generation. Most of these resources are currently multimedia in nature. They can combine text materials with graphic, audio and video recordings. It is well known that modern education requires different approaches that are designed to increase its effectiveness. The use of various technical means and modern technologies in an English lesson allows us to reduce the time for presenting the necessary information and facilitate the presentation of educational material. The Internet is the best example of an audiovisual learning tool. The use of ICT in the process of teaching English contributes to the intellectual and creative development of students.

According to K.V. Artemova, Internet resources allow you to [4]:

1. fill the shortage of sources of educational material;
2. develop skills and abilities of information retrieval activities;
3. objectively evaluate knowledge and skills in a shorter time.

Depending on the objectives of the lesson, the methodological purpose of educational electronic resources on the Internet is selected [5]:

1. educational;
2. information retrieval;
3. demonstration;
4. modeling;
5. simulators;
6. controlling;

7. educational games, etc. Internet resources greatly facilitate the teacher's work in planning and conducting a lesson. School teachers quite often use game programs, websites with interactive exercises, test tasks, as well as regional videos, which always arouse genuine interest among students. Travel lesson, as one of the forms of non-traditional lessons, can introduce students to both the whole country and individual cities. For example, while studying the topic "Country Across the Ocean", dedicated to the culture and geography of the United States, you can build a lesson using a film about the history of the emergence of this state, posted on the website youtube.com, watch an online map of America, listen to American songs and simulate speech situations that might happen to a tourist in New York or Washington.

In today's digital age, the internet has revolutionized the way we teach and learn languages, particularly English. The abundance of online resources has made English language acquisition more accessible and engaging than ever before. This article explores various internet resources that can enhance the teaching of English, catering to both educators and students.

One of the most significant advantages of the internet is the availability of online courses. Platforms like Coursera, Udemy, and edX offer comprehensive courses designed by expert educators. These courses often include video lectures, quizzes, and interactive assignments, allowing learners to study at their own pace. For teachers, these platforms provide resources to enhance their teaching methods and broaden their understanding of language pedagogy.

Numerous educational websites and blogs offer valuable resources for teaching English. Websites such as BBC Learning English and EnglishClub provide grammar guides, vocabulary exercises, and listening practice. Blogs by experienced teachers often share innovative lesson plans, teaching strategies, and insights into student engagement. These resources can be a goldmine for teachers seeking fresh ideas and support.

Mobile applications have become popular tools for language learning. Apps like Duolingo, Babbel, and Memrise provide interactive and gamified language practice. These platforms allow students to improve their vocabulary, grammar, and pronunciation in a fun and engaging way. Teachers can recommend these apps for supplementary practice outside the classroom, encouraging self-directed learning.

YouTube is an invaluable resource for both teachers and students. Channels like English with Lucy and Rachel's English provide lessons on pronunciation, grammar tips, and real-life conversation skills. Visual learners benefit from the combination of audio and video content, making complex concepts easier to understand. Additionally, teachers can use videos to spark discussions or as part of lesson plans.

Social media platforms like Facebook, Twitter, and Instagram are not just for personal use; they can also be leveraged for educational purposes. Teachers can join groups dedicated to English language teaching, where they can share resources, ask for advice, and connect with peers from around the world. Engaging with authentic content on platforms like Twitter allows students to practice reading and writing in a real-world context.

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Modern technologies and Internet resources make it possible to make the process of mastering the English language lively and vibrant, to turn a lesson into a

journey through countries of the language being studied. To summarize, it should be noted that Internet resources are universal opportunities that allow increase effectiveness of teaching a foreign language.

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DISTRIBUTION OF TIME AND TASKS OF UNIVERSITY STUDENTS

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Резюме: Урок остаётся по-прежнему основной формой обучения школьников. Подготовка к уроку – эту задачу учитель решает ежедневно, и, чтобы это было эффективно, педагог должен уметь выполнять ряд действий, представленных в профессиональном стандарте педагога. Введение этого документа показало, что у учителей существуют проблемы в решении данной задачи, и необходимо изменить содержание и этапы подготовки урока.

Түйін: Сабақ бұрынғыдай мектеп оқушыларын оқытудың негізгі нысаны болып қалады. Сабаққа дайындық-бұл міндетті мұғалім Күн сайын шешеді және тиімді болуы үшін педагог Педагогтің кәсіби стандартында ұсынылған бірқатар іс-әрекеттерді орындай білуі тиіс. Бұл құжатты енгізу мұғалімдердің осы міндетті шешуде проблемалар бар екенін және сабақты дайындау мазмұны мен кезеңдерін өзгерту қажет екенін көрсетті.

An analysis of notes and lesson planning activities has shown difficulties for both students and practice teachers. Let's look at typical mistakes that occur in lesson plans:

- 1) the goals are defined only for the teacher, there is no description of the planned results of students;
- 2) goals are defined for the teacher in three groups-subject, meta-subject, personal, i.e. the results of students are mixed with the tasks of the teacher;
- 3) the planned results are defined, but begin with verbs (actions of the teacher): to form the ability, develop the ability, etc., i.e. the teacher does not know an

effective way to design goals, the approach to the formulation of goals laid down in the Federal state educational standard of primary General education (FSES NOO);

4) first describes the pedagogical tasks (what the teacher will do), and then describes the planned results of students;

5) in the choice of teaching technologies, the teacher focuses only on the subject content and development of educational and cognitive activities;

6) in the choice of teaching technologies, the teacher focuses on the development of universal educational actions, and the formation of methods of educational activities with subject content goes by the wayside;

7) at the goal setting stage, most teachers strive to communicate the lesson goals in a ready-made form, create a problem situation, difficulty in activities, but do not organize a dialogue on the awareness of children that they do not know something or do not know how, and therefore there is a need to learn something, learn something, i.e. determine the educational task (goal);

8) at the stage of organization of reflection, all types of activities in the lesson are listed, and the obtained results of educational activities are not correlated with the goal and plan for achieving it.

Difficulties in solving the tasks of preparing for the lesson can be explained by the fact that the professional standard does not specify the criteria for teachers' readiness to plan the learning process. Let's look at how to solve these difficulties in teaching and what will characterize the competence of teachers in the implementation of labor actions for lesson planning [1].

In the field of education, one of the first actions in the professional standard is defined as "designing the educational process based on the Federal state educational standard of primary General education". The formulation of this function shows that for its implementation, it is important for the teacher to understand the difference between the new educational standard and the previous one, its main purpose. The Federal state educational standard for primary General education has revealed for the first time how to make education developing: "the development of the student's personality based on the assimilation of universal educational actions, knowledge and development of the world is the goal and main result of education".

At this stage, according to the professional standard, the teacher "sets various types of educational tasks (educational-cognitive, educational-practical, educational-game)" and determines how to "organize their solution (in individual or group form) in accordance with the level of cognitive and personal development of young children, while maintaining a balance of the subject and metapredmetnoy component of their content". According to P. I. Zinchenko, the structural place of the goal in the student's educational activity is occupied by the essential content of this subject; it is, consequently, made actual by them and easily remembered. Thus, the author emphasizes that the process of goal setting in the lesson should be built on a specific subject content, and this content becomes clear if the goal for its development becomes relevant for the student. The stage of joint goal setting of the lesson should not be formal, but directed, according to A. N. Leontiev, "...in order to arouse interest, you should not specify the goal, and then try to justify motivationally the

action in the direction of this goal, but you should, on the contrary, create a motive, and then open the possibility of finding the goal (usually-a whole system of intermediate,"devious" goals) in a particular subject content" [2].

Thus, when planning the goal setting stage in the lesson, the planned results are the reference point in determining the goals, the students formulate them at their own level, and the teacher specifies and fixes the goal on the Board. Visual design of the goal in the lesson helps children realize at the end of the lesson the achievement of the planned result. For a novice teacher, this is also important: it helps to keep the logic of the lesson - from the goal to the result, to organize self-control and self-assessment of activities for the development of the method of action, to adequately evaluate the educational actions of students and the effectiveness of solving pedagogical tasks.

Determining the planned results and pedagogical tasks for achieving them by students helps the teacher to understand and choose the necessary ways and means of teaching and learning, techniques for including students in the goal-setting process, and determining the results that they can achieve. students, and understand their difficulties in learning activities, formulate the purpose of the lesson.

Modern teaching methods have accumulated experience in organizing joint goal-setting in primary school lessons. The technology of problem dialogue reveals how through the creation of problem situations (with difficulty or difficulty - to concretize their tasks, for example: learning) and dialogue, encouraging or leading, the teacher leads children to realize what they know at the moment and what they need to learn, what to learn [3].

If the material does not allow you to create a problem situation, the technology suggests using motivational techniques " bright spot "(excerpts from literary texts, riddles, historical material, parables, video clips, etc.)," relevance "(material that shows the need to obtain" new " knowledge). This helps to interest students, and understand their difficulties in learning activities, to formulate the purpose of the lesson- find out what they don't know or don't know yet. In teaching goal setting, the teacher first gives a hint, words that will help formulate the goal-learn, learn, etc. After determining the goals, pedagogical tasks, criteria for evaluating the achievement of goals, the choice of technologies, methods and techniques of teaching, the technological map of the lesson is filled in [4].

The technology map is one of the methodological forms of presenting the lesson plan. It " makes it possible to detail it as much as possible at the stage of preparation and design. And also conduct a step-by-step self-analysis of the lesson after it is conducted in accordance with the planned results of students, evaluate the rationality and potential effectiveness of the selected methods, tools and types of educational activities at each stage of the lesson".

To effectively prepare University students for teaching activities, first of all, it is necessary to create psychological and pedagogical, organizational and methodological conditions that promote professional and personal development and the formation of professional competence of the future teacher at the classical University. Zhuk in the monograph "Pedagogical training of students: a competence-

based approach" notes: "An important task of preparing students at the University is to create conditions for the formation of their ability to learn independently, readiness to constantly improve their educational and professional level throughout their lives."

To fill it out, the following labor actions are performed, which are reflected in the lesson planning algorithm:

1) defining the topic of the lesson in accordance with the thematic plan of the work program on the subject, the teacher should focus on the title of the topic, on the pages of the textbook, and on the content of the programs;

2) description of the planned results of the studied topic in accordance with the type of lesson (discovery of knowledge, consolidation, generalization of knowledge, developing control), the content of the subject and metasubject educational results in the work program. The teacher should highlight the expected outcomes for in an exemplary the subject program, then find out the results on this topic in AV - Morskoy program teaching materials (CMO) that operates to understand what results will be formed at the level of "Student will learn" or "The student will get the opportunity to learn", plan the subject results, and then meta-subject-universal learning activities that will help you learn the content of the topic on the subject;

3) the formulation of pedagogical tasks involves determining the actions of the teacher aimed at achieving the results of students;

4) determining the criteria for evaluating the achievement of planned results; you can make an assessment sheet or a table of requirements for results on a training topic, where children will be able to conduct a self-assessment of the development of educational activities, and the teacher-to assess their formation and development of adequate self-esteem in students;

5) selection of basic and accompanying learning technologies, the basic technology allows you to determine the stages of the lesson, their sequence, and the accompanying ones - what additional methodological tools are required, tools for achieving goals and solving pedagogical tasks;

6) description of the lesson scenario in the technological map (lesson stages, the content of the teacher's activity, the content of the students ' activity). This stage is especially important for novice teachers to form their predictive function of pedagogical activity, the ability not only to determine pedagogical tasks, methods and techniques for solving them, but also to anticipate the educational actions of children in response to them.

In conclusion, it should be noted that methodologists, teachers and students of pedagogical universities need to realize that the process of lesson planning has changed: in addition to the content of the subject, the content of the activities of participants in this process is included, it corresponds to the provisions of the educational standard of General education and the professional standard of teachers. The logic of preparing a lesson plan is built in the direction of determining the planned results (goals) and pedagogical tasks to the choice of effective learning technologies [5].

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ENGLISH INSCRIPTIONS ON CLOTHES AS AN EXTRALINGUISTIC FACTOR INFLUENCING THE CULTURE OF TEENAGERS

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Түйін: Бұл мақалада жасөспірімдер киіміндегі ағылшынша жазулар сән үрдісінен шығып, олардың жеке басының қалыптасуына, өзін-өзі сезінуіне және әлеуметтік ортасына әсер ететін экстралингвистикалық факторға айналатын мәдени құбылыс екені айтылады. Жасөспірімдер мұндай жазуларды өзін-өзі көрсету және жаһандық мәдениетке жату тәсілі, сонымен қатар қазіргі заман мен беделдің символы ретінде қабылдайды. Бұл құбылысты танымал адамдар мен блогерлер жастар арасында еліктеушілікке шақырып, сән үрдісі ретінде таратқан әлеуметтік желілерде белсенді түрде қолдау көрсетуде.

Резюме: В статье говорится что английские надписи на одежде подростков — это культурное явление, которое, выходя за рамки модного тренда, становится экстралингвистическим фактором, влияющим на формирование их идентичности, самооощущения и социального окружения. Подростки воспринимают такие надписи как способ самовыражения и принадлежности к глобальной культуре, а также как символ современности и престижности. Это явление активно поддерживается социальными сетями, где знаменитости и блогеры транслируют его как модный тренд, стимулируя подражание среди молодежи.

In the modern world, globalization has become an integral part of everyday life. One of its manifestations is the widespread use of English, which has become a kind of lingua franca for international communication. One of the striking examples of this process is the widespread appearance of English inscriptions on clothes. This phenomenon is especially evident among teenagers, for whom clothes with English phrases, slogans and symbols are becoming not only a fashion trend, but also an important extralinguistic factor that shapes their cultural and social attitudes.

The importance of extralinguistic factors. Extralinguistic factors are those aspects of culture and society that are not directly related to language, but nevertheless influence language and its use. In the case of clothing, inscriptions on T-

shirts, hoodies, caps and other wardrobe items carry information that affects the perception of others and the wearers themselves. Teenagers perceive clothes with English inscriptions not only as a way of self-expression, but also as an element of belonging to a global culture. This process can be considered as one of the forms of symbolic interaction, when language is used not to convey direct information, but to create an image.

English as the language of global fashion. One of the reasons for the popularity of English inscriptions on clothes is the status of English as an international language. Many teenagers, even if they are not native English speakers, choose clothes with inscriptions in it, because it is associated with prestige, modernity and belonging to international fashion. Western brands, which actively promote their products on the global market, play an important role in this. Teenagers, buying clothes of famous brands, often strive to adopt not only fashion trends, but also the cultural attitudes that these brands convey [1].

Self-expression and identity through clothes. Adolescence is a period when personal identity is formed, and clothes become one of the most important ways of self-expression. English inscriptions on clothes can carry different meanings - from funny slogans to philosophical statements or motivational quotes. However, many teenagers do not think about the exact meaning of the inscriptions, choosing them rather based on aesthetic or fashion criteria. Nevertheless, even if the meaning of the inscription remains secondary, the very fact of its presence on clothes speaks of the teenager's desire to be part of the global culture and stand out within their social group.

Influence on language and culture. The use of English in the everyday life of teenagers affects their linguistic culture. Regular visual perception of English words and phrases on clothes contributes to the formation of a positive attitude towards this language and its indirect assimilation. Moreover, many teenagers begin to use Anglicisms and slang expressions, which reflects the influence of Western pop culture on local language norms.

However, this process also causes certain discussions. Some linguists and cultural scientists express concern that the excessive use of English among young people can lead to the displacement of their native language and the weakening of national identity. At the same time, other experts note that the process of borrowing foreign words and symbols is a natural part of cultural exchange, which enriches the language and culture.

Clothing as a means of socialization. In addition to self-expression, clothing with English inscriptions plays an important role in the process of socialization of teenagers. Through fashion and symbols on clothing, young people build their relationships with others, find like-minded people and form their affiliation with certain subcultures. In this context, the English language becomes a symbol of openness, progressiveness and the desire for novelty [2].

English inscriptions on clothes are not only an element of popular culture, but also a multi-layered phenomenon that influences the perception and behavior of

teenagers. Let's take a closer look at the social and cultural aspects that accompany this trend.

Psychological aspect: the desire for uniqueness and self-expression. Adolescence is characterized by an increased need for self-expression and the search for one's own "I". English inscriptions on clothes provide an opportunity to stand out and declare one's interests and views. It is important to note that teenagers often choose phrases that convey a certain mood or emotion. For example, inscriptions like "Stay Strong", "Believe in Yourself" or "Dream Big" create a motivating effect, strengthening personal confidence.

Interestingly, these phrases are often perceived by teenagers as a strong symbolic element, even if the meaning is not fully understood. However, this does not diminish their influence on the self-awareness of teenagers: clothes become a kind of manifesto for them, with which they speak to society.

The Role of Social Media and Influence on Trends. Social media such as Instagram, Tik-Tok and Pinterest play an equally important role in the spread of English inscriptions on clothes. On these media platforms, popular bloggers and celebrities actively demonstrate clothes with English phrases, which is quickly picked up by teenagers. New trends are formed and consolidated here, which instantly spread among young people [3].

Inspired by the images of their idols, teenagers begin to perceive English inscriptions on clothes as an integral part of the "correct" and fashionable image. Thus, the fashion for inscriptions becomes an element of imitation, allowing young people to feel part of a large virtual community, regardless of geographical boundaries.

Influence on language and internationalization of thinking. The constant visual presence of English in the lives of teenagers contributes to the gradual assimilation of new words and concepts, as well as the development of tolerance for cultural diversity. By getting used to seeing English phrases on clothes, teenagers begin to perceive English as part of their culture, even if they live in a country with a different native language. This contributes to the internationalization of thinking, making young people more open to multilingual communication and the perception of the culture of other countries.

Social groups and subcultures. English inscriptions on clothes also serve as a symbol of belonging to a certain subculture or social group. For example, inscriptions associated with rock music, hip-hop or skateboarding are often used by teenagers to identify themselves with a particular group. Clothes with inscriptions, for example, "Skate or Die" or "Rock Forever", tell others about musical preferences, hobbies and lifestyle.

This style allows teenagers not only to declare themselves, but also to quickly find people with similar interests, building social connections through visual symbols. Social groups thus become important agents of socialization, helping teenagers build a social circle based on common interests and symbols.

Criticism and cultural debate. In some cultures, and educational circles, there is still criticism of the widespread use of English in everyday life, including through

clothing. It is believed that such a trend can contribute to cultural assimilation and weakening interest in one's own linguistic and cultural heritage. Some teachers and parents advocate that teenagers consciously choose clothes and think about the meaning of inscriptions, rather than simply following fashion [4].

However, many sociologists note that this phenomenon rather strengthens cross-cultural interaction, without having a critical impact on national identity, but only enriching youth culture. In addition, culture has always been open to borrowing, and English inscriptions are something similar to the fashion for foreign words and symbols that was popular during many historical periods.

English inscriptions on teenagers' clothes are not just a fashion, but a powerful cultural phenomenon that reflects global trends and interests of modern youth. They become markers of social status, symbols of self-determination and part of the visual culture in which teenagers form their identity. Although this phenomenon can be treated differently, it is important to recognize that English inscriptions contribute to the internationalization of youth culture and become a bridge between different cultures [5].

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МЕТОД СРАВНИТЕЛЬНОГО АНАЛИЗА ПРИ ОБУЧЕНИИ ОФИЦИАЛЬНО-ДЕЛОВОМУ СТИЛЮ РЕЧИ НА ЗАНЯТИЯХ РУССКОГО ЯЗЫКА

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Түйін: Мақалада тіл саласына жатпайтын факультеттерін орыс тілінің практикалық сабақтарында іс қағаздары стилін оқытудың әдістемелік жолдары қарастырылған.

Summary: The methods of teaching a formal business style of Russian language at the practical lessons at the technical faculties are observed in this article.

Целью обучения русскому языку в национальных группах является подготовка грамотных, образованных людей, вооруженных навыками использования стилистически дифференцированной речи, способных к активной производственной и общественной деятельности. По словам академика В.В.Виноградова, стилистика «является своего рода вершиной исследования языка, теоретической основой речевой культуры» [1].

Формирование официально-деловой письменной речи во всех языковых культурах обусловлено развитием государственности, аппарата управления и связано с необходимостью документально закреплять правовые отношения юридических и частных лиц. Деловое письмо является инструментом официального общения, языковым средством фиксации (документирования) управленческой, деловой, служебной информации. Документ – это деловая бумага, оформленная с учетом соответствующих норм и правил, служащая доказательством чего-либо, подтверждающая право на что-либо или имеющая юридическую силу. Документ является основанием или средством регуляции управленческих, организационных, финансовых действий организаций или отдельных должностных лиц.

Документация весьма разнообразна по выполняемым ею функциям, по содержанию и назначению, по степени доступности содержащейся в ней информации. В связи с этим служебная информация должна обладать достоверностью, актуальностью, убедительностью, полнотой изложения. Документируемая информация излагается предельно ясно, четко и недвусмысленно – это основные черты письменного делового общения. Следовательно, к языковым средствам и стилю изложения информации в документе предъявляются особые требования: однозначность используемых слов и терминов; нейтральный тон изложения; соблюдение лексических, грамматических, стилистических норм, обеспечивающих точность и ясность изложения; смысловая достаточность и лаконичность текста.

Однозначность письменного высказывания в значительной степени обусловлена точностью словоупотребления, т.е. использованием слов в их прямом значении. В связи с этим затруднения в употреблении могут вызвать слова – паронимы (слова, близкие по звучанию, родственные, однокоренные слова, различающиеся значением). Крайне нежелательно использование в текстах деловой документации профессионализмов. При употреблении терминов необходимо следить за тем, чтобы они были понятны как автору, так и адресату. Если термин является малоупотребительным, непонятным, следует дать официальное его определение или уточнить, расширить содержание. Трудности в восприятии текста документа может вызвать использование заимствованных слов. Наиболее типичная ошибка – немотивированное употребление иноязычных слов вместо уже существующих для обозначения понятий привычных слов, например: эксклюзивный (вместо исключительной); аппелировать (вместо обращаться); прерогатива (вместо исключительное право) и др.

В документах не должны употребляться слова и выражения, вышедшие из употребления (арханизмы и историзмы). Следует избегать выражений при сем направлалаиям, сего года, настоящим сообщаем, настоящим акт составлен, каковой, вышешпоименованный, а употреблять соответствующие им направляем, этого (текущего) года, сообщаем, который, акт составлен, указанный выше.

Среди книжных стилей языка официально-деловой стиль выделяются своей относительной устойчивостью и замкнутостью. С течением времени он, естественно, подвергается некоторым изменениям, вызванным характером содержания текстов. Но многие его черты, исторически сложившиеся жанры, специфическая лексика, фразеология, синтаксические обороты придают ему в целом консервативный характер.

Типичной чертой официально-делового стиля является наличие в нем многочисленных речевых стандартов- клише. Если в других языковых стилях шаблонизированные обороты нередко выступают как стилистический недостаток, то в официально-деловом стиле в большинстве случаев они воспринимаются как вполне естественная его принадлежность. Многие виды деловых документов имеют общепринятые формы изложения и расположения материала. Не случайно в деловой практике используются бланки, которые нужно только заполнить. Даже конверты принято надписывать в определенном порядке (различном в разных странах, по твердо установленном в каждой из них), и это имеет свое преимущество и для пишущих, и для почтовых работников. Поэтому все те речевые клише, которые упрощают и ускоряют деловую коммуникацию вполне в ней уместны [2].

Официально-деловой стиль – это стиль документов: международных договоров, государственных актов, юридических законов, постановлений, уставов, инструкций, служебной переписки, деловых бумаг и т.д. Несмотря на различия в содержании и разнообразии жанров, официально-деловой стиль в целом характеризуется рядом общих черт. Это:

а) сжатость, компактность изложения, «экономное» использование языковых средств;

б) стандартное расположение материала, нередкая обязательность формы (удостоверение личности, различного рода дипломы, свидетельство о рождении и браке, денежные документы и т.д.), употребление характерных клише;

в) широкое использование терминологии, номенклатурных наименований (юридических, дипломатических, военных, административных и др.), наличие особой лексики и фразеологии (официальной, канцелярской), включение в текст сложносокращенных слов, в частности аббревиатур;

г) частое употребление отглагольных существительных, отыменных предлогов (на основании, в отношении, в соответствии с, в деле, в силу, в целях, за счет и др.), сложных союзов (вследствие того что, в виду того что, в связи с тем что, в силу того что и др.), а также устойчивых словосочетаний, служащих для связи частей сложного предложения (на случай, если...; на том основании, что...; по той причине, что...; с тем условием, что...; таким образом, что...; то обстоятельство, что...; тот факт, что... и т.п.);

- д) повествовательный характер изложения;
- е) прямой порядок слов в предложении как преобладающий принцип его конструирования;
- ж) использование номинативных предложений с перечислением;
- з) тенденция к употреблению сложных предложений, отражающих логическое подчинение одних фактов другим;
- и) почти полное отсутствие эмоционально-экспрессивных речевых средств;
- к) слабая индивидуализация стиля [3].

При обучении официально-деловому стилю речи конструирование текстов, различных по жанру и стилю, организуется по образцу, по схеме, по заданному началу. Речь идет об обзорах и рецензиях, деловых бумагах и аннотациях. Также предлагается развитие стилистически дифференцированной речи на основе сопоставления фактов официально-делового и художественного стилей. Проведем сравнительный анализ автобиографии как делового документа и автобиографии как жанра художественной прозы. Студентам целесообразно предложить задания: Сопоставьте автобиографию – документ (образец) и автобиографию – сочинение. Определите их лексические и стилевые особенности, различия в композиционной структуре.

В качестве примера автобиографии – сочинения может быть использован «Автобиографический рассказ» известного казахского писателя Г. Мусрепова, в котором используются все языковые средства: богатые возможности синонимии, многозначности, разнообразные пласты лексики [4].

«Год моего рождения установлен с точностью, можно сказать, астрономической. Причем, как ни покажется странным, почти по теории относительности... Слепой на первый глаз конь был растерзан волками осенью, а позднее – в день весеннего равноденствия, разделяющий год коровы и год барса, - на свет появился я. Зима еще не уходила, весна не наступала. Был Наурыз.

Невыясненным осталось только одно обстоятельство: мальчик родился до восхода солнца или после? Если к году коровы отнести рождение, то выходило ему владеть несметными стадами и пройти свой путь в добре и довольстве. Если же барс принял его под свое покровительство – тоже хорошо... Кто рискнет напасть на него первым?

Но этого – до восхода солнца или после – никто не помнит. Наверное, был буран, и все сидели в юрте. Не помню и я. И все же – есть тут астрономия? Есть... А относительность? Есть.

Первый мой день не был отмечен никаким выдающимся событием в небольшом ауле на северной окраине казахской степи. И даже собаки не затевали драк из-за лакомых костей. Бывают годы, когда и кости не всегда достаются собакам.

Как я теперь понимаю, моему приходу в этот мир никто особенно не радовался. Просто семья – и без того многодетная – увеличилась на одного

мальчишку. Как его назвать – тоже недолго ломали голову. Есть Хамит. Сабит уже есть. По созвучию третьему сыну дали имя – Габит».

Образец

Автобиография.
(документ)

Я, Исаева Гульжан Болатовна, родилась 10 мая 1982 года в городе Чимкенте.

Отец, Исаев Болат Нурбанович, - преподаватель ЮКГУ им. М.Ауезова. Мать, Исаева Балжан Асановна – домохозяйка.

В 1988 году поступила в среднюю школу №7 им. Спатаева. Посещала кружок балльных танцев.

В 1999 году окончила школу с отличием. В этом же году поступила в Южно-Казахстанский государственный университет им. М.Ауезова. в настоящее время являюсь студенткой II курса естественно – педагогического факультета. Староста группы.

13.04.23

Исаева Г.

Сопоставляя деловую и литературную автобиографии, студенты пришли к следующим выводам.

Деловая автобиография выдержана в спокойном, деловом тоне. В ней соблюдаются строгая хронологическая последовательность изложения фактов. Написана она официальным языком по определенному плану. Ответы на пункты плана точные, лаконичные. Лексика в основном нейтральная, все слова употребляются в своем номинативном значении. Порядок слов, преимущественно прямой, предложения повествовательные.

Творческие автобиографии отличаются от деловой языковыми средствами и композиционной структурой. Повествование о себе изложено Г. Мусреповым в художественной форме. Лексика эмоциональна, разнообразна. Автором используются разные по цели высказывания предложения, много вопросительных предложений, вводных слов.

Таким образом, сравнительный анализ высокохудожественных текстов и образцов деловых бумаг стимулирует творчество студентов, развивает мышление, повышает культуру речи, что способствует развитию стилистически дифференцированной речи студентов.

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РУССКИЕ ПОСЛОВИЦЫ И ПОГОВОРКИ

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Мақалада мақал-мәтелдердің ауыз әдебиетінде алатын орны мен қызметі жайында негізгі мәселелер қарастырылады.

In the article, the main issues regarding the place and function of proverbs and sayings in oral literature are considered.

Пословицы и поговорки – это продукт не одного тысячелетия. Пословицы и поговорки - это художественный словесный набор благородных мыслей народа, который в устной народной литературе стал своеобразным признанием, происходящим с древнейших времен.

Пословицы и поговорки – это неотъемлемая часть нашего народа. С древних времен пословицы передавались самим народом из уста в уста. Многие пословицы и поговорки нами принимаются с детства, со школьным красочным учебником по литературному чтению для младших классов. И с тех пор они напоминают нам о себе каждый день, даже если мы их не слышим и не произносим. Ведь они – это наша жизнь, ее отражение.

Пословицы и поговорки — «истина» жизни, которые объясняют: если сделаешь то – будет так, а вот это случилось потому-то... [1,61]. В пословицах живет мудрость, данная народом. Опыт поколений, не зависящий ни от исторической эпохи, ни от моды, ни от политической или экономической ситуации. Единственное, от чего зависит этот опыт – это время, которое обогащает, наполняет его.

Русские пословицы и поговорки - самая красивая форма в литературе, которая добавляет значение к значению того, что подразумевается под словом, а также рационально и компактно. Русский язык богат пословицами и поговорками. Пословица — это вид словесного творчества, короткая по строению, глубоко укоренившийся смысл устного творчества народных умозаключений, которое копилось в течение длительного времени в социальной, экономической, политической и культурной жизни народа. На протяжении многих лет пословицы передавались из уста в уста от наших прадедов. В пословицах отображаются их образ жизни, восприятие мира, мировоззрение мира глазами народа, их отношение к окружающему, быту народа, историю и духовное восприятие. В нашем мире у всех народов есть пословицы и поговорки, В русском языке тоже есть пословицы и поговорки, которые укоренились и несут свою печать времени.

Каждый народ передает свой творческий опыт таким образом. Поэтому в фольклоре устное народное творчество разных народов характеризуется как

повторы близкие по смыслу. Пословицы по содержанию и форме схожи. Пословицы по смыслу очень глубоко, превосходно передаются, в них мы чувствуем народную мудрость, национальные обычаи и традиции и долгоживущий опыт труда простого народа [3,275].

Л.Толстой часто писал: «В каждой пословице я вижу образ людей, которые создали ее» и действительно, благодаря народу создавались замечательные пословицы и поговорки [2,25]. Пословицы бывают четко построены, краткими по содержанию, выразительные и образные, а также заключать в себе суждение. Народные пословицы — это наше богатство. Пословицы великое сокровище народа, которое оставили наши предки, оно несет в себе большое воспитательное значение для следующего поколения. Каждый человек должен читать, изучать, использовать пословицы и поговорки в своей речи, а также, сохранять их в душе. Использование в речи мудрых пословиц и поговорок может повысить речевое искусство каждого разговора и обеспечить его эффективность. Во многих пословицах часто употребляются слова и выражения в ином, переносном смысле. Каждый может по-своему понять ту или иную пословицу. Если взять пословицу «Неразумная работа принесет беспокойство» и понять смысл сказанного, то в данном случае используются слова в прямом смысле.

Пословицы и поговорки являются хранителем жизни народа, которая напоминает разуму правильное направление в светлое будущее. Он содержит моральные учения всех практик в жизни людей, и сохраненную народную мудрость. В конце концов пословицы и поговорки, это долгий, хорошо проверенный, бесценный клад. Странные качества человеческой природы отвратительно показаны в пословицах и поговорках.

Образовательная сущность пословиц и поговорок в приверженности народной мудрости заключается в том, что образовательная ценность пословиц и поговорок в раскопках мудрости. Пословицы и поговорки занимают важное место в детской литературе, поскольку имеют глубокую, беглую, образную, легко запоминающуюся память и играют особую роль в воспитании детей. Кроме того, особенности пословиц и поговорок для детей отражаются не в том, как они построены, а в содержании и значении воспитательной работы, образования.

Пословицы не только обогащают детей глубоким смыслом, учат их красноречивостью, пополняют народный словарный запас. Литература каждого народа относится к удивительному жанру, чьи пословицы короткие, но богатые по смыслу. Пословицы появляются вместе с народом, которые их придумывают, некоторые из них устарели и вышли из употребления, а другие только появляются на свет.

Пословицы как и другие народные произведения первоначально придумывает один человек, а потом уже люди передают это из уст в уста других людей и меняют их по своему, приукрашивают и они становятся общенародной ценностью. Значит можно сказать, что пословица это вывод из опыта жизни определенного народа.

Пословица - это закон, который придумал сам народ для того, чтобы пояснять разные ситуации в жизни. В пословицах говорится о общих мыслях, правилах, определенных принципах и они по форме легки для языка, приятны на слух и основываются на рифмах, в основном создаются при мощи красноречивых стихов.

Жизненность пословиц в глубоком смысле и в красоте языка, а надежность пословиц в том, что они легко запоминаются и передают значение короткими словами [4,79]. Пословица объясняет самые разные события в жизни человека кратким и лаконичным языком, уточняет и определяет то, что непостижимо. Вот почему народ говорил, что пословицы речевое отражение.

Пословицы - это двухмерное эссе, которое часто имеет не только смысл, но и параллельное значение. В них истинный смысл взят в качестве примера, а основная идея цитируется. Например, если вы прорежете истончающую печь, она вас не раздавит. Пословицы и поговорки для всех народов одинаковы.

Вот почему люди воспринимают народную пословицу как вторые народные сказки. Многие пословицы и поговорки не стареют и живут веками, служа обществу людей. Народные пословицы не выходили из уст народа и страны во время Великой Отечественной войны, они стали лозунгом, словом чести, вдохновляющим соотечественников, солдат фронтовой линии.

История возникновения пословиц и поговорок не должна быть отделена от жизни общества, роста сознания. Пословицы и поговорки являются частью сущности истории, которая описывает различные этапы жизни людей, их взаимоотношения и общественные явления, а также обеспечивает концептуальную идею слова

Следовательно, люди жизненную реальность, в виде пословиц и поговорок оставили как образцы нравственности своему потомству. Пословицы и поговорки - это символ любви человека к хорошему, в его характере. Они являются идеологической борьбой в нашей каждодневной жизни, потому что в них отражается многовековой словесный опыт, в котором выступает человек с его сущностью, т.е. устремления и чаяния людей.

Все эти высказывания и изречения, отраженные в пословицах и поговорках, являются характерным утверждением или отрицанием. Все пословицы дают человеку идеологическую ориентацию и помогают росту идей. Дети осознают факторы справедливости и свободы, мира и чести, мужества и благодати, доброты, гуманной дружбы и тяжелой работы, познавая пословицы и поговорки.

Цели и устремления людей в пословицах и поговорках влияют на их патриотизм, человечность, отношение к науке, трудолюбию, нравственности и всех положительных явлений, которые приводят их к взрослой жизни. Вот почему познавательная значение пословиц и поговорок очень огромна. Родина начинается с порога родного дома, с семьи. Когда мы растем в семье, в нас начинает пробуждаться чувство родины. В пословицах мы чувствуем нашу любовь к отчизне— это вопрос любви и признательности.

Каждый человек любят свою страну, готов положить голову за неё, и мы сражаемся против своих врагов. Народ придумывает пословицы и поговорки в труде, в повседневной жизни. В народе и ими созданных пословицах говорится, что каждая работа — это путь ко всему. Пословицы и реальная жизнь — неотъемлемая часть народа. Каждое слово в пословицах настолько много значения имеет, что любое его значение облегчает понимание идей, делает ее блестящей. Речь, обогащенная пословицами, хорошо слушается.

Пословицы являются основными учебниками для детей. В них даны хорошие правила, которые становятся для нас образцовой школой жизни. Пословица и поговорка должна быть использована на практике, в жизни. В семье использование пословиц в речи может влиять на разум ребенка, в результате которого будет правильное воспитание. Детей нужно научить читать эти книги и запоминать их. Родители должны спрашивать ребенка о выученных пословицах, о скрытом в них смысле, попросить ребенка высказать его собственное понимание, подсказать ему свои идеи и дать ему концептуальный подход. — Меньше говори — будешь уважаемым, меньше ешь — будешь здоровым. — Знания — светильник ума. — Образованный сын почтеннее отца. — От змеи — змееныш, от скорпиона — скорпион. Пословицы и поговорки, созданные народом, построены так, что их запомнить не трудно.

Пословицы выступают в качестве образных примеров народной мудрости. В них есть идеи, необходимые для детского образования, необходимые для воспитания хорошего потомства. Пословицы — мудрость народа. На протяжении многих лет, которые были исследованы и проверены на практике, они всегда нам служат учебником для человечества, с помощью гуманности, трудолюбия, патриотизма, энергии, энтузиазма и стремления жить в мире. Например: — Силой руки одного сокрушит, силой знания — тысячу. — Знания и мудрость — дороже золота. — Раз послушайся старого, другой раз — малого. — В доме, где хоть один раз произошла ссора, на сорок дней уходит достаток. Все эти пословицы говорят о недостатках и достижениях в воспитании детей.

Пословицы надо использовать в речи, чтобы устранить недостатки в воспитании детей. Пословицы помогают каждому человеку правильно вести образ жизни. Они поощряют нас стать живым примером во имя будущего. Пословицы — путь к воспитанию, путь к человечности, необходимый обществу людей, которые пришли к определенным выводам, многократно пересмотренным и усовершенствованным в экспериментальном процессе. Это вопрос о сохранении мира на земле, следование мудрым советам народа и совершенствование нашего образования и воспитания. Каждый ребенок должен знать и понимать пословицы и поговорки, быть хранилищем для них.

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ADVANTAGES AND PRINCIPLES OF FORMATION OF COMMUNICATIVE COMPETENCE IN THE METHODOLOGY OF TEACHING A FOREIGN LANGUAGE

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Түйін: Бұл мақалада шетел тілін оқытуда коммуникативтік біліктілікті қалыптастырудың маңызы мен оның артықшылықтары талданады. Коммуникативтік әдіс оқушылардың тілдік ортада еркін тіл табысып, әртүрлі жағдайларда қарым-қатынас жасау қабілетін дамытуға бағытталған. Көптеген авторлар шетел тілін үйретуде осы әдісті қолданудың негізгі принциптерін қарастырып, тіл үйренушілердің практикалық дағдыларын жетілдірудің маңызды екенін атап көрсетеді. Коммуникативтік біліктілік арқылы студенттер тыңдау, сөйлеу, оқу және жазу дағдыларын тиімді меңгереді, бұл шынайы өмірде тілді қолдану мүмкіндігін арттырады.

Резюме: В статье рассматриваются преимущества и принципы формирования коммуникативной компетенции в методике преподавания иностранного языка. Коммуникативный подход направлен на развитие навыков общения в реальных ситуациях, что способствует успешной интеграции учащихся в языковую среду. Основными преимуществами такого подхода являются повышение мотивации, улучшение навыков взаимодействия и расширение словарного запаса. В статье также выделяются принципы эффективного формирования коммуникативной компетенции, включая ориентацию на практическое применение языка, активное вовлечение учащихся и адаптацию учебного материала под их нужды.

In recent years, the development of communicative competence has emerged as a cornerstone in foreign language teaching. Communicative competence, defined as the ability to effectively and appropriately convey and interpret messages in a given language, is essential for students aiming to use a foreign language in real-life scenarios. Understanding the advantages and principles behind this approach is vital for educators who want to enhance students' language proficiency meaningfully and practically [1].

1. Advantages of Developing Communicative Competence.

Enhanced Real-World Applicability. A significant advantage of focusing on communicative competence is that it prepares learners for real-world interactions. Traditional language instruction often emphasizes grammar and vocabulary in isolation, which can make it challenging for students to apply their knowledge in practical settings.

By developing communicative competence, students learn to use language contextually, improving their ability to participate in authentic conversations and adapt to various linguistic situations.

Increased Learner Motivation and Engagement. When students see language as a tool for communication rather than just an academic subject, their motivation often increases. By practicing language in contexts relevant to their personal, academic, or

professional lives, students feel more invested in their studies. This shift in perspective fosters a greater sense of accomplishment and encourages them to continue improving their language skills [2]. Development of Critical Thinking and Problem-Solving Skills.

Communicative competence does not only involve speaking and understanding; it also requires critical thinking, adaptability, and problem-solving. These skills are cultivated as students learn to interpret meaning, respond appropriately, and navigate misunderstandings during communication. Through communicative practice, learners gain experience in analyzing situations, expressing themselves clearly, and adjusting their language to be understood.

Principles of Forming Communicative Competence. Emphasis on Interaction and Collaboration to foster communicative competence, interaction must be at the center of language instruction. Classroom activities that involve pair work, group discussions, and role-plays provide opportunities for learners to practice using language dynamically. By communicating with peers, students can develop fluency, experiment with different expressions, and learn to respond to a variety of communicative cues [3].

Authentic and Contextualized Learning Materials Using authentic materials, such as news articles, videos, and dialogues, helps students experience language as it is used by native speakers. Authentic materials expose learners to colloquial expressions, cultural references, and various dialects, enabling them to understand and communicate more effectively in diverse situations. This principle emphasizes that language learning should go beyond textbooks and incorporate realistic contexts.

Continuous Feedback and Error Correction for communicative competence to develop, students need constructive feedback on their language use. Teachers should guide learners by providing corrections that focus on improving clarity and appropriateness rather than solely on grammatical accuracy. This approach encourages students to express their ideas freely and to refine their communication skills over time, ultimately leading to greater confidence and proficiency [4].

Focus on Functional Language Use in contrast to teaching isolated grammar rules, communicative competence prioritizes functional language use. This principle involves teaching language structures that are immediately applicable to everyday conversations, such as greetings, requests, and responses. By focusing on language functions, teachers equip students with the tools they need for effective communication, whether the setting is formal or informal.

Developing communicative competence in language teaching provides numerous advantages, including enhancing students' real-world applicability, increasing motivation, and building critical thinking skills.

By adhering to the principles of interaction, authentic materials, continuous feedback, and functional language use, teachers can help learners achieve meaningful and practical language proficiency. Through these methods, students gain not only linguistic knowledge but also the ability to use it effectively, ensuring their readiness to engage with diverse communicative situations in the globalized world.

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TRAINING IN VERBAL COMMUNICATION AND VERBAL INTERACTION IN FOREIGN LANGUAGE CLASSES

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Түйін: Бұл мақалада шет тілдерін оқытудағы ауызша қарым-қатынас пен өзара әрекеттесуді оқытудың маңыздылығы қарастырылады. Ол бұл дағдылардың тілді меңгеруге қалай ықпал ететініне, мәдени түсінуді жеңілдететініне және студенттердің белсенділігін арттыруға бағытталған. Рөлдік ойын, топтық талқылау және коммуникативті жаттығулар сияқты әртүрлі оқыту әдістерін талдай отырып, мақалада оқытушылар сыныпта сөйлеу және өзара әрекеттесу дағдыларын дамыту үшін қолдана алатын тиімді стратегияларға баса назар аударылады.

Резюме: Эта статья рассматривает значимость обучения вербальной коммуникации и взаимодействию в преподавании иностранных языков. Она фокусируется на том, как эти навыки способствуют усвоению языка, облегчают культурное понимание и повышают вовлеченность студентов. Анализируя различные методы обучения, такие как ролевая игра, групповые обсуждения и коммуникативные упражнения, статья подчеркивает эффективные стратегии, которые преподаватели могут применять для развития навыков говорения и взаимодействия в классе.

In an increasingly interconnected world, foreign language proficiency is a valuable skill, allowing individuals to communicate effectively across cultures. While traditional language instruction focused heavily on grammar and vocabulary, there is growing recognition of the importance of developing students' verbal communication and interaction skills. The ability to speak and engage in conversations is critical not only for practical communication but also for enhancing learners' cultural awareness and confidence in language use [1].

This article explores effective methods for promoting verbal communication in foreign language classes. It delves into how interactive techniques—like role-playing, group discussions, task-based learning, and digital interaction tools—can improve language fluency and foster deeper student engagement.

The Role of Verbal Communication and Interaction in Language Learning. Verbal communication and interaction are essential for developing practical language skills [2]. Speaking and interacting in a foreign language enhance fluency,

pronunciation, and cultural understanding. Interactive training methods expose learners to natural conversational patterns, encouraging them to practice language as it would be used in everyday scenarios.

Furthermore, research highlights that active verbal communication contributes to long-term language retention and boosts students' confidence. As they engage in conversations, learners become more comfortable with using the language spontaneously, which is vital for fluency.

Effective Strategies for Training Verbal Communication in Foreign Language Classes [3]:

1. Role-Playing Activities.

Role-playing is an effective strategy for teaching verbal communication because it simulates real-life scenarios. By taking on roles in different settings—such as in a restaurant, at the airport, or in a business meeting—students practice relevant vocabulary and social language skills. Role-playing exercises can be adapted for varying levels of language proficiency and cultural contexts, making them versatile and valuable in language learning.

Studies suggest that role-playing enhances both verbal and non-verbal communication skills, allowing learners to build confidence while practicing responses to various conversational cues. This method is particularly beneficial for beginners, who may feel more comfortable speaking within a structured, simulated environment.

2. Group Discussions and Debates.

Group discussions encourage verbal communication by giving students the opportunity to articulate opinions, ask questions, and respond to others. In structured debate settings, students must defend their views and provide counterargument, which strengthens their language skills and critical thinking.

By facilitating discussions on diverse topics, teachers can expose students to new vocabulary and expressions. Additionally, debates help students develop active listening skills and learn to express complex ideas, which are essential components of advanced language use.

3. Task-Based Learning (TBL) [4].

Task-based learning (TBL) centers on completing tasks that require language use, such as preparing a presentation, solving a problem, or planning an event. TBL encourages natural language use as students work together to achieve a goal. This collaborative approach aligns with communicative language teaching principles, making TBL a practical approach to building speaking skills.

Through TBL, students use language in meaningful ways, which helps bridge the gap between theory and practice. The tasks' relevance to real-life scenarios makes this method effective in training students to apply their language skills beyond the classroom.

4. Digital Interaction Tools.

Digital tools, including video conferencing, language-learning apps, and online forums, offer new avenues for verbal communication practice. Video conferencing enables students to practice speaking with native speakers or classmates from

different regions, providing exposure to diverse accents and dialects. Language-learning apps with voice recognition can help improve pronunciation by providing immediate feedback [5].

Digital interaction tools also facilitate flexibility, allowing students to practice outside class hours. With technology, learners gain more frequent opportunities to engage in verbal practice, supporting continuous improvement and confidence building.

Challenges in Verbal Communication Training.

Despite the effectiveness of verbal interaction training, there are notable challenges. One major challenge is overcoming students' fear of making mistakes, which can discourage participation. Many students feel self-conscious about pronunciation, grammar, or vocabulary limitations. Creating a supportive, non-judgmental environment is essential, as it helps students view errors as natural parts of learning [6].

Another challenge is the time constraints within curricula, which may limit opportunities for extensive speaking practice. Balancing verbal exercises with other skills, such as reading, writing, and listening, requires careful planning. Teachers can integrate verbal activities into lessons on grammar or vocabulary, making communication training a seamless part of the curriculum.

Practical Recommendations for Teachers. To promote verbal interaction in foreign language classes, teachers can use several practical techniques. First, asking open-ended questions rather than yes/no questions encourages students to elaborate, providing more practice. Using authentic materials, such as videos, articles, and podcasts, helps students become familiar with conversational language used by native speakers. Teachers can also provide feedback sessions following verbal activities to help students improve their accuracy and fluency.

Additionally, employing scaffolding techniques, such as sentence starters, visual aids, or guided dialogues, can ease anxiety and make communication practice accessible for students at all levels. By creating a variety of practice opportunities, teachers can address diverse learner needs while fostering a collaborative environment.

Training in verbal communication and interaction is essential for effective foreign language education. Role-playing, group discussions, task-based learning, and digital tools provide diverse, practical methods to develop students' conversational skills. Despite challenges like fear of mistakes and curriculum constraints, teachers can implement supportive practices that foster student engagement and confidence [7].

By prioritizing verbal communication in language instruction, foreign language classes can better prepare students for real-world communication, helping them become competent speakers capable of navigating diverse cultural and linguistic contexts. As foreign language teaching continues to evolve, integrating verbal communication training will remain central to fostering proficient and confident language learners.

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METHODS AND TECHNIQUES FOR TEACHING ENGLISH TO MILITARY SCHOOL CHILDREN AND PRIMARY SCHOOL CHILDREN

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Түйін: бастауыш мектептерде балалардың шет тіліне қызығушылығын оятқан кезде гана кез келген жетістіктерге жетуге болады, яғни оқытудың ең бастысы әр түрлі заманауи дидактикалық ойын арқылы балалардың тілге деген құштарлығын ояту, танымдық белсенділігін арттыру. Жас ұрпақтың білім кеңістігінде еркін самғауына жол ашатын, әлемнің ғылыми құпияларына үңіліп, өз қабілетін танытуына мүмкіндік беретін бүгінгі күнгі ең басты қажеттілігі ол – үш тілде оқыту.

Резюме: успеха можно добиться только тогда, когда детям интересен иностранный язык, то есть главное в обучении - пробудить у детей интерес к языку, повысить их познавательную активность с помощью различных современных дидактических игр. Основная потребность сегодня - обучение на трех языках, что позволит подрастающему поколению свободно летать в образовательном пространстве, познавать научные тайны мира и проявлять свои способности.

English is the most important tool of interpersonal and intercultural communication, which allows us to develop international relations of our country. Qualitative changes in the international relations of the state make it necessary for the English language to be in demand in the practical and intellectual activities of military school children.

Crossing the threshold of the XXI century with the aim of developing education and science in the direction of innovative technologies is the main symbol of great hopes. It is said that the future of the educated generation will not be bleak, and today's generation needs a conscious, meaningful, moral upbringing and education of the younger generation [1]. At a time when our country's relations with other countries are growing, our current task is to teach a person who is fluent in English and can use his knowledge in various fields of communication in the future. Society needs time to deepen and teach English. Becoming an independent country and embarking on the path of development of world civilization requires a good command of the English language. Starting from this year, the real language is

taught in our school from the 1st grade. Teaching English at an early age. The aim is for students to master the basics of communication in English. Teaching English at an early age improves students' communicative development skills, stimulates their interest, and gives them the opportunity to speak more than one language. And mastering English, which is informally established as a world language, strengthens the nation's competitiveness. Knowing English now is a matter of time. In this regard, school teachers have developed an author's program for grades [2].

The main task of military school educators is to form a modern, forward-thinking, profound, educated youth. The teacher must be able to organize the main areas of work and parts of the work correctly and qualitatively, carrying out direct contact with the individual. Through games and tests, it is possible to determine the readiness of children for military school, the level of development of cognitive processes, the development of mental abilities. The Kern-Yiracek school readiness test allows for a comprehensive study of the child [3]. Diagnostic tasks are short-term and convenient for several students to perform together. The use of the Goodinaf-Chris test, the vocabulary test is effective in determining the child's mind and the development of logical, heuristic processes. "Who is missing?" »This method is designed to diagnose the child's level of thinking at the age of 5-6 years. The child is shown a picture before beginning the task included in this technique. And this picture says that every child is missing something. The missing item is shown in the pictures below. The child's main task is to quickly find out who will achieve what.

The study of memory. The "Confusing" method can be used to study memory. Such pictures can be found in S.D. Z Abramny's manual "Transfer of children with disabilities to special schools". The teacher simply gives the picture to the child and says, "You can see this picture while you are free, and I will get ready for work." The child takes a picture. The teacher does his job. Does not pay attention to the child. After 30 seconds, take a picture and ask the child's opinion. If the child is silent, after 15 seconds he begins to ask the question: Do you like the picture? What did you like? What's the picture? What else did you see? Is the picture interesting? Why is it interesting?

Does anything seem to have changed here? If the child immediately finds out that the picture is confusing and expresses his opinion, then you do not ask questions. Assessment of the freedom of preschool children. The method of "model and rule" is studied to be able to perform the tasks independently, regardless of the side. As a result, a 5-year-old child's vision develops [4].

To study this method, you need a booklet assignment. It is about the child and the study period. Booklets are distributed to children: you all have such booklets. The type of dots in this booklet. If you add these points, you get a triangle, so look at this example. There are more dots next to it. Now look, are the dots the same? (Dots are different. You can't add the same point, you only add different points) Currently the main direction of 12-year education is the practical application of new learning technologies in primary education. A special place is given to the use of research methods in teaching, which are based on the child's natural desire to explore the environment on their own. The main purpose of teaching research is to form the

child's ability and readiness to learn new ways of acting independently and creatively in any field of human culture. The need to use the research method in teaching children is explained by the child's curiosity, his interest in exploring the world around him.

Self-study of students helps to meet their individual needs and requirements. In addition, self-study allows you to develop intellectual and creative abilities, thinking and research skills. With the help of self-study, students discover the world around them and discover new knowledge on their own, without being "ready". It is also one of the most effective ways to implement a person-centered approach to educating children [5]. This direction is aimed at the formation of personality, increasing its ability to adapt to modern dynamic society, the productive development of the child. Personality-oriented learning problems are directional and creative. His main education is the application of knowledge in practice through the discovery and search for new worlds: the development of general and special abilities of the child, taking into account the desire to apply them with the ability to acquire knowledge and skills. The use of game technology in the learning process allows students to use their cognitive activity in learning and their knowledge in abnormal situations. Solves the problem of formation of competencies stated in the state standard of compulsory education through game technology. Great results can be achieved and high didactic achievements can be observed if all the technologies classified above are used with the right skill.

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THE ESSENCE OF METHODS, TECHNIQUES, METHODOLOGIES AND TECHNIQUES

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Түйін: Мақалада ғылыми және практикалық білім процесімен байланысты негізгі ұғымдар, атап айтқанда: әдістер, әдістемелер, әдістемелер және әдістемелер қарастырылады. Автор олардың айырмашылықтарын, функционалдық мақсаты мен өзара байланысын ғылым, білім, өнер және кәсіптік практика сияқты қызметтің әртүрлі салалары контекстінде талдайды. Атап айтқанда, әдістер мен әдістемелердің

проблемаларды шешудің жалпы және жүйелі тәсілдері болып табылатындығына баса назар аударылады, ал әдістер мен әдістер осы кеңірек тәсілдер аясында қолданылатын арнайы құралдар мен әрекеттер болып табылады.

Резюме: В статье рассматриваются основные понятия, связанные с процессом научного и практического познания, а именно: методы, техники, методологии и приемы. Автор анализирует их различия, функциональное назначение и взаимосвязь в контексте различных сфер деятельности, таких как наука, образование, искусство и профессиональная практика. В частности, акцент сделан на том, что методы и методологии являются более общими и системными подходами к решению задач, в то время как техники и приемы представляют собой конкретные инструменты и действия, применяемые в рамках этих более широких подходов.

In the field of scientific research and practical activities, the terms “methods”, “techniques”, “methodologies” and “techniques” are often used. Although these concepts seem similar, each of them has its own specifics and is used in different contexts. The importance of understanding these concepts lies in their application to improve the efficiency of cognitive processes, problem solving and goal achievement in different areas of life, from science and education to business and art. This article will consider the content of each of these terms, their interrelationships, as well as their role in systematization and improvement of practical activities [1].

Methods are general ways or approaches used to solve problems, achieve goals, or gain knowledge in a particular area. A method is a structured, well-founded system of actions aimed at solving a specific problem. For example, scientific methods include observation, experiment, analysis, and synthesis. Methods are more universal and can be used in various disciplines, such as psychology, physics, sociology, and others. The main difference between methods and other concepts is their high degree of generality.

Methods are holistic approaches that include both theoretical foundations and practical application. They describe how work should be organized to achieve a specific result. For example, the scientific method includes a hypothesis, experimental confirmation, and theoretical justification [2].

Techniques are more specific and specialized actions that are used within broader methods to perform individual stages of work. If a method describes general principles and approaches, then a technique is a tool for implementing these principles in practice. Techniques can be specific to a particular area and are often used as a means of optimizing and speeding up task completion.

An example of a technique is the use of a statistical analysis method to process data: a technique in this context might be the choice of a particular statistical tool or algorithm for analysis.

Methodology is the science of methods, i.e. a set of theoretical principles and methods that determine the ways of studying certain phenomena or solving problems in any field. Methodology includes a broader system of views on the process of research or practical work, in contrast to methods that have a specific practical application [3].

Methodology considers not only how to act in a given situation, but also the basis for choosing methods, their classification, evaluation of effectiveness and the

possibility of application in various conditions. Methodologies may differ depending on the subject area and approach to cognition. For example, in philosophy, there are various methodological schools, such as empiricism, rationalism and constructivism, each of which offers its own system of methods and principles.

Techniques are narrower and more specific actions aimed at solving individual problems within the framework of methods and techniques. These are individual, often intuitive ways of working that can be adapted depending on the situation. Techniques can be both scientific and practical and are often based on experience and traditions developed in the process of work.

An example of a technique can be the use of a certain strategy in solving a problem, for example, the "brainstorming" method in group work or negotiation techniques in business.

Although methods, techniques, methodologies, and methods differ in their content and scope, they are closely interrelated. Methodology sets the general principles and framework within which methods, techniques, and methods operate. Methods are more general approaches, while techniques and methods are specific tools and actions that help implement these methods in practice. For example, in scientific work, the methodology of a scientific study may include the selection of a theoretical basis and a description of the stages of the study, while a specific method (e.g., an experiment) will use specific techniques (e.g., laboratory tests) and methods (e.g., specific procedures or steps related to the control of variables) [4].

Understanding the differences and relationships between methods, methodologies, techniques, and methods is essential for improving work efficiency in any field. Correct use of these concepts allows you to clearly structure work processes, improve their effectiveness, and reduce the likelihood of errors.

In practice, this also helps to increase the flexibility and adaptability of professionals, allowing them to choose the most appropriate methods and tools to solve specific problems in conditions of uncertainty. For example, in educational practice, knowledge of various methods and techniques allows a teacher to use approaches that best meet the needs of students.

Methodology, as opposed to methods and techniques, is a set of theoretical principles and approaches that explain which methods and techniques should be used in a particular area, as well as how they should be applied. Methodology is not just a set of techniques, but a system of views and theoretical concepts that determines how the research or practical activity should proceed.

Methodology can include philosophical foundations, methods of their application, as well as recommendations for choosing certain approaches depending on the research goals or objectives. It establishes the rules and principles that researchers or professionals must follow so that their work is systematic, scientifically sound and effective.

An example of methodology is scientific methodology, which includes not only the choice of specific methods, but also the definition of the logic of scientific research, assessment of data reliability, principles of evidence and general rules for organizing work.

Techniques are specific, often intuitive actions that are used to achieve goals within the framework of a method or technique. These are small but important "tricks" that help achieve results faster or more effectively. Techniques are often developed through experience and practice and can be universal or specific to a particular field of activity. An example of a technique is the use of creative sessions (brainstorming) in group work, where techniques include special ways of stimulating ideas, avoiding criticism, and freely expressing thoughts. In project management, techniques may concern specific methods of decision-making, planning, or resource allocation [5].

Methods, techniques, methodologies, and methods are important concepts that play a central role in the organization of knowledge and practical activities. Although at first glance they may seem similar, each of these terms has its own unique function and is applicable in different contexts. The difference between them lies in the level of generality, universality, and specificity, which is important to consider when choosing an approach to solve a specific problem. The interaction of these concepts allows you to effectively systematize knowledge and improve the quality of professional work, be it in science, education, or another field.

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COMMON AMERICAN SLANG. THE LINGUISTIC AND CULTURAL ASPECT

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Түйін: Мақалада американдық жаргонның лингвистикалық және мәдени аспектілері қарастырылады, ол қазіргі американдық мәдениеттің маңызды бөлігі болып табылады және оның әртүрлілігін көрсетеді. Жаргонда көрінетін әлеуметтік және мәдени өзгерістерге, сондай-ақ оның жеке басын және өзін-өзі көрсетудегі рөліне ерекше назар аударылады. Мақала сонымен қатар жаргонның лингвистикалық ерекшеліктерін, оның бұқаралық мәдениетке әсерін және жаһандық контекстегі маңыздылығын атап өтіп, оның бірегейлігі мен шығармашылығына баса назар аударады.

Резюме: В статье рассматриваются лингвистические и культурные аспекты американского сленга, который является важной частью современной американской культуры и отражает ее многообразие. Особое внимание уделено социальным и культурным изменениям, которые находят отражение в сленге, а также его роли в

выражении идентичности и самовыражения. Статья также освещает лингвистические особенности сленга, его влияние на массовую культуру и значение в глобальном контексте, подчеркивая его уникальность и креативность.

Linguistics of the last 20-25 years has actively switched from the study of written language to the study and analysis of direct live communication, live natural speech, because direct oral language communication continues to be the most important area of language functioning, since spoken language is in a sense the minimum system of the national language, phylogenetically and ontogenetically the primary system, the most important in the range of social and individual significance. The statement of an outstanding Russian linguist has become a textbook that the literary language creates less by itself than it takes what life has created, and language life beats and boils mainly in the spoken language of individual human groups. All other functional varieties of language application are derived, secondary from the elementary and basic form - spoken.

The study of spoken language is extremely important because spoken language is the only true language and the norm for evaluating all other forms of speech. Slang is an integral part of the language, and its popularity is only growing in the context of globalization and popular culture. The slang of the USA is especially interesting, which reflects the dynamism of American society. In the USA, slang has many faces and includes expressions, phrases and words that allow you to convey certain emotions, as well as emphasize belonging to a certain social group or culture. Slang in the United States began to develop in the 19th century and was closely associated with street culture, working class and African American communities.

At the beginning of the 20th century, the development of slang was influenced by the jazz era, the Harlem Renaissance and the great migrations of the African-American population. The formation of slang was also influenced by Latin American and Caribbean cultures, migration waves from Europe and Asia, and later the heyday of hip-hop and rap. Slang plays an important role in expressing the freedom and identity of Americans, being a means of communication that does not obey strict language rules. Thanks to the media and pop culture, including movies, music and social media, American slang has become recognizable all over the world. Modern slang is especially noticeable in youth culture. Terms that were popular in the 90s and early 2000s, such as cool, awesome, dude, chill, have remained, but have undergone changes. New generations are actively using expressions that have come from the Internet and social networks: lit (something very cool, incendiary), vibe (atmosphere, mood), goat (short. from "Greatest of all time" — the greatest), savage (tough, daring), yeet (throwing, throwing with effort or just an exclamation for emotion). These terms are actively used in conversations, social media, and even in marketing campaigns [1].

1. The trend towards abbreviations and abbreviations. Abbreviations such as OMG (Oh My God), LOL (Laughing Out Loud), IDK (I Don't Know), TBH (To Be Honest) have firmly entered the everyday vocabulary. These abbreviations not only save time in writing, but also add a touch of informality to the conversation.

2. Meme culture and Internet slang. Internet slang, which is born on platforms such as TikTok, Instagram, Reddit, YouTube, has become an important part of communication. For example, the expressions FOMO (Fear of Missing Out — fear of missing something important), Ghosting (abrupt termination of communication without explanation), Stan (passionate fan), Shock (shocked), Flex (brag) are often found in posts and comments. These terms reflect the cultural changes and psychological characteristics of the modern generation, which is faced with a constant flow of information and a high pace of life.

3. African American English (AAVE) and its influence. AAVE, or African American English, has had a huge impact on American slang. Words like bae (loved one), woke (aware, conscious), squad (group of friends) have become everyday expressions thanks to popular culture and music. In the context of the struggle for social rights and equality, the terms from AAVE have acquired a new meaning and help to protest against stereotypes and racial discrimination. American slang is a mirror of social and cultural change, reflecting the worldview and values of society. For example, the term woke originally meant "to be aware of social injustice," but now it has become a symbol of the civil rights movement and is used to refer to people who are aware of social and political issues. Karen, originally a harmless name, has become a meme describing privileged and toxic personalities, often associated with unfair behavior and disrespect for others. It is also possible to note the cultural influence of hip-hop and rap, which began to be used as a means of expressing truth and authenticity. In the post-truth era, when social media allows everyone to create their own image and demonstrate the "perfect" life, words like fake and real emphasize how important authenticity is [2].

From the point of view of linguistics, slang is a category of vocabulary that functions on the periphery of the standard language, sometimes contrasting itself with the literary norm. Linguists note several features of slang:

- Transformation and wordplay. For example, the word tea came to mean "gossip", and the phrase spill the tea — "to share gossip".
- Creativity and irony. Slang expressions are often ironic or use metaphor. For example, dead is used to express extreme surprise or shock: "I'm dead!" means that something was so funny that the person "died of laughter."
- Borrowings and adaptations of foreign words. For example, the Spanish word nada meaning "nothing" and the French sauté (to roast) entered the American language due to multicultural influence.

Television, movies, and music significantly contribute to the spread of American slang outside the United States. Movies such as Mean Girls have introduced words such as fetch (cool, cool) into popular use, which have become popular in other countries. Hip-hop, rap and popular music play a key role in the creation and dissemination of new words and phrases.

An analysis of the extensive material of common American slang shows that the connection between language and culture is incorporated in the linguistic unit, its semantics, graphics and phonetics. One of the tasks of linguoculturology is to explicate the cultural significance of a linguistic unit. The examples of common

American slang given in this section show the functioning of the cultural connotation of slangisms and culturally significant information conveyed by lexical and phraseological units of slang. This function of slang units follows from the purpose of the sign itself - to transmit information, since the sign is conditioned by the communicative need of native speakers. Culture, cultural information is invisibly present behind the system of meanings of expressive lexical and phraseological slang units [3].

There is also no doubt that units of common American slang, transmitting bits of culturally significant information, simultaneously have a direct impact on the mentality of the American linguistic and cultural community, which is understood as a national way of seeing the world and acting accordingly in certain circumstances.

The cultural function of phraseological units of general American slang is directly related to their great axiological, emotional, figurative and expressive load, while American non-standard phraseology directly reflects cultural and national specifics in its units, because the national everyday language is the iconic embodiment of culture. It should also be remembered that, basically, all American phraseology, including non-standard, has developed on the North American continent, taking into account the autochthonous mythology, the roots of which come from historical, social, political, geographical, cultural and other American factors proper.

American slang is not just a lexical layer, but an important element of cultural identity that reflects the spirit of the times and changes in society. He adapts to new conditions, combining traditional elements and modern trends, and also emphasizes the freedom of expression characteristic of American culture. Slang not only expands communication opportunities, but also unites people, creating a common cultural space and allowing them to express emotions, feelings and even attitudes towards politics and social justice.

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UDC 811

THE METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE AT THE HIGH SCHOOL

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Түйін: Мақала орта мектептерде ағылшын тілін екінші тіл ретінде оқытудың тиімділігін зерттейді. Әртүрлі оқу тәсілдерінің негізгі артықшылықтары талданып, оқу процесін ұйымдастырудың әртүрлі стратегиялары сипатталады

Резюме: Статья рассматривает эффективность различных методов преподавания английского языка как второго языка (ESL) в средних школах. Анализируются основные преимущества различных учебных подходов и описываются различные стратегии организации учебного процесса.

The ability to communicate effectively in English is crucial for students in today's globalized world. High school learners often face the challenge of acquiring a second language while balancing other academic demands. Therefore, employing varied teaching methods is essential to engage students and facilitate language acquisition. This article explores several effective methods for teaching English as a second language (ESL) in high school settings, emphasizing their advantages, practical applications, and the underlying principles that make them effective.

1. **The Communicative Approach.** The Communicative Approach emphasizes interaction as the primary means of language learning. This method encourages students to use English in meaningful contexts, allowing them to develop both fluency and accuracy [1].

Key Elements: Role-plays and simulations: Role-plays create real-life scenarios for students to practice language use. For example, students might role-play as customers and shopkeepers in a simulated market setting, using relevant vocabulary and phrases. This not only enhances their speaking skills but also boosts confidence.

Group discussions: Facilitating peer interactions enhances communicative competence. Group discussions on various topics encourage students to express their opinions and engage with their classmates. Such discussions can be based on current events, literature, or cultural topics, promoting critical thinking and cultural awareness.

Authentic materials: Using newspapers, videos, and online resources that reflect real-world English usage helps students connect their learning to the outside world. For instance, analyzing a news article can improve reading comprehension while exposing students to different writing styles and vocabularies.

The effectiveness of this approach lies in its focus on student interaction, which promotes active learning and enhances retention of language skills. Furthermore, it prepares students for real-life communication, emphasizing the functional use of the language rather than rote memorization [2].

2. **Total Physical Response (TPR).** Total Physical Response (TPR) is a method that involves coordinating language learning with physical movement. Teachers give commands in English, and students respond through actions.

Advantages of TPR [3]: Reduces anxiety: This method is particularly beneficial for beginners, as it lowers the stress often associated with speaking in a new language. The physical element makes students feel more comfortable and less pressured. **Reinforces vocabulary:** Associating words with physical actions helps students remember vocabulary more effectively. For instance, when learning verbs

like "jump" or "run," students can physically demonstrate these actions. This kinesthetic learning strengthens memory retention and aids in understanding. **Engagement:** The kinesthetic element keeps students engaged and makes learning enjoyable. Incorporating games that require movement—like Simon Says—can be effective in maintaining students' interest.

By incorporating movement into language lessons, TPR caters to various learning styles and encourages participation from all students. This method is especially useful in classrooms with diverse student backgrounds, as it allows all students to engage with the material in an accessible manner.

3. The Immersion Method. The immersion method fully immerses students in an English-speaking environment, where all subjects are taught in English. This approach enhances language comprehension and encourages students to think in English.

Key Features: Language-rich environment: Students are surrounded by English in both spoken and written forms, which accelerates their learning. Immersion can occur in traditional classrooms or through study abroad programs, where students interact with native speakers [4].

Natural acquisition: By using English for communication, instruction, and social interaction, students develop language skills organically. The focus shifts from formal instruction to practical usage, allowing for authentic language development.

Contextual learning: This method promotes understanding of language in context, as students learn vocabulary and grammar through practical use rather than rote memorization. Engaging with real-life situations fosters deeper learning and retention.

However, successful immersion requires careful selection of materials to ensure students are not overwhelmed by linguistic complexity. Teachers must scaffold learning experiences, gradually introducing more complex language structures as students progress [5].

4. The Structural Approach. The Structural Approach focuses on grammatical structures and their systematic presentation. Lessons often include clear explanations of grammar rules, exercises that reinforce language patterns, and progressive complexity. Components of the Structural Approach: **Explicit grammar instruction:** Teachers provide direct instruction on grammatical rules and structures, helping students understand the mechanics of the language. This includes teaching verb tenses, sentence structures, and usage of parts of speech.

Controlled practice [6]: Structured exercises allow students to practice specific grammatical points in a controlled manner before moving to more open-ended tasks. For example, students might first complete fill-in-the-blank exercises before writing their own sentences.

Feedback: Providing immediate feedback helps students identify and correct errors, reinforcing their understanding of grammatical concepts. Teachers can use tools like peer review and self-assessment to encourage students to reflect on their language use. While effective, it is essential to integrate communicative practices to ensure students can apply their grammatical knowledge in real situations. The

Structural Approach is often criticized for being too focused on form over function; therefore, blending it with communicative activities can yield better results.

5. The Lexical Approach. The Lexical Approach prioritizes vocabulary acquisition, emphasizing the importance of word combinations and phrases. This method recognizes that much of language use consists of fixed phrases and collocations.

Key Strategies: Recognition of collocations and idioms: Teaching students common phrases and expressions enhances their fluency and comprehension. For example, rather than teaching individual words like "make" or "do," teachers can introduce phrases like "make a decision" or "do the dishes."

Contextual learning through reading and listening: Incorporating authentic texts exposes students to vocabulary used in context, allowing for deeper understanding. Reading novels, articles, or listening to podcasts can provide rich linguistic input.

Practicing vocabulary in authentic contexts: Activities like storytelling or creating dialogues encourage students to use new vocabulary in realistic situations. Students can work in pairs to develop skits or presentations that utilize targeted vocabulary.

By focusing on vocabulary, this approach helps students develop a more natural use of language. It also allows for a greater emphasis on functional language, which is vital for effective communication.

6. Project-Based Learning (PBL). Project-Based Learning (PBL) engages students in collaborative, hands-on projects that require the use of English [7].

Real-world relevance: Projects often address real-life issues or interests, making learning more engaging and meaningful. For example, students might work on a project to create a community service initiative, allowing them to practice English while giving back to their community.

Collaboration: Students work in teams, promoting communication and teamwork skills. Working together helps students develop social skills and fosters a sense of belonging and community within the classroom.

Critical thinking: PBL encourages students to think critically as they plan, research, and present their projects. This type of learning can involve problem-solving, decision-making, and evaluating sources of information.

Examples of projects might include researching a cultural topic, creating a documentary, or developing a community service plan. Such activities not only improve language skills but also enhance students' overall educational experience, preparing them for future academic and professional endeavors.

7. Individualized Learning. Individualized learning tailors instruction to meet the unique needs of each student.

Approaches to Individualized Learning: Assessment of proficiency levels: Teachers can identify students' strengths and weaknesses to provide targeted support. Regular assessments can inform instruction and help students set achievable goals.

Differentiated tasks: Offering a range of activities allows students to choose tasks that match their skill levels and interests. For instance, advanced students may

be challenged with complex texts, while beginners might focus on foundational vocabulary.

Encouraging self-directed learning: Students set personal learning goals, fostering independence and motivation. Teachers can provide resources and guidance while allowing students to explore topics that interest them.

8. Blended Learning. Blended Learning combines traditional face-to-face instruction with online learning. This method leverages technology to enhance the educational experience. Advantages of Blended Learning: **Flexibility:** Students can access online materials at their own pace, allowing for differentiated learning. This is particularly beneficial in high school settings, where students may have varying commitments and schedules. **Interactive tools:** Online platforms often include interactive elements such as quizzes, discussion boards, and multimedia resources that engage students. Using educational technology can make lessons more dynamic and interactive. **Resource availability:** Access to a wide range of online resources enriches the learning experience and provides exposure to authentic English materials. Students can explore language-learning apps, websites, and online courses that complement classroom instruction.

In conclusion, teaching English as a second language (ESL) at the high school level requires a multifaceted approach that addresses the diverse needs of students. By utilizing various methods—such as the Communicative Approach, Total Physical Response, Immersion, Structural Approach, Lexical Approach, Project-Based Learning, Individualized Learning, and Blended Learning—teachers can create a dynamic and effective language learning environment.

Each method offers unique benefits, encouraging student engagement, promoting practical language use, and facilitating a deeper understanding of the English language. The Communicative Approach fosters real-world interaction, while Total Physical Response caters to kinesthetic learners. The Immersion Method creates an authentic English-speaking environment, and the Structural Approach provides clarity in grammar and syntax.

By integrating these methods, educators can create a well-rounded ESL curriculum that not only teaches language skills but also prepares students for real-life communication. The ongoing development of these teaching strategies ensures that high school students not only learn English but also gain confidence in their abilities to interact with a global community. Ultimately, a diverse and adaptive approach to teaching ESL can lead to significant improvements in language proficiency and student success in an increasingly interconnected world.

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PRESCHOOL EDUCATION SYSTEM IN DEVELOPED COUNTRIES (KOREA AND SINGAPORE)

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Түйін: мақалада дамыган елдердегі мектепке дейінгі білім беру жүйесі туралы айтылады. Шет елдердегі мектепке дейінгі білім беру тәжірибесін зерттеу мақсатында жүргізілген зерттеулерге ерекше көңіл бөлінеді. тәжірибе жинақтау және оны іс жүзінде қолдану.

Резюме: в статье рассказывается о системе дошкольного образования в развитых странах. Особое внимание уделяется исследованиям, проводимым по изучению опыта дошкольного образования в зарубежных странах. получение опыта и применение его на практике.

In the developed countries of the world, the problem of educating a person who is developed in all aspects is the main demand of today. Because the revolutionary changes taking place in the society cannot be implemented without changing the person himself. However, raising a new person is not done by itself, but in the process of renewing social relations. In this process, the pre-school education system plays an important role. Nowadays, in developed countries, where information technologies have taken the leading place, it is necessary to update the pre-school education system and the content of education. The old methods and methods of teaching have become obsolete, and the need for methods and forms of education based on advanced pedagogical technologies has increased. not in this world, but in this world.

According to them, a person is a small world within the world, in which all the features of the big world (Kubro world) are reflected. This situation requires a good knowledge of the human world before fully imagining the world. From this point of view, in the developed countries of the modern era, it is noticeable that the human being is one-sidedly treated as a supreme product of nature, a part of the universe. is finding Undoubtedly, such changes are closely related to the formation of a well-rounded person. The educational technologies we use must teach a person to develop and work independently. It is necessary to study the experiences of developed countries and apply them in accordance with our conditions [1].

As an example, let's consider the education system of Korea, which is one of the developed countries. In the Korean preschool education system, children's education and upbringing is carried out in various excellent preschool educational institutions. Preschools in South Korea aim to educate children between the ages of 5

and 7 as well-rounded individuals for school, and the fulfillment of these tasks is managed and controlled by the Ministry of Education and the Ministry of Human Potential Development. In the Republic of Korea, the Ministry of Education deals with education issues. Since 2001, Kim Dae-jung's administration has started to prioritize the quality education of citizens and the development of human capital in general. began to deal with all issues, the Minister of Education was given the position of Deputy Prime Minister.

The minister is appointed by the president for a short term (about one year). Although pre-school education is not considered mandatory, in recent years great attention has been paid to this education. In 1980, there were 901 kindergartens across the country, and by 1992, their number reached 8,498. 450,882 children or 40% of children aged 4 to 6 attended these kindergartens. In 2000, their number did not change. The Ministry of Education and Human Resources Development has drawn up a long-term plan for the development of the preschool education system. By 2012, this plan covered 100% of preschool children. Kindergarten educators must be qualified in a college or university based on the program of education and training of preschool children 2-4 years younger and older. Kindergartens do not provide children with theoretical knowledge, but on the contrary, they aim to educate them in a comprehensive way, to be physically healthy and emotionally formed, self-confident [2].

The first preschool educational institution in Korea was established at the end of the 19th century. The country's national preschool education program was established in the first quarter of 1969, and the first state preschool education institution was established in 1976. Since 1983, the Ministry of Education for each city and province has been responsible for raising and educating children. supervisors were appointed to control the delivery. Since 1994, full-day kindergarten programs have been implemented, and in 1997, children under the age of 5 were legally defined as preschool age. Infant and child care in South Korea 1921- started from Since 1991, the Korean Ministry of Health and Welfare has taken responsibility for the education and care of children. As a result, the Korean government allocated 1.3 trillion won (approximately \$1 billion) to the preschool education system from 1995 to 1997. As a result, institutions were opened for about 20,000 children. During these times, the birth rate in Korea increased. But at the same time, family divorces also increased rapidly. As a result, by 2002, the participation of women in society reached 49.8 percent. etishdi. Active women in the society consisted of women aged 25 to 34. One of the reasons why women take an active place in society is the facilities provided to children by the state and the care provided for their education.

Because until this reform was implemented, women were only busy with the education of their children and could not spare time for their professions and careers. Education and upbringing of children in South Korea has a long history, and throughout history, this system has developed in several stages. Education of the young generation was carried out by preschool educational institutions in history as well as now. These institutions cover children from 3 to 5 years old. The first preschool educational institution was built in 1897. During this period, the Korean

state was part of the Japanese colony, and this institution was also established under the initiative and leadership of the Japanese. In 1913, Koreans established a kindergarten for their children for the first time. In 1914, in cooperation with America, a college and other institutions were built to train pedagogues for kindergartens. Control of the pre-school education system was strengthened and control was established from 1922, despite the fact that the law was drafted in 1949.

A unified national program for preschool educational institutions was developed in 1969, and all kindergartens in the country began to operate on the basis of this program. Similar educational programs were developed for primary, secondary, and higher education systems, and it was determined that they should be revised and updated every 5 years. In these updates, the government has introduced updates and changes that are happening on a global scale. The programs created at that time are still used in the Korean education system in an improved form. The first state-owned kindergarten was built in 1976. Since 1981, the government agencies that control the development and education of the young generation of the Korean state have initiated the construction of private preschool educational institutions and their enrichment based on innovative programs. Thus, 1,927 state-owned kindergartens were built mainly in rural areas, while 1,023 private preschools were built. there is a federation. This organization was established in July 1981 under the name of the State Preschool Education Federation, and in 1996 it was changed to the Korean Preschool Education Federation. Currently, the main part of this organization is considered to be private preschool educational institutions, and the main goal of the federation is to establish and encourage advanced preschool educational institutions of a national nature. The Federation has set itself the goal of finding new and different ways and methods of educating children and providing them with basic knowledge [3].

The first preschool educational institution was built in 1897. During this period, the Korean state was part of the Japanese colony, and this institution was also established under the initiative and leadership of the Japanese. In 1913, Koreans established a kindergarten for their children for the first time. In 1914, in cooperation with America, a college and other institutions were built to train pedagogues for kindergartens. Control of the pre-school education system was strengthened and control was established from 1922, despite the fact that the law was drafted in 1949. A unified national program for preschool educational institutions was developed in 1969, and all kindergartens in the country began to operate on the basis of this program. Similar educational programs were developed for primary, secondary, and higher education systems, and it was determined that they should be revised and updated every 5 years. In these updates, the government has introduced updates and changes that are happening on a global scale. The programs created at that time are still used in the Korean education system in an improved form.

In Singapore, children are admitted to preschool education from the age of 3. For two to three years, they are taught mother tongue and English, reading, counting, singing, drawing, and dancing. There are no public kindergartens in Singapore. All pre-school educational institutions are private, and only some are run by religious

organizations or foundations. You can find complete information on how to enroll your child at any age in a Singapore preschool on the Ministry of Education website. There are places for children from three to six years old, for which fees are often charged. Preschools are run by community groups and charities, as well as independent companies.

Preschool costs are high, and the best preschools are overcharged. For example, Singapore is SGD 320 for permanent residents. Some preschools provide financial assistance to families in need. The diet in preschool education is aimed at ensuring healthy nutrition of the child. No extra sweets or processed foods are given to children in preschools. Meals are usually healthy, balanced and rich in vitamins. Schools offer a variety of vegetables, fruits and protein sources such as fish, chicken or legumes. Children are taught to eat in a communal environment at mealtimes. In the process, they learn to eat, think and discuss together. Parents are also given advice on their children's eating habits, while schools run various activities to encourage healthy eating. As such, the feeding process in Singapore preschool education is seen as an important social and healthy development tool for children. In modern Singapore, education policy is the main link of the country. All educational institutions are under the jurisdiction of the Ministry of Public Education.

In addition to monitoring the development and management process of public schools, the Ministry also acts as a recommender and supervisor of private schools. However, public educational institutions and private schools differ from each other in terms of the freedom to choose the curriculum, the procedure for accepting students, and the financial support allocated by the state. In Singapore, primary education is compulsory and parents pay for the institution. Tuition is \$9.4 per month and \$79.4 per year. For secondary education, parents pay \$14.4 per month and \$115.5 per academic year. Pre-university tuition is \$19.50 per month and once per year. The amount to be paid is 158.8 dollars. In Singapore, due to the great attention paid to public schools, they are not inferior to private schools in terms of quality and modernity of education. According to information, 20 percent of the country's budget is spent on education development. Therefore, local residents are not very interested in private schools, on the contrary, they prefer to educate their children in public schools with all the conditions. In Singapore, all funds allocated by the state, as well as tuition fees, go to the school fund. The heads of the cluster regularly report through the media about what the funds were spent on.

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THE COMPARISON OF PHONETIC PECULIARITIES IN CONTEMPORARY AMERICAN ENGLISH AND BRITISH ENGLISH

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Түйін: Аталмыш мақалада Американдық және Британдық ағылшын тілінің фонетикалық ерекшеліктері қарастылады. Сонымен қатар ағылшын тілінің әр түрлі тарихи кезеңдерде қалыптасуын зерттейді.

Резюме: В данной рассматриваются фонетические проблемы Американского и Британского английского языков. И так же проводится исследование разных периодов становления английского языка.

English is a language belonging to the West Germanic group of the Indo-European language family. English is considered to be an ancient language, the language of the Anglo-Saxons, who conquered the territory of modern Britain in ancient times, but was also influenced by the languages of the conquered Celts.

English is an international language (de facto - lingua franca). It is the most widely spoken language in the world and the most widely used language after Chinese [1].

There are two types of English: British and American. British English is divided into Scottish, northern, western, eastern and southern dialects. In the 7th-11th centuries, there were 4 dialects of Anglo-Saxon: Nartumbrian, Mercyan, Wessek and Kent. One of the main features of the English language is that in the phonetic system most of the sounds are pronounced somewhat long and somewhat short. As a result, the meaning of words in English may change dramatically.

Ignoring the fact that the British and Americans speak the same language, English is the reason why they do not understand each other. In this article we will consider in detail what are the differences between American English and British English, as well as what are the specifics.

English is one of the most common languages in the world. But it is no secret that there are different versions of English [2]. So, the classic version is considered to be British English, so it was the first to appear.

In the British version, the conquerors-colonizers talked. When they came to new lands to conquer new lands, the English language was assimilated into the local dialects, the aborigines adapted the English to their peculiarities of speech, hearing and realities. So new invariants of the language appeared. Because of the regional dialects, there are also Australian, New Zealand, Indian, African, Canadian English and other variants, equal to the American English. But it is the American that competes with the British in popularity. The main differences between American and British English British English is a recognized standard of the English language. Moreover, the American version will become more popular today. American and British English are characterized by certain features characterized by a number of phonetic, lexical and grammatical differences. It is on them all the distinctive signs are based [3]. All the differences are so diverse that some of them easily catch even the beginner speaker, and others - not everyone recognizes the net.

Considering the phonetic aspect of the language, it is necessary to pay attention to the distinction in the following categories: sound, accent, intonation. Starts in order. Sound reduction [r] in BrE in the position after the vowel

If the vowel stands before the letter r, the British variant has its own deep and long pronunciation of the vowel, and the consonant itself disappears. For example, bird - [bɜ:d], car - [ca:]. In the American version, the consonant sound will be present.

Pronunciation of the letter "u"

The British letter is transcribed as [ju:], and in the American English sound "j" is missing in the transcription. Thus, it appears: new - BrE [nju:] vs. AmE - [nu:]

Pronunciation of the letter "a"

Americans tend to replace the deep back sound [ɑ:] with the so-called frog - the front open sound [æ]. It turns out: last - BrE [lɑ: st] vs. AmE - [læst]. This is one of the characteristic features of American speech [4].

In the process of in-depth study of classical English, great attention is paid to intonation schemes and types of tones. In the British version, these rules are unobtrusive, while Americans do not follow them closely.

British English is characterized by eloquence and attention to detail (that is, by sharp speaking and following the norms of pronunciation), and the American version is more free and variable. In comparison with the British speech, the American English sounds more careless and sharp. At the same time as the British version is slow and smooth, the American speech will be more impulsive and fast. These differences, as well as some others have formed the above features of these two variants of one language [5].

The appearance of the American version of the English language is the result of a long process. Between American English and British English there is more similarity than difference. The main reasons for the deviations are the peculiarities of cultural and historical development of the two countries, the diversity of local perspectives, the impact of mass media and advertising.

You can highlight the following features of the phonetics of the English language in the United States:

1. In the American English vowel [a] noticeably higher in ascension than in the British variant.

2. The sound [r] after the vowel at the end of the word, and also before the consonant, is pronounced without trembling of the tongue.

3. Sounds [i:], [o:], [u:] are pronounced in front of an inexpensive [r] with a higher elevation than in England.

4. Diphthongs [ou] and [ei] develop very poorly, for example, the word fate pronounced [fe: t].

5. The combination of [ju:] after teeth in most cases is simplified in [u:]. For example, duty ['du: ti].

6. The weakening of articulation occurs when the sound [t] is pronounced, for example, in the words matter, better.

7. In American English, the nasal congestion is common, which is observed mainly in the position before and after [m], [n].

American English, unlike British English, is more open to change and easier to perceive. This is one of the reasons why he received the most distribution in the world. American English is the language of a new generation that does not have a definite nationality and place of residence.

Phonetic differences There are several differences between AmE and BrE: - in AmE always pronounced the ending / -r /, and in BrE only before the last vowel (vocalization); - individual differences: ate - eit (AmE), aet (BrE); - long and short pronunciation of the letter "a": ask - aesk (AmE), a: sk (BrE); as ['æd vɜ: r ta z mant), a in UK smant]. The word "schedule" in the translation "schedule") sounds from the American [6].

Phonetic differences Between American and British English there are differences in the pronunciation of certain words and whole sentences.

1. Emphasis on words. Some words British and Americans pronounce with emphasis on different syllables, for example address (brit.) And address (amer.), Safe (brit.) And safe (amer.).

2. Sounds in words. There are words in which the pronunciation of Americans and English differs by one or two sounds: ask is read [a: sk] in Britain and [esk] - in America, dance is pronounced as [da: ns] in England and as [dæns]. The sound [t] is pronounced as weakly pronounced [d], and the middle syllable of the word tt is very similar to [d]. The difference also occurs in the pronunciation of "r" after vowels. In British this sound is as if swallowed, and in American it is usually pronounced sharply. So, in the words "power" and "bird" in the British letter "r" will not be heard, and in the American language will be quite clear. In the American version of English, the difference between "san" and "can't" is sometimes quite different, while in standard British English you can clearly see this difference. Linguists have developed lists of letters and situations in which the pronunciation of English and American will be different.

Word formation in American English most often occurs through word addition. Moreover, phraseological units can become new words. For example, if a phrase consists of a noun for an item and a verb for the purpose of that item, the British will use the gerund, and the Americans will combine the verb and the noun. Compare: sailing boat and sailboat. The same applies to phrases denoting an object and its owner: doll's house and dollhouse.

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Ж.КЕТТЕБЕКТИҢ ШЕБЕРХАНАСЫ, ӘНГІМЕЛЕРІНІҢ КӨРКЕМДІК ҚЫРЛАРЫ

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Аннотация: В статье рассматриваются вопросы творческого мира Ж.Кеттебека, его вклада в литературную науку, мировоззрения писателя, духовной ценности его произведения.

Summary: The article analyzes the historical works of I. Esenberlin, examines the writer's deep immersion in the historical past of his country, the creation of historical images.

Белгілі әдебиет зерттеушісі және сыншы, филология ғылымдарының докторы, профессор Кұлбек Ергөбек өзінің 2002 жылы Алматыдағы «ҚАЗАқпарат» баспасынан басылып шыққан «Жазушы шеберханасы (Сәбит Мұқанов)» деп аталатын ғылыми-зерттеу еңбегінде былай дейді:

«Жазушы шеберханасын зерттеу – күрделі процесс. Күрделі болатыны көркем шығарманың тақырып (ой түрткі) райында ойға оралуынан материал жиналып, жазылып аяқталуы, оқырмандық аяда қабылдануына дейін болжам жасап, байлам айтасың. Шынтуайтына келсек, бұл процестің баршасын шығарма авторы жазушының өзі түсіндіріп беруі екіталай. «Соғыс және бейбітшілік» роман-эпопеясының жанрын анықтауға келгенде Л. Н. Толстой да қиналды ғой. Сөйте тұра, жазушының жан құписына үңілу, шығармашылық шеберханасына барлау – әдебиеттану ғылымында бірсыпыра уақыттан бері бар.

«Экспериментальное изучение художественной рецепций началось еще в конце XIX в», – дейді эстет Ю. Боров. Әр кезең, қилы дәуірде тіршілік кешкен эстетикалық ой алыптары еңбектерін қарап отырсаңыз – қаламгер шеберханасына қызығу, көркемдік қабылдау процестеріне зер салу – герменевтика тарихы одан да ілгерілеп, ғасырлар қойнауына тереңдеп кете берері хақ» [1, 17].

Зерттеушінің айтуынша, «...тікелей жазушы шеберханасына үңілу, шығармашылық процесті түрлі аспектіде зерттеу – ғылымның жаңа саласына айналғалы көп болған жоқ. Бұл проблемаға зерттеушілер әр қырынан келіп, қарастырады. Жазушы шеберханасын неден бастап зерттеу керек? – деген сауалға, біз қаламгердің дүниетанымынан бастау жөн деп жауап берер едік. Өйткені, қандай да бір шығарма – жазушы дүниетанымының жемісі. Жеке шығарманың тарихы, жазушы шеберханасы, шығармашылық психологиясы –

өзара сабақтас құбылыстар. Және осының қай-қайсысы да творчестволық тұлғадан (жазушы, композитор, суретші, сәулетші, киношы) басталатын процесс» .

Біздің осы жоғарыда айтылған анықтамаға алып-қосарымыз жоқ. Таңдап алған тақырыбымыз-жазушы Жәлел Кеттебектің шығармашылық шеберханасына қазіргі көзқараспен үңілу тұрғысындағы мақсатымыз да осындай ниетпен астасып, сабақтасып жатқаны ақиқат.

Ал, енді Жазушы шеберханасын зерттеуді неден бастау керек? – деген сауалға, қаламгердің дүниетанымынан бастау керек деген ғалымның пікірінің жаны бар. Өйткені, қандай да бір шығарма болмасын ол – жазушы дүниетанымының жемісі екендігі рас. Жазушы дүниетанымы өзінің өмірден көрген, түйген нәрселерінің нәтижесінде қалыптасатыны белгілі. Ал сол өмірлік шындықты, яғни әлі пісіп жетілмеген шикі материалды оқырманға қандай көркем шындық негізінде және қандай формада жеткізу жазушының көркемдік ізденістеріне, бір сөзбен айтқанда шеберлігіне тікелей байланысты.

Жалпы ХХ ғасырдың екінші жартысында қазақ жазушылары әдебиеттің басты тақырыбы – жеке тұлға, адам, оның рухани бостандыққа ұмтылуы сияқты тақырыптарға соны сипат қосып, жаңа мазмұнмен байытты. Адам мен қоғамның, адам мен табиғаттың қарым-қатынасын жаңа философиялық тұрғыдан зерделеуді дамытып, тереңдетті. Жеке тұлғаға, оның ішкі әлеміне, қоршаған ортамен қарым-қатынасына ден қою, реалды болмысқа идеалды әлемді қарсы қою, үйлесімге ұмтылу қазақ романтизмінің де әдіс ретінде ерекшелігін анықтады. Жазушылардың романтикалық дүниетаным табиғатынан туындайтын қиялдың шарықтауы, интуитивтік санаға ерік беруі, шығармасындағы образдарды өз идеалдарына, қалауына сай сомдауы әдебиет сыншыларының тарапынан сынға түсті [2, 102].

Әрине, бұндай пікірдің қалыптасуына қоғам мен адам, адам мен табиғат арасындағы қарым-қатынасты, қайшылықты құбылыстарды философиялық тұрғыдан тереңірек суреттеуге, сыншыл ой білдіруді негізгі идея етіп көтерген шығармалардың көптен көрінуі қазық болып отыр. Бүгінгі заман тынысын, ондағы құбылыстар мен өзгерістер адам бойына қандай сезімдік күйлер дарытты, оның таным-түсінігіне, ойлау бағытына қалай әсер етті? Міне, осы жағдайлар тәуелсіз қазақ прозасындағы күрделі мәселелердің бірі.

Тәуелсіздік алған алғашқы жылдары елдегі саяси-экономикалық өзгерістер, нарықтың енуі ең алдымен ауылға ауыр тигені белгілі. Ауылдағы шаруашылық нысандардың жаппай жабылуына, не болмаса жекенің қолына өтуіне байланысты жұмыссыздық жайлап, ауыл тұрғындарының көпшілігі ала дорба арқалап, қалаға қарай сабыла көшті. Ұлттық салт-дәстүрлер мен мінезді сақтап отырған ауылдың да берекесі кетіп, шаңырағы шайқала бастады. Орын алып отырған осындай жағдайлар тәуелсіздік дәуірінде де жазушылардың ауыл өмірін, ауылдың тұрмыс-тіршілігін кеңінен суреттеуге итермеледі. Міне, осындай азып-тозған ауыл ақиқаты мен қатігез қала тіршілігін әңгімелерінің мазмұнына тірек еткен жазушының бірі – Ж.Кеттебек болатын [3, 56].

Кейінгі жылдардағы қазақ прозасы рухани құндылық мәселесіне түрлі философиялық көзқарастар тұрғысынан келуге тырысты. Адамдардың рухани мәдениетінің қалыптасуы – аумалы-төкпелі заманымыздың ең маңызды мәселесі. Өйткені қоғамның рухани жадаулығы – қауіпті дерт. Ол адамдардың саяси-моральдық азып-тозуына елдің әлеуметтік-экономикалық құлдырауына әкеледі.

Құндылықтарды бағалаудағы қателіктер мен кемшіліктер көбіне өтпелі кезеңдерге тап келетіні ақиқат. Бір қоғамдық жүйе екіншісімен ауысқанда мұндай асыра сілтеушіліктер жиі кездеседі. Қазіргі уақытта етек жайып, белең алып бара жатқан тағылыққа, жан жадаулығына қарсы қоятын бірден-бір әлеуметтік күш – рухани байлық болып табылады. Рухани мәдениет пен өркениет бір-біріне сай келе бермеуі де мүмкін. Ғылыми-техникалық жетістіктердің адамға ізгілік әкелуімен қатар бақытсыздық әкелуі де өмірде орын алып отырған шындық. Бүгінгі тіршілік етіп отырған қоғамымыздағы халықтың әлеуметтік тұрмысы, күн көріс қамы, олардың ел болашағы, ұлттық мүдде, азаматтық парыз бен қарыз деген келелі ұғымдар жайлы ойлауға, оған өз үлесін қосуға, ниет білдіруге, талап қылуға мүмкіндік беріп отырған жоқ. Адам баласы терең ойлап, кең пішетін санадан, адами және рухани құндылықтардан күннен-күнге жатсынып бара жатқаны ғасыр трагедиясы. Адамзат баласының әлеуметтік жағдайының қиындығы оның бойына өзгерістер әкеледі. Ішкі жан дүниесінен бастап, сыртқы бет-бейнесі, іс-әрекеті, айналасындағы адамдар мен қарым-қатынасына дейін белгілі бір өзгерістерге, құбылуларға ұшырайды. Бұның бәрі оның дүниетанымына да әсер етеді [4, 78].

Тәуелсіздік жылдарында өзгеше арнада дамып, өркендеген, жетілген жанрдың бірі, әрі бірегейі – әңгіме жанры екендігі белгілі. Зерттеу жұмысымызға арқау болып отырған қаламгер ЖәлелКеттебек те әңгіме жанрының дамуына өзіндік үлесін қосты. Оның қаламынан көптеген роман, повестер мен әңгімелер дүниеге келді. Бірақ, бір өкініштісі оның сол көптеген шығармалары, әсіресе, романдары әлі баспа жүзінде жарық көрген жоқ. Қашан шығары да белгісіз. Себебі, оның шығармашылығына қызығып іздеп, жанашырлық танытып жүрген ешкім болмаған соң әрі қолжазбалардың жоғалып кетуінен қауіптенген жазушының жары оның бәрін облыстық мұрағат бөліміне өткізіп жіберіпті. Бізге әлі жарық көрмеген біраз дүниелерді сол архивтерден қолжазба күйінде алуға тура келді.

Негізінде жазушының шығармаларының негізгі тақырыбын, атқарар әлеуметтік жүгін анықтауда Т.Нұртазиннің мына пікірін есте ұстауымыз шарт: «Алайда, талассыз бір ақиқатты дайым есте ұстауымыз керек. Заманнан тыс әдебиет те, жазушы да болмайды; бәрі де нақтылы заманда туып, сол заман ауанына орайлас әрекет жасайды. Ғасырларды аттап, көне замандардың оқиғаларын шығармаларына арқау етсін; фольклордың я аңыздардың сюжетін пайдалансын; немесе бұлқына шауып, болашақ жайлы талғам-шешімін реалды көрініс етіп, шығармасына ұялатсын, бәрібір жазушы өз заманының қайраткері, өз заманының білім-ғылымына, ұғымына, көзқарасына сүйенеді; өз заманының

арман-қиялын, идеалын қару етеді. Сондықтан, әр заманда да қаламгерлер бар күшін алдымен өз дәуірін жырлауға жұмсайды» [5, 39].

Демек, әдебиет атты киелі әлемге жазушының араласқан кезеңі әр түрлі аталғанымен, ол – өз заманының перзенті, яғни «Суреткер – өз заманының ұлы, өз дәуірінің үні. Ол өзі өмір сүріп отырған мезгіл мен мекендегі қандай құбылысқа болсын енжар, бейтарап қала алмайды. Оны бәрі тебірентеді, ол бәріне араласады. Ендеше оның қаламынан туған шығармалар да бір емес, бірнеше тақырыпқа жазылады, бір емес, бірнеше проблемаға құрылады» .

Тәуелсіздік дәуірінің алаңашқы жылдарындағы халықтың әлеуметтік тұрмысы, хал-күйі, әсіресе ауылдың жадағай тұрмысы мен жағдайы Жәлел Кеттебек шығармаларында көркемдік көрініс табады.

Қалай болғанда да, уақыт, замана талабы, қанша тосқауыл қойғанымен, қазақ қаламгерлері шындықты қорғалап айта алмаса да, тұспалдап жеткізуге тырысты. Ал, бұның өзі, тұтастай алғанда ұлтымыздың қоғамдық сана, ақыл-ойының кемелденуіне, біршама биік деңгейге жетуіне ықпал еткені ақиқат. Сонда да 80-інші жылдардың орта шенінде басталып, бүгіндері жаңа даму жолына түсуімізге әсер еткен жаңаша ойлау, қайта құру процесстерін біршама тездеткен, оның қанат жайып, өрістеуіне, тарихи қажеттілікке айналуына ат салысқан өз туындыларымен үлес қосқан қазақ қаламгерлерінің дені осы 80-90-ыншы жылдардың үлесіне тиеді [6, 87].

Сонымен, әңгіменің көркемдік сапасы, идеялық мазмұны қоғамдық әлеуметтік мәні бар күрделі, қомақты шындықтарды көтеріп, соған байланысты философиялық тың ойлар түйінделуімен өлшеніп таразыланады. Көркем шығарма өзегіндегі әлеуметтік мәселелер, жазушының оны қалай көре біліп, қаншалықты талдау өзегіне айналдыруы кез-келген көркем шығарма өміршендігінің бірден-бір кепілі, оның реалистік қасиетін арттыратын негізгі фактор. Сондай-ақ, жалпы әлеуметтік талдау екінші жағынан алғанда – дәуір шындығы, замана ақиқаты, уақыт рухы деген терең ұғымдарды да қамтиды.

Бүгінгі қазақ прозасында образ сомдауда да, характер ашуда да түрлі көркемдік әдіс-тәсілдерді қолдана отырып, жаңа бейне жасауда жазушылар біршама жетістіктерге жеткенін айта кеткен ләзім. Қазақәңгімесі қашанда алғы шептен көрініп келген. Қазір де сол өреден табылуда.

Қазіргі кейіпкердің басты ерекшелігінің бірі – ол өзін қоршаған әлемге салғырт қарай алмайды, ол бәрін де өз бойынан өткізеді. Сыртқы дүниеде болып жатқан өзгерістер кейіпкер санасына керемет әсер етеді. Бұл жазушылар үшін ең бастысы – сыртқы дүниенің әсерінен олардың санасында, психологиясында қандай өзгерістер болды, бүгінгі біздің замандасымыздың алдында тұрған ең маңызды мәселелерді ашып, анықтау және соны көркем шындыққа айналдыру мәселесін қойып отыр.

Жалпы әдебиеттануда көркемдік әдіс мәселесі әр кезеңде түрлі көзқарастар тұрғысынан талқыға түсіп келеді. Шын мәнінде шығармашылық әдіс суреткердің шындыққа қатысымен анықталатыны белгілі.

«Кез келген жазушы психолог бола білуі керек. Ол кейіпкерлердің типтік характерін суреттеп қана қоймай, сол характердің бұлтартпай сендіретін психологиялық мотивировкасын көрсете білгені жөн» [7, 102].

Демек, әр жазушы үшін кейіпкер жанындағы психологиялық нәзік те сырлы, әрі күрделі құбылыстарды аша отырып, характер логикасына сай келетін шешімдер табу басты мақсаттың бірі болуға тиіс, кейіпкердің характері сонда ғана жан-жақты ашылады.

Жалпы прозаның көркемдік сапасы, идеялық мазмұны қоғамдық әлеуметтік мәні бар күрделі шындықтарды көтеріп, соған байланысты философиялық тың ойлар түйіндеумен өлшеніп таразыланады.

Жәлел Кеттебектің ең алғашқы әңгімелер жинағы «Отыз алтыншы тәулік» деген атпен 1978 жылы жарық көрген екен. Жинаққа кірген әңгімелердің барлығын әңгіменің классикалық үлгілеріне жатқызуға келмес. Алайда, осы шағын әңгімелері арқылы жазушының өсіп-жетілгенін, толысқанын жоққа шығара алмаймыз. Ендеше жинаққа енген әңгімелердің бір-екеуіне тоқтала кету орынды. Жинаққа енген әңгіменің бірі «Таусылмас ғұмыр» деп аталады. Әңгімеге соғыс жылдарындағы бір отбасының тағдыры арқау болған. Алайда, жазушы бір отбасының тұрмыс-тіршілігі арқылы бүкіл кезеңнің шындығын ашуға ұмтылады. Басты кейіпкер Айманның тағдыры өз қайынысы тоңмойын, топас Сартайдың оның төрт баласын интернатқа өткізіп жіберген қатыгездігінің кесірінен тозаққа айналады. Аумалы, төкпелі өмір соқпағында ұлдарын жоғалтып алған кейуана оларды бір көруге зар болып күн кешеді. Алғашқы жинағының атын иеленген «Отыз алтыншы тәулік» әңгімесі кезінде бір мектептің ұстазы болған Сәуірбек Байларовтың соңғы демі бітер сәттегі жан тлқыныстарын суреттейді. Отыз бес тәулік бойы ес-түссіз жатқан оның отыз алтыншы күні есі кіреді. Бұл соңғы сәт, соңғы дем еді. Оның көз алдынан бүкіл ғұмыры өтіп жатты. Жазушы осы өң мен елес түстің аралығында жатқан пендесінің өткен өмірінен хабардар етеді. Оның соғысқа қатынасқаны, одан жарадар болып оралғаны, одан елге келген соң үйленсе де балаларының болмағандығы, ақыр соңында оның интернаттан бір бала асырап алғандығы, бір сөзбен айтқанда бүкіл ғұмырымен танысамыз. Отыз алтыншы тәулік оның мына жалғанда 64 жыл өмір сүргендігін, енді ана дүниенің қонағы екендігін паш етеді. Әңгіменің қысқаша мазмұны осы. Алайда жазушы бір адамның соңғы демі таусылар алдындағы сезім күйлерін шерте отырып, бүкіл бір кезеңнің шындығын ашуға ұмтылады. Жинаққа енген тағы бір әңгімесі «Сағынышта» жазушы қанша жат жұрттық дегенімізбен қыз баласының жүрегі әрдайым өз шыққан отанымен бірге, бір бүйрегі төркініне бұрып тұратынын айтқысы келген.

Бұл ешқандай қоспасы жоқ, біздің өміріміздің шындығы. Осыдан бір ғасырдан астам уақыт бұрын ұлы Абай «Болды да партия, ел іші бүлінді» десе Жазушы Кеттебек оның салдары әлі де үзіле қоймағанын тілге тиек етеді. Ал, бүгінгінің ақыны Мұхамеджан Тазабеков «Ұрылардың ұсағы, түрмеде жүр, Ұрылардың үлкені мінбеде жүр, байланысып шекпенді шенеунікпен, кісі өлтірген бүгінде кірме де жүр» деп налиды. Ауыз айтып жүргенмен ақыл

сенбейтін ібілістің үлкені іргемізде жүр екен. Оны ауыздықтап, аластаудың жолы, емі бар ма? [8, 91].

Еврей байының жалаңдаған іс басқарушылары отырған елдің көшуін талап етеді. Себебі, ол жер карта бойынша соларға тиесілі. Бұл да шынайы өмірдің көркем жинақталған көрінісі. Ауылда жұмыс жоқ. Баяғы дүркіреп тұрған колхоз, совхоздар келмеске кеткен. Елдің біразы дорба арқалап нәпақасын қаладан іздеп сабылып жүр. Ауылда қалғандарының да барар жер басар тауы қалмаған. Себебі, ата-бабадан мұраға қалған ата қонысы келімсектерге сатылып кеткен. Біздің кейіпкеріміз де жалғыз ұлының соңынан қалаға көшуге мәжбүр. Ал қаланың да оңып тұрған шамалы.

Тәуелсіздіктің алғашқы жылдары ауылдан қалаға, оның ішінде үлкен мегополис Алматыға ағылған қалың қазақтың тұрақтаған алғашқы шағын аудандарының бірі – «Шаңырақта» не болғанын көзіқарақты оқырман ұмыта қоймаған болар. Қалаға келіп жұмысқа тұру үшін алдымен тіркеуге (прописка) тұру керек. Ал ауылдан ала дорбасын арқалап келген ауылдың қазағын Алматыда қай бір нағашысы күтіп отыр. Амалы таусылған қара халық қоныс тепкен алғашқы мекен «Шаңырақ» емес пе еді [9, 13].

Жазушы нені көксейді? Ол ең алдымен, ғасырлармен тамырласып жатқан қазақ мәдениетінің сақталуын, рухани бұлағының суалмауын, тілінің, халықтық таным-түсінігінің жер бетінен жойылып кетпеуін қалайды. Оның тек әдеби ортада ғана гүл жарып көктей алатынын айтып шырылдайды. Бүкіл халықтың рухани өміріне нәр беретін сол ортаның жоғалып бара жатқанын айтып, дабыл қағады. Әдеби ортаның және руханиаттың тек Қазақстан атты елде ғана, «қазақ жері» атты туған топырақта ғана өсіп өркендей алатынын әр санаға жеткізгісі келеді.

Жалпы, жазушының ұлттық құндылықтардың жоғала бастағағынына алаңдаушылығы, оның болашағына деген күдік-күмәні ертеректе басталған сияқты. Ол күмән «Кезбе» әңгімесінен шынайы көрініс тапты. Әңгіменің кейіпкері Виктор (Бектөре) Могилев. Оның өмір жолына қатысты мәліметтермен біз кейіндеу оқиғаның барысында қаныға түсеміз. Әңгіме түсінікті болу үшін кезекті әңгіменің өзіне берейік.

Жалпы, жазушы Жәлел Кеттебек өмірдегі өзінің басты мұраты, түпкі ойы, қоғамдық миссиясы ұлттық рухты тірілту деп түсінеді. Орыс дүниесіне көзсіз еліктеу, оған сүйіспеншілік таныту, қазақтардың тұрмыс-тіршілігіне еніп кеткен орысшылдыққа кешіріммен қарау ұлт үшін өліммен тең деп біледі жазушы. Сондықтан да ол өзге ұлттарға менсінбей қарап, әдейі кемсітіп көрсету, орыс тілін «хрюшканың тілі» деп мазақ қылып отыру, қазақтарды бәрінен артық көру ұлттық тәрбиенің негізгі шарты деп санайды. Автор бұл жерде ұлтараздықты қоздырайын немесе орыстарға қарсы жаулық тілейін деп отырған жоқ, тек әр ұлттың өзін өзі қорғауындағы әдіс-тәсілдерді ғана меңзейді.

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LINGUISTIC AND REGIONAL ASPECTS IN TEACHING ENGLISH AS A SECOND LANGUAGE

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Түйін: Мақала ағылшын тілін екінші тіл ретінде оқытудағы лингвистикалық және аймақтық аспектілерді талдауға арналған. Мақала оқытушыларға осы элементтерді оқу процесіне біріктіруге бағытталған практикалық нұсқауларды ұсынады, нәтижесінде тілді тереңірек түсінуге және оны нақты өмірлік жағдайларда қолдануға ықпал етеді.

Резюме: Статья посвящена анализу лингвистических и региональных аспектов в преподавании английского языка как второго. Статья предлагает практические рекомендации для преподавателей, направленные на интеграцию этих элементов в учебный процесс, что в итоге способствует более глубокому пониманию языка и его использования в реальных жизненных ситуациях.

Teaching English as a second language is becoming increasingly relevant in the modern world, where globalization and international cooperation require people to know foreign languages. However, for effective learning, it is necessary to take into account linguistic and regional aspects that affect the learning process and language perception.

Linguistic aspects:

1. Phonetic features: Depending on the students' native language, pronunciation of English words can be difficult. For example, native speakers of Slavic languages may have difficulty with certain sounds, such as [θ] (in the word "think") or [ð] (in the word "this"). It is important to take these aspects into account when teaching, offering specialized exercises and phonetic training.

2. Grammatical structures: English has its own unique grammatical rules, which may differ from those that exist in other languages. For example, the use of tenses, articles, and modal verbs can create difficulties for learners. Teachers should be prepared to explain these rules in the context of the students' native language to facilitate understanding.

3. Vocabulary: English is rich in idioms and phraseological units that may be incomprehensible to students. Teaching should include not only the study of

vocabulary, but also an explanation of the cultural context of the use of certain expressions [1].

Regional aspects:

1. Variations of the English language: English has many dialects and accents, which creates additional difficulties for students. American, British, Australian and other versions of English differ not only in pronunciation, but also in vocabulary, grammatical constructions and even cultural references. It is important for teachers to introduce students to these variations in order to develop their listening skills and ability to understand different accents.

2. Cultural context: English does not exist in a vacuum; it is closely related to the culture of the countries where it is the main language. The inclusion of cultural aspects in teaching helps students to better understand the context in which the language is used. This may include studying traditions, holidays, historical events and the modern realities of the countries where English is spoken.

3. Social differences: There are many social factors affecting language in different regions of the English-speaking world. For example, vocabulary and communication style may vary depending on the level of education, age, or social status. Teaching English should take these factors into account to help students adapt to different social contexts [2].

Practical recommendations

1. Individualization of learning: Taking into account linguistic and regional aspects, teachers should adapt their teaching methods to specific groups of students, taking into account their native language and cultural background.

2. Using authentic materials: It is important to use materials that reflect real situations of communication in English. These can be films, songs, articles and other resources that demonstrate the diversity of the language and cultural characteristics.

3. Feedback and Support: Regular feedback helps students understand their strengths and weaknesses. Creating a supportive atmosphere where students can freely ask questions and share their difficulties contributes to deeper learning of the material. Teaching English as a second language has many goals, and among them linguistic and regional aspects occupy a special place. Understanding and integrating these elements into the learning process not only enriches learning, but also makes it more effective and meaningful for students.

Let's take a closer look at the goals of these aspects.

1. Improving language literacy One of the main goals of linguistic aspects is to improve the language literacy of students. Competent use of language includes not only knowledge of words and rules, but also the ability to apply them in different contexts. Taking into account the phonetic, grammatical and lexical features of the English language, teachers can more effectively prepare students for real communication situations.

This includes:

- **Phonetic Skills:** The goal is to help students pronounce words correctly and understand native speakers. This is especially important for improving listening skills and confidence in speaking practice.

- Grammatical skills: Understanding grammatical structures and using them correctly allows students to create correct sentences, which is important for written and oral communication.

2. Development of intercultural competence Regional aspects play a key role in the development of students' intercultural competence. The goal here is to prepare students for effective interaction with native speakers and people from different cultures. This includes:

- Understanding cultural contexts: Knowledge of the traditions, customs and social norms of the countries where English is spoken helps students avoid misunderstandings and find common ground with their interlocutors.
- Reducing cultural barriers: Teaching cultural aspects of a language helps to increase respect for other cultures and broaden students' worldview, which is especially important in a globalized world.

3. Preparation for professional life. In the modern world, knowledge of English is becoming an important requirement in the labor market. Linguistic and regional aspects help prepare students for professional life, including:

- Use of specialized vocabulary: In different fields (medicine, business, technology), English has its own professional terms. Learning this vocabulary is important for the successful completion of professional tasks [3].
- Communication skills: The ability to negotiate, present ideas and interact with colleagues in English requires an understanding of cultural and social nuances, which is achieved through the study of regional aspects.

4. Adaptation to different social contexts the purpose of teaching English, taking into account regional aspects, is also to help students adapt to various social situations.

This includes:

- Social variations of language: Understanding how language can change depending on context helps students better navigate social interactions. For example, differences in the language used in formal and informal situations can affect the success of communication.

- Developing empathy skills: By getting to know different social contexts, students develop the ability to empathize and respect other points of view, which is important for harmonious communication in a multinational society.

5. Increasing student motivation and engagement the integration of linguistic and regional aspects also helps to increase the motivation and involvement of students in the learning process. This is achieved through:

- Interesting materials: The use of authentic texts, films, music and other cultural resources makes the learning process livelier and more exciting, which motivates students to actively participate.

- Practical tasks: Role-playing games, debates and group projects based on real situations help students apply their knowledge in practice, which makes learning more meaningful.

The goals of linguistic and regional aspects in teaching English as a second language are multifaceted and interrelated. Taking into account these aspects,

teachers can not only improve the level of language literacy of students, but also develop their intercultural competence, prepare them for professional life and help them adapt to various social contexts. The integration of these elements into the learning process creates a deeper and more meaningful learning of the language, which not only meets the requirements of the modern world, but also enriches the personal experience of students. In conclusion, teaching English as a second language requires a careful approach to linguistic and regional aspects. Taking these factors into account, teachers can significantly improve the effectiveness of teaching and prepare students for the successful use of English in various contexts.

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ORGANIZATION OF INTERACTIVE READING OF TEXTS OF LINGUISTIC AND CULTURAL CONTENT

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Түйін: мақалада қазіргі әдістемелік ғылымның дәстүрлі мәселелерінің бірі — тілдік емес университеттердің студенттерін шет тілінде оқуға үйрету мәселесі туралы жаңа шешім ұсынылды. Бұл жұмыс ағылшын тілінде лингвистикалық және аймақтық оқуды оқыту әдістемесінің теориялық негіздемесі мен практикалық дамуын ұсынады, бұл лингвистикалық және аймақтық ақпаратты қамтитын мәтіндерді үш жылдамдықты Кәсіби бағытталған оқу дағдыларын оңтайлы қалыптастыруға ықпал етеді, бұл студенттердің осы санатының кәсіби құзіреттілігін қалыптастырудың тиімділігін арттырады.

Резюме: в статье предложено новое решение одной из достаточно традиционных проблем современной методической науки — проблемы обучения иноязычному чтению студентов неязыковых вузов. На данной работы представлено теоретическое обоснование и практическая разработка методики обучения лингвострановедческому чтению на английском языке, которая способствует оптимальному формированию умений в трехскоростном профессионально ориентированном чтении текстов, содержащих лингвострановедческую информацию, что повышает эффективность формирования профессиональной компетенции названной категории обучаемых.

At present, humanity has entered a new age — the age of penetration of innovative technologies into all spheres of life, which required rapid and effective adaptation to new conditions of existence and learning.

This contradiction between the needs of modern society to train professionals, on the one hand, and the inability of modern education to meet these needs, on the other, requires further modernization of the entire education system.

The primary task of this process is to achieve a new, modern quality of education, which is designated in modern government documents as an orientation not only on the assimilation of a certain amount of knowledge by students, but also on the development of their personality, their cognitive and creative abilities.

Not the last place in the process of modernization is occupied by the reform of the system of teaching foreign languages. As you know, in recent decades, foreign languages, as well as the possession of a personal computer, have become the subject of functional literacy and the key to a successful career. Thus, mass teaching of foreign languages becomes a challenge of the time [1].

Modern requirements for effective mastery of a foreign language include the ability to independently work on learning a foreign language throughout your life, maintain and supplement your knowledge and skills, and develop your information and communication culture. Updating the content of language education involves the activation of integration processes in various subject areas. For the process of mastering a foreign language, the most relevant, in our opinion, is integration in such subject areas as philology and cultural studies/ linguistics.

The process of reading literature on a specialty in a foreign language can be considered as an intercultural professional communication. It is known that a significant part of the information when mastering a foreign language, students receive through reading, which is especially important for the conditions of study in a non-linguistic university. Thus, it can be concluded that the skills in intercultural professional communication in their significant volume are formed by reading a variety of professionally oriented literature in a foreign language [2].

The scientist emphasized the need to develop a special ability to accurately understand any non-fiction text of any difficulty, leaving only unimportant words incomprehensible and only occasionally resorting to the help of a dictionary, and this skill should imply the ability to develop the necessary reading speed in life by reading literature on a specialty. This skill should be possessed by every educated person, but it is especially necessary for scientists, engineers, students, as well as all those who must follow foreign literature in a particular field. The formation of professional intercultural competence is based on specific skills, the formation of which provides the ability to independently read unfamiliar authentic texts without assistance with adequate speed, a sufficient level of understanding of what is being read and in accordance with various goals of activity.

These skills include the ability to independently set a reading goal, determine the type of text, understand its specifics due to the national tradition, the ability to critically comprehend and creatively use the information contained in the text.

Summing up, it can be noted that the reason for low-performance activities aimed at developing skills in intercultural communication through reading is a number of contradictions. Among them are:

- the contradiction between the needs of modern society and the inability of the modern system of teaching foreign languages to meet them;
- the contradiction between the creation of a continuous learning system based on the principle of continuity, and the lack of such a system;

- the contradiction between the requirements of the State Standard for the quality of teaching a foreign language and the actual lack of opportunities to meet them (a small number of training hours, lack of continuity between secondary and higher education systems, etc.);

- the contradiction between the need to teach a foreign language in the context of a dialogue of cultures and the lack of opportunities to do so in modern conditions.

Thus, the relevance of this study is determined by the following facts:

- the increased need of society to ensure the competitiveness of specialists in the domestic and global labor market who are able to carry out professional intercultural communication in a foreign language;

- changed requirements for the training of graduates of higher educational institutions;

- the need to find new approaches to teaching a foreign language that meet the modern needs of society;

- the need to create and implement effective teaching technologies aimed at the formation of linguistic and cultural competence among students of non-linguistic faculties in the process of teaching a foreign language [3].

The basis for the formation of students' skills in linguistic and cultural reading is such a multidimensional methodological category as the content of training. The named category is represented by the system aggregate: 1) communication knowledge, skills and abilities, 2) intellectual skills; 3) educational skills (educational-informational and educational-organizational). All the presented skills have a double structural and content component: a) professionally oriented and b) linguo-cultural [4].

It is important to note that the selection and organization of material for teaching linguistic and cultural reading to students of non-linguistic specialties consists in the selection of educational units in accordance with the tasks and conditions of training and its structuring in order to create an optimal sequence of mastering the material by the selected category of students.

The content of teaching linguistic and cultural reading is selected according to certain criteria, the most significant and fundamental of which are the following: 1) the need and sufficiency of the material for the formation of the linguistic and cultural component of the foreign language communicative competence of students;

2) professional conditionality; 3) linguistic and cultural conditionality; 4) the available level of complexity of the material for students of non-linguistic specialties.

The educational material, on the basis of which the skills in linguistic and regional reading are formed, should be organized adequately for the purposes and conditions of training. In the course of the study, it was concluded that the most rational way to organize educational material is the educational macrounit-the linguistic and cultural module, which is a complete structural and content complex, which is simultaneously a bank of professionally oriented and linguistic and cultural information, as well as a methodological guide for its assimilation. Each linguistic and foreign studies module contains four independent blocks filled with educational material that reflects the logic of the formation of foreign language knowledge, skills

and abilities [5].

Along with this, the study showed that there are still a number of problems, the solution of which is extremely important for further improving the process of forming skills in foreign language reading of students of non-linguistic specialties. The main ones are, in our opinion, the development of similar options for teaching linguo-linguistic reading in other languages, as well as methods for mastering linguo-linguistic material in other types of speech activity in a professionally oriented environment.

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FEATURES OF FORMATION AND DEVELOPMENT OF SOCIAL AND CULTURAL COMPETENCE IN ENGLISH CLASSROOM.

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Түйін: Мақалада студенттің әлеуметтік құзыреттілігі шетел тілінде коммуникативтік құзыреттілік құрылымындағы орны қарастырылады. Адамның әлеуметтік құзыреттілігі өз тілінде және шет тілінде коммуникацияның табысты болуын қамтамасыз ететін негізгі құзыреттіліктердің бірі болып табылады. Әлеуметтік құзыреттіліктің қалыптасу деңгейі қарым-қатынас барысында сөйлеу құралдарын таңдауға, сондай-ақ қарым-қатынас өтетін жағдайларға да, әңгімелесушінің сөйлеу және мінез-құлқының ерекшеліктерінің бейімделуіне тікелей әсер етеді.

Резюме: В статье рассматривается место социальной компетентности студента в структуре иноязычной коммуникативной компетенции. Социальная компетенция человека является одной из ключевых компетенций, обеспечивающих успешность коммуникации как на родном, так и на иностранном языке. Уровень сформированности социальной компетентности напрямую влияет на выбор речевых средств в процессе общения, а также на умения адаптироваться как к условиям, в которых протекает общение, так и к особенностям речевого и неречевого поведения собеседника.

Language is a reflection of culture, it records changes in its conceptual system. It is necessary to equip students with knowledge of linguistic and cultural features of a foreign language, to develop their skills of interpretation and translation. The model of teaching foreign language activity of a student is based on the acquisition of linguistic and cultural concepts that make up the psychological and national

conceptual sphere. Any system successfully functions and develops under certain conditions. Consequently, the formation of socio-cultural competence of students will be more effective when creating a special set of pedagogical conditions [1].

Currently, the development of students' foreign language communicative competence is the main goal of teaching foreign languages. In turn, communicative competence includes socio-cultural, since the lack of information about the socio-cultural background does not allow the formation of communicative competence even to the smallest extent. The function of learning a foreign language is to form a person who is able and willing to participate in intercultural communication. However, such an individual cannot be formed in the absence of knowledge about the socio-cultural specifics of the country of the language being studied.

Foreign-language socio-cultural competence should be considered as an integral system that has interrelated structural components:

1. country studies (knowledge of the people, native speakers, their national character, features of life, customs, traditions, culture);
2. linguo-cultural studies (knowledge of language units includes a national-cultural component of semantics in accordance with social and speech situations);
3. sociolinguistic (knowledge of the peculiarities of national speech etiquette and non-verbal behavior, skills to account for them in real life situations, social norms of behavior and social status of communicants).

These components of socio-cultural competence are closely related to the cultural and social context. Therefore, the study of a foreign language with these components should be carried out in a comprehensive manner [2].

Therefore, in order to better prepare students for real professional activities and social interaction, including knowledge of the subject, development and upbringing of the student's personality, foreign language training should be considered as:

1. a means of intercultural communication and generalization of achievements of various cultures that make up a single whole in the common heritage of mankind;
2. training in forms of public expression in society that are recognized as ethically acceptable;
3. training in the ethics of speech debating behavior;
4. interrelated formation and development of all components of communicative competence (language, speech and socio-cultural).

Thus, for the formation of socio-cultural competence of students in teaching a foreign language, it is necessary to focus on:

1. study of socio-cultural aspects of communication ethics in the countries of the studied language and familiarization with the features of intercultural communication based on the use of authentic materials in the educational process, providing educational and communication workshops in the studied areas of formal and informal communication in a foreign language on the principle of expanding the range of cultures studied;
2. socio-cultural equipment of educational topics through linguo-cultural, regional, cultural, sociolinguistic and sociological enrichment of students' communicative activities;

3. familiarizing students with the language and intercultural conflicts that arise in society when violations of language and civil rights occur, with the existing ways to eliminate them in the world practice;
4. development of General cultural skills to process socio-cultural information and use it adequately for the purposes of intercultural communication in the relevant areas of communication [3].

In the content of teaching English, the socio-cultural element has a significant place in the formation of the student's personality. It gives a chance not only to learn about the cultural heritage of the country of the studied language, but also to compare it with the cultural values of their own country, which contributes to the development of a unified culture of students. This element is intended to increase the general, cultural, social outlook of students, to encourage their cognitive and mental processes. Learning English has a significant educational value. The principle of cultural conformity is the basis of education, which assumes "that education is based on universal values, based on the values and generally recognized norms of the culture of the state and regional traditions". Mixing cultural materials with language learning increases the motivation of learning, because teaching without motivation is ineffective. Familiarity with culture contributes to the activation of cognitive interest, because students do not just study the material, but also learn about the facts of culture, with which they were not previously familiar, and this certainly awakens their enthusiasm.

The development of socio-cultural competence has a strong connection with the main goals of education: practical, developmental and educational. The degree of knowledge does not always correspond to the degree of practical skills, and the degree of skills is not always exactly synonymous with the level of competence. However, it is necessary to note the knowledge:

1. about the country of the language being studied (names, dates, significant facts, culture, etc.);
2. about the culture of their own region;
3. awareness of the concept of culture in integrity, and not as a synonym of the definition of "art", that what determines the mentality, the manner and the rhythm of life, the way people of a particular culture/ state;
4. geographical knowledge as a representation of the geographical location of the country, as a system of conditions that determine the formation, development of culture, art, history, social and political structure of their own country and the country of the target language [4].

When it comes to developing knowledge about the culture of your country, you can't expect to be ready and able to demonstrate your culture in another language if you don't:

1. provide information;
2. present the correspondence of language and culture;
3. choose a text based on the principle of socio-cultural orientation of training, which implies the following aspects:
 - a) the socializing background of the sections;

- b) the importance of the topic for the selection of life philosophy;
- c) the importance of the topic for communicating in a foreign language with their peers in other countries at the time of study/ recreation;
- d) the importance of the topic for performing the functions of representing your country in a foreign language circle, and so on.

It should be noted that a teacher who does not allow students to think differently, not only does not own the necessary level of competence, but is unlikely to be able to contribute to its full development. Speaking of socio-cultural competence, it is a mistake to assume that it is formed only during the study of a foreign language. Of course, all the main competencies, including communication, are formed only when different blocks of disciplines and subjects of the educational cycle are focused on their comprehensive development. We can identify a number of conditions that contribute to the formation of socio-cultural competence of students. These are such conditions as:

- the attitude of the teacher and the student as a subject of socio-cultural competence formation;
- personal characteristics of students, their needs, motives;
- using the personal development potential of the subject "foreign language", the content of which is projected into a wide socio-cultural context of human life.

Learning a foreign language involves the formation of students' foreign language communicative competence. The concept of communicative competence is defined as the knowledge of psychological, regional, and social factors that determine the use of speech in accordance with social norms of behavior. Teaching a foreign language involves the formation of students' foreign language communicative competence. The concept of communicative competence is defined as the knowledge of psychological, regional, and social factors that determine the use of speech in accordance with social norms of behavior. Within the framework of the presented research, the essence of the terms "competence" should be analyzed [5].

Socio-cultural competence allows us to say that the initial position of the granted competence is based on the following circumstances:

1. The ability to distinguish the general and cultural-specific in the development models of various countries and civilizations, social strata of society.
2. Readiness to represent your country and its culture, taking into account possible cultural interference from listeners, anticipating factors of possible misunderstandings and removing them by selecting appropriate means of speech interaction.

These include the selection of original and clear metaphors, the creation of vivid images by comparing and contrasting cultural realities/ facts/ information units; using not just a translation, but an antonymic translation/ interpretation translation.

3. Recognition of the right of various cultural models, as well as the ideas/ norms of life/ beliefs created on their basis, etc. to exist.

4. Readiness to defend personal positions in a balanced manner, without humiliating others and without being directly dependent on extraneous priorities. Socio-cultural competence involves value-based relations, which are realized in the

actions, behavioral patterns and activities. General education leads to the filling of a person's properties with certain socio-cultural content, depending on the culture and society in which he lives and receives education. This socio-cultural bias of education makes it possible for a person to acquire an image that is consonant with the epoch of his existence, identical to a conditioned historical type of personality that can successfully implement socially typical forms of cultural behavior in certain situations of social life.

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МЕКЕМБАЙ ОМАРҰЛЫ- ҚАЗАҚ БАЛАЛАР ӘДЕБИЕТІНІҢ КӨШБАСШЫСЫ

Сейілхонова Г.С.

Низами атындағы ТМПУ магистратура бөлімі Қазақ тілі және әдебиеті мамандығы 1-курс магистрі

Түйін: Мақалада Өзбекстан аймағында шығармашылық етіп, қазақ әдебиетінің дамуына сүбелі үлес қосқан ақын Мекембай Омарұлының балаларға арналған алуан тақырыптағы шығармаларының тәлім-тәрбиелік маңызы жайлы сөз болған.

Summary: The article mentions the educational significance of the great works for children of the poet Mekembai Omaruly, who composed in the region of Uzbekistan and contributed significantly to the development of Kazakh literature.

Кілім сөздер: бала тәрбиесі, патриоттық сезім, санамақ, экологиялық мәселелер.

Key words: upbringing child, patriotic pride, counting, ecological issues.

Мекембай Омарұлы Өзбекстандағы қазақ әдебиетінің дамуына зор үлес қосқан тұлға. Әсіресе, 2017 жылы Алматы қаласында жарық көрген «**Ай астындағы айналайындар**» атты жинағы балаларға арналған қомақты дүние.

Ақынның бұл жинағында алуан тақырыптардан өлеңдер, мысалдар, поэмалар, аңыз-ертегілер және жұмбақ-жаңылпаштар енген. Кітап жас бүлдіршіндерге, мектеп жасындағы балаларға арналған. Кітаптың алғашқы тарауы «**Туыстық- береке бірлігі**» деп аталады. Бұл тарауда туыстық, бауырластық өлеңдері топтастырылған. Мысалы, «**Ана**» атты өлеңінде ананың қадір-қасиетін ақындық шеберлікпен жеткізеді. Бұл өлең жас оқырманның да, ересек адамның да жүрегіне жылы тиіп, ең ұлы махаббат – «Ана» екендігін бейнелейді.

Шуақты күнді көп көрген,

Жүрегі терең көк көлден.
Перзенті үшін шырылдап,
Түн ұйқысын төрт бөлген
Анадан артық жан бар ма?—деп, [«Ана» 6-бет.]

балаларға бұл өмірде анадан артық жан жоқ екенін ұқтырмақ болады. Перзенті үшін отқа да, суға да түсе алатын адам тек қана «Ана» деп тұжырым жасайды. Перзентінің қамын жейтін жан ана екенін айтып, бала бойында анаға деген сүйіспеншілік сезімін асыра түседі.

Мекембай Омарұлы – нағыз отаншыл ақын. Ақын таланты «Отан» тақырыбында күндей нұр шаша түседі. М.Омарұлы шын мәніндегі патриот ақын. Өйткені ол өз өлеңдерімен бүкіл халықты туған жерді сүйуге, Отанды қорғап, аялауға баулиды. Нәтижеде ақын «Ай астында кітаптің екінші тарауы *«Отанның тату тірлігі»* деп аталуы орынды. Өлеңдерінің идеялық қуаты күшті, сыршылдығы мол, патриоттық сезімге толы.«Отан» атты өлеңінде:

Отан деген –
Желбіретіп туларын,
Белін мықты бұғаным.
Құрыштай бір бірігіп,
Ата жолын қуғаным,—дейді. [«Отанның тату тірлігі» 6-

бет.]

Шындығында, Отанға деген мақтаныш, сүйіспеншілік лебі сезіліп тұр. Сондай-ақ, патриоттық сезім, өз елінің бірлігін, ерлігін мақтан тұтқан ертеңгі ер азаматтың рухы сезіледі. Жас оқырмандарын ғибратты ойларға жетелей отырып, жас жеткіншектерден зор үміт күтеді. Балаларды ұлтжандылыққа, отансүйгіштікке тәрбиелей отырып, бала санасына Отан қасиетін ұқтыра түседі.

Ақынның тараулары ақынның *«Табиғат»* атты тарауында бүгінгі экологиялық мәселелер қамтылған. Ондағы өлеңдері балаларды аң-құстар, жан-жануарлар, жәндіктер, өсімдіктер әлемімен таныстырады. Сондай-ақ, табиғат құбылыстары және жыл мезгілдерінің сырын оқырманға ақтара түседі. Балалардың жан-жануарларға деген қамқорлығын, мейірімділігін, албырт сезімін оятатын ақынның «Арманың не?», «Мойнақ», «Құмырсқа», «Балара», «Инелік», «Балық», «Көбелектер» т.б. атты бір топ туындылары да – тартымды мазмұнға құрылып, құнды ойларымен оқшауланады. «Көбелектер» өлеңінде:

«Қуған ұят болады таяқпенен», –
Деп барлығын іштей де аяп келем.
Айтқандай, көбелектер қанаттарын
Қай суретші ағайға боятты екен,—дейді [«Көбелектер»

72-бет]. Балаларды тіршілік иелеріне деген құрмет, бүкіл табиғатқа деген сүйіспеншілік, жәндіктерге деген қамқорлық секілді ізгі адамгершілікке жетелейді.

Сондай-ақ, «Мойнақ» атты өлеңінде:
Мектепке ақ таң атқанда,
Шығарып салып, «жар салар».
Мектептен келе жатқанда,

Алдымнан шығып қарсы алар, – деп, балаларды жануарлардың достық қасиеттерімен таныстырады.

Міне, осындай идеялық мазмұны терең өлеңдерді оқып өскен балаларда табиғатты аялау, абайлау, қорғау, қолдау сияқты мінез-құлық қалыптасады.

«Ай астындағы айналайындар» кітабының бірнеше тарауы балалардың тілін, логикалық ойын дамытатын және тапқырлыққа үйрететін өлеңдер мен жұмбақтарға арналған. Ақынның балаларға арналған өлеңдерінің бір тобы – санамақтар. Санамақ – қазақ халқының жас балаларға арналған ұлттық ойыны. Зеректікті, ептілік пен икемділікті дамытатын ойын болып табылады. Сандарды қайталап айтқызу арқылы балаға алғашқы математикалық білім – санауды үйретеді. Ақынның «Ноль, бір, екі үш деймін», «Бірінші», «Бес саусақ» т.б. өлеңдері санамақ жанры үлгісінде жазылған. Мысалы, «Бірінші» деген өлеңінде:

– Өтеш неден бірінші?

– Шақырудан бірінші.

– Есек неден бірінші?

– Ақырудан бірінші.

– Құмырсқа неден бірінші?

– Ақ бидайды жердегі

– Тасудан ғана бірінші. – деп, оқырманға сұрақ

қойып, әрі баланың танымдық білімін арттырады, әрі балаға реттік санды үйретеді. Мұндай өлеңдер сандар мен сөздерді қайталап айтқызу арқылы баланың ойлау қабілетін арттырып, сөздерді анық айтуды үйретеді.

Мекембай Омарұлының балаларға арнаған базарлығыбасты тақырып-халықтың байырғы ауыз әдебиеті үлгілері. Ақын жұмбақтары алуан тақырыптарда жазылған. Мысалы, аспан әлемі, табиғат құбылыстары, жер, хайуанаттар, адам, үй жабдықтары, іс-құралдары, оқу-білім, әріптер сияқты алуан түрлі. Әсіресе қазақ әліппесіндегі әрбір әріпке арнап «Әріп жұмбақтар» атты шығармасын аса шеберлікпен суреттейді. Мысалы:

Ағада бар,

Жеңгеде жоқ.

Тағада бар,

Теңгеде жоқ? (А)[«Әріп жұмбақтар» 372-бет.]

Мұндай жұмбақтар баланың ой-өрісін, алғырлығын, тапқырлығын және ой-қабілетін арттырады.

Қорыта айтсақ, бүгінгі жаһандану процесінде, өз ұлтының болашағын ойлаған халықтың өз алдына қойған ең өзекті мәселесі – бала тәрбиесі. Балалардың сана-сезімін, қоғамға деген көзқарасына үшін, ерекше ден қою – дәуір талабы. Баланың қиялымен, арманымен астастыра жыр жаза білген Мекембай Омарұлының балалар тәрбиесінде ерекше маңызға ие.

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Ә.БӨКЕЙХАНОВ-ӘДЕБИЕТ СЫНШЫСЫ

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Резюме. В статье рассматривается художественное и исследовательское наследие А.Бөкейханова

Summary. This article deals with artistic and research legacy of A.Bokikhanov

XX ғасырдың басындағы қазақ әдебиетінде ұлт азаттығын көтеріп шыққан Ә.Бөкейхановтың, А.Байтұрсыновтың, М.Дулатовтың, С.Торайғыровтың, М.Жұмабаевтың, М.Әуезовтың, т.б. ой-пікірлері өміршеңдігінің, әдеби дамудың даңғыл жолын дұрыс көрсете білуінің арқасында жетекші бағытқа айнала бастады. Сынның жай-күйі, әдебиеттің дамуына және ұлттық әдебиетіміздің сын саласының қалыптасуына елеулі үлес қосқан Ә.Бөкейхановтың еңбегі тіптен ерекше. Әлиханнның әдеби сын, зерттеу саласында қалдырған еңбектері әдебиет пен сынның жалпы мәселелеріне арнап жазылған мақалалар негізінен жеке шығармаларды талдауға арналған рецензиялар, фольклорлық туындыларды зерттеу еңбектері мен естеліктер, жинақтарға жазған алғысөздер, хабарландырулар түрінде келеді.

Сыни еңбектері Т.Кәкішевтің классификациясындағы үш кезеңнің екі кезеңін қамтиды. Бірінші кезеңі Абай (Ибраһим) Құнанбаев (1908); Түрік, қырғыз, қазақ һәм хандар шежіресі (1913); Қалқаман-Мамыр (Шәкәрім) сын (1915); Қара қыпшақ Қобыланды (сын) (1915); Роман бәйгесі (1915); Роман не нәрсе? (1914); Жаңа кітаптар (1914); «Женщина по киргизской былине «Кобыланды» сын – критика (1915); Батыр Бекет (1915); Мырза Едіге (1915); Ән, өлең һәм оның құралы (1914); Аңқау елге-арамза молла (1900) мақалалары қамтылса; екінші кезеңіне кітап сыны (Қартқожа); Психология (1926); И. Ағұл «Адам мен мақұлықтың тегі» (1927) атты аннотациялары және С.Н. Незлин «Құрт ауруы», 1927 жылы жазылған кітаптарға берген рецензияларын жатқызамыз. Қарастырылып отырған сыни еңбектердің көбісі «Қазақ» газетінде жарияланып отырды. «Қазақ» газетінің бетінде жарияланған материалдардың елу үш пайызға жуығын жазғандар – А.Байтұрсынұлы, Ә.Бөкейханұлы және М.Дулатұлы. О

Осы газетте Ә.Бөкейхановтың 250-ден аса мақалалар, ғылыми зерттеулері, аудармалары жарық көрген. [1, 251] Міне, осындай өнегенің өрнегі Әлиханнның «Қазақ, түрік, һәм хандар шежіресі» сынында көрініс тапқан. Қазақ тарихында кездеспеген мұндай үлкен істің жүзеге асып, Шәкәрім шежіресінің жарық көруін автор қуана қарсы алады. Шәкәрімнің бұл ісін аса жоғары

бағалап, «Шәкәрімнің бұл кітабы қазақ шежіресінің тұңғышы... Енді мұнан былай қазақ шежіресін жазбақ болған кісі Шәкәрім кітабын әбден білмей қадам баспасын», – деп, оны үлгі тұтады. Әлихан Шәкәрім шежіресінен екі түрлі мін тапқан. Бірі – қазақ руларының таңбалары хақында, оның ішінде Керей таңбасы туралы. Екіншісі – «Алаш» деген сөздің шығу жайы. Керей руларында «креш» таңбасының сақталуын Әлихан олардың бағзы замандарда хрестиян дінінде болғандығынан деп есептей-ді. Бұны Аристов, Пантусов еңбектеріне сүйене отырып дәлелдеуге тырысады. Тіпті қазақ тұрмысынан осыған белгілер іздеп, өз ойын орнықтыра түседі. «Қазақтың кейбіреуі сәуірік пішінде санына кіреш басады, осы рәсім хрестиян күнінде кіреш-орнындағы уақыттан қалды-ау деймін. Осы күнде жақсы көрген малға қазақ тұмар тағады. Хрестиян күнінде кіреш басқан-ау деймін» – дейді сыншы Ә.Бөкейхан.

Бұл мақалаға Шәкәрім «Қазақ» газетіне жауап береді. «Ақсақ қой түстен кейін маңырайды» деп аталатын мақаласында Шәкәрім «бағасынан артық мақтағаныңызға қуанбасам да, қазақты шежіре оқуға қызықтыр-ғаныңызға тәңірі жарылқасын» – деп ризашылығын білдіре отырып, кейбір пікірлеріне келіспейтінін сездіреді. Мәселен, осы Керей таңбасына байланысты шежіреші: «ол крест емес – ашамай. Неге десеңіз шежіренің бетіндегі Аристов сөзінде Керей таңбасы ашамайша салынған. Орта жүздегі керейлер керейт нәсілінен, Ашамайлы деген кісінің нәсілі деп жазылған ғой... Қазақтың пішпегешек салатұғыны ашамай». Әлихан тағы да Шәкәрімнің «Алаш» деген сөздің шығу тарихына барып, өзінше топшылауын құпта-мауы. «Бұл қалай? Алаш деген – біздің қазақ сөзі. Алаш қалмақ қойған ат болса, қалмақ өз тілімен қоятын жөні бар емес пе?» – деп, қарсылық білдіреді. Яғни, шежіре-тарих кітапта нақтылық, тарихи шындық басым жатуы басты шарт деп түсінеді. Сондықтан мұның кейінгі басылымдарда ескерілуі үшін, өз білген-дерін «Қазаққа» жазып жіберуін өтінеді. Әлихан тілегі жүзеге асып, «Алаш» сөзінің шығу жайын Х.Досмұхаммедұлы жазады: «Алаш» деген не нәрсе?» мақаласында Шәкәрім сөзінің дұрыстығын растай-ды. «Алаш» деген сөз қалмақ тілінде бар. Қазақша мағынасы – өлтіргіш, аямаушы, жаугер» – дегенді білдіреді дейді [2, 100].

Ә.Бөкейхан қаламынан шыққан «Абай», «Қара қыпшақ Қобыланды», «Қалқаман-Мамыр» турасында жазған мақалалары тарихи деректі терең қамтумен, ой тереңдігімен, ғылыми нақтылығымен ерекшеленеді. Ә.Бөкейханов енді қазақтың атақты эпосы «Қобыланды батыр» жайлы жырдың тарихи шығу негізде-ріне үңіледі. «Қара қыпшақ Қобыланды» Әлихан қалмынан шыққан ең көлемді әдеби, ғылыми, фольклор-лық еңбек. Бірінші бөлімінде «Қара қыпшақ Қобыланды» жырының мазмұны қысқаша баяндалады. Аналықтың бір ұл, бір қыз тапқаны, олардың аттары Қобыланды, Қарлығаш қойылғандығы баяндалады. Зерттеуде ерекше мән берілген мәселе-жырдағы Қобыландының өмірде болған, болмағандығы, мұндағы айтылған жәйттердің, баян етілген оқиғалардың тарихи деректермен сәйкестігі және сәйкес еместігі. Екінші – мұндай жырдың асыл арналарының кейінгі айтушылардың кемшілігінен бұрмаланбауы, яғни атадан балаға мұра жауһар жырдың әу бастағы тұнықтығын сақтау мәселесі. Үшіншісі – кітап шығару

мәселесіне зер салу. Төртінші – «Қобыланды» жыры сынды кітаптардың сипаттамамен, түсіндірме, сілте-мелермен басылу қажеттілігін қадағалау. Әлихан Қобыландыны тарихи кейіпкер, ал жырдың өзін тарихи жәдігер деп санайды. Сондықтан да Шәкәрім шежіресіне, Шоқан кітабына сүйене отырып, «Қобыландының ісі XVI ғасыр ортасы болуға лайық» деп түйіндейді. Жырдағы кейінгі айтушылар қосқан «тарихқа тура келмейтін көп қосымшаны» анықтайды. «Солдат, сухар, түйме, медаль, бал, шай – Қобыланды заманынан көп бері пайда болған нәрселер. Мұның бәрін жыршы өзінен қосып, жырдың көркем түрін бұзған», – дейді. Мақала авторы «тасқа басылған» жырды негізсіз даттаудан аулақ. Ол «Қобыландының» көркем тұстарын жырдың қазақ өмірі мен тұрмыс-салтының айнасы іспетті көркем суретті жолдарын көрсете білген. Ондай өлеңдер «Қобыландыда» бар. Осы сөздер жырды алғаш шығарған ақынның сөздері болар... қазақ-тар: «Қобыландыны» шығарған кісі тегінде жақсы екен» деген сөз осы өлеңдерге қарап айтылған болар» – дейді.

Әлиханның осы мақалада кітап бастыру ісін арнайы бөліп қарастыруы өркениетке қадам басқандық белгісін танытады. Ол кітап сыртындағы берілген ат үстіндегі қобыланды суретінің кітаптың ішкі мазмұнымен қабыспай жатуын үлкен кемшілік көреді. «Өзі – Тайбурыл, өзі – қазан ат сымдай созылатын, кітап-тың басындағы суретте көрінбейді. Кітаптағы ат-орыстың «тяжеловоз» дейтін жүк аты» – десе, Қобыланды батырдың суретін де сынады. Қазақта мақал бар: «ат ерінді, ер мұрынды» деген. Суреттегі Қобыланды батыр мұрнынан айрылып пұштиып тұр»-дейді автор. Кітап шығаруды жүйелі арна ретінде қалыптастыруды көздеген Әлихан: «Қайта басқанда мұндағы жер, су һәм кісі аттарын әліпби тәртібімен кітаптың қайсы бетінде сөз бар екені көрсетілсе, біріншісі – кітап тәрбиелі болар еді. Екінші – бұл жырдан тарихына жем іздеген адамдарға оңай болар еді», – дейді. [3, 176]

Ә.Бөкейханның фольклоршы ретіндегі ой тұжырымдары «қазақ жыры «Қобыландыдағы» әйел бейнесі» деген орысша жазылған еңбегінде де жалғаса түседі. Мұнда қазақ фольклоры үлгілерінің мазмұны бай, формасы сан алуан екенін көрсетіп, өлеңші, жыршы дегендер кім екенін анықтап, ас-тойда домбыра арқылы айтылатын жырлардың ерекшеліктерін танытады. Ескі наным-сенімдер мен мұсылмандық мұраттардың «Қобыланды батыр» жырындағы Аналық, Құртқа, Қарлығаш тағдырларындағы, мінез –қалпында-ғы, іс-әрекеттеріндегі көріністерін зерттеуші білгірлікпен талдап, халық санасынан бір сенім жүйесінің өшіп, екінші басқа діннің орнығуын пайымдайды. Ислам тарихынан, грек эпосынан мысалдар келтіру, Мұхамедтің қызы фатима мен күйеу баласы Әли, баба түкті шашты Әзіз туралы аңызды пайдалануда жыр мазмұнын қысқа қайыра отырып, тұлғаларға мінездеме беруде Әлихан Бөкейхан үлкен әдебиетші, сыншы, текстің терең білгірі екендігін танытады. [4, 319]

Әбубәкір Диваев жинап бастырған «Батыр Бекет» жырына арналған шағын рецензияда шығармадағы негізгі оқиғаның кіші жүздегі Алтын Жаппас ішінде өтетіні, Бекеттің тарихи болған адам екендігі, ол ұсталып Сібірге айдалғанда артынан әйелінің баруын декабристердің ханымдары Княгина

Волконская, Трубецкая әрекеттерімен теңдес іс деп қарайды. «Мырза Едіге» жырына арналған қысқа мақалада Ақсақ Темір, Тоқтамыс, Едіге заманы сөз етіледі, шығарманың көркемдігі, мектеп балалары оқуға лайықтылығы айтылады. [5, 405]

1915 жылы «Қазақ» газетінде 109 санында Ә.Бөкейханның «Роман бәйгесі» атты мақаласы жарияланады. Бұл мақалада автор пайдасы тұрмыс тіршілікке зор болған динамитті ойлап тапқан швед инженері Альфред Нобель туралы мәлімет беріп, оның дүниедегі барлық ғылым саласына, әдебиетте роман жазғанға сыйлық тағайындағанын айтады. Өнерге, ғылымға, әдебиетке жанашырлық, жақсы істерге себепкер болғандар ретінде Швед Альфред Нобель, орыс граф Уваров, Пушкиндерді атап өтеді. Және жарысты өткізудің ұйымдық жағы туралы ұсыныстар жасайды. Қысқаша жазылған, жазылмақ романдарға төрелік айтып, бәйге беру үшін Шәкәрім, Ахмет, Міржақыптарды басты мүшелері етуді ұйғарады. Мұның алдында ғана Есенқұл Маманов «сыншылыққа мына мырзаларды айтамын-деп, Ә.Бөкейханов, Ә.Байтұрсынов, А.Байтұрсынов, М.Сералин, Н.Құлжанов сияқты азаматтардың есімдерін атап, бұларды бәйгенің қорытындысын шығару үшін семейге шақырған болатын. Осыған байланысты Бөкейханов алдымен келіп түскен кітаптарды оқып, жазбаша пікірлер жинап, содан кейін барып бас қосуды ұсынады. Автор сыншы болмақ оңай жұмыс емес, бірақ бұл күнде қажы атаған соң, мұнан қашу маған жол емес-деп, іске дайын екендігін білдіреді. Тағы осындай жанрға қатысты еңбегі – «Роман деген не?». Бұл мақаланың авторын Әр ғалымдар өзінше топшылайды. Кейбірі Ахметтікі десе, оған қарсы дау айтып, Әлихан деушілер де кездеседі. Мұндай даудың болуы мақала авторының толық есімі берілмей «Арысұлы» деп берілуінде еді. Біз бұл мақаланың Ә.Бөкейханұлыныңкі дегенге қосыламыз. Өйткені, ғалым алдымен роман сөзінің шығу тарихына тоқталады. Романның жанрлық «ішкі мағынасына» оның алдына қойған мақсатына тартымды да, толық сипаттама беріп, жауап берген. «Романның ішкі мағынасы: тіршіліктің жарық һәм күңгірт жақта-рын бейне өзіндей етіп суреттеп, адамның өзіне көрсету. Роман-адамзаттың өмірін бұлжытпай көрсетуші баға жетпес айна.

Романның мақсаты: адамзаттың мінезін, құлқын, кемшілікті, қараңғылықты қумақ. Мұнан мұрады, ол адам баласына үйрететін үлгі тәрбие бермек,-деп түсіндіреді. Сонымен бірге романның дамыған кезеңде-рін, атақты романшылар қатарында Англияда Вольтер Скот, Чарлс Диккенс, Уильям Теккери, Ресейде Пушкин, Гоголь, Лермонтов, Толстой екендігін айтып кетеді. Толстойдың «Соғыс һәм татулық» романына өте дәл, қысқаша сипаттама береді. Мұнда Толстой алуан-алуан адамның мінез-құлқын бірін қалдыр-май тізіп, адам өмірінің жіңішке қылдай жерін суреттеп көрсетеді, – дейді. Міржақыптың «Бақытсыз Жамалын» атап, шығарманың мазмұнын шолып өтеді. Автор роман жанрын Әлеуметтік мәселелермен, адамдар мінезімен, тәрбиелік, эстетикалық мұраттармен сабақтастыра қарайды.

Роман өмір айнасы деп білетін автор «Бақытсыз Жамал» қазақтың жайынан хабар береді. Мұнда қазақтың қай жерде болса да, малға, партияға,

қызығып, қыздарын жастай күйеуге беру жайы бар, ысырапқа ақша шашып, жақынмен араздасу, сүймегенге қызын жылатып беру, бұған шыдай алмай теңін көксеп қайғыға бату бар. Оқып, білу арқылы жетістікке жететінімізді мынандай сөздермен білдіреді: «Өнер-білім керек, онан да керегірегі тәрбие. Қанша оқысақта, тәрбиеміз кем болса, қасиетіміз аз» [4, 45] – деген ойлармен мақала аяқталады. Мұнда да ғылымның ең алғаш роман жанрының өрістеуіне берген толымды бағасы көрінеді,

Міржақып еңбегіндегі кемшіліктерді ескертпесе де, роман ретінде баға береді. 1900 жылы Ә.Бөкейхановтың «Аңқау елге-арамза молла» атты мақаласы жарық көрді. Онда «Дала уалаяты» газетінің екінші нөмірінде Түркістан ведомостаға бұл Нұржан баласы жазады: «Қазақ халқы соқыр надандықпен көрмей отыр, не себепті күннен- күнге кедей болып бара жатқанын. Қазақ ойлайды қазынаға алым-шығын тартып кедей болдық деп, ол олай емес, қазақ кедей болады ас беремін деп, қазақ асты қойған күні байып кетеді» – деген пікіріне Ә.Бөкейхан «мен ғұмырымда талай түсініксіз адамдарды көрдім, бірақ оның бәрінен Нұржан баласы өтті. Һәр халықтың өз рәсімі бар, Һәр түрлі мұсылман қазақ халқы қол қусырып я құшақтасып амандасады. Россия халқы бөркін алып қол ұстасады... Бұл екі түрлі рәсімнің тұқымы бір. Осы секілді қазақ халқының осы дүниедегі халықтардың бәрінде бар. Осылар сияқты рәсім бір түгіл, мың бақсы ойнаса да қойыла ма? Бұрынғы кезде аталы аталы жұрты немесе халық құрметтеген кісіге ас берілуші еді. Бұл уақытта орыс алғаннан бері қазақ ата деп намысқа шаппайды, пайдасына шабады. Туысқан деп бір қостас болмайды, шаруа деп болады. Халық ас беруін қоя бастағаннан соң, жел айдаған қамыс мінезді моллалар ас берген күні құран шықса жарайды деп халыққа үйрете бастады. Асты қойғызса дүние амалын ойлаған моллалар қойғызар, Нұржанов мырза сияқты бақсылар иттің қу боғын жиып жүргенде» – дейді.

Әдебиетшілер ішінен Әлихан Бөкейхан мұрағатын жинақтап, еңбектерін жарыққа шығарып, беймәлім мәліметтерден елге ақпараттар берген, алғашқылардың бірі болып үлес қосқан Сұлтанхан Аққұлұлы Жүсіпов болды. Ол Ә.Бөкейханның ормантанушы, экономист, тарихшы, астролог, мал шаруашылығын зерттеуші, әдебиетші, саясаткер, заңгер, фольклорист, абайтанушы, публицист, аудармашы, этнограф-ғалым болғандығына жеке-жеке тоқталып, ашып көрсетеді. Оған қоса қазақтың тұңғыш шежіресін жасаушы, тоғыз тілді меңгергенін де қалдырмаған. [6, 179]

Әлихан жайында Р.Нұрғали еңбектерінен жиі кездестіруге болады. Әдебиеттанушы ғалым сыншы еңбектерін теңдесіз дүниеге балап, қысқаша былай сипаттайды: «Ә.Бөкейханның артына қалдырған шығармашылық мұрасының үлкен саласы – орыс тілінде жазылған монографиялық, энциклопедиялық сипаттағы ғылыми еңбектері. Бұлардың өз кезінде елеулі басылымдарда жариялануы авторға деген сол тұстағы, зор ілтипат қана емес, туындылардың сапасын мойындауды көрсетпесе керек. Ғалымның негізгі басты еңбектері қазақ халқының тарихына, экономикасына, мәдениетіне, шаруашылық жүргізу тәсіліне, тұрмыс-салтына, қазақ жерінің отарлану

тағдырына арналған. Бұл еңбектерде мың сан деректер, цифрлар, кестелер, сілтемелер, жер-су, адам есімдері қысқасы ұшан теңіз материал бар».

Р.Нұрғали сол тұстағы ұлт зиялыларынан Ә.Бөкейхановтың ерекшелігін былай танытады: «XX ғасыр басындағы басқа қазақ қалам-герлеріне қарағанда Әлихан Бөкейханның бір ерекшелігі-оның арнаулы еуропалық жан-жақты білімі бар, танымы мол, мәселені ерекше кең қоя алады, дүниежүзілік тарихтан мысал алуға жүйрік, ұлттық мәселені ресей империясы көлеміндегі жағдайлармен сабақтастыра қарайды, кез келген озбыр патша Әкіммен, шовенист депутатпен, дін иелерімен, кеудемсоқ кейбір қазақ оқығандармен терезесі теңсөйлесе алады» [7, 48] – деген пікірін білдіре келе Әлихан мұралары толық зерттеліп болмағандығын талай ізденістердің күтіп тұрғанын атап өтеді.

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METHODS OF FORMING THE READING COMPETENCE OF PRIMARY SCHOOL CHILDREN IN ENGLISH LESSONS

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Түйін: Мақалада ағылшын тілі сабақтарында бастауыш мектеп жасындағы балалардың оқу құзыреттілігін қалыптастырудың тиімді әдістері қарастырылады. Оқушыларды оқуға ынталандыруға, мәтіндерді біртіндеп игеруге, оқудың белсенді әдістерін қолдануға және оқуды талқылауға баса назар аударылады.

Резюме: В статье рассматриваются эффективные приёмы формирования читательской компетенции у детей младшего школьного возраста на уроках английского языка. Основное внимание уделено мотивации учащихся к чтению, постепенному освоению текстов, использованию активных методов чтения и обсуждению прочитанного.

The formation of reading competence in primary school children is becoming an urgent task in the modern educational process, especially in foreign language lessons, in particular, English. Reading competence includes the ability to understand a text, extract basic information from it, evaluate its content and use the knowledge gained in real life. For children of primary school age, learning to read in English requires

the use of special techniques that take into account their psychological and age characteristics, as well as motivation to learn a foreign language.

1. Developing an interest in reading in a foreign language

One of the key success factors in learning to read in English is the creation of positive motivation. It is important for teachers to show children that reading in English can be not only useful, but also exciting. To do this, you can use techniques such as:

A selection of interesting and relevant texts for children. Children of primary school age are often interested in stories about animals, stories about the heroes of fairy tales and comics, as well as texts that have a familiar storyline or echo their daily lives.

The use of illustrations and animations. The visual component plays an important role in maintaining children's interest in reading. Illustrations help to better understand the content of the text and develop associative thinking [1].

Game motivation. The use of games, quizzes and contests based on the texts you read makes the learning process more exciting and interesting.

2. The method of step-by-step text introduction

To successfully master reading skills in English, it is useful to follow a step-by-step approach. This allows children to gradually delve into the content of the text without overloading their attention:

Preliminary discussion. Before reading the text, it is important to discuss with students the topic, basic terms and vocabulary that may be new to them. This will help reduce the fear of misunderstanding the text and simplify the process of perceiving information.

The forecasting method. The teacher may ask students to guess what will be discussed in the text, focusing on the title, illustrations or keywords. This activates cognitive processes and prepares children for the perception of information.

Gradual reading. For beginners, it is useful to divide the text into parts, after each of which to make small discussions and ask questions. This allows children to better assimilate the material and immediately capture the key points.

3. Using active reading methods

Active reading methods are aimed at developing children's skills to analyze, compare and interpret text. Among such methods, one can distinguish:

The "Reading Aloud" method. This technique helps children not only to train pronunciation and intonation, but also to comprehend the content of the text, since the information read aloud is easier to digest.

"Choral Reading" (Choral reading). This method involves reading the text in a choir under the guidance of a teacher. Choral reading helps to relieve stress, helps to develop correct pronunciation and develops a sense of rhythm and intonation.

Reading with stops and discussion. This technique consists in the fact that the teacher pauses while reading and discusses with the students the content of the fragment read. This allows you to develop an understanding of the text and better assimilate information.

4. Summarizing the reading

For the formation of reading competence, it is important to teach children to analyze and interpret what they read. The teacher should use such techniques as:

Making a retelling. After reading the text, students can be invited to tell it in their own words. It helps to develop logical thinking, memorization and understanding of the text [2].

Answers to questions about the text. Tasks aimed at highlighting the main thoughts and key facts of the text help children structure information and train mindfulness.

Creating illustrations and graphs for the text. After reading, children can be invited to draw an illustration or make a brief outline of the text. This develops creative thinking and helps children visually structure the content.

5. Practice reading skills through project assignments

Project assignments help to consolidate reading skills in English and make the learning process more practical and interesting. Examples of such tasks:

Creating a mini-book in English. Children can join groups and create a small book based on the text they read or based on famous stories. It develops reading, creativity and collaboration skills.

Project presentations. Students can make a presentation on the topic they have read, which helps them analyze the material, highlight key points and retell information.

The formation of reading competence in children of primary school age requires a careful approach and the use of a variety of techniques that will help to interest them in reading in English. Techniques aimed at developing reading skills should take into account the characteristics of primary school age and motivate children through play, interactive and project tasks. The gradual introduction of texts, active reading methods, discussion and analysis of what they read contribute not only to improving reading skills, but also increase children's confidence in learning English.

6. Working with lexical and grammatical material

Success in reading largely depends on the level of lexical and grammatical awareness of children. The teacher should:

Use thematic dictionaries and flashcards. Children are helped by vivid visual materials that allow them to memorize words and their visual images.

To introduce vocabulary through associations and mnemonics. By linking new words with already known concepts or pictures, the teacher makes their memorization easier and more interesting.

Focus on the keywords of the text. This helps children identify the main ideas and find the information they need faster.

7. Reading with a task

Reading with a specific purpose helps children to concentrate on the content of the text and highlight useful information. You can offer students tasks such as:

Reading with the search for certain facts. The teacher asks questions that can only be answered by carefully reading the text. This can be a search for names, numbers, places, or a sequence of events.

The choice of the main idea. After reading, students are asked to identify the

main idea of the text, which helps them learn how to highlight the main thing and discard the secondary.

Completion of unfinished sentences. This technique helps to understand how closely children follow the content of the text and whether they can draw logical conclusions.

8. Teaching critical thinking

Critical thinking is an important component of reading competence, which helps children analyze the text more deeply. In the learning process, such techniques as:

Questions to understand the subtext. The teacher can ask questions that require not just reproducing what he has read, but analyzing and interpreting the text.

Comparison of information. Children can be asked to compare the text they read with another source of information on a similar topic. This teaches them to find differences, ask questions, and take data critically.

Analysis of the characters' character and their actions. Students are asked to think about why the character performed certain actions, which allows them to develop empathy and the ability to analyze motives.

9. Reading with visualization and theatricalization

Reading with visualization elements helps children to better memorize the text and develop their imagination:

Staging what they read. Children act out scenes from the text, presenting themselves as the heroes of the story. This technique promotes a deep understanding of the content and allows you to see the text from a new angle.

Creating comics or illustrated stories. Children can express text in the format of pictures, which helps them understand the content through visual images and develop creative abilities.

10. The gradual complication of texts

In order to form a stable reading competence, texts need to be complicated as reading skills grow. Recommended:

Gradually increase the complexity of vocabulary and grammatical structures. This creates a necessary challenge for students and supports their motivation.

Alternation of fiction and popular science texts. This broadens the horizons of students and teaches them to perceive a variety of content [3].

The use of adapted literature. The transition from simple texts to adapted versions of classical works helps children prepare for the perception of original literature.

Conclusion

The formation of reading competence requires a variety of techniques that are aimed at creating interest in reading, gradually mastering texts, developing critical thinking and analytical skills. The use of game methods, theatricalization, gradual complication of texts and visualization of content allows primary school students to immerse themselves in the process of reading in English with pleasure and confidence.

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EFFECTIVE APPLICATION OF THE MODULAR TEACHING METHOD IN ENGLISH LESSONS

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Түйін: Бұл мақалада модульдік оқыту әдісінің ағылшын тілі сабақтарында тиімді қолданылуы, оның артықшылықтары, іске асыру стратегиялары мен озық тәжірибелері көрсетілген. Сонымен қоса оқу бағдарламасын кішігірім, мақсатты блоктарға немесе модульдерге бөлетін құрылымдық, икемді оқыту тәсілін қолдану қарастырылады.

Резюме: В статье рассматривается эффективное применение модульного метода обучения на уроках английского языка, освещаются его преимущества, стратегии внедрения и лучшие практики. И использование структурированного, гибкого подхода к обучению, который делит учебную программу на более мелкие, целенаправленные блоки или модули.

In today's rapidly evolving educational landscape, innovative teaching methods are essential for enhancing student engagement and improving learning outcomes. One such method gaining traction in language instruction is the modular teaching approach. This article explores the effective application of the modular teaching method in English lessons, highlighting its benefits, strategies for implementation, and best practices.

Understanding the Modular Teaching Method

The modular teaching method divides the curriculum into discrete units or modules, each focusing on a specific theme, skill, or topic. This approach allows for flexibility in teaching, enabling educators to tailor lessons to meet the diverse needs of their students. Modules can be designed to integrate reading, writing, speaking, and listening skills, providing a comprehensive learning experience.

Benefits of Modular Teaching in English Lessons

1. **Customization and Flexibility:** Educators can adapt modules to cater to different proficiency levels, learning styles, and interests. This personalization fosters a more inclusive classroom environment [1].

2. **Enhanced Engagement:** Breaking lessons into manageable modules helps maintain student interest and motivation. Interactive activities and varied content within each module keep learners engaged.

3. **Focused Learning:** Each module targets specific language skills, allowing students to concentrate on one area at a time. This focus can lead to deeper understanding and mastery of the material.

4. **Assessment Opportunities:** Modular teaching facilitates continuous assessment. Educators can evaluate students' progress at the end of each module, providing timely feedback and identifying areas needing improvement [2].

5. **Collaborative Learning:** Modular structures often encourage group work and peer collaboration, fostering communication skills and teamwork among students.

Strategies for Implementing Modular Teaching

1. **Define Clear Objectives:** Each module should have specific learning objectives aligned with broader curriculum goals. Clear objectives guide lesson planning and assessment.

2. **Integrate Skills:** Design modules that incorporate multiple language skills. For example, a module on "Travel" could include reading travel blogs, writing itineraries, speaking about personal travel experiences, and listening to travel-related podcasts [3].

3. **Utilize Diverse Resources:** Incorporate a variety of materials such as videos, articles, songs, and interactive tools. This variety keeps lessons dynamic and caters to different learning preferences.

4. **Encourage Student Choice:** Allow students to choose topics or projects within the modules. This autonomy can increase motivation and investment in their learning.

5. **Include Reflection:** Integrate reflection activities at the end of each module. Encourage students to assess their understanding, skills gained, and areas for improvement, fostering a growth mindset.

Best Practices for Modular Teaching

1. **Start Small:** Begin by implementing one or two modules before gradually expanding. This approach allows educators to refine their methods based on student feedback and outcomes.

2. **Collaborate with Colleagues:** Share ideas and resources with fellow educators. Collaborative planning can lead to richer module content and improved teaching strategies.

3. **Solicit Student Feedback:** Regularly seek feedback from students regarding the modular approach. Understanding their perspectives can help improve future modules and enhance engagement.

4. **Professional Development:** Invest in training on modular teaching methods. Workshops and seminars can equip educators with the necessary skills and strategies for effective implementation.

5. **Assess and Adapt:** Continuously evaluate the effectiveness of each module through assessments and student performance data. Use this information to make necessary adjustments for future lessons [4].

A particularly important point in drawing up a technological map of a module is the definition of key forms of organization of educational and cognitive activity, forecasting forms of control and expected results. At the beginning of work with each module, the teacher informs students about the volume of the module, the procedure

for working with it and issues a modular program or methodological instructions replacing it.

The module is accompanied by: "Appendix with exercises", "Control sheet", "Scheme of the level of knowledge", with the help of which students evaluate their work. The module is completed after preliminary study of new grammatical material. For the completion of the educational module, if independent work is carried out in class, the teacher allocates a certain time, which he informs students about in advance. If such work is planned as homework, then the student completes it at an individual pace. But first, of course, such work should be carried out in class in order to teach students to work with modules and, if difficulties arise, to provide timely assistance and give the necessary explanations [5].

Thus, modular learning has the following advantages:

- almost all students work independently (some with a certain "portion" of help from the teacher), achieve a specific goal of educational and cognitive activity - consolidate knowledge on a certain topic;
- working independently for a maximum of time, students learn self-organization, self-control and self-assessment, this gives them the opportunity to realize themselves in the activity, determine the level of knowledge acquisition themselves, see gaps in their knowledge and skills and correct these gaps;
- the use of educational elements of modules makes it possible to develop such personal qualities of the student as independence and collectivism;
- during the implementation of the module, students usually do not violate discipline and are not distracted by extraneous matters.

Teaching using modules introduced into school practice allows modernizing traditional methods (group, game, paired, etc.) in teaching grammar, vocabulary, etc.

Modular learning also helps to solve a number of problems of teaching and education. The modular teaching method offers a flexible and engaging framework for English language instruction. By breaking down the curriculum into focused, manageable units, educators can create a more personalized learning experience that meets the diverse needs of their students. With careful planning, collaboration, and a commitment to continuous improvement, the modular approach can significantly enhance language acquisition and foster a love for learning among students. As educators embrace this innovative method, the potential for improved language skills and greater student engagement becomes increasingly attainable.

The effective application of the modular teaching method in English lessons can transform the learning experience. By focusing on clear objectives, integrating skills, and using varied resources, educators can create engaging and effective lessons that cater to the diverse needs of their students. This approach not only enhances language proficiency but also fosters a love for learning, making it a valuable tool in modern education.

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SEARCH READING AS ONE OF THE MECHANISMS FOR INCREASING THE SPEED OF TEXT COMPREHENSION

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Түйін: Бұл мақалада іздеуді оқу әдістері және олардың мәтінді түсіну жылдамдығына әсері қарастырылады. Оқырмандарға әртүрлі мәтіндерден ақпаратты тиімді шығаруға мүмкіндік беретін негізгі стратегиялар, сондай-ақ бұл әдістердің жалпы оқу өнімділігіне әсері сипатталған.

Аннотация: В данной статье рассматриваются методы поискового чтения и их влияние на скорость понимания текста. Описаны основные стратегии, которые позволяют читателям эффективно извлекать информацию из различных текстов, а также влияние этих методов на общую продуктивность чтения.

In the era of information overload, the ability to quickly find and process information has become a necessary skill. Search reading is one of the methods that helps increase the speed of text perception. The purpose of this article is to analyze the main strategies of search reading and their impact on text comprehension. Searching is an effective mechanism that helps improve your speed of comprehension, especially when you need to quickly find specific information or key ideas. Here are some key aspects of searching: Determine your reading purpose: Before you begin, it is important to understand what information you are looking for. This could be a specific fact, data, or a general understanding of the topic. Scan the text: First, quickly scan the text, paying attention to headings, subheadings, highlighted text, lists, and tables. This helps you form an idea of the structure of the material [1].

Look for keywords: Look for keywords and phrases that can help you navigate the text quickly and find the information you need. Selective approach: Do not read the entire text, but only those parts that you think contain important information for your purpose. Take notes: As you read, take notes or highlight important points. This will not only help you remember the information better, but will also make it easier to analyze later. Practice: As with any skill, regular practice of searching helps develop the speed and accuracy of your comprehension. Use of technology: There are various apps and programs that can help develop your exploratory reading skills by offering specific exercises and techniques. These techniques can greatly improve your efficiency in reading and save you time when searching for the information you need.

Focus on the main idea: When reading exploratory reading, it is important to be able to identify the main ideas. Read the first and last sentences of paragraphs, which often contain key information. **Use of context:** Understanding the context in which information is presented can greatly facilitate comprehension. This includes knowledge about the subject as well as general trends in a particular area. **Compare and contrast:** When you have multiple sources of information, it is helpful to compare them to get a better understanding of the topic. This allows you to quickly identify agreements and disagreements.

Pay attention to visuals: Graphs, charts, illustrations, and other visuals can be helpful in quickly understanding complex data and concepts. **Chunking:** If the text is long, break it into logical parts to avoid overloading yourself with information. This will help you maintain concentration and reduce fatigue. **Ask questions:** Before you start reading, formulate questions you want to answer. This will frame your perception of the text and help you focus on finding the information you need. **Practice with different texts:** Try different types of texts (research articles, news articles, fiction, etc.) to practice your exploratory reading skills. This will help you adapt to different writing styles and topics. **Evaluate information:** After you finish reading, draw conclusions and evaluate how well the information matches your original goals. This will help you understand what was useful and what you need to change in your approach the next time you read [2].

Exploratory reading is not only a technique, but also a strategy that allows you to process information efficiently, increasing your productivity and reducing the time spent reading. With practice, you will be able to find the information you need in the text faster and easier. **Use tags and annotations:** If you are reading on an electronic device, use the highlighting and commenting functions. This will allow you to quickly return to important points later. **Practice active reading:** Instead of passively absorbing the text, ask yourself questions and try to predict what will happen next. This activates your mental processes and improves comprehension. **Read at different levels:** Use different reading approaches depending on the complexity of the text. Scientific or technical material may require more detailed reading, while news or general articles may require faster, more exploratory reading.

Identify the most important sections: If the text is structured, pay more attention to the introduction, conclusion, and sections with key data or arguments. **Use technology to help:** Read-aloud programs can help you retain information better, especially in longer texts. It can also improve your comprehension speed. **Relax and reduce stress:** Tension and fatigue can reduce your concentration and ability to read exploratoryly. Regular breaks and relaxation techniques can help maintain mental sharpness. **Improving vocabulary:** The more words you know, the easier it will be to quickly comprehend the text. Regularly reading a variety of materials will help you expand your vocabulary and improve your comprehension. **Introduction to Speed Reading Techniques:** Some techniques, such as the peg method, keyword reading, or skimming, can help improve your speed and comprehension.

Discussing What You've Read: After reading, try discussing the text with others. This helps solidify your understanding and uncover new ideas that you may

have missed. **Regular Practice:** Make it a habit to practice searching regularly. The more you read, the faster you'll find the information you need and the better your overall understanding. **Review and Adjust Your Approach:** After completing the reading process, evaluate how well you've achieved your goal. This will help you make the necessary adjustments to your searching methods in the future. These strategies will help you develop your searching skills, which in turn will improve your overall efficiency in processing information. Regularly practicing these techniques will help you become a more confident and competent reader.

Focusing on the main idea is a key strategy in searching for information that helps you quickly grasp the gist of a text and highlight the most important information. Here are some ways to effectively focus on the main idea:

1. **Reading headings and subheadings.** Headings and subheadings often contain the main idea of a section or article. Start by quickly scanning them to get a sense of the overall structure of the text.

2. **Identifying the topic of a paragraph.** The first and last sentences of a paragraph often contain the main idea. Reading these sentences will help you quickly determine what the text is about.

3. **Looking for key words and phrases.** Identify key words that are repeated or emphasized. These can indicate the main themes and ideas of the text.

4. **Taking a quick summary.** After reading a paragraph or section, try to summarize the main idea in your own words. This will help reinforce the information and check your understanding.

5. **Asking questions about the text.** Ask yourself questions like, "What is the main idea of this text?", "What information is the author trying to convey?" This will help you focus on the key ideas.

6. **Illustrations and graphs.** Pay attention to graphs, charts, and other visual elements. They can highlight the main ideas and make it easier to understand.

7. **Comparison with other sources.** If possible, compare what you have read with other materials on the same topic. This will help you better understand the main ideas and identify their uniqueness.

8. **Highlighting the main points.** Use highlighters or underline the text to emphasize the key ideas. This will make it easier to refer back to the text later.

9. **Feedback.** If you have the opportunity, discuss what you have read with others. This can help clarify the main idea and identify aspects that you may have missed.

10. **Regular practice.** Reading different texts with a focus on the main ideas will help develop the skill of quickly identifying the gist. Practice makes perfect! Focusing on the main idea not only speeds up the reading process, but also contributes to a deeper understanding of the text. This is especially useful in situations where time for reading is limited [3].

Search reading is an important skill that can significantly increase the speed of text comprehension. Regular practice and application of searching reading strategies will help readers retrieve information more efficiently, adapting to the demands of the modern information society.

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ВИДЫ НЕВЕРБАЛЬНЫХ СПОСОБОВ ОБЩЕНИЯ

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Түйін. Тілдесудің ауызша емес құралдарының түрлерін зерделеу адамдардың өзара қарым-қатынасты қалай құратынын және бір-бірін қалай қабылдағанын тереңірек түсінуге көмектеседі.

Summary. Studying the types of non-verbal means of communication helps to better understand how people build relationships and perceive each other.

Тема невербального общения становится все более актуальной в современных исследованиях, поскольку невербальные сигналы играют важную роль в передаче информации и выражении эмоций. Взаимодействие людей включает не только слова, но и жесты, мимику, взгляд и интонацию- всё это помогает более точно передать смысл и настроение общения. Невербальные средства могут дополнять, усиливать или даже заменять слова, делая общение более многогранным и насыщенным. Разные виды невербального общения, такие как мимика, жесты, интонация и зрительный контакт, формируют целостную картину восприятия говорящего. Кроме того, невербальные элементы могут значительно различаться в зависимости от культурных и социальных факторов, что вносит в общение дополнительный слой смысла. Изучение видов невербальных средств общения помогает глубже понять, как люди строят взаимоотношения и воспринимают друг друга.

Невербальное общение - вид общения без использования слов. Оно играет большую роль в обмене эмоциями как между людьми, так и между животными, в том числе между человеком и дрессированными животными. Наблюдения показали, что в процессах общения 60%-85% информации передается с помощью невербального общения [1].

В одной из статей невербальное общение рассматривают как систему, имеющую в своём составе пять блоков (подсистем):

1. *Пространственная подсистема* (межличностное пространство).
2. *Взгляд*.
3. *Опико-кинетическая подсистема*, которая включает в себя:

- внешний вид собеседника,
- мимика (выражение лица),
- пантомимика (позы и жесты).

4. *Паралингвистическая* или *околоречевая* подсистема, включающая: вокальные качества голоса, его диапазон, тональность, тембр.

5. *Экстралингвистическая* или *внеречевая* подсистема, к которой относятся:

темп речи, паузы, смех и т.д.

На основании выделения перечисленных выше подсистем в невербальной коммуникации выделяют следующие типы или разделы науки:

- паралингвистика (наука о дополнительных к речи звуковых кодах, например, тембр, тон, интонация);
- кинесика (наука о жестах);
- мимика (наука о движении лицевых мышц, выражающих внутреннее душевное состояние);
- пантомимика (наука о телодвижениях)
- окулесика (наука о языке глаз и визуальном поведении людей);
- проксемика (наука о пространстве коммуникации);
- гаптика (наука о языке касаний и тактильной коммуникации);
- хронемика (наука о времени коммуникации);
- одорика (наука о запахах тела и используемой человеком косметики);
- аускультация (наука о слуховом восприятии звуков);
- гастика (наука о знаковых функциях пищи и напитков);
- системология (наука о предметах, которыми люди окружают свой мир);
- актоника (наука о поступках как знаках);
- просодика (акцентуационно-ритмическое оформление речи - фразовое ударение, синтагматическое ударение, логическое ударение, отличие от словесного ударения);
- экстралингвистика (это включение в речь пауз и различных психофизиологических явлений человека: плача, кашля, смеха, вздоха и т.д.).

Как уже было отмечено выше, любое передаваемое сообщение связано с определённым невербальным поведением собеседников. Л.М. Кнапп выделил следующие типы невербальных проявлений, которые осознанно или неосознанно дополняют речевое сообщение:

1. *Подтверждение и повторение.* Невербальное поведение может подтверждать и повторять то, что было сказано словами.

2. *Отрицание или запутывание.* Невербальное поведение может отрицать или запутывать вербальное сообщение.

3. *Усиление и акцентирование.* Невербальное поведение может усиливать и акцентировать сказанное, то есть увеличивать интенсивность сказанного и придавать ему ту или иную эмоциональную окраску, например при помощи разнообразных и многочисленных жестов решительно настроен, сердит и готов к конфронтации.

4. *Контроль и регуляция*. Невербальные послания часто используются для регуляции и контроля над тем, что происходит в процессе взаимодействия, для контроля над поведением другого. Например, нахмуренные брови одного из участников беседы могут служить для говорящего сообщением о том, что его мысль не вполне понятна и нуждается в пояснении. И, наоборот, кивки – знак полного понимания сказанного.

В настоящее время в науке большой интерес вызывает книга лингвиста Г.Е. Крейдлина «Невербальная семиотика. Язык тела и естественный язык». Семиотика – наука о знаках (греч. *знак, признак*) [2]. Основателями семиотики являются американский философ и логик Ч. Пирс и швейцарский лингвист Ф. де Соссюр. Невербальная семиотика представляет собой науку о знаках, которые человек использует при коммуникации. Автор анализирует разнообразные невербальные и вербальные единицы, описывает русскую жестовую систему и кинетическое поведение, ищет новые подходы к этой до сих пор малоисследованной теме.

Его составляют: голос, песня; внешний вид, одежда, поза; выражения лица, улыбка, взгляд; движения; танец, походка; жесты;

кивок и мотание головой, покачивание конечностями, направление конечностей, имитация некоторого поведения (например, качание двумя направленными вниз пальцами напоминает идущие ноги);

аплодисменты; прикосновения; рукопожатие; объятия; поведение, действия: уверенность, осторожность, безразличность, агрессивность; мимика; подражание поведению; личное пространство; флирт .

Голос — это звук, который человек издает, когда говорит, поет, смеется или плачет. Он образуется, когда воздух из легких проходит через голосовые связки, заставляя их вибрировать и создавая звуковые волны. В формировании голоса участвуют легкие, дыхательные мышцы, гортань с голосовыми связками и полости рта и носа, а также работа центральной нервной системы, которая координирует весь процесс. Голос и слух тесно связаны между собой: голос развивается благодаря слуху, и если человек не слышит, то не может полноценно использовать голос. Разные оттенки и интонации голоса помогают передавать эмоции, настроение и даже придавать словам другой смысл. Например, просьба или извинение, произнесенные с разной интонацией, могут звучать как дружеский жест или требование. Певцы используют голос как инструмент, а люди в целом могут изменять высоту, силу и тембр своего голоса за счет работы дыхательных мышц, голосовых связок и других органов, что помогает передавать разнообразные эмоции и смыслы.

Внешний вид-то, как другие люди видят и воспринимают другого человека. Это важная часть невербального общения.

Хороший внешний вид сильно зависит от характеристик: опрятный и чистый внешний вид; свободное естественное поведение; грамотная речь; достойные манеры; спокойная реакция на похвалу и критику; харизма.

Невербальное общение включает мимику и жесты. Мимика-это выражение лица, которое показывает наши эмоции и чувства. Она может

рассказать больше о наших переживаниях, чем слова, ведь по выражению лица и взгляду можно уловить более 70% информации. Например, если человек во время разговора меньше чем треть времени смотрит в глаза собеседнику, это может говорить о его неискренности.

Жесты тоже передают много смысла, и, как и слова в речи, они бывают разного типа:

Жесты-иллюстраторы помогают пояснить речь, например, указать направление, показать размеры или подчеркнуть важные моменты.

Жесты-регуляторы выражают отношение говорящего, например, улыбка, кивок или взгляд.

Жесты-эмблемы заменяют слова, например, рукопожатие как приветствие или поднятая рука на прощание.

Жесты-адапторы связаны с привычками, например, почесывание, касание предметов.

Жесты-аффекторы показывают эмоции через движения тела и лица.

Есть также микрожесты, такие как частое мигание или покраснение, которые могут многое сказать о чувствах человека. Визуальный контакт, или «контакт глаз», дополняет слова и помогает лучше понять друг друга.

В заключение можно отметить, что невербальные способы общения являются важной частью взаимодействия между людьми, обогащая и дополняя вербальную коммуникацию. Исследование различных видов невербальных сигналов, таких как жесты, мимика, интонация и зрительный контакт, позволяет лучше понять, как люди выражают эмоции и передают информацию без слов. Невербальные средства помогают формировать эмоциональный климат общения, а также уточнять и усиливать смысл сказанного. Различия в восприятии и использовании невербальных сигналов в разных культурах и социальных группах подчеркивают необходимость учитывать культурный контекст при анализе общения. Понимание невербальной коммуникации способствует более глубокому и точному взаимодействию между людьми, что важно для личностных и профессиональных отношений.

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THE POTENTIAL OF PERSONALIZATION IN FOREIGN LANGUAGE TEACHING

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Түйін: жеке тұлғаға бағытталған тәсілді жүзеге асыру және нәтижесінде студенттердің шет тілі сабақтарына қызығушылық танытуы және сыныпта да, үйде де

белсенді жұмыс жасау оқытудың осы тәсілінің дамыған құралдарының арқасында мүмкін болады

Резюме: реализация личностно-ориентированного подхода и, как результат, заинтересованность студентов в посещении уроков иностранного языка и активная работа, как в классе, так и дома, возможна благодаря разработанному инструментарию данного подхода к обучению.

Personalization is based on the latest developments in psychology and pedagogy aimed at personal development based on the principles of humanity and freedom. This allows us to speak about the unlimited potential of this approach to teaching foreign languages, since in this case the learning process puts the student himself at the forefront [1]. And this student is an inexhaustible source of motivation for learning, goals and objectives, topics for study, a set of materials, new solutions and approaches. We are primarily interested in the role of personalization in increasing students' motivation to learn a foreign language.

From this point of view, the use of personalization, in fact, is not limited either by topic or by type of language competence, and, of course, does not depend on the program textbook and how much it is focused on personal development. As mentioned earlier, the teacher is responsible for coordinating the work of the group. The teacher combines work with textbook, self-developed and other additional materials, focusing primarily on the desires and needs of students.

As part of the application of a person-oriented approach to teaching foreign languages, there are not only issues related to age requirements and the use of specialized educational and methodological complexes. It is important to determine when studying which topics are rational and most effective in applying this approach [2].

In general, the use of a person-oriented approach in foreign language lessons is not limited to any specific topics, it is more important to reorient methods and forms of work to personal involvement, change the wording of the tasks themselves. Topics for study are determined by the school curriculum and state standards, on the one hand, and the wishes and interests of students, on the other. The most boring topic, such as "geography of great Britain", can become interesting and even personally significant for each student if you offer them a trip to the mountains of Scotland and the plains of the South of England, made with the help of a competent selection of video material, presentations and maps.

The implementation of a person-oriented approach and, as a result, students' interest in attending foreign language lessons and active work, both in the classroom and at home, is possible thanks to the developed tools of this approach to learning. According to the theoretical and practical research of leading teachers, the most acceptable methods of implementing a person-oriented approach are the dialogue method, game methods, reflexive method, method of pedagogical support, diagnostic methods, creating a situation of choice and success. They give the student the opportunity to express themselves, to find something interesting to them and at the same time suitable for their level of knowledge and skills.

Thus, the student is involved in the learning process, he becomes interested in

learning, he wants to continue learning a foreign language, it is no longer a stranger to him. In this case, we can talk about increasing motivation to learn. And this motivation is based not on the desire to get good grades, but on a sincere interest and desire to learn to understand and speak a foreign language [3].

But it is important to mention here that when defining and formulating topics, it is desirable to involve students themselves in this process. This will inevitably lead to changes in both calendar and time-based planning.

The feature of personalization can be traced already at the planning stage, when the teacher begins with a detailed discussion in the class of the program of the upcoming work. At the same time, students themselves offer their own subtopics that interest them within the framework of the educational topic. The teacher enters them in the calendar and thematic plan, and students-in their schedule of control and self-control, built on the principle of the language portfolio [4].

The work begins with drawing up a creative calendar and thematic plan. The plan is called creative because the teacher combines traditional and new forms of work when drawing it up. The book for teachers of any educational and methodical set always has a calendar plan. From the point of view of a person-oriented approach, some changes are made to it.

The modern foreign language program provides competence-based approach, and the first place is given to speech competence, that is, the formation of speech skills of speaking, listening, reading and writing. Language competence (development of lexical, grammatical, and phonetic skills) is subordinate and serves speech competence.

For example, in most English language teaching kits, the headings of lexical and grammatical material traditionally precede the sections devoted to listening and reading. They do not have a graph of tests and project work. In planning based on personalization, they are mandatory, as well as an indication of the form of the final creative non-standard lesson.

This rearrangement immediately sets up teachers and students to achieve the final result of mastering foreign language speech in oral and written forms, specifies the subtopics of statements (it is mandatory to include subtopics proposed by the students themselves); shows which materials can be transferred to independent work, which creative project can complete the work on the topic [5].

For the didactic support of a person-oriented approach, an educational and methodological kit is also necessary. Most students are engaged in the "Inside Out" curriculum. Since statistical and empirical data were obtained on the basis of practical training, respectively, we will consider this textbook.

UMK New Inside Out - British publishing house "Macmillan Education", which reflects traditional approaches and modern trends in foreign language teaching methods. Authors of "New Inside Out" for primary schools of general education institutions - Sue Kay, Vaughan Jones.

The textbook is based on the plot-thematic principle. In all modules of the textbook there are regular characters - brother and Sister Larry and Lulu and their pet chimpanzee Chuckles. The UMK uses topics closely related to the real life of

students ("Acquaintance", "Family", "birthday", "My home", "In the circus", etc.). This approach makes the language learning process personalized, the student gets acquainted with a new family and language. New vocabulary is presented using colorful drawings, posters, or signal images. Students read dialogues with new vocabulary and perform exercises that help the teacher control the understanding of individual lexical units and the entire dialogue as a whole. After that, students use lexical units in independent statements on the topic. The UMK also provides for constant repetition of previously learned vocabulary and structures, which allows you to save them in the long-term memory of students. The "Now I Know" section summarizes students' knowledge, skills and abilities on each topic and allows you to use the exercises given in it to assess students' progress and their knowledge gaps. A distinctive feature of the UMK is the presence of the "Portfolio" section. At the present stage, when creating a language portfolio becomes relevant at school, it is important to learn how to design the material for a portfolio starting from elementary school.

The main goal of training is the communicative, speech and socio-cultural development of students, the development of students' abilities to use English as a tool for communication at the intercultural level in oral and written forms. The principle of redundancy is the basis for the construction of the UMK, which is manifested not only in a somewhat excessive number of exercises, but also in their fullness. This allows the teacher to use the principle of individualizing the training of students with different abilities. This principle helps to work successfully with students and entire subgroups of students in accordance with their capabilities. The main focus is on the set of vocabulary and its application on the basis of a strictly regulated training scheme. From the point of view of the personality-oriented approach, students in the learning process remain within the strict limits of the textbook requirements, and the textbook's focus on the interests of students is averaged. This means that the textbook presents the material in a way that the impersonal average fifth-grader should like [6].

From this point of view, the potential of personalization can be more fully realized when using the New Inside Out management system. When writing a portfolio, students do not just train their writing skills using new vocabulary, they express their opinions, get involved in the topic they are studying, and speaking to the class with an essay helps them grow as individuals, develop important oratorical and leadership skills, and speak to the public. It is not aimed at the personality of each individual student, but operates within the framework of the traditional method of making requirements and their mechanical implementation. On the other hand, the authors tried to modernize it and make it communicative, but the traditional essence remained.

Both sets are designed to introduce them in the second class. In most schools, it is at this age that students begin to learn a foreign language. And in our opinion, the application of personalization to learning at this age is quite possible. This approach does not have age restrictions, on the contrary, it provides for age differentiation, which once again speaks in favor of its application. It should be added that it is

advisable to start learning a foreign language based on this approach at the earliest possible age, so that the child does not have to adapt later to the requirements and principles of work that differ from the traditional and already familiar ones [7]. It is much better if the child immediately becomes interested in the language, learn to work independently, and not under the strict supervision and pressure of the teacher. Applying a person-centered approach from childhood will help to form a child's independence, flexibility of thinking, broad Outlook, and special attitude to learning based on personal interest, not on coercion. The benefits of such influence are undeniable.

In our opinion, the potential for personalization is huge. It is not limited to age, the educational and methodological kit used, or the topic of the lesson, on the contrary, it allows you to turn any, even the most boring topic into an exciting activity that allows you to involve every student in active work. The main requirement is the desire of the teacher to apply this approach to the organization of foreign language lessons and actively master its methods and forms.

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ОСОБЕННОСТИ ПРОЯВЛЕНИЯ ТВОРЧЕСКИХ СПОСОБНОСТЕЙ ЛИЧНОСТИ В УСЛОВИЯХ БИЛИНГВИЗМА

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Түйін. Таңдалған тақырыптың өзектілігі глобализация жағдайында қостілділіктің өсіп келе жатқан рөлімен байланысты, өйткені көптілділік мәдениетаралық қарым-қатынас пен кәсіби бейімделу үшін маңызды дағдыға айналуға. Қостілділіктің когнитивтік және шығармашылық қабілеттерге әсерін зерттеу бірнеше тілде сөйлеу қабілеті ойлау икемділігіне, көп міндеттілікке және стандартты емес шешімдерді табуға қалай ықпал

ететінін түсінуге мүмкіндік береді. Бұл қазіргі әлемде ерекше маңызды, өйткені креативтілік пен бейімделгіштік жоғары бағаланады.

Тірек сөздер: қостілділік, интеграция, құзыреттілік, тіл білімі, мәдениетаралық, таларалық

Annotation. The relevance of the chosen topic is driven by the growing role of bilingualism in the context of globalization, where multilingualism becomes an essential skill for intercultural communication and professional adaptation. Researching the impact of bilingualism on cognitive and creative abilities provides insight into how knowledge of multiple languages contributes to mental flexibility, multitasking, and the ability to find unconventional solutions. This is particularly important in today's world, where creativity and adaptability are increasingly valued.

Key words: bilingualism, integration, competence, language education, intercultural, intercultural

Слово билингвизм происходит от двух латинских слов: «di» – двойной и «lingua» – язык. Следовательно, билингвизм – это способность владения индивидом двумя [1, с. 25-31]. Человек владеющий более чем двумя языками называется полиглот или «мультилингвист». Владение несколькими языками, играет важную роль в формировании целостного восприятия мира у личности. Изучение билингвизма является актуальной междисциплинарной проблемой. Эта тема привлекает лингвистов и психологов со всего мира. Каждый год отечественными и зарубежными учеными публикуются множество учебников, учебных пособий и статей по проблемам билингвизма, что свидетельствует об актуальности данной проблематики. Миграция огромных масс людей, наблюдаемая во всех странах современного мира, браки представителей разных национальностей и другие факторы также привели ко всеобщей заинтересованности данного явления.

Известный немецкий философ Э.Кассирер подчеркивает, что изучение нового языка не просто расширяет словарный запас, но и открывает двери в совершенно иной мир, обладающий своей уникальной интеллектуальной структурой [2, с. 8]. Это означает, что каждый язык несет в себе не только лексические значения, но и культурные, исторические и философские контексты, которые формируют особый взгляд на реальность. Например, некоторые концепции могут быть выражены только в одном языке, и не могут быть адекватно переведены другой язык, что подчеркивает разнообразие и сложность человеческого опыта. Когда человек изучает иностранный язык, он не просто осваивает новые слова и грамматические конструкции, а начинает воспринимать мир через призму другой культуры. Это открывает возможности для глубокого понимания и сопереживания, позволяя избежать стереотипов и предвзятостей. Знание других языков способствует межкультурному диалогу, который становится особенно актуальным в современном глобализированном обществе. Люди, владеющие несколькими языками, способны легче находить общий язык с представителями различных культур, что способствует взаимопониманию и сотрудничеству.

Известный русский лингвист Е.М.Верещагин, исследуя проблемы билингвизма выделяет следующие его три уровня: рецептивный (вид билингвизма, в котором индивид, владеющий вторым языком, понимает его,

хотя синтезировать текст на данном языке он не может), репродуктивный (индивид может воспроизводить прочитанное и услышанное на том языке, на котором он их воспринял) и продуктивный (умение не только понимать и воспроизводить, но и «строить цельные осмысленные высказывания») [3, с. 112]

Суммируя многочисленные исследования посвященные проблемам билингвизма, можно выделить следующие виды билингвизма:

1. В зависимости от ситуации:

- национальный билингвизм;
- индивидуальный билингвизм;
- естественный;
- искусственный.

2. Согласно возрастным периодам билингвизм имеет следующее разделение:

– ранний, обусловленный пребыванием в двуязычной лингвокультурной среде;

– поздний, овладение вторым языком, после овладения родным языком.

3. С точки зрения степени владения языками и количества речевых действий различают следующие виды билингвизма:

- рецептивный;
- репродуктивный;
- продуктивный.

Мозг билингвов развит лучше, чем мозг людей, говорящих на одном языке. Это означает, что они лучше усваивают информацию, имеют больший объем памяти и обладают более совершенным аналитическим мышлением.

Билингвизм развивает творческие способности. Благодаря изучению двух языков с разной структурой и логической организацией у двуязычных людей формируется более креативный взгляд на мир. Человек, в одинаковой степени владеющий двумя языками, способен более полно видеть проблему и находить нестандартные выходы из ситуаций. Есть данные, свидетельствующие, что у билингвов лучше развиты оба полушария мозга и межполушарные связи, а значит, они имеют хорошие способности к рисованию, музыке и к переводческой деятельности.

Особо следует отметить, что билингвизм развивает также когнитивные навыки. Исследования показывают, что билингвы обладают лучшими способностями к решению проблем и креативному мышлению. Это связано с тем, что переключение между языками требует активизации различных участков мозга, что в свою очередь, улучшает общие умственные способности. Таким образом билингвизм не только обогащает личность культурно, но и способствует развитию ее интеллектуального потенциала.

В исследованиях, посвященных проблемам билингвизма отмечается, что билингвы могут быстро адаптироваться к выполнению нескольких задач одновременно и работать лучше, чем монолингвы. Такие способности исследователи связывают с умением переключать языковые коды, что, в свою

очередь, положительно сказывается на навыках творческого мышления [4, с. 195]. Также отмечается, что билингвы лучше приспособлены к конвергентному мышлению, то есть к работе, требующей умения находить несколько возможных решений одной проблемы. Данное умение особенно важна в творческих профессиях, требующих новых идей, гибкости и инноваций.

Еще один важный компонент творческой компетенции – способность соотносить различные идеи и концепции и устанавливать новые связи. Как выше было отмечено, билингвы часто являются частью более чем одной культурной или языковой среды одновременно, что помогает им видеть мир через призму двух (или более) различных культурных систем. Например, билингвы, мыслящие одновременно в русской и китайской языковых системах, могут использовать как русские, так и китайские культуремы, добавляя к ним свои собственные уникальные культурные коды. Такое межкультурное и межязыковое построение позволяет билингвам мыслить на разных уровнях и интегрировать культурные элементы с родного на неродной и с неродного на родной язык. В результате билингвы легче находят межкультурные связи и ассоциации и способны генерировать уникальные идеи. Билингвы склонны мыслить символами, метафорами и образами, что также повышает их творческий потенциал. Способность обращаться к понятиям и образам сразу двух культур расширяет воображение и значительно повышает вероятность генерации новых идей.

В исследованиях, посвященных проблемам билингвизма, также отмечается, что билингвы, овладевающие языками в различных социокультурных условиях, проявляют разнообразную творческую активность, поскольку их развитие стимулируется различными культурными параметрами.

В психометрической традиции творческое мышление часто ассоциируется с дивергентным мышлением, которое предполагает поиск информации и генерирование множества новых и альтернативных ответов при изучении проблемы. Дивергентное мышление характеризуется беглостью, гибкостью и оригинальностью исполнения. В своем исследовании многие ученые классифицируют состояние творческого потенциала у билингвов [5, с. 15]:

- Генеративная компетентность – активизация большого количества несвязанных концепций;
- Инновационная способность – генерация оригинальных и полезных идей.

Проблему билингвизма в контексте подготовки высококвалифицированных специалистов, умеющих быстро ориентироваться в усложняющейся информационной среде, актуализирует такой фактор развития социума как конкурентоспособность. В современных условиях билингвы обладают большей конкурентоспособностью на рынке труда.

Таким образом, билингвизм является актуальной тенденцией языкового развития современного социума. Имея межкультурный и межъязыковой характер, он способствует развитию творческого мышления и помогает

интегрировать элементы разных культур для создания чего-то нового. Поэтому билингвизм является важным инструментом развития личности в современном обществе, где креативность и гибкость мышления являются одним из самых важных качеств. Владение несколькими языками является приоритетом сегодняшнего дня и в условиях глобализации является подготовкой к реальной межкультурной коммуникации. Коммунифицируя, личности в первую очередь, соприкасаются с явлениями культуры и, во-вторых, через нее познают мир в богатстве взаимодействий предметов и людей. Это все улучшает потенциал билингва и является важным фактором развития его творческих способностей.

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TECHNOLOGY OF TEACHING IN COOPERATION IN PRACTICAL CLASSES OF A FOREIGN LANGUAGE

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Түйін: Бұл мақалада жоғары мектептегі шет тілі сабағында коммуникативтік құзыреттілікті қалыптастыруға арналған ойын әдісінің қолданылуын талдау қарастырылған. Бұл мақалада білім беру үдерісіндегі ынтымақтастықтың негізгі теориялық және практикалық принциптері де қарастырылады.

Резюме: В данной статье речь идет об анализе использования игрового метода для формирования коммуникативной компетенции на уроках иностранного языка в высшей школе. А также в данной статье рассмотрены основные теоретические и практические принципы сотрудничества в образовательном процессе.

Cooperative learning is one of the varieties of a personality-oriented approach to teaching a foreign language, which involves organizing groups of students who

work together to solve a problem, topic, or question. Students' speech-thinking activity develops with the help of communicative tasks of speech communication. The main idea of this technology is to create conditions for active joint learning activities of students in different learning situations. Cooperation is the joint work of several people aimed at achieving common goals. Working in a team, a person is forced to think not only about his own good, but also about the good of those who work next to him. Consequently, cooperative learning creates conditions for positive achievement of interaction between students in the process of achieving a common goal: everyone understands that he can succeed only if the other members of the group achieve their goals. The main idea of cooperative learning can be formulated as follows: to study together, and not just to complete various tasks together, to be aware of your successes and the successes of your comrades.

Basic principles of cooperative learning:

Groups of students are formed by the teacher before the lesson, taking into account the psychological compatibility of the children. In this case, each group should include students with different levels of learning abilities. If the group works harmoniously and amicably during several lessons, there is no need to change its composition. If the work for some reason does not go well, the composition of the group can be changed from lesson to lesson. The group is given one task, but when completing it, roles are distributed among the group members.

Interdependence of group members, which can be created on the basis of: a single goal that can only be achieved together; distribution of intra-group roles; single educational material; common resources; one reward for everyone. Personal responsibility of each. Each group member is responsible for their own successes and the successes of their comrades.

Equal share of participation of each group member. Joint educational, cognitive, creative and other activities of students in a group based on mutual assistance and support are achieved, as a rule, either by assigning intra-group roles or dividing the general task into fragments.

Reflection is a group discussion of the quality of work and the effectiveness of cooperation for the purpose of further improvement.

Currently, a search is underway for effective ways to teach reading. Reading a foreign-language text is the basis for developing oral speech. It is through reading that a person satisfies his personal cognitive needs. The technology of "Learning in Cooperation" is of particular interest in this case [1].

For a foreign language teacher, collaborative learning provides: a non-standard approach to organizing the educational process; multidimensional mastery of educational material; the formation of motivational readiness for interpersonal interaction not only in educational but also in other situations.

As reading material, we can recommend excerpts from fiction, journalistic texts, newspaper articles, but at the same time take into account the age characteristics of students, their interests, personal experience. Middle and high school students develop a need for self-educational activities that will be necessary in

the future. Accompanying text material helps to implement a differentiated approach to students, to conduct various forms of work: individual, group, collective.

A study pair (dyad) is more often used to consolidate the assimilated material and is built on the basis of: retelling a certain part of the educational material to each other; mutual checking; work in interview mode. Pre-text exercises stimulate students' mental activity, remove a certain difficulty in understanding the text. Post-text exercises help to understand the content of the proposed materials more fully and deeply, to pay attention to the most important events, to express one's point of view.

Working in pairs can be presented in the following tasks: write out and translate sentences with a certain grammatical structure: passive voice, infinitive, indirect speech, etc.; connect pairs of words by meaning; find, write out and translate sentences with certain words; make a partial translation of a sentence; rephrase sentences using a certain grammatical structure [2].

What is the principle for assigning students to pairs? Some teachers consider it necessary to include a strong and a weak student in the educational dyad. But T.A. Tsukrman believes that "a weak student needs not so much a "strong" as a patient and friendly partner. It is useful for a stubborn person to measure his strength with a stubborn person. It is dangerous to combine two mischievous children. The most developed children "should not be attached to the "weak", they need a partner of equal strength." Practical teachers practically do not use the triad's capabilities in their educational work. Thus, I.A. Zimnyaya names the following among the advantages of educational activities in a triad: greater argumentation (due to a large number of emerging ideas); greater sociability.

Indeed, the appearance of a third person in a study group can reduce the intensity of passions, and the opposing sides begin not just to argue with each other, but move on to the stage of persuasion, search and support from a third person. The organization of small study groups is especially important for shy students. Sometimes it is advisable to organize a homogeneous group (strong or, conversely, weak students). In this case, it is useful for the teacher to work with weak students himself, paying them maximum attention [3].

Group work is effectively used when teaching reading. It is advisable to use three or four permanent groups, which can be changed from time to time. Including students with good knowledge in each group allows a weak student to get the help he or she will need when completing a task. Group work can be used when checking a text they have read. The students distribute tasks among all members of the group: they divide the text into paragraphs. Each student rereads his or her paragraph again, determines the main idea contained in it, and includes it in the general plan as a point. The plan is written down, read aloud, and discussed [4].

Reading gives the student the opportunity to enrich himself with knowledge and get satisfaction from the activity itself in the language being studied, provided that:

- the student has mastered the reading technique;
- texts are attractive either for their educational information or entertainment value;

-the proposed communicative tasks are interesting, make the student think, express themselves as an individual, use their life experience;

-students master a certain reading culture: they know how to start working on a text, what to do with it next, depending on the communicative tasks at hand.

Other forms of educational activities. The "Learning in Cooperation" technology involves the use of such active forms as: debate, press conference. Methodology for conducting a debate. Students are divided into 2 groups of opponents and 1 group of the editorial board. The leader can be a teacher or a well-prepared student. Students are given 15 minutes to prepare for participation in the debate. Group 1 looks through and selects positive statements. Group 2 – negative ones. Both groups recall life examples from their experience. Group 3 (the smallest, 2-3 people) prepares a poster with the title of the topic, a badge for the leader.

The role of the moderator is not only to start and finish the debate, but also to be a link, ask questions, be able to direct a particular group in the right direction, and sum up [5]. Teaching methods. Several variants of the collaborative teaching method are used in organizing the educational process.

Learning Together ("Learning Together"). This approach to organizing collaborative learning was developed at the University of Minnesota in 1987. The class is divided into groups of 3-5 people, each with different levels of learning. Each group receives one task, which is a subtask of a larger topic that the entire class is working on. As a result of the joint work of individual groups, the entire material is mastered. The basic principles - reward for the entire team, individual approach, equal opportunities - work here as well. Within the group, students independently determine the roles of each in completing the overall task. Thus, from the very beginning, the group has a dual task: academic - achieving a cognitive, creative goal; social, or socio-psychological - implementing a certain culture of communication during the task. The combination of all the specified options for solving specific didactic problems allows for the most complete implementation of a personality-oriented approach in various pedagogical situations.

Stimulation and control techniques: Mutual control. Cyclic mutual checking. Students are asked to check each other's assignments according to the principle.

Experimental work proves that the use of the "Cooperative Learning" technology in teaching a foreign language in secondary school has a positive effect on the development of students. With this form of organizing the educational process, motivation for learning increases, collectivist relationships are formed, and independence develops.

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ӘДЕБИЕТТЕГІ РОМАНТИЗМНІҢ ТЕОРИЯЛЫҚ МӘНІ

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Резюме: В статье проводится анализ теоретическому понятию «литературный романтизм», рассматриваются исторические основы появления и формирования понятия «романтизм», принципы и особенности романтизма как литературного направления и метода

Resume: The article analyzes the theoretical concept of “literary romanticism”, examines the historical foundations of the emergence and formation of the concept of “romanticism”, the principles and features of romanticism as a literary movement and method

Әдебиеттің даму тарихында қалыптасып отырған ортақ құбылыс ағым мен бағыт, әдіс ұғымдарын зерттеуге көз салсақ, бірізділікті байқау қиын. Бұл ұғымдардың әдеби-теориялық табиғатын тануда қайшылықтардың болатынын да байқаймыз. Сондай ұғымдардың бірі-«романтизм» ұғымы. Өйткені «романтизм» ұғымының бағыт не әдіс ретіндегі мағыналарын тануда даулы мәселелер кездесіп отырады. Академик Р. Нұрғали: «Қазіргі әдебиеттану ғылымында әрі актуалды, әрі даулы теориялық мәселенің бірі – әдеби ағым және әдеби әдіс проблемасы», – деп көрсеткен [1-5-бет]. Бұл тек қазақ әдебиетіне тән құбылыс емес, «романтизм» ұғымына қатысты бұл мәселе - әдебиеттанушылардың бәріне ортақ.

Соңғы онжылдықта ғылыми дискурста «романтизм» құбылысын тұжырымдамалық бірлікке келтіруге әрекет жасалмағаны байқалады. Тіпті жаңа басылымдарда да «романтизм» ұғымын бұрыннан белгілі «белсенді емес» және «белсенді» деп бөлуді байқауға болады. Сондай-ақ ғылыми еңбектерде «романтизм» анықтамасын: а) «идеялық және көркем қозғалыс»; ә) «көркем әдіс» деп қарастыратын көзқарастар қайталанатын. Дегенмен, бұл екі мағына да нақтылауды қажет етеді. Шығармашылық (көркемдік) әдіс ретінде романтизм түсінігі реализмге қарсы әдіс болады. Ал әдеби «қозғалыс» ретінде мәдениетті (әдебиетті, көркем өнерді, т.с.с.) жасаушыларды халықаралық та, тіпті жеке елдерде де ортақ бір платформаға біріктірген романтизм болған жоқ. Мысалы, Байрон романтизмге қатысын жоққа шығарып, «романтиканы» қиял деп танып, оның құндылығына күмән келтіргені белгілі.

«Романтизм» ұғымының мәдени негіздерінің пайда болу себептерін тарихи-философиялық талдауда да қиындықтар байқалады. Ең маңыздыларының бірі- «романтизмнің» пайда болуы «ағартушылық» бағытқа жауап беру ретінде пайда болған делінетін себеп.

Сонымен қатар, романтизмде ағартушылық бағытқа тән «жеке тұлғалық» үрдіс аңғарылады. Еуропаға жаңа леп, жаңа төңкеріс алып келген оқиғалар да осы ағартушылық бағыттың салдарынан пайда болғаны тарихтан белгілі. Ол өз салқынын әдебиет пен өнерге де алып келіп, «азаттық», «теңдік» идеясын дәріштеген жоғары пафосты туындылар тудырған әдеби ағымның да пайда болуына әсер етті.

1650 жылдары ағылшын тілінде пайда болған «романтик» ұғымы ғасыр бұрын француз тілінде пайда болған *romant* (рыцарьлық романс) сөзінен келген. Мағынасы- сиқырға толы роман тіліндегі ежелгі хикаялар дегенді білдірген.

«Романтиканың» әдеби термин ретінде алғашқы негізін салғандардың бірі ағылшын ақыны және сыншысы Томас Уортон (1728–1790) болды. Ол поэзияның бейнелік құрылымдары мен алғышарттары ерекшеліктеріне назар аударады. А.Шлегель (1807-1808) «романтизм» және «классицизм» ұғымын тереңірек зерттеп, оларды өнер тарихындағы бір-біріне қарама-қайшы екі әдіс деген идеяның негізін салады. Әдебиеттегі «романтизм» мен «реализм» текетіресі де осы идеядан бастау алады. [3- 368]

Романтизмнің түрлі мән-мағынаға ие болуы оның бірнеше бағыттар мен идеяларды қат қабат біріктіруінде, «сентиментализм» (сезімталдық), «психологизм», «индивидуализм» (жеке тұлғалық) деген секілді идеялардың қабаттасып келуінде деген тұжырым да қалыптасқан.

Еуропадағы XVIII-XIX ғасырлардағы романтикалық бағытқа діттеп зер салу, ең алдымен, еуропалықтың «өнердің объектісі» ретіндегі өзін-өзі сезінуінің өзгерісінен бастау алады. Ол «бірегей тұлға» ретінде қалыптаса бастады, оның дербес тұлғасы дәріптелді, сырттан бақылаушыдан ішкі дүниесіне үңілетін объектіге айналды. Міне, сондықтан лироэпиканың, яғни будан әдеби түрдің пайда болуы заңдылық болды. Сонда романтизм-әлемді өзімен өлшейтін шексіз жан-жақты субъект бейнесін қалыптастырған бағыт болады. В.В.Сердечная «Әдеби романтизм теориялық мәселе ретінде» зерттеу еңбегінде әдебиеттанушы М.М.Бахтиннің: «Мен барлық болмысымды объектіге сала алмаймын, мен кез келген объектіден оның белсенді субъектісі ретінде анағұрлым асып түсемін» деген пікірін келтіріп, романтизмдегі кейіпкер бейнесі мен жалпы автор бейнесін субъектілік негізде қарастыратынын көрсетеді. [3-24] Міне осыдан-психологизм, индивидуализм, риторикалық дайын формулалардан бас тарту, күрделі құрылымға құрылған роман жанры пайда болды. Ал кейіпкер – жеке тұлға, субъект, яғни әдебиетте мінез бейнесі жасалмайды, тұлға бейнесі жасалады. Кейіпкер арқылы автор, автор арқылы кейіпкер танылады, өйткені романтикалық бейненің негізі-«бәрі - менде, мен-бәріндемін», шексіздік.

Еуропалық ой мен шығармашылық тәжірибедегі қағида-аяқталмаған әлемді, сонымен бірге аяқталмаған бейнені, кейіпкерді ашу болады. Осы жерден –романтизмнің негізгі жанрлық әдістері ретінде романтикалық ирония мен үзінділік, бөлімділік пайда болады. Яғни, әлем үнемі өзгеріс үстінде, түрленіп, дамып отырады, сол секілді әдеби шығарма да ешқашан аяқталмайды, оның үзінділерден болуы –қағида. Сөз өнері жасалу сәтінде, шығармашылық үдеріс кезінде құбыла беретін ойынға ұқсайды, оның жанрлық шектеулері, шекарасы болмайды. Романтизмнің бағыт ретінде нақты анықтамасының болмауының себебі де осыдан.

Романтизмнің көркем әдеби табиғатының тұрақты шамасы- авторлық аллегорияның күрделілігі. Авторлар өзіндік жеке, авторлық белгілерді, символдарды күрделі аллегорияларды жасақтайды, қолданады. Көркемдік құралдарды фольклордан бастап, өзге мәдениеттерден іздейді. Олар өздерінен бұрынғы әдеби ағымдардың көркем құралдарын, айшықтау тәсілдерін болашаққа бағыттай отырып, жаңаша айналымда қолданады. Олардың әдебиетке әкеліп отыратын төңкерісті жаңалықтары осыдан туындайды.

Романтизмнің осындай ерекшеліктерін сөз қыла отырып, оның негізгі белгілері ретінде қарастырып жүрген «белсенді», яғни «демократиялық» және «пассивті», яғни «аристократиялық» деп бөлу, сонымен қатар оны мәңгілік, уақытқа сыйымсыз, шындыққа жанаспайтын шығармашылық әдіс деп ұғыну күмән туғызады. Керісінше, романтизмге әмбебаптық, әлемді тұтас қабылдау тән.

Сонымен, романтикалық сананың пайда болуы ағартушылық бағытпен бірге келген жеке тұлғаға қайта мән беру, оны субъект бейне ретінде толық танумен байланысты болды. Әдебиеттегі романтизм өзінің көркем тәжірибесінде мынадай қағидаларымен танылады: аяқталмағандық, үнемі жаңарып отыру; бөлім-бөлшектерге құрылғандық; мазмұн, түр, әдістің әмбебаптығы, авторлық аллегорияның күрделілігі; фольклорға, ортағасырлық өнерге қызығушылық; лиро эпикалық жанрлардың будандасуы.

А.Блоктың пайымдауынша: «романтизм»- әдеби бағыт қана емес, шынайы романтизм-өмірден бөліну емес, өмірге деген ұмтылысқа толы; ол – кез келген тұрып қалған форманың астында ағып жатқан, соңында оны жарып шығатын биік рух». Десе де, «романтизмнің» бағыт ретінде де, әдіс ретінде де көркем әдебиеттегі көркем-әдеби ғана емес, сонымен бірге саяси-әлеуметтік идеологияны қалыптастыратын қуатты құрал бола алатынын әдебиет тарихы дәлелдеді. В.М. Жирмунский «Салыстырмалы әдебиеттану. Шығыс пен батыс» еңбегінде шығыс және батыс әдебиетінің дамуы тарихына салыстырмалы талдау жасай келе: «Романтизм, өзге әдеби ағымдар секілді, күрделі, диалектикалық қарама-қайшылыққа толы, сараланған, өзгермелі және үнемі дамып отыратын тарихи факт, сондықтан оны қоғамдық-тарихи шындықпен, түрлі ұлттық, әлеуметтік және жеке дара тұлғалық ерекшеліктермен бірге өзгеріп отыратын тұтас жүйе ретінде қарастыру керек» деген пікір білдіреді. [4-141]

Романтизм ағым ретінде белгілі бір тарихи кезеңде қалыптасып өзгеріп отыратын жүйе болса, онда сол кезеңді әдебиетті жасаушы қаламгерлердің көркемдік идеялық әдістері де осы ағымды жасауға бағытталатыны хақ. Сонда романтизмді – көркемдік әдіс деп қарастыру да санаға қонымды. Бұл туралы В.М. Жирмунский жоғарыда аталған еңбегінде: «классицизм», «романтизм», «реализм» терминдері белгілі бір дәуірдің тарихи кезеңіндегі әдеби ағым ұғымында ғана емес, сонымен қатар өнердің әдісі ұғымында да қолданылады» деп көрсетеді. [4-148] Бұны Ж.Жарылғапов өзінің «Қазақ прозасы:әдістер мен ағымдар» атты монографиялық еңбегінде әдеби ағымдар сипаттамасын келтіре отырып: «әдебиеттің даму жолында көркемдік әдісті қалыптастыратын әдеби ағымдар бар. Көркемдік әдістер де бірнеше ағымдарды біріктіре алады» деп атап өтеді. [1-40]

Қазақ әдебиеттану ғылымында «әдеби ағым» мен «әдеби әдіс» терминдерін түсіндіруде де қайшылықтар кездеседі. Е.Ысмайлов «Әдебиет теориясының мәселелері» еңбегінде алғашқылардың бірі болып осы терминдерге талдау жасайды: «көркем метод-өмір шындығын жинақтап түйіп көрсететін дүниені көркемдік жолмен танудың принципі» [5-76] деп, ал «ағым» ұғымын түсіндіруде еуропа әдебиеттануындағы «ағым» деп жүргендердің бірқатары «стиль» болса, бірқатары «әдіс» болатынын айтады. Сонымен бірге ғалым: «әдебиет тарихында шын мәнінде көркем методқа жататын-классицизм, романтизм, реализм, социалистік реализм» [5-77] деп нақтылап өтеді. Ғалым романтизмді әдіс ретінде: «романтизм методы классицизмнің рационализм методы керексіз деп танып, қияли сезім елесін алға ұстады. Ол орта ғасырдың қияли дүниесін, күңгірт миф, фантазияны дәріптеді. Адамдардың жеке қара басын ең жоғары, ең бірінші фактор етіп, бұл факторды қоғамға қарсы тұратын зор қайрат, ерлік істейтін етіп көрсету басты принцип болды» деп сипаттама береді. [5-77] Автордың романтизмді қаламгерлер реализмге қарсы әдіс ретінде қолданғанын баса көрсетіп, кеңестік идеология жетегінде романтизмді көркемдік әдіс ретінде қолданушыларды буржуазиялық сарынды, «кертартпа» әдебиетті тудырушылар ретінде қарастырып: «кеңестік әдебиетте романтизм емес, романтика бар» [5-87] дейді. Десе де, ғалым қазақ әдебиетіндегі романтизм әдіс ретінде толық орнамаса да, Абай шәкірттері, Ақылбай, Шәңгерей шығармаларын романтизм әдісімен жазылған туындылар ретінде қарастырады.

Осы орайда қазақ әдебиетіндегі романтизм ұғымын зерттеген Ж.Жарылғапов өзінің «Қазақ прозасы: әдістер мен ағымдар» атты монографиялық еңбегінде 3. Ахметовтің: «Романтизмнің бағалы жақтары, өзіндік артықшылықтары да, осалдығы да бар. Романтизм мен реализмді екі түрлі көркемдік әдіс деп қарасақ, олар бірін-бірі толықтырып та тұрады» [1-77] деген пікіріне сілтеме жасай отырып, «романтизмді» әдеби ағымды тударған қаламгерлердің қолданған «көркемдік әдісі» деп қарастырады.

Сонымен романтизмнің ағым не әдіс ретінде қазақ әдебиетінде пайда болуын қарастырсақ.

Бұл ұғым әдеби құбылыс ретінде қазақ әдебиетіне көне дәуір мифологиясы мен еуропа әдебиетінен келген десек, жаңсақ болар. Дегенмен әдебиеттің жалпы адамзаттық құндылық екенін ескерсек, әдебиеттер сабақтастығын, үлгі алу дәстүрін де жоққа шығара алмаймыз. Бұл туралы қазақтың тұңғыш әдебиеттанушысы А. Байтұрсынов өзінің «Әдебиет танытқышында» былай дейді: «Бір жұрт екінші жұрттан әдебиет жүзінде үлгі алу жалғыз бізде болған іс емес, барша жұрттың басында болған іс. Осы күнгі әдебиеттің түп үлгісі грек жұртынан алынған. Грек әдебиетінен үлгіні Рум алған, Европадағы басқа жұрт алған. Біздің орыста әдебиет үлгісін Европадан алып отыр, біз орыстан алып отырмыз» [6-144]

Дегенмен, кез келген ұлттық әдебиет өзінің түп қазығы ауыз әдебиетінен бастау алатын болса, қазақ әдебиетіндегі романтизм құбылысының да осынау фольклордан тамыр жаятынын атап айту керек. Қазақ ауыз әдебиетіндегі эпикалық жырлар (батырлар жыры, лиро-эпостық жырлар), аңыздар қиялмен өрілген кейіпкердің ішкі жан-дүниесін, қуаныш-қайғысын, күйініш-сүйінішін әлеуметтік оқиғалармен қабаттастыра суреттеу арқылы даралау-романтикалық құбылыс, Ж.Аймауытовша «сарындамалық» ағым. Ғалымдардың пікірінше «романтизм» ХХ ғасырдың басына дейін қазақ әдебиетінің поэтикалық жанрында байқалды. ХХ ғасырдың басында қазақ прозасының роман жанры пайда болып, романтизм әдеби әдіс ретінде де, ағым ретінде де құлаш жайды. Әдебиеттің осы кезеңіндегі романтизмді зерттеушілер тағы да екіге бөлініп: бірі- романтизм-әдебиеттегі жаңа дәуірдің басы, көркемдік дамудың сатысы десе, екіншілері- романтизм – ескілікті көксеу, кертартпа бағыт деген пікірлерді келтіреді. Ал енді роман жанрын түбегейлі орыс әдебиетінен келді деу де қисынға келмейді. Әлем әдебиеті прозасы тарихында эпикалық жанрдың күрделі түрі романның бірте-бірте тарихи-мәдени кезеңдерден өтіп қалыптасқанын байқасақ, қазақ прозасы бірден осынау күрделі жанрдан бастау алып, орнығып қалуының бірден бір себебі- романның фольклордың аналогы болған –эпостық, лиро-эпостық жырлар, бергін келе жыраулар поэзиясы, тарихи жырлар қазынасы, әдеби эпикалық мұра. Сондықтан да қазақ прозасында батырлық, ғашықтық жырлардағы биік романтикалық рух, романтизм әдісіне тән көркемдік бояулар сақталды.

Қазақ әдебиетінде романтизмнің орнығып дамуының себептері ретінде ғалым Ж.Жарылғапов мыналарды атап көрсетеді: «бірі – тарихи-әлеуметтік фактор, бірі – ұлттық дәстүр аясында пісіп-жетілген қажеттілік (заңдылық десе де болады), енді бірі – әдеби байланыстар». [1-78]. Қазақ әдебиетіндегі «зар заман поэзиясы» аталған кезең (жыраулар поэзиясы, Махамбет поэзиясы), либералды-демократиялық реформалар орын алған төңкеріс кезеңі (Абай шығармашылығынан қуат алған ағартушылар еңбегі), азатшыл-прогрессшіл рухтың оянған кезең (С.Торайғыров, С.Көбеев, М.Дулатов, Ж.Аймауытов, М.Жұмабаев, т.б.) тудырған әдебиет-тарихи оқиғалар әсер етіп, қоғамдық – рухани қажеттіліктерден туындаған, әдеби байланыстардан жетілген әдебиет болды. Бұл әдебиеттің қуатты құралы романтизм әдісі болатын. Өйткені бұл

кезеңдегі әдеби шығармаларда суреттелетін оқиғалар шындыққа негізделді, яғни автор өзі өмір сүрген ортаның шындығын сөзге қосты, ал шындық автордың не кейіпкердің көркем қиялымен өрілді, оның жан-дүниесіне үңілді, ал ол қиял – не өткенмен, не болашақпен байланысты. Мұнда – өткендегі «ізгі үлгілерді» (тарихи үлгі – тұлға, оқиға) дәріптеу, яки келешектегі «ізгілікке» (жетісітікке, жақсылыққа) үміттену, ұмтылу сарыны басым болды.

Қорыта айтқанда, «романтизм»- «әдеби ағым» не «көркем әдіс» деп үзілді – кесілді тұжырым жасауға болмас. Десе де, оны «әдеби ағым тудырған әдебиеттегі көркем әдіс» деп, не болмаса «көркем әдіс тудырған әдеби ағым» деп қарастырамыз. Қалай болғанда да, әдебиеттің тарихи-әлеуметтік оқиғалардың көркем бейнесі ретінде үнемі өзгеріп, дамып отыратынын ескерсек, оның басқа сипаттарымен (ағым, бағыт, стиль) бірге қабаттасып, қаламгердің шығармашылық шексіздігін танытатын, қоғамдық идеяны қалыптастыратын құбылыс екенін баса айтуға болады. Оның негізгі белгілері: әдеби әдістердің, стильдік қолданулардың әртүрлілігі, субъектілік, халықтық көркем әдебиетімен сабақтастығы, өзге ағымдармен қат-қабат қалыптасып, дамып отыратын жүйелі құбылыс болмақ.

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STUDYING THE POTENTIAL OF AI IN EVALUATING AND CORRECTING TEXTS IN A FOREIGN LANGUAGE

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Түйін: Мақалада жасанды интеллекттің (ЖИ) шет тіліндегі мәтіндерді бағалау және түзету мүмкіндіктері қарастырылады. ЖИ құралдарын қолданудың негізгі артықшылықтары мен оларды оқу процесіне енгізудің әртүрлі тәсілдері талданады.

Резюме: Статья рассматривает возможности искусственного интеллекта (ИИ) в оценке и корректировке текстов на иностранном языке. Анализируются основные преимущества использования ИИ в этом процессе и предлагаются различные подходы к его интеграции в образовательную практику.

With the rapid development of technology, artificial intelligence (AI) is increasingly becoming a part of various fields, including education and language learning. One of the key benefits of AI in this area is its ability to assess and correct foreign language texts. AI can effectively analyze texts, detect grammatical, lexical, and stylistic errors, and suggest improvements. This makes it an invaluable tool for both educators and learners.

The use of AI for the assessment and correction of foreign language texts offers several significant benefits [1]:

1. **Automation of the Review Process:** AI automates the process of reviewing texts, significantly speeding up the detection and correction of errors. This is particularly beneficial for teachers who have to evaluate a large number of written assignments.

2. **Objectivity in Evaluation:** Unlike human reviewers, who may have subjective biases, AI provides objective evaluations based on linguistic algorithms and strict grammatical rules.

3. **Adaptability and Continuous Learning:** Modern AI systems are capable of learning from vast amounts of text data. The more texts they analyze, the more accurate their recommendations become.

4. **Support for Multiple Languages:** Many AI programs are capable of working with various languages, making them versatile tools for language teaching and learning.

5. **Fostering Student Independence:** AI helps students develop self-editing skills and analyze their own texts. This not only aids in understanding errors but also in preventing them in future writing [2].

Modern AI systems such as Grammarly, Language Tool, and DeepL offer a wide range of functionalities for assessing and correcting texts [3]:

1. **Grammar Checking:** AI automatically identifies and corrects grammatical, punctuation, and syntax errors.

2. **Lexical Corrections:** AI can suggest more accurate or stylistically appropriate synonyms, improving the overall quality of the text.

3. **Style Analysis:** Some AI systems analyze the tone and style of the text, helping to enhance its readability and alignment with genre expectations.

4. **Plagiarism Detection:** AI can be used to detect plagiarism by comparing the text against millions of other texts available online.

There are several approaches to integrating AI into the process of foreign language education [4]:

1. **Support for Teachers:** AI can serve as an auxiliary tool for teachers, helping them quickly and accurately assess student papers. This allows more time for in-depth analysis of complex errors or individualized student support.

2. **Self-Learning:** AI can be used by students for self-assessment, allowing them to work on their writing without constant teacher intervention, which is particularly useful in remote or independent learning scenarios.

3. Interactive Exercises: AI can be integrated into online platforms to create interactive exercises, automatically evaluating written tasks and providing immediate feedback.

Despite its many benefits, the use of AI in text assessment also comes with several limitations [5]:

1. Inability to Handle Complex Texts: AI may struggle to properly assess complex texts containing ambiguous expressions, idioms, or intricate metaphors, especially when they rely heavily on context.

2. Dependence on Data Quality: The accuracy of AI depends heavily on the quality and quantity of data it has been trained on. A lack of diverse data, particularly for rare languages, may lead to incorrect or unhelpful recommendations.

3. Need for Human Oversight: AI systems are not always able to recognize subtle linguistic or cultural nuances, so human oversight is still necessary for the final review.

AI opens up a wide range of possibilities for assessing and correcting foreign language texts, making the learning process more efficient. The automation of text assessment, objective evaluations, and multilingual support make AI a valuable tool for both educators and students.

However, it is important to acknowledge the current limitations of AI, especially in handling complex texts and cultural nuances. AI should be seen as a complementary tool, enhancing traditional teaching methods rather than replacing them.

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UDC 811

FORMATION OF COMMUNICATION SKILLS OF SCHOOLCHILDREN BY MEANS OF MULTIMEDIA IN THE PROCESS OF LEARNING ENGLISH

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Түйін: Ағылшын тілін оқыту үдерісіне мультимедиялық құралдарды енгізу мектеп оқушыларының коммуникативті дағдыларын қалыптастыруда шешуші рөл атқарады. Ресурстардың алуан түрін ұсына отырып, мультимедиа студенттердің ағылшын тілінде тиімді тыңдау, сөйлеу, оқу және жазу қабілеттерін арттырады.

Резюме: Внедрение мультимедийных средств в процесс обучения английскому языку играет важнейшую роль в формировании коммуникативных навыков школьников.

Предоставляя разнообразные ресурсы, мультимедиа может улучшить способность учащихся эффективно слушать, говорить, читать и писать на английском языке.

In today's digital age, multimedia has become an indispensable tool in the educational process, particularly in the teaching and learning of foreign languages such as English. As the world becomes more interconnected, the ability to communicate effectively in English is increasingly vital for students. The integration of multimedia into English language teaching (ELT) offers numerous advantages in developing not only language proficiency but also the communication skills of schoolchildren. This article explores how multimedia, as a teaching resource, can foster the formation of communication skills in schoolchildren, enhancing both their linguistic and communicative competence in English [1].

Communication skills are crucial in any language learning process. They involve the ability to convey thoughts, emotions, and ideas clearly and effectively in both written and spoken forms. In the context of learning English, communication skills go beyond memorizing vocabulary and grammar rules. They encompass listening comprehension, speaking fluency, reading comprehension, writing, and the capacity to interact meaningfully in real-life situations.

For schoolchildren, the development of these skills is essential, as they lay the foundation for academic success, personal growth, and future professional endeavors. However, traditional methods of language instruction often focus on grammar and vocabulary in isolation, leaving communication as a secondary concern. Multimedia tools can significantly enhance the development of these skills by providing rich, interactive, and contextually meaningful learning experiences.

Multimedia in education refers to the use of a combination of different media formats, such as text, images, audio, video, animations, and interactive elements, to enhance the learning process. In the context of English language teaching, multimedia can take various forms [2]:

Audio (e.g., podcasts, songs, recorded dialogues)

Video (e.g., movies, TV shows, YouTube videos, educational clips)

Interactive software and apps (e.g., language games, quizzes, virtual reality environments)

Digital textbooks and e-learning platforms (e.g., platforms with integrated text, visuals, and interactive exercises)

Social media and communication tools (e.g., blogs, discussion boards, video calls, and virtual classrooms)

These multimedia tools cater to different learning styles—visual, auditory, and kinesthetic—and create a dynamic, engaging environment that motivates students to actively participate in their learning process.

One of the primary benefits of multimedia is its ability to enhance listening and speaking abilities, two essential components of communication. Audio and video resources expose students to authentic, native-level English speech, enabling them to familiarize themselves with various accents, tones, and speaking styles. Listening to podcasts, watching videos, or interacting with multimedia content can help students

improve their listening comprehension by presenting real-world language use in context [3].

Multimedia platforms also provide opportunities for practice. For instance, digital language apps and online platforms often feature interactive speaking exercises, such as pronunciation drills, dialogues, and voice recognition software, which can help students develop more accurate pronunciation and fluency in spoken English. Furthermore, students can engage in role-playing activities or simulated conversations with peers or virtual partners, improving their ability to interact in different social contexts.

Multimedia tools have the potential to make language learning more engaging. Visual stimuli such as images, videos, and interactive tasks capture students' attention and stimulate their curiosity, leading to higher levels of motivation and active participation. This engagement is essential in the development of communication skills, as motivated students are more likely to take risks in communication, ask questions, and seek opportunities to practice speaking.

The use of multimedia also provides students with immediate feedback, which helps them identify areas for improvement and build confidence in their communication abilities. For example, interactive quizzes or games allow students to test their knowledge and reinforce their learning in a fun and low-pressure environment.

Effective communication in any language goes beyond linguistic skills; it also involves cultural understanding and the ability to adapt language to different social situations. Multimedia resources provide students with authentic contexts for communication, exposing them to cultural nuances, idiomatic expressions, and social conventions in English-speaking countries.

Watching videos, reading blogs, or listening to stories from native speakers helps students develop an understanding of how English is used in various settings, from casual conversations to formal presentations. By interacting with diverse media, students learn to recognize the subtleties of communication, such as tone, body language, and context, which are crucial for effective interpersonal communication.

One of the key advantages of multimedia in the classroom is its ability to facilitate collaborative learning. Many multimedia platforms offer opportunities for students to interact with their peers in a virtual environment. For instance, online discussion boards, group projects, and video conferencing tools allow students to engage in real-time conversations, share ideas, and provide feedback to one another in English [4].

Collaborative multimedia tools, such as shared documents or digital whiteboards, can help students practice their writing and speaking skills in a cooperative setting. This kind of interactive, peer-to-peer learning is particularly beneficial for developing communication skills, as it mimics real-life interactions and encourages students to think critically, negotiate meaning, and express themselves clearly.

Multimedia resources enable teachers to cater to the diverse needs and learning styles of their students. With the use of multimedia, students can progress at their

own pace, revisiting content as needed, and engaging with activities that are best suited to their learning preferences. For example, visual learners might benefit from videos and infographics, while auditory learners may prefer listening to podcasts or audiobooks. This personalized approach allows for more effective development of communication skills, as students are able to focus on the areas where they need the most practice.

Flipped Classroom Model: Teachers can assign multimedia resources (e.g., videos or podcasts) for homework and then use class time for interactive, communicative activities such as discussions, debates, or role-plays. This method encourages students to engage with the language outside the classroom and reinforces their communication skills through active use.

Project-Based Learning: Multimedia tools can be used in project-based assignments where students create digital presentations, videos, or blogs on topics of interest. These projects encourage students to collaborate, research, and express themselves in English, while also applying their knowledge in practical, real-world contexts.

Gamification: Incorporating games and interactive quizzes into lessons can make language learning enjoyable and competitive, boosting student engagement and improving their communication abilities in the process.

Language Exchange Platforms: Schools can encourage students to participate in virtual language exchanges with peers from other countries, allowing them to practice real-time communication with native English speakers and improve their speaking and listening skills.

The integration of multimedia into the English language learning process offers numerous benefits for the development of communication skills in schoolchildren. By providing varied, dynamic, and engaging learning experiences, multimedia resources help students improve their listening, speaking, reading, and writing abilities in authentic contexts. Moreover, the interactive and collaborative nature of multimedia fosters a communicative learning environment, enabling students to practice and refine their language skills in a supportive, enjoyable, and effective way. As the role of technology continues to evolve in education, the potential for multimedia to enhance language learning and communication skills will only grow, offering schoolchildren exciting new opportunities for linguistic and personal development.

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ҚАЗІРГІ ҚАЗАҚ ТІЛ БІЛІМІНДЕ ЖАН-ЖАНУАРЛАРҒА ҚАТЫСТЫ КОМПОНЕНТТІ ПАРЕМИЯНЫҢ ЗЕРТТЕЛУ ЕРЕКШЕЛІКТЕРІ

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Аннотация: Репрезентативная и объективная реальность в мире передается субъективно, то есть через символы, через язык. Паремия "животных" описывает интеграцию конструкций когнитивных моделей. Язык и мышление или знания, язык и нация и т. д. понятия – играют важную роль в этнолингвистике.

Summary: The visual and objective reality in the world is transmitted subjectively, that is, through symbols, through language. "Animal" proverbs describe the integration of cognitive model constructs. The concepts of language and thinking or education, language and nationality, etc. play an important role in ethnolinguistics.

Қазақи тіл мәдениетінің қалыптасуы мен дамуы жолдарын зерделеген ғалым Рәбиға Сыздық қазақ тіл біліміндегі паремиялық қолданыстардың ерекшеліктеріне баса көңіл аударған. Ғалымның пікірін назарға алып сараласақ, онда әр ұлттың өз туғандарына деген өзіндік көзқарасы, мейірім-шуағын сыртқа шығарып, жақсы көретіндігін сездіру ерекшеліктері бар екендігіне көзжеткіземіз. Нақты айтсақ, онда қазақ балажан болғандықтан қазақи дәстүрінде баланы өз атымен атамай, «Қошақан», «Ботақан», «Құлыншақ», т.б. қосымша төлдің атауларымен еркелетіп ат қою үрдісінің кеңінен белең алғандығы да ақиқат. Жалпы алғанда, ежелден қалыптасқан қазақи салт-дәстүрінде отбасына, жақындарына қосымша атау беру үрдісі ежелгі замана ағымдарында-ақ қалыптасқан. Аталған ерекшеліктер тұрғысында белгілі тілші ғалым Әбдуали Қайдар: «Адам болмысының әмбебап танымдық ерекшелігін анықтау - тіл мен танымның әртүрлі мүмкіндіктерін айқындап алуға көмектесті. Қазақи дәстүрдегі балаға «Құлыншақ», «лақтайым», «ботақаным» тәрізді қосымша есімдер жалғауын тіл білімі негізінде биоанатомиялық ерекшелігіне қатысты саралаймыз. Адамның ерекше қабілеттерін және табиғи болмысының дамуын тілдік қолданымдағы әлеуметтік-мәдени принциптер негізінде жүйелі түрде зерттеу – адам мен жануар табиғатына қатысты аталымдардағы өзгерістер мен жаңару аспектілерін талдауға әкелетін маңызды факторлар», - деп талдаған [1,56].

Демек, «жан-жануарлар» паремиясын ғылыми негізде сараласақ: «Шұнаңдаған шұнағым», «Момақан қозым», «Қоңыр қозым», «Телмеңдеген торпағым», «Тапырақтаған ботақан», «Тайраңдаған боташым», «Нәркес көзі жаудыраған ботақаным», «Тірсегі дірілдеген ботақан», т.б. сөз тіркесіне негізделген паремиялық қолданымдарды жиі кездестіреміз. Сонымен қабат, сұлулықты, жан тазалығына қатысты образды сөздер: «Нәркес көзі жәудіреген бота», «Бота көзі мөлдiреген ботақан», т.б. Қазақ даласында, жеке өзіндік көзқарасы қалыптасқан ортадағы адамның немесе баланың жүріс-тұрысына, сөйлеу мәнеріне қарай «ат қою» үрдісі дамып отырған. Мысалы: «ешкіше

секіру», «лақша ойнақтау», «қойша маңырау», «сиырша мөңіреу», «түйе табан, жүрісі жаман» (адамның табаны жалпақтығына орай), «түйебас, жан-жағына қарамас» (аңғалдығына қатысты қойылған), «түйеше түкіріне бермей, жағынды сүйе», «түйеше сүйенбе, адамша сүйен» (түкіріне берсе немесе тұрпатының ірілігіне қатысты), т.б. паремиялық айтылымдарды қазақи ортада жиі ұшыратамыз. Осы себепті ғалымдар жалпы тіл білімі аясында адамға қызмет ететін тіл, сана, таным және қоғамдағы түйсікпен қабылданатын ұғымдары арқылы адамның ерекше болмысын зерттеуге, әрқайсысының динамикалық қозғалысынан ішкі-сыртқы сабақтастықты дамытуға және жеке мен жалпы арасындағы тілтанымдық байланыс негізінде диалектикалық даму заңдылықтарын ретке келтіру мәселесіне де ерекше назар аударған. Бұл жөнінде ғалым Ахмет Байтұрсынұлы да өз ретімен саралаған [2,45].

Бүгінгі әлемнің қоғамдық құбылыстарымен интеграциялану процесі, тіл білімі зерделеген ғылымдардың тоғысында, күрделі ғылыми мәселелерді өзінің ең маңызды жетістіктеріне сүйене отырып шешуге тырысады, ең бастысы, тіл білімі - тіл мен оның танымдық негізін үнемі назарға алу қажеттігін көрсетеді.

Мәселен, «сиыр жануарына қатысты паремиялық қолданыстар адамды кемсіту мақсатында жиі қолданылған. Мысалы: «Сиырша тапырақтау», «Сиырша мөңіреу», «Сиырша сүйкену», «Бұқаша қарау» (алаю), т.б. Момындықты, жуас мінезді әдіптеу немесе жариялап айту паремияларына: «Қоңыр қозы», «қойдан жуас», «қойша үнсіз қалу», «қойша жетекке көну», т.б. Ал, «нар» атауына қатысты паремиялар көбінесе құлаққа жағымды болып келеді. «Нар тұлғалы» (ірі тұлғалы), «нардай бол, әйтпесе таудай бол» (тілек, бата), «қара кәтепті нар» (қара күш), «қара нардай қайысқан» (топтасқан күш атауы), т.б. Қазақстанның кейбір аймақтарындағы қолданыс тілінде «Қой», «қошақан» адам мінезінің көнбістігін жуастығын танытса, «Сиырға» қатысты паремиялар – топастық пен қырсық мінезділікті де білдірген. Бұл туралы ғалым Қайым Мұхамедханов: «Қазақ даласында қой жануарына қатысты мәтел сөздер өте көп қолданыста болса да, жылдар өте келе ұмыт болып, санадан өше бастағаны ақиқат. Мәселен Мұхтар Әуезов бала кезінде өте жуас, монтиған бала болғандықтан оны әжелері «қоңыр қошақан» деп атап кеткен екен, - дейді. Сол тәріздес, кейбір сәттерде «Түйе», «Атан» паремиялары адамды кемсітуге немесе мазақ ету мақсатында жұмсалған. Мысалы **«..өз кіндігінен баласы болмады. Тек атан болып, босқа еңкілдеп жүргені болмаса»** (Өскен өркен, 45).

«Жан-жануарлар» паремиясына тікелей қатысты тілтанымдық ерекшеліктерді зерделеген тілші ғалымдар сөз табиғатын зерттей отырып, оның номинативтік қызметін түсіндіруде тіл пәлсапасының маңызды тұжырымдарын басшылыққа алған болатын. «Жан-жануарлар» паремиясының қазақ тілінде және өзге түркі тілдес тілдер арасындағы ортақ негізде салғастырмалы түрде зерделеуді ұсынған ғалымдардың бірі – ғалым Қ. Жұбанов [3,43].

Осы мәселелерге қатысты Әбдуәли Қайдар өз ойын былайша түйіндейді: «Адамның білім қорына енген үлгілер мен бейнелер, мағыналар мен типтік

формалар - жаңа ұғым, жаңа сөз тудыру, атау мен аналогия арқылы көбейетіні дәлелденді. Сондықтан адам әрекетінің тілдік негіздегі когнитивтік шеңбері, іс-әрекетіне байланысты екі санатқа бөліп көрсете аламыз:

1. Интеллектуалдық «жоғары» категориялар - білім, сана, ойлау, парасат, шығармашылық, қиял, арман, символ сияқты ұғымдардың бірегей әлемі (нақты айтсақ).

2. «Күнделікті өмір» категорияларына, яғни практикалық іс-әрекет, есте сақтау, зейін, тану, қабылдау және позицияларды басшылыққа алатын әрекеттер тізбегіне тоқталып, когнитивтік лингвистиканың негізгі нәтижелерін төмендегідей көрсету; когнитивтік лингвистиканың маңызды саласы болып табылады. (тілдік білім беру саласы).

Қазақ тіл біліміндегі тілтанымдық теорияның дамуы - лингвистикалық теорияның әдіснамалық негіздеріне, тіл біліміндегі когнитивтік теорияның әмбебап сипатына сәйкес жүйелі талдаулар мен тұжырымдар зерттеудің негізгі көзіне айналды. Ғалымның еңбегінде қазақ тіл білімінде паремиологиялық қолданым түрлерінің даму кезеңдері бес негізгі парадигмалық ұстанымдарға бөлініп, оның хронологиялық дамуының сипаттамасы берілген. «Түйе жануары» паремиясының хронологиялық дамуының түсіндірмесі:

«Жан-жануарлар» паремиясына хронологиялық лингвистикалық анықтама берудің 1-кезеңі: Қазақ тіл мәдениетіндегі «жануарлар» паремиясына тікелей қатысты «тілдік» парадигманың қалыптасуы б.ж.с. X ғасырдың соңы деп саналады. Қазақтың тіл зерделеуші ғалымдары - Ш. Уәлиханов, Ы.Алтынсарин, А.Байтұрсынұлы, Қ.Жұбанов, С.Аманжолов, т.б. негізгі өкілдері ретінде танылған. Осы уақыт аралығында «жан-жануарлар» паремиясының беретін негізгі мағыналары – адамның жеке қасиетін білдірумен қабат, қара күш, әлділік, байлық, шаруашылықтың жоғары деңгейін аңғарту болған (Қашқария сапарлары, 124 б.).

«Жан-жануарлар» паремиясына хронологиялық тілдік анықтама берудің 2-кезеңі: «Жануарлар» туралы тілдік бірліктердің тілтанымдық парадигмасы – 20 ғасырдың 1945-1970 ж. Негізгі өкілдері: Н.Сауранбаев, Ғ.Мұсабаев, М.Балақаев, І.Кеңесбаев, т.б. болып саналған. Бұл кезеңдегі «жануарлар» паремиясының мағыналық сипаты – адамның іс-әрекетін салыстырмалы түрде келемеждеп айтумен қатар, шаруашылық көлігі, мініс көлігі, еттік тағамдарға тұтыну, сүтін пайдалану, тұрмыстық басқа да қажеттіліктерге пайдалану, т.б. (Соғыс жылдарындағы қазақ әдебиеті, 86 б.).

«Жан-жануарлар» паремиясына хронологиялық тілдік сипаттама берудің 3-кезеңі: «Жан-жануарлар» паремиясы туралы лингвистикалық ұстанымдардың жалпы теориялық парадигмасы – 20 ғасырдың 1965-1985 жылдар. Негізгі өкілдері: Қ.Аханов, Т.Қордабаев, Ә.Хасенов, т.б. «Жан-жануарлар» паремиясының сөз қолданымда беретін мағыналық сипаты – адамды келемеждеу, сарказм мен ирониялық түрде қолдану және тұрмыстық жағдайға қатысты болып келген.

«Жан-жануарлар» паремиясына хронологиялық тілдік сипаттама берудің 4-кезеңі: лингвистика парадигмасы – 1970-ші жылдар мен 20 ғасырдың басы.

Негізгі өкілдері: Ә.Қайдар, Р.Сыздық, Ш. Сарыбаев, Ә.Болғанбаев, Е.Жанпейісов, Т.Жанұзақ, С.Исаев, О.Айтбаев, М.Серғалиев, Ж. Манкеева және т.б.

«Жан-жануарлар» паремиясына хронологиялық тілдік сипаттама берудің 5-кезеңі: қазіргі когнитивтік парадигмалар – 20 ғасырдың соңы мен бүгінгі күнге дейінгі уақыт аралығы [5,17].

Аталған ғалымдар қазақ мақал-мәтелдеріне қатысты өздерінің ғылыми зерттеулерінде соңғы кездері паремиялогиялық зерттеу саласына айналған паремиялогияның мынадай мәселелерін анықтады:

- жануарларға қатысты тіл паремиясы және лингвистикалық теорияның концептуалды негізі;
- «жануарлар» паремиясы және семантикалық және когнитивтік теориялар арасындағы байланыс;
- «жануарлар» паремиясы және тіл мен білім бірлігінің лингвомәдени сипаты [5,127].

Нақты айтсақ, «жануарлар» паремиясы когнитивтік модель конструкцияларының интеграциясын сипаттайды. Байқағанымыздай, танымдық негіздерді айқындайтын жоғарыда аталған тіл әрекетінің үш белгісінің ортақ қасиеті – танымдық білімді тұтастай біріктіріп, қалыптастыру. Демек, осы қасиеттерге сүйенбей, адамның психикалық әрекеті мен тәжірибесінің қалыптасуы мен сақталуын және оның ұрпақтан ұрпаққа берілуін қамтамасыз ету мүмкін емес. Таза лингвистикалық тұрғыдан алғанда ол тілдің кумулятивтік қызметімен тікелей байланысты. Керісінше, қабылдау ойлау және есте сақтау сияқты психологиялық түсініктермен тығыз байланысты және таза тілтанымдық парадигманы құрайды [1,41].

Аталған мәселені тіл білімінің алдыңғы екі негізгі ғылыми парадигматикалық сатысын (әсіресе құрылымдық-жүйелік) жоққа шығару деп түсінбеу керек. Бұл олардың тіл үйрену процесіндегі тығыз байланыстары мен сабақтастығы туралы. Сайып келгенде, тілдің жүйелік және тұтастық қасиетінен туындайды. Лингвистикалық тәсілдің қазіргі даму деңгейіне сәйкес паремология саласының бір бөлігі ретінде когнитивтік лингвистика, лингвистикалық семантика, функционалдық лингвистика т.б. тілді жалпы когнитивтік механизм ретінде қарастырады. Атап айтқанда, функционалдық лингвистика тілдік құралдарды, когнитивтік модельдер мен тәсілдердің вербализациясын (тілдік тұлға, «ғаламның тілдік бейнесі» т.б.) сипаттайды.

Пайдаланылған әдебиеттер тізімі

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THE IMPORTANCE OF EXTRALINGUISTIC FACTORS IN THE INTERCULTURAL COMMUNICATION PROCESS

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Түйін: Бұл мақалада мәдениетаралық коммуникация процесіндегі экстралингвистикалық факторлардың маңыздылығы қарастырылады. Әртүрлі мәдени контексттердегі хабарламаларды түсіну мен түсіндіруге әсер ететін әртүрлі аспектілер талданады. Мәдени, әлеуметтік және тарихи факторларға, сондай-ақ коммуникацияның вербалды емес компоненттеріне назар аударылады.

Аннотация: В данной статье рассматривается значение экстралингвистических факторов в процессе межкультурной коммуникации. Анализируются различные аспекты, влияющие на понимание и интерпретацию сообщений в различных культурных контекстах. Основное внимание уделяется культурным, социальным и историческим факторам, а также невербальным компонентам общения.

Extralinguistic factors play a key role in intercultural communication because they help to understand deeper meanings that cannot always be expressed in words. These factors include cultural characteristics, social and economic conditions, historical and geopolitical contexts, values, traditions, non-verbal signals (gestures, facial expressions), as well as features of time and space perception. Here are some examples of the importance of extralinguistic factors in intercultural communication: Cultural and value features: Different cultures have different value orientations, and this affects the understanding and interpretation of many concepts. For example, some cultures value directness and openness, while others value respect for elders and indirectness of communication [1].

Non-verbal signals: Gestures, facial expressions, tactile interactions (for example, shaking hands or hugging) differ between cultures and can be a source of misunderstanding. The same gesture in one culture can be friendly, and in another - offensive. Social norms and rituals: Understanding the social context and rituals (e.g. greetings, farewells, expressions of gratitude) helps to adapt your behavior and avoid misunderstandings. The influence of history and politics: Historical relations between countries, as well as the current political situation, can determine the tone and content of intercultural interactions, influencing communication at the level of associations and national stereotypes.

Features of time perception: Attitude to time is also a culturally conditioned factor. For example, in Western cultures punctuality can be perceived as an expression of professionalism, while in some Eastern cultures the issue of time can be treated more flexibly. Emotional displays: In some cultures, emotional displays are considered the norm, while in others they can be perceived as excessive or undesirable. Understanding and taking into account extralinguistic factors help to build more successful and harmonious intercultural communications, contribute to the formation of trusting relationships and the minimization of cultural barriers.

The Role of Language Styles and Communication Strategies: Different cultures may use different speech styles and communication tactics. For example, Western cultures often value brevity and directness, while Eastern cultures may adopt a more indirect communication style that requires “reading between the lines.”

The Importance of Context (High-Context vs. Low-Context Cultures): In low-context cultures (e.g., the United States, Germany), most information is conveyed through words, and the context itself is less important. In high-context cultures (e.g., Japan, China), much of the meaning is conveyed through implicit cues and the shared cultural background, which requires participants to have a deep understanding of the context [2].

Etiquette and Behavior: Different cultures have their own norms regarding communication style, everyday behavior, and customs. For example, the level of formality in communicating with colleagues or superiors may be strictly regulated in some Eastern cultures, while in Western countries a more informal style is preferred.

The Importance of Religion and Spiritual Values: Religion and spiritual values also play a role in intercultural communication. They can shape worldviews, influence perceptions of other cultures, and place restrictions on the topics discussed in communication.

Gender differences and gender roles: Gender roles may be defined differently in different cultures, and this may influence interpersonal communication. In cultures with traditional gender roles, the behavior acceptable for men and women may differ greatly, requiring adaptation of communication styles.

Level of social hierarchy: Cultures may differ in the degree to which hierarchy is observed in society. In countries with a high level of respect for authority (e.g. China, South Korea), it is customary to show deference to elders and high-ranking people, while in countries with a low level of hierarchy (e.g. Scandinavia), communication is based on the principles of equality.

Institutional and educational systems: Educational systems and types of training in different countries influence communication styles and levels of competence. For example, in cultures where teaching is based on active discussion, people may be more open to discussions, while in other cultures, learning may be based on tacit reception of information [3].

The influence of stereotypes and biases: Stereotypes associated with nationality can create barriers to understanding. A person may be predisposed to perceive the interlocutor through the prism of certain stereotypes, which distorts perception and makes it difficult to truly understand.

Expectations of success and failure: In some cultures, failure is perceived more tolerably as an opportunity for learning (e.g. in the USA), while in other cultures (e.g. in Japan) failure can be perceived as shameful. This affects the approach to problem solving and communicative behavior.

Extralinguistic factors require careful analysis and adaptation in the process of intercultural communication, since the success of interaction, the ability to avoid conflict and establish positive contacts depend on their consideration.

Pace and style of speech: Depending on the culture, the pace and style of speech can differ significantly. For example, in some Latin American or Mediterranean countries, conversation can be more emotional, with a quick change of topic and intense intonations, which is a sign of involvement rather than aggression.

Other cultures, for example in Scandinavian countries, prefer a calmer and more measured style of communication, which can be perceived as a manifestation of restraint and professionalism.

The meaning of personal space: The concept of personal space also varies greatly depending on the culture. In some Eastern and Southern cultures, closer contact is acceptable, including touching and frequent hugs, which symbolize friendliness and trust. At the same time, in Northern cultures (e.g., in the Nordic countries), people prefer to maintain distance, and attempts to reduce it may cause discomfort. **Use of visual and symbolic elements:** Different cultures attach different meanings to colors, symbols, and shapes. For example, the color white symbolizes mourning in some Eastern countries, while in Western cultures it is associated with purity and innocence. This can be important when preparing for meetings or presentations to avoid causing unwanted associations. **Reception of humor:** Humor is a complex aspect of cross-cultural communication, as it is often based on unique cultural contexts, wordplay, or national characteristics. Humor accepted in one culture may not be understood or perceived correctly in another, especially if it is related to cultural or historical themes.

Approach to conflict resolution: The approach to conflict management may also vary. Eastern cultures prefer to avoid open expression of discontent and strive for harmony, while in Western cultures, discussing conflicts is considered necessary and constructive. This is important to consider when negotiating and solving complex issues. **The level of formality in language:** Some cultures (for example, Japanese) have a clearly defined system of politeness levels that emphasize respect for the status of the interlocutor and hierarchy. While in English-speaking countries, communication can be more equal and less formal, which helps to establish quick contact, but can also create risks of misunderstanding. **Understanding and perceiving irony:** In some cultures, irony is a natural part of communication and a way of expressing criticism or humor, for example, in Russia or Great Britain. In other cultures, irony can be perceived literally, which leads to misinterpretation of what is said [4].

Perception of Leadership and Authority: Cultures with a more authoritarian management style value respect for superiors and submission to their decisions, while countries with democratic traditions welcome discussion and active participation of employees in decision-making. This is important to consider in intercultural teams, where flexibility and consideration of the expectations of different participants are required. **Reaction to Praise and Criticism:** Different cultures have different levels of sensitivity to praise and criticism. For example, in Eastern countries, public criticism can be perceived as a loss of face, while in Western countries, especially in professional contexts, it can be part of a constructive discussion.

The Role and Status of Family: In a number of cultures, the family plays a key role and its interests are a priority. For example, in Arab or Asian cultures, family is highly valued, and discussing family issues can be seen as a way to build trust. In Western countries, individualism is more valued, which affects the topics of conversation and the structure of interpersonal relationships. All these factors

demonstrate that in intercultural communication it is important to take into account not only linguistic but also cultural aspects. Otherwise, there is a risk of misunderstanding, which can negatively affect the results of communication.

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THE USE OF MOBILE APPS FOR LEARNING NEW VOCABULARY

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Түйін: Мобильді технологияның жылдам дамуы тіл үйренуді революциялады, сөздік қорды меңгеруді қолжетімді әрі қызықты етті. Бұл мақалада мобильді қосымшалардың сөздік қорды үйренудегі тиімділігі зерттеледі, олардың артықшылықтары, шектеулері және студенттердің білімдерін сақтау мен мотивациясына әсері талқыланады. Соңғы зерттеулерді шолу арқылы мақала мобильді қосымшаларды сөздік қорды үйренуге, өзін-өзі оқыту және формальды білім беру контекстінде біріктірудің ең тиімді практикасын ұсынады.

Аннотация: Быстрое развитие мобильных технологий революционизировало изучение языков, сделав приобретение словарного запаса более доступным и увлекательным. В данной статье исследуется эффективность мобильных приложений в изучении лексики, рассматриваются их преимущества, ограничения и влияние на удержание знаний и мотивацию студентов. Путем обзора недавних исследований статья предлагает рекомендации по интеграции мобильных приложений в изучение словарного запаса как в контексте самостоятельного обучения, так и в формальном образовании.

The rapid development of mobile technology has revolutionized language learning, making vocabulary acquisition more accessible and engaging. This paper explores the effectiveness of mobile applications in vocabulary learning, examining their advantages, limitations, and impact on students' retention and motivation. By reviewing recent research, the article provides insights into best practices for integrating mobile apps into vocabulary learning for both self-study and formal education contexts.

Vocabulary acquisition is one of the most critical components of language learning, as it forms the foundation for communication in any language. In recent years, mobile apps have emerged as a popular tool for language learners to practice and expand their vocabulary. The portability and interactive features of mobile devices make them ideal for vocabulary learning on the go. Researchers have

highlighted that mobile applications allow for personalized learning, enhanced engagement, and increased exposure to new vocabulary [1].

This paper investigates the role of mobile applications in vocabulary learning by analyzing studies on their effectiveness, benefits, and drawbacks. By understanding how mobile apps facilitate vocabulary acquisition, educators can better integrate them into language-learning curricula.

Benefits of Mobile Apps for Vocabulary Learning:

1. Personalized and Self-Paced Learning

Mobile applications offer learners the ability to study at their own pace, allowing for customized content based on individual needs. Studies have shown that personalized learning features improve vocabulary retention by focusing on learners' specific vocabulary gaps [2]. Additionally, many apps use algorithms to track learner progress, offering tailored exercises that adapt to user performance.

2. Gamification and Motivation

Mobile apps frequently employ gamification techniques such as points, rewards, and progress tracking, which significantly increase user motivation. Research by Hung suggests that gamified learning can enhance engagement and increase retention of new vocabulary, especially among young learners [3]. By transforming vocabulary acquisition into an enjoyable process, mobile apps encourage regular practice and foster a positive attitude towards language learning.

3. Increased Accessibility and Flexibility

The flexibility of mobile learning is a notable advantage, as apps enable learners to practice vocabulary anytime, anywhere. According to Burston, mobile apps provide learners with frequent, on-demand access to language practice, which can help reinforce memory through repeated exposure [4]. This accessibility is particularly useful for learners with busy schedules, enabling consistent language practice outside of formal study settings.

4. Interactive Features and Immediate Feedback

Many vocabulary-learning apps provide interactive exercises, such as quizzes and flashcards, that include visual and auditory stimuli. Immediate feedback mechanisms also play an essential role in reinforcing learning, helping learners to quickly correct errors and solidify correct vocabulary usage [5]. This immediacy aids in faster vocabulary acquisition, as learners can immediately understand and correct mistakes.

Limitations of Mobile Apps in Vocabulary Learning:

1. Limited Contextual Learning

Despite the benefits, one common limitation of mobile apps is the lack of context in vocabulary learning. Apps typically focus on isolated words rather than incorporating them into meaningful sentences or real-life contexts. As Chen highlights, vocabulary learned in isolation may be harder to retrieve or use correctly in natural settings, as learners do not practice words in practical situations [6].

2. Over-Reliance on Gamification and Superficial Learning

While gamification can increase engagement, it may also encourage superficial learning. Learners may focus more on achieving app-based rewards than on

understanding and retaining the vocabulary. As a result, there is a risk of shallow learning, where vocabulary knowledge is temporary rather than deep and long-lasting [2].

Mobile applications provide a flexible and engaging method for vocabulary acquisition, especially for self-paced and motivated learners. The personalized features, gamification, and accessibility of mobile apps make them valuable tools for language learners. However, the limitations related to context and over-reliance on superficial learning suggest that mobile apps should complement rather than replace traditional vocabulary-learning methods. By combining mobile apps with contextual learning opportunities, language learners can achieve a more balanced and effective vocabulary acquisition experience.

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CHARACTERISTICS OF THE EDUCATION SYSTEM OF DEVELOPED COUNTRIES JAPANESE EDUCATION SYSTEM

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Түйін: бұл мақалада Жапонияның білім беру жүйесі, мектепке дейінгі білім беру жүйесі және елдегі балаларды тәрбиелеу, мектептегі білім беру және Жапониядағы мұғалімдердің қызметі, жоғары оқу орындарындағы педагогикалық шеберлік, жапон білім беру жүйесінің жетістіктері және өзбек білім беру. тілмен байланысы. Жапониядағы балалардың білімі мен мектеп оқушыларының күнделікті тәртібі талқыланды.

Резюме: в данной статье изучается японская система образования, система дошкольного образования и образование детей в стране, школьное образование и деятельность учителей в Японии, педагогическое мастерство в высших учебных заведениях, достижения японской системы образования, узбекское образование. связь с языком. Обсуждалось образование детей в Японии и распорядок дня школьников.

Japan is one of the most developed countries in the world. Japan is a country that serves as an example to other countries and shares experience in any field. In

particular, Japan ranks high among industrialized and highly developed countries. At the same time, in terms of the level of economic development, Japan ranks second after the United States of America. Also, in terms of the educational system, it ranks highest among developed countries.

The formation of the Japanese education system dates back to the reforms implemented by the ruler of the state Meiji in 1867-1868. This ruler set two firm goals for himself, one was "Fukoku kiokshi" - to enrich, strengthen and militarize the country, and the second was "Syokusan kogyo" - to develop the country's economy based on advanced Western production technology. In order to realize this goal, he realized that the education system must first be fundamentally changed.

Structure of the Japanese education system

- Kindergarten,
- elementary school,
- secondary school,
- upper secondary school,
- higher education

Kindergarten

Kindergarten is very important in Japan. Because according to psychologists, a person acquires 70% of knowledge before the age of 7, and the remaining 30% throughout his life. The first Japanese kindergarten was opened in Tokyo in 1894. His main idea was the initiative of a child. In addition, in Japan, first of all, kindergartens are opened for the poor [1].

In Japan, the main tasks of the preschool education system are to improve children's social relationships and to give them knowledge and skills, to teach them how to interact with adults. Educational institutions teach children to play drums and flute. They can participate in marching festivals and learn numbers [2].

In kindergartens, children can spread the toys and play as much as they want, but after the game, they collect the toys themselves and want to hear the teachers' gratitude. This situation continues even in elementary school, and the parents do not object to it. Teaching children to work has become a tradition of the Japanese people.

Our compatriot Bahadir Iskandarov, who lives in Japan, often writes about life in Japan and the values of the Japanese with instructive information. Recently, our compatriot made a video on the topic "A Day in a Japanese Kindergarten".

- What I liked most about Japanese kindergartens was "Renrakuchō", that is, a diary written for the exchange of information between parents and the kindergarten. From 9:00 a.m. to 6:00 p.m., kindergarten teachers write down by hand what happened with your child, what he ate and what he drank, his mood, health, and whether he hit his head somewhere. Then the parent records the process from 18:00 to 09:00. He writes down everything from what time he slept to what he ate. Thus, the child is under 24-hour control, he writes.

In fact, in Japan, children are supervised from kindergarten. Mothers even take children to kindergarten on special bicycles. When they bring the children to the kindergarten, put on the special clothes of the kindergarten, and then leave.

In Japan, preschool education provides education to children from 3 to 7 years old. In Japanese kindergartens, children are divided into "khans" of 8 people. These children are assigned "their own workplace" in the kindergarten, and they name their "khans". In this way, he learns to work in a team from the youngest age [3].

School education

- ❖ Primary school is 6 years old
- ❖ Secondary school 3 years
- ❖ High school 3 years

Elementary and middle school are compulsory. Although not compulsory, about 94% of Japanese students graduate from high school.

In Japan, the school year starts in April. Classes last from Monday to Friday or Saturday, depending on the school. Three academic years consists of trimesters, each of which is separated by short-term vacations in spring and winter, and a month-long vacation in summer. In the upper secondary schools, students take 80 tests during the entire educational process. In addition to compulsory basic subjects, students are involved in English language, technical education and special subjects' tests according to their wishes.

Despite the fact that Japanese schools are fully equipped with computers and other educational equipment, experts believe that the main focus should be on teaching activities and textbooks. In their opinion, no advanced machine can replace the live communication between the student and the student [4]. Starting from high school, students must wear a uniform (each school has its own uniform), special baseball caps are worn by students in primary schools (for example, in 1st grade - yellow, in 2nd grade - in pupils - red). Each class has 25-35 students. There are no ready-made meals in school canteens, so various options of ready-made lunches in containers - "bento" - are the competition of mothers and the pride of children. They make different animals out of sliced carrots, tomatoes and cooked rice.

Unlike other schools, elementary schools in Japan are not named by numbers, but by the names of their locations. Due to the danger of earthquakes and tsunamis, schools are built with reinforced concrete. Children from 6 to 15 years old are involved in this level of education. A student who has finished primary school can continue his education in secondary school. In addition to compulsory subjects such as Japanese language, mathematics, ethics, nature, music, art, physical education, technical skills and housekeeping, they can choose subjects such as a foreign language or an in-depth course in mathematics [5].

Despite the compulsory high school, 94% of students study there. In the upper school, in addition to the Japanese language, mathematics, natural sciences, social studies and other compulsory general education subjects, students are offered optional subjects. It can be English or other foreign languages, technical and special subjects. In the 12th grade, students must choose one of the educational profiles for themselves [6].

How much do Japanese teachers get paid?

Japanese teachers have a great reputation in society. Consequently, their salaries are also high, 74 percent are members of the educational community and professional association.

In Japanese schools, salary is determined by experience. At the beginning, a teacher can receive about 2.5 thousand dollars a month. The teacher's salary increases depending on the experience. School directors receive a salary of 4-5 thousand dollars. In Japan, there are very high requirements for the quality of training staff. These requirements are such that random people who are talented and do not have the right direction are not allowed to enter this profession. Also, salaries differ depending on whether the school where the teacher works is outside the city, in the city center, or in a remote area. Almost all teachers have their own car.

Higher education system in Japan

In Japan has to some of the world's top universities, such as the University of Tokyo, Kyoto University, and Osaka University, offering a wide range of courses and research opportunities to students from around the world.

There are two main types of higher education institutions in Japan: universities and junior colleges.

- ✓ Universities are divided into national, state and private institutions, each of which has its own characteristics.

- ✓ National universities are funded by the government and are the most prestigious institutions in the country.

- ✓ Public universities are also funded by the government, but the level of funding is lower compared to national universities.

- ✓ A distinctive feature of the organization of educational processes in Japanese universities is that national and special subjects are clearly taught [7].

Higher education includes four years of study for a bachelor's degree. Sometimes a six-year program is offered to achieve a certain professional degree. There is almost no free higher education in the country. To enter Japanese universities, it is necessary to pass two important steps. The first step is carried out at the address of residence of the applicants, and they pass tests on Japanese, old Japanese language, mathematics, physics, chemistry, social studies, history and other subjects. According to the results of the test, it is determined which drug they are suitable for. High-achieving entrants will be given tickets to Tokyo University, Kyoto, Osaka, and Sapporo medical schools. Japanese HEIs can be entered only from the age of 18. No interest in prodigies. Documents are accepted only from applicants with proof of 12 years of schooling.

Table 1. The comparative analysis of the education system of the Republic of Uzbekistan and Japan is as follows:

JAPAN	UZBEKISTAN
Primary education in Japan lasts 6 years, it is compulsory and free	In Uzbekistan, primary education is compulsory and free and lasts 4 years

In the Japanese education system, there is a system of compulsory training	Every 3-5 years, qualifications are increased in Uzbekistan.
In Japan, 9 years of education is compulsory and free	11-year education is compulsory and free in Uzbekistan
Since 2011, English has been introduced as a compulsory subject in primary education in Japan.	Since 2013, English has been introduced as a compulsory subject in primary education in Uzbekistan.
All types of secondary education in Uzbekistan have only full-time study.	All types of secondary education in Uzbekistan have only full-time study.
There are almost no scholarships in Japanese higher education.	In Uzbekistan, all students of higher educational institutions receive scholarships.
Studying in Japan starts on April 1.	In Uzbekistan, schooling begins on September 2.
There are many private educational institutions in Japan Primary education in Japan is from 6 years old	Currently, there are many private educational institutions in Uzbekistan. Primary education in Uzbekistan is from the age of 7
In Japan, they study for 4 years to get a bachelor's degree. (with the exception of the medical field.)	In Uzbekistan, they also study at a university for 4 years to get a bachelor's degree. (with the exception of the medical field.)

Japan is a very fast developing country, and this is mainly the case. It is related to the industriousness and entrepreneurship of the Japanese people. To use the achievements and develop them further is the responsibility of the Japanese people has become ancient national customs [8]. Nowadays, Japan is in the world open to all countries and active participation in the field of international cooperation Japan has many aspects that can serve as an example to other countries in terms of education. Especially order, discipline. In Japan, the student must be in the room 5 minutes before the class starts. No students walk on the school grounds or corridors during classes. There is no special holiday for teachers in Japan. On the contrary, teachers are honored every day.

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AMERICAN AND BRITISH ENGLISH LEXICAL DIFFERENCES

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Түйін: бұл мақалада американдық ағылшын тілінің қалыптасу тарихы және тілдердің екі нұсқасы арасындағы айырмашылықтардың пайда болу себептері, сонымен қатар олардың арасындағы негізгі лексикалық және грамматикалық айырмашылықтар қарастырылған.

Резюме: в статье рассматривается история формирования American English и причины появления различий между двумя вариантами языков, а также основные лексические и грамматические различия между ними.

Language is one of the systems that is a means of communication and a means of transferring cultural and historical traditions from generation to generation. The most graphic illustration is the word, the basic unit of language.

English is a multinational language: “the British version started the American version, followed by the Australian and South African ones. And now, in the XXI century, we are dealing with the Nigerian, Indian and Singaporean variants ...” [1].

Currently, the American version of the English language is especially widespread: “in a number of spheres of human life and activities

in the field of material culture, economics and finance, education and health care and many other areas - the American version is increasingly spreading throughout the world and has a tendency to oust Britishisms ...” [2]. The United States is currently home to the largest number of English speakers (in 1995, the US population was 263,057 thousand people). It was America in the 20th century that contributed most to the spread of English.

However, despite this, teaching English in many countries, including Russia, for many years was focused on the British version of the language, while the American version had to be mastered in practice, and very few - those who, in connection with their professional activities, need had to communicate with native speakers of American English.

Currently, English is the most famous language of international communication. It is used everywhere: on national airlines, and is spoken and written by millions of people of different nationalities. It is the language of modern business, office work, science, information technology. The importance of the English language in the modern world is so great that everyone must know it.

There are now different variants of the English language:

American, British, Australian, New Zealand and others. Many linguists have long paid attention to the origin American version and differences in the vocabulary of the British and American versions of that language. The controversy over which version of the English language should be considered "exemplary" continues to this day. The influence of the British version is due to the fact that it is traditionally used as a subject of study in the education system of most countries of the world.

American English is the most widely spoken language variant of the English language.

American English has been greatly simplified. As in all over the world, this process was driven by necessity. As a result, it has a simplified spelling, grammar, as well as a peculiar pronunciation and a different lexical composition of the language from British English [3].

The English language spoken in each of the four parts of Great Britain (England, Scotland, Ireland, Wales) has its own differences. The English language spoken by the Scots, Welsh (Welsh), Irish is somewhat different in pronunciation and word usage from the English language in England.

The English we learn, the so-called national standard, is the language of the educated population in the center and south-east of England.

What dialect a person speaks in the UK defines his place in society, perhaps more rigidly than in other countries of the world.

Lexical differences between American and British English as we understand it, the differences in vocabulary can only be explained by reference to American history. Another thing is that some words that have the same meanings on both sides of the Atlantic Ocean during the 17th and 18th centuries. New interpretations were given either in England or in America. For example, British chips are American French-fries. Sometimes different words mean one and the same thing: "a lorry" (truck) in British English is "a truck" in American.

Thus, the British and Americans often use different words for the same concepts. These words are in constant use and retain their national character. There are several examples misunderstanding between the Americans and the British [4].

Often for the same concepts, Americans and British use different words. For example, an American will call a toilet not toilet, but exclusively a bathroom, even if there is no bath or shower and is not close. The period (the one at the end of the sentence) is full spot in British and period in American.

There are also discrepancies between American and British phraseological units. Many lexical differences are insignificant - for example, one word in a phrase changes:

American version: Keep tabs on;

British version: Keep check on - means "to keep an eye on someone"

It should be noted that Americans often designate the class objects or phenomena with one of the words of this class. M.A. Goldenkov gives an example with the word "hawks". Americans call all birds, in particular, birds of prey "hawks", that is, "hawks". He also noted the use of the word bug - "bug" - as a designation for all beetles in general (the last meaning of this word is "an electronic eavesdropping device", which gave rise to the Russian language to call this kind of device "bugs")

Grammatical differences between American and British English. There are several grammatical differences between British and American English.

1) In American English, Past Simple is often used instead of Present Perfect to provide more information or to report on recent events:

- I lost my key. Can you help me to look for it? Past Simple is used with just,

already, yet:

- I'm not hungry. I just had lunch.
- Don't forget to post the letter.
- I already posted it.
- I didn't tell them about the accident yet.

2) In American English form (I have / I don't have / Do you have?) are more common than I've got / I haven't / have you got?

- We have a new house
- Do you have a sister?

3) Some verbs in American and British English have different verb forms in PastSimple and PastPerfect:

a) Verbs such as to burn, to learn, to lean are usually correct in American English: burned, learned and leaned, while in British English they are simultaneously right and wrong.

b) Verbs like to spill, to spell, to smell, to leap, to dream, to spoil - incorrect in British but correct in American.

- c) Past participle get is gotten, prove is proven
- Your English has gotten much better since I last saw you.
 - He has proven his innocence.

d) The verb to quit has the same 3 forms, while in British it is correct.

4) Americans often use the infinitive (no to) in constructs with insist / suggest.

- They insisted that we have dinner with them.
- Jim suggested that I buy a car.

A similar structure is used in British English.

5) Americans also omit to after the verb help.

- He helped me carry the bag.

6) Americans say the hospital.

- The injured man taken to the hospital.

7) Americans use on a team.

- He is the best player on the team.

8) Americans say on the weekend / over the weekend, but at weekend.

9) In American English different than - also possible like different from. Different to is not used.

Although the American and British standard variants show numerous discrepancies in phonological, spelling, grammatical and lexicosemantic levels, the nature of these discrepancies does not affect the English language system as a whole, which gives reason to consider American and British English as variants of the same language, and not two different languages.

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DEVELOPMENT OF CRITICAL THINKING OF PRIMARY SCHOOL STUDENTS IN ENGLISH LESSONS

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Түйін: Мақала ағылшын тілі сабақтарында негізгі мектеп оқушыларының сыни ойлауын дамытуға арналған. Ол оқушыларға білім беру және күнделікті іс-әрекеттері үшін маңызды ақпаратты талдауға, түсіндіруге және бағалауға үйренуге көмектесетін негізгі әдістерді қарастырады.

Резюме: Статья посвящена развитию критического мышления учащихся основной школы на уроках английского языка. В ней рассматриваются основные методы и приёмы, которые помогают школьникам учиться анализировать, интерпретировать и оценивать информацию, что важно для их образовательной и повседневной деятельности.

In modern educational conditions, special attention is paid to the development of critical thinking among schoolchildren, since this skill helps students not only in educational activities, but also in life outside of school. Critical thinking allows students to analyze information, ask questions, evaluate sources, draw informed conclusions and make informed decisions. The development of critical thinking in English lessons is especially important, since learning a foreign language involves working with various texts, cultural context and information [1].

Tasks and goals of developing critical thinking in English lessons

The goal of developing critical thinking is to develop students' ability to think independently, the ability to see alternative points of view, express an informed opinion and find new approaches to solving problems. The development of critical thinking in English lessons helps students:

- better understand the contexts and subtexts of various texts;
- analyze what you read and identify important aspects of the content;
- find relationships between facts and ideas;
- develop the ability to defend your point of view in a reasoned manner.

Methods and techniques for developing critical thinking in English lessons

For the successful development of critical thinking among schoolchildren in English lessons, teachers can use various methods and techniques aimed at activating thinking, involving students in the process of analysis and discussion. Let's look at the most effective of them.

1. The method of discussion and argumentation

Discussions and discussions in English allow students to develop the skill of reasoned speech, teach them to express and justify their position. To do this, the teacher should ask thought-provoking questions, for example:

What would you do in the place of the main character?

Why, in your opinion, did the character choose this particular way to solve the problem?

What difficulties did the hero face, and how can they be similar to real life situations?

The task of the teacher is to create conditions under which students will be motivated to actively participate in the discussion and will be able to show independent thinking.

2. Text analysis and reflection

Critical thinking can be developed by inviting students to analyze the text they read, compare it with other sources, and find hidden meanings and subtexts in it. When analyzing a text, it is useful to ask questions:

What ideas did the author want to convey to the reader?

How does the content of the text relate to real life?

How would you change the ending of the story?

Analyzing the text, students learn to reflect on its content, highlight key points and establish cause-and-effect relationships.

3. Active Reading Methods

Active reading methods help students to be more involved in the process of learning the text. These methods include:

Text annotation: students highlight important points, keywords, and ask questions about the content of the text.

Asking questions about the text: the teacher invites students to ask questions about what they have read, which encourages them to think more deeply about the content.

Filling in tables and diagrams: students can fill in tables with information about what they have read, highlight the pros and cons of proposed ideas, form graphs and diagrams [2].

4. Comparing information and points of view

One of the methods that stimulate critical thinking is to compare different sources of information or points of view. Students can be offered texts representing different opinions on the same topic and asked

to identify the difference in views and explain why it exists;

formulate your opinion based on the facts and arguments from both texts.

This technique helps to develop students' ability to consider different sides of the same problem and form a balanced opinion.

5. Using high-level questions

High-level questions involve reflection, analysis and synthesis of information. These questions make students think about what they have read and make the learning process more interesting and useful. Examples of such questions:

What is the main idea or moral presented in this text?

What are the potential consequences of the heroes' actions?

What alternative solutions could be suitable in this situation?

Working with such questions allows children not only to memorize information, but also to develop the ability to critically comprehend it.

Project tasks for the formation of critical thinking

Project activities contribute to the development of critical thinking, as they allow students to work with a large amount of information, analyze it and present it in the form of projects. Examples of project tasks:

Creating presentations based on what you have read. Students present the content of the text in the form of a presentation, where they highlight the main ideas, discuss them with classmates and answer questions [3].

Research projects. Students can conduct research on a topic of interest by comparing various sources, formulating hypotheses and drawing conclusions.

A role-playing game. In the role-playing format, students assume the roles of characters from texts and discuss their behavior, motives and actions.

The development of critical thinking in English lessons is a complex but important process that helps students to consciously perceive information, be attentive to details and consider problems from different points of view. The use of a variety of methods and techniques, including discussions, text analysis, active reading methods and project assignments, makes English lessons more productive and exciting, and also contributes to the development of an independent and critically thinking generation.

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UDC 373.1.

FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS OF A NON-LINGUISTIC UNIVERSITY BASED ON THE AUDIOLINGUAL METHOD

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Түйін: бұл мақалада аудиолингвалдық әдіске сүйене отырып, шетел тілінің коммуникативті құзыреттілігін қалыптастырудың теориялық және практикалық аспектілері қарастырылады, шет тілдік коммуникативтік құзыреттіліктің негізгі компоненттері мен құрылымдық компоненттері талданады.

Резюме: в статье рассматриваются теоретические и практические аспекты формирования иноязычной коммуникативной компетенции на основе аудиолингвального метода, проанализированы основные компоненты и структурные составляющие иноязычной коммуникативной компетенции.

The impressive development of education in the second half of the 20th century, and a very noticeable increase in the average level of education of the

population of most of the planet, is one of the largest changes of global significance. The impact of education on economic, social, political and cultural life is already fully evident in the 21st century. It is higher education that is one of the decisive factors in the progress of education in general. In just a few decades, higher education has provided unprecedented growth in the potential to advance and disseminate knowledge, apply it, and innovate.

Higher education is traditionally the final link in the education system and the most important factor in the development of human potential. The knowledge-based economy requires an increasing number of people with upper secondary education and knowledge of a foreign language. According to statistics in industrialized countries, the proportion of the adult population with higher education in the period from 1975 to 2000. increased from 22 to 41%, i.e. almost doubled. But even with such a significant increase in workers with higher education, it is not enough to meet the growing demand. Studies of the evolution of labor markets in Canada, the United States, the United Kingdom and other countries show a constant increase in the demand for young workers with higher education. The number of jobs requiring university preparation is growing at a faster rate than the number of jobs requiring lower educational attainment, and this trend is expected to intensify [1].

According to Peter Drucker, back in the 50s, manual workers were the majority in all developed countries. By 1990. their share fell to 20% of the total number of employed. By 2010. it, according to P. Drucker, will be no more than 10%. According to Drucker, in developed countries the number of young people able to engage in manual labor will decrease. The only advantage developed countries can count on is the reproduction of well-trained, educated, and disciplined knowledge workers.

At the beginning of the XXI century, conceptual documents were adopted in Russia that determine the ways of development of education. These are the revised laws of the Russian Federation "On education" and "On higher and postgraduate professional education", "National doctrine of education in the Russian Federation", "The concept of modernization of Russian education for the period up to 2010." These documents contain the key positions: "the priority of the citizen over the state", investment in human development ", " reliance on the education of society ", " the development of variability and accessibility of educational programs ", etc. Over the many decades of the history of Russia and the USSR, the official concept of education reform for the first time, a cardinal upheaval took place: a predominant focus on personality and human development was declared.

The primary task for education is to increase the ability of the individual to overcome difficulties, i.e. the ability to quickly adapt to constantly changing conditions. And the faster the speed of change, the more attention should be paid to recognizing and understanding the model of future events, their processes and requirements. In connection with the need to increase diversification, the transience and novelty of information, production and other vital processes, the problem arises of the formation of new behavioral skills through education. According to E. Toffler, people who have to in a new super industrial society will need new skills and abilities

in three main areas: learning, communication and choice [2].

The dynamics of public life, especially in Russia, new goals, scale and direction of the transformations cause a public need for a large number of citizens who practically speak one or several foreign languages. Knowledge of languages, and above all languages of international importance, makes it possible for a person to get real chances to occupy a more prestigious position in society, both socially and materially. In solving this problem, an important role is assigned to language education as a factor that turns a person into a developed personality and expands his social and economic freedom.

Among the most important circumstances testifying in favor of the demand for foreign languages in the modern world and in Russia especially, we can name the following:

- a) globalization of integration social processes;
- b) interstate integration in the field of education;
- c) access to experience and knowledge in the world, to a great wealth of information;
- d) the possibility of obtaining education abroad.

Returning to the question of the quality of education, now directly linguistic, we must say that for one reason or another, language education in Russia does not find support at the state level. This is expressed, first of all, in insufficient funding from the state of the educational sphere, which leads to an outflow of teaching staff, does not allow adequately equipping the educational process with adequate material and technical means. All this negatively affects the quality of the student's linguocultural training. It is precisely because of the current situation that a large number of theoretical works (including dissertations) are currently appearing, the main direction in which is the optimization of teaching foreign language in a non-linguistic university. The lack of communicative competence of students forces scientists and researchers to redefine the learning objectives and propose effective methods and techniques for the development of communication skills (P.B. Gurvich, I.A. Zimnyaya, G.A. Kitaigorodskaya, BC Korostylev, V.V. P. Kuzovlev, A.A. Leontyev, V.P. Morozov, A.L. Nazarenko, E.P. Passov, S.G. Ter-Minasova, I.I. Khaleeva and others).

The main provisions of the modern National Doctrine of Engineering Education are to improve the professional culture of the future specialist, overcome the dehumanization of engineering education, alienate students from the culture of communication. One of the most correct ways to solve these problems is the way of convergence of social, humanitarian and technical knowledge. Over the years, the issues of improving the teaching of foreign languages in a non-linguistic university have been reflected in many studies (N.V. Balkevich, 1990, E.G. Bogdanova, 1989, D.V. Bulatova, 1989, A.A. Verbitsky, 1991, A.Ya. Gaisina, 1997,

E.Yu. Dolmatovskaya, 2000, L.I. Ivanova, 1997, T.V. Kozhevnikova, 1991 and others). However, the narrowing of the goal of learning FL to professionally-oriented communication, which is based on texts (G.P. Savchenko, S. Drokina, A.Ya. Gaisina) and only occasionally audio materials (for example, at the initial stage, O.A.

Obdalova) do not give the expected result in any way. Very often, second-year students, when translating a text (which in practice is one of the main forms of teaching foreign language in a non-linguistic university), is guided by it better than a linguist teacher. From our point of view, in modern conditions of pluralism, wide variability of approaches, as well as a fairly high motivation on the part of a modern student in teaching FL, it is necessary to equip the student with methods of studying FL, which would give him the opportunity to form ways of rational work not only in the classroom, but also in the process of independent activity [3].

The audiolingual method belongs to the direct methods. Direct methods are a group of methods of teaching foreign languages that took shape in the second half of the 19th - early 20th centuries. As a result of the victory of supporters of practical language teaching over representatives of classical education. Among the most prominent figures in this new direction in education are M. Berlitz, F. Guen, G. Suit, O. Jespersen, G. Palmer, C. Vries, N. Brooks, etc. The name "direct" methods was given in connection with the fact that their representatives sought to create in language classes direct associations between language units and the concepts corresponding to them, bypassing the students' native language, and therefore, the assimilation of such units took place on an intuitive level. Direct methods are based on the following provisions:

- practical orientation of training (first of all, mastering oral communication);
- intuitiveness (as opposed to the conscious mastery of the language using rules);
- exclusion of translation as a learning tool;
- consistent development of types of speech activity in the system of listening - speaking - reading - writing;
- widespread use of visualization, which provides visual and auditory synthesis of educational material.

The direct methods of this group have become widespread as opposed to the previously dominant grammar-translation method. The popularity of the methods was due to the increased need of society for the practical mastery of the FL as a means of communication.

At the beginning of the twentieth century, one of the recommended teaching methods adopted in many countries, in particular in the United States, was the reading-based method. The emphasis was put primarily on the understanding of the text in a foreign language. The training material consisted of small passages of texts, preceded by a list of words. The pursued goal was to read the text to oneself, however, teachers often resorted to discussing it, using a direct teaching method. Analyzing research by authors such as S.G. Darian, R.M. Gagne, N.N. Stern, we see that there was practically no specific system in teaching foreign languages. There was no standardization of vocabulary and the basics of grammar at various stages of learning, just as there was no definite consensus on what kind of material should be considered the initial in vocabulary and grammatical structures [4].

The main goal was to acquire the conversational skills of communication in foreign languages by students. One of the prominent scientists involved in this work

was Leonard Bloomfield. By that time, he had already developed one of the programs to help linguists and anthropologists studying the languages of the American Indians and other peoples. No textbooks existed in this area. The technology used by L. Bloomfield and his colleagues is sometimes called the "informant method" because a direct native speaker was used as an informant. It was he who served as a source of words, phrases and sentences for imitation. In this process, the presence of a linguist was also necessary, whose role was primarily in isolating certain grammatical structures, while he absolutely did not need to know the language. The course lasted from two to six weeks, classes were held six times a week for ten academic hours each with obligatory homework assignments, which were allotted from twenty to thirty hours. This system was used in the training of specialists in the army. The program lasted two years and during this time has gained significant popularity in both academic and public circles [5]. The next ten years were spent discussing the suitability of this "Army Program" as one of the possible programs for teaching foreign languages. Despite the large number of problems and difficulties in this approach, all opinions agreed on the undeniable value of the intensity and the oral, "sound" basis of the method.

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UDC 811

ADVANTAGE AND DISADVANTAGE OF ONLINE EDUCATIONAL PLATFORMS

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Түйіндеме: Мақалада сұранысқа ие қосымшалар, олардың жалпы сипаттамасы қарастырылады, ұқсас типтегі екі интернет-ресурс келтірілген, олардың артықшылықтары мен кемшіліктері, жұмыс ерекшеліктері талданады, онлайн сабақтарда тілдік дағдыларды игеру үшін осы құралды қолданудың өзектілігі және білім беру саласына сәйкес келетін құндылығы мен пайдалылығы негізделеді.

Резюме: В статье рассматриваются топовые приложения, описание их в целом, приводится два интернет ресурса аналогичного типа, анализируются их преимущества и недостатки, особенности работы, обосновывается актуальность использования данного средства для присвоения языковых навыков на онлайн занятиях и его ценность и полезность, соответствующая к образовательной сфере.

At current time the possibilities of usage the Internet (online) resources in learning foreign languages are massive. In educational milieu, the internet provides the facilities for getting all the necessary information for both as a student and as a teacher [1]. The Internet affords the opportunity to get acquainted with rich intercultural learning, get the news about lives of peers who are abroad, read the articles from newspapers and magazines, get the original book, as well as learning foreign languages on various learning platforms with local tutors and native speakers as well.

The 21st century is the century of development, evolution, digitalization and network. The role of internet has increased in education the last decades. Nowadays, internet is growing speedily in the system of education and it is actively used in teaching area [2].

The world wasn't ready to face with the epidemiological situation which had happened the last 4 years, the usual forms of organizing the educational process in educational establishments have become impossible to use as used to be. Organizations of education were faced with necessity to find new forms of learning that can be effectively implemented in the distance learning. Internet platforms have become one of these tools.

Online learning platforms which are allowed to work individual language skills and abilities of students. At this point here will be demonstrated advantages and disadvantages, first of them is [3]:

1. Lingualeo is an educational platform for leaning and practicing a foreign language, which is based on game system. The initial stage starts determining the level of foreign language through testing. Following this, the starting level the user can set a goal for language level they will achieve in the process of studying. The resource provides them improve grammar, pronunciation and lexical skills, increase reading speed and listening comprehension.

Advantages:

–A large number of authentic and relevant video, audio and text materials of various levels tasks.

–Daily test which are according to a certain level of difficulty.

–A practical dictionary where you are able to create your own sets of words, illustrate them with examples and pictures.

–There is both a website and an application for mobile phone for Android and iOS

–The platform provides additional information for preparing IELTS and TOEFL tests.

–Promotions are often offered on the site for premium status and paid courses.

Disadvantages [4]:

- Most of the grammar exercises are available for a fee.
- When you use this application in free user, the amount of words that you can add during learning is limited.
- There is no chance to learn phonetics
- The communication with native English speakers is not provided.

2. Puzzle English is an online platform for learning English, where you are able to improve your grammatical and lexical skills. The special feature of platform is large number of tasks based on authentic video and audio supplementary materials. Sections of platform are separated in different folder as grammatical exercise ,listening task, writing translation. Video materials such as films and TV shows with subtitles in English and Russian. Besides, there are podcasts, games, quiz, songs and personal dictionary [5].

Advantages:

- There is a mobile application with all functions
- The ability to track your progress through passing tests
- The lessons with native speaking teachers, which creates the effect of presence in the lesson. One free lesson in each course.

Disadvantages [6]:

- Most of the service are paid
- Few functions are available for free-only basic instruments
- A little grammar , most exercises are aimed for training speech perception.

Summing up the above, online learning one of the leading points in improving the quality of education today. The usage of educational platforms present a wide range of opportunities for educational progress and process.

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FEATURES AND COMMON MISTAKES IN TRANSLATIONS OF BUSINESS DOCUMENTS

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Түйін Бұл мақаланың мақсаты-ресми іскерлік стильдегі мәтіндерді аудару ерекшеліктерін қарастыру, ресми іскерлік құжатты аударудың негізгі әдістерін, әдістері мен әдістерін зерттеу мақалада ресми іскерлік стильдегі мәтіндерді ағылшын тіліне аударудың негізгі стилистикалық ерекшеліктері қарастырылады. Іскери құжаттаманың ерекшеліктері, оның грамматикалық және лексикалық сипаттамалары анықталған.

Аннотация Цель данной статьи - рассмотреть особенности перевода текстов официально-делового стиля, изучить ключевые методы, способы и приёмы перевода официально-деловой документа. В статье рассматриваются основные стилистические особенности перевода текстов официально-делового стиля на английский язык. Определены черты деловой документации, её грамматические и лексические характеристики.

Translation of business documents plays a key role in the international activities of companies, promoting mutual understanding between partners, customers and government agencies of various countries. However, an incorrect translation can lead to serious consequences — from violation of business reputation to litigation. In this article, we will look at the main features of translating business documentation and common mistakes that should be avoided. Such outstanding linguists as L. S. Barkhudarov, V. E. Shchetinkin, Yu. I. Retsker, V. N. Komissarov made a significant contribution to the development of translation theory. V. E. Shchetinkin and Yu. I. Retsker supplemented this classification by dividing transformations lexical and grammatical, covering concepts such as generalization, concretization, modulation, etc. Business documents often include specialized terms and expressions that may be incomprehensible without in-depth knowledge of the industry. Using precise terminology and understanding its meanings in a specific context helps to avoid ambiguity and distortion. To do this, the translator must be proficient in the subject vocabulary, which requires not only knowledge of the language, but also professional knowledge in a specific field [1].

Business documentation, especially official letters, contracts and reports, requires strict adherence to the established structure. This may concern both the order of the information and its visual design. For example, contracts usually have a standard structure that includes sections such as "Subject matter of the contract", "Rights and obligations of the parties", "Responsibility of the parties", etc. Incorrect structuring can lead to confusion and even legal consequences. Careful work with numbers and units of measurement

Financial reports, budget documents, and other similar documentation often contain a large amount of numerical data, percentages, and units of measurement. It is important to convert currencies, units of measurement, dates and number format correctly. For example, an incorrectly specified number or a changed format may affect calculations and lead to financial losses.

Documents created for business communication often reflect not only the specifics of the company, but also the cultural or legal aspects of the country. For example, English-language documentation often uses politeness formulas, whereas in documents written in Russian, this is not always relevant. The translator must be able to adapt the text so that it looks natural and corresponds to the business culture of a particular country.

Perhaps the most common mistake is trying to translate specific terms verbatim. For example, the term "shareholder" can be translated as "shareholder", "shareholder" or "shareholder" depending on the context. Incorrect translation of the term can cause serious legal or financial misunderstandings. To avoid this, the translator must check each value using professional glossaries [2].

Legal phrases often require a special approach because they have clear formulations that cannot be changed. Incorrect translation, for example, of the mandatory terms of the contract, such as "the subject of the contract" or "force majeure", can completely change the meaning of the document and affect its legality. Changing the structure and format of a document is another common mistake. Some translators neglect the original design and structure, which leads to translation inconsistencies. For example, in reports and financial documents, it is extremely important to preserve tables, page numbering and structural elements.

Errors in numerical data are not only inaccuracies, but also potential losses for business. The translator is obliged to double-check all the numbers make sure that the currency conversions are correct and the dates are displayed correctly. An error in currency or units of measurement can cause serious financial consequences. Some countries have unique legal norms that must be taken into account when translating documents. For example, legal terms that have special meanings in different legal systems may be misinterpreted by the translator. Ignoring this leads to misunderstandings and legal consequences [3].

Glossaries help translators choose the right terms and ensure consistency of translation. Companies can create their own glossaries, taking into account the specifics of their industry.

A translator with experience and knowledge in a particular field has a better understanding of the intricacies of documentation and can avoid common mistakes.

Multi-level verification, including editing and proofreading of the translation, allows you to identify errors and inaccuracies. Many companies use experts to do this in order to avoid mistakes and improve the quality of translation. Modern translation tools, such as automatic translation systems and translation management systems, help speed up the process and ensure a higher level of accuracy. However, such tools require settings and cannot completely replace a professional translator.

The translation of business documents requires attention to detail, in-depth knowledge of the relevant industry and the culture of the country for which the document is intended. Mistakes in the translation of business documents can lead to serious consequences, ranging from misunderstandings to legal disputes. High-quality translation is the key to the company's success at the international level and a means of building trust between business partners and customers.

Other aspects of business documentation translation

Confidentiality and data protection

Translators working with business documents often get access to confidential company information such as financial statements, strategies, plans and contracts. This requires strict confidentiality and responsibility for data protection. Companies often require translators to sign a non-disclosure agreement (NDA) to ensure data security.

Business documentation often uses legal formulations that require a special approach when translating. These formulations, such as "this agreement", "in accordance with this agreement" and "the right to go to court", have specific legal meanings, and even the slightest deviations from the original may affect the validity of the document. Therefore, translators working with legal aspects should be well versed in the legal language of both countries, which often requires. The translation of business documents also includes the adaptation of the style and tone of the text. In some countries, a more formal and formally polite style is welcome, while in others it is simple and direct. For example, business culture in Germany tends to be formal and precise, whereas in the USA the style may be more flexible and friendly. The translator must take these stylistic features into account and be able to find a balance so that the document is understandable and meets the expectations of the recipient [4].

Ignoring the specifics of the industry

Different industries have their own characteristics and standards of documentation. For example, pharmaceutical companies often use specific terms and abbreviations in clinical reports, which may differ from the terms and standards in technical or financial documentation. Mistakes in the use of industry terms can lead to confusion or, worse, to misunderstanding.

Underestimating the importance of local legislation

Understanding local legislation is critical for translating legal and contractual documents. For example, some terms and conditions used in the legal system of one country may be unacceptable or have no analogues in another. The translator must have at least basic knowledge of the legal system of the countries for which he translates documents, and know when to seek legal advice.

Translation of acronyms and abbreviations without decryption

Acronyms and abbreviations are an integral part of business documentation, and they are often used without decryption. However, in another culture or legal system, such abbreviations may be incomprehensible or have a different meaning. The translator should clarify their interpretation or, in some cases, explain, if possible.

Modern technologies such as neural networks and specialized machine translation systems help speed up the translation process and improve its accuracy. However, it is important to remember that such systems are trained on publicly available data and may not take into account the nuances of a particular company's terminology. In order for the neural network to produce more accurate results, companies often upload their glossaries and preferred terminology to it.

Translation Management Systems (TMS) help to effectively organize the translation process, especially when several specialists are working on a project. They allow you to maintain databases of terms and phrases, eliminate duplicate text, and maintain a unified style and terminology throughout the project.

Modern translation quality control tools help to reduce the number of errors and improve the final result. These systems check the correctness of translations, analyze terms and give feedback to the translator. Quality control can include automatic verification of numerical data, units of measurement, grammatical and punctuation errors, which is especially important for business documentation.

Translation of business documents requires not only a high level of language skills, but also a deep understanding of the specifics and culture of the country for which the document is intended. Specialized knowledge and technologies help to avoid mistakes and improve the quality of translation, but the main role is still played by the professionalism and responsibility of the translator. Well-coordinated work with experts, the use of modern tools and consideration of all the subtleties will help to minimize mistakes and maintain trust, which is the key to successful international cooperation and business relations.

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THE COURSE AND PROSPECTS OF TEACHING ENGLISH IN THE COUNTRY

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Түйін: Бұл мақалада шет тілде білім берудің қазіргі жағдайын және әлемдік оқыту тәжірибесінен алынған оқытудың инновациялық әдістерін қолдана білуді, жаңа технологияларды пайдалана білуді, сабақты жоспарлауды оңтайландыру үшін оқу үдерісін бағалаудың тиімді әдістерін қолдануды қарастырады және Қазақстандағы ағылшын тілінде білім беру сапасын жақсарту үшін ықтимал өзгерістерді ұсынады.

Резюме: В данной статье рассматривается современное состояние иноязычного образования и возможность использовать инновационные методы обучения, основанные на мировом опыте преподавания, умение использовать новые технологии, использование эффективных методов оценки учебного процесса для оптимизации планирования занятий, а

также предлагаются возможные варианты. изменения для улучшения качества образования на английском языке в Казахстане.

English is a global language nowadays. It is spoken in many countries of the world. In today's modern schools, English is taught as a compulsory subject. Yesterday, the subject of English language was taught as the main subject in the timetable from the 1st grade.

Why do we start learning a foreign language at an early age? To learn this language? or to translate the texts given in the book? Or to understand the words of our teacher and get a good grade for that? Maybe to understand the citizens of other countries and to be able to talk with them on various topics?

In today's era of globalization, a person who knows many languages has a special place in society. It is clear to all of us that learning a foreign language, mastering it well, plays a special role, first of all, in international relations. Language develops by living with the people [1].

The increasing role of the English language in Kazakhstan makes the issue of realizing the state status of the Kazakh language more important. There is no harm in learning a language, on the contrary, the benefits are enormous. I would say that you don't have to know your native language, you have to. And in order to recognize the high status of your country in front of other countries, it is not superfluous to master seven languages.

The young generation has a great contribution in creating a competitive state, which has been set by our President. Today, foreign language teaching at a professional level is in the main place in higher educational institutions. That is, every student can master a foreign language and develop it further depending on his profession. In addition, there is a great opportunity to go to foreign countries and gain a lot of experience. At Al-Farabi Kazakh National University, one of the most prestigious universities in the country, mastering foreign languages at a professional level is firmly established.

Qualified teachers working in the faculty, together with foreign scientists, serve for the future of students and create conditions for young people to get the necessary education and experience. Each teacher educates students not only to master a foreign language, but also to be versatile [2].

The teaching that he taught us is amazing. Each lesson was very interesting, so we can't even realize how quickly the time has passed. For my future profession, learning English is important. In each lesson, our teacher teaches how to write an article in English, translate from Kazakh to English, use grammar correctly, and read with the correct tone of voice. Paying special attention to each student, he never gets tired of teaching you what you don't know.

The thinking of a modern person is not limited by the boundaries of a city or country - we think much more broadly and perceive the world more globally. Therefore, the role of education as a whole is changing, new teaching methods are emerging. But the participants in the educational process to this day remain the teacher and the student.

English teachers are becoming a kind of guide to the intercultural space. The task of an English teacher is now not just to teach grammar and vocabulary, but also to provide the student with the opportunity to understand the cultural background, introduce him to the language context and prepare him for real communication. According to a study conducted by the British Council in November 2017 in Kazakhstan and Kyrgyzstan, it is important for English teachers to develop the following skills in order to remain competitive:

- Ability to use innovative teaching methods taken from global pedagogical practice
- Ability to use new technologies
- Application of effective methods of assessing the educational process to optimize lesson planning

The modern paradigm of education involves rethinking the approach to teaching methods, the tasks of the educational system.

Today, learning is, first of all, a readiness to perceive new things, improve existing skills, and update them. Teachers must adapt to the challenges posed by the ever-changing education system. Even in the era of post-truth and uncertainty, educators need to be confident in their own knowledge and skills and constantly improve them [3].

It depends on what you mean by "tradition". It is believed that the concept of lifelong learning or Lifelong Learning was first mentioned in 1968 in the materials of the UNESCO General Conference. Since then, the idea of lifelong learning has become an object of study for researchers and educators and the main focus of modern educational methods. But the origins of this concept can be found even in the works of Aristotle, Socrates, or Plato. For example, the Greek idea of "paideia" consisted of the continuous development of abilities that motivated a student to receive a scholarship.

Lifelong learning is important not only for the student, but also for the teacher. Perhaps, for a teacher it is even more of a priority, because it is necessary to adapt to changing realities, adapt to requirements and follow trends in order to be in demand on the labor market.

In this society, which is progressing and accelerating every day, it is very important to know several languages. If we look at history, it can be noted that most of the great people from the Kazakh land were fluent in many languages. One of them, the "second teacher" of the world - Abu Nasir Al Farabi, knew about 70 languages. Thus, in this era of globalization, the English language is at a high point in the development path. In Kazakhstan, the state language is Kazakh, Russian is an international language, and the international language is English. Since independence, the preference for English in Kazakhstan has increased 10 times. English is the 3rd most widely spoken language in the world after Chinese and Spanish. But in terms of distribution, economy, and the language of science, others are covered in dust [4].

Analyzing approaches to both teaching and mastering foreign languages, we can conclude that a "revolution" in foreign language teaching methods has occurred

in the language environment. Previously, all priorities were given to grammar, almost mechanical mastery of vocabulary, reading and literary translation. With this method of teaching, only one function of language was realized - informative.

Learning English is the key for young people to learn about the world. Knowing English opens up endless opportunities for our youth. It is a guarantee of globalization.

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THE ROLE INNOVATIVE APPROACHES IN ENHANCING FOREIGN LANGUAGE TEACHING EFFECTIVENESS

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Түйіндеме: бұл мақала шет тілдерін оқытудағы (FLT) инновациялық тәсілдердің тиімдірек оқытуға қалай ықпал ететінін зерттейді. Коммуникативті оқыту, технологияны интеграциялау және тапсырмаға негізделген оқыту сияқты әдістерге назар аудара отырып, зерттеу осы тәсілдердің мотивацияға, есте сақтауға және тілдік құзыреттілікке әсерін көрсетеді. Теориялық негіздер мен практикалық қолдануды зерттей отырып, мақала тілдік білім беруді өзгерте алатын FLT-дегі заманауи тенденцияларға жан-жақты шолу жасайды.

Резюме: Эта статья исследует, как инновационные подходы в преподавании иностранных языков (FLT) способствуют более эффективному обучению. Акцентируя внимание на таких методах, как коммуникативное обучение, интеграция технологий и обучение на основе заданий, исследование подчеркивает влияние этих подходов на мотивацию, запоминание и языковую компетентность. Изучая теоретические основы и практическое применение, статья представляет всеобъемлющий обзор современных тенденций в FLT, которые могут преобразить языковое образование.

In an increasingly globalized world, the demand for effective foreign language acquisition has led to a re-evaluation of traditional teaching methods. New approaches in foreign language teaching (FLT) aim not only to improve linguistic proficiency but also to equip learners with practical skills for real-life communication. This article investigates the impact of innovative teaching methods on FLT effectiveness and explores their contributions to enhanced student engagement, motivation, and linguistic competency. Key approaches examined include communicative methods, digital technology integration, and immersive

experiences that collectively represent a shift towards more interactive and learner-centered teaching.

Theoretical Foundations of Innovative FLT Approaches. Theories of language learning, including communicative language teaching (CLT) and constructivist approaches, provide a foundation for innovative methodologies in FLT. According to CLT, language is primarily a tool for communication, which shifts the teaching focus from grammar memorization to practical language use. Constructivist theories further emphasize active learning, positing that students learn best when they engage meaningfully with the material. These theories serve as a backbone for modern FLT practices, encouraging methods that engage students in contextualized language use, collaborative activities, and interactive, task-based exercises.

Key Innovative Approaches in FLT:

1. **Communicative Language Teaching (CLT).** CLT is a core method in FLT that focuses on enabling students to communicate effectively in real-life situations. Unlike grammar-translation or audio-lingual methods, CLT encourages conversational practice, role-playing, and problem-solving activities to foster a practical understanding of the language. Studies suggest that students who engage in CLT demonstrate higher levels of fluency and confidence, as they learn to apply language skills in meaningful contexts.

2. **Technology Integration.** Digital technologies, including language-learning apps, online platforms, and virtual classrooms, have transformed the landscape of FLT. Technologies such as Duolingo, Babbel, and Rosetta Stone offer interactive exercises, feedback, and adaptive learning paths, allowing for personalized instruction. Virtual classrooms facilitate collaborative learning among students from diverse backgrounds, while AI-powered platforms enable instant feedback and personalized content. Research shows that digital tools help sustain student engagement, provide flexibility, and support regular practice, all of which enhance language retention.

3. **Task-Based Language Learning (TBL).** Task-based learning is an approach that encourages students to complete real-world tasks as part of their language practice. Activities such as group projects, research assignments, and presentations encourage learners to use language practically. This method aligns with the cognitive and constructivist theories, supporting meaningful language use and helping students bridge the gap between theory and practice. TBL has been shown to improve not only linguistic accuracy but also confidence in language use, as students actively engage with tasks relevant to everyday communication.

4. **Immersive Learning Environments.** Immersive language learning, achieved through study-abroad programs, language camps, or virtual immersion, provides learners with intensive exposure to the target language. When students are fully immersed, they are required to rely on the foreign language for daily interactions, which reinforces language learning. Immersive learning environments are effective in promoting rapid language acquisition, as they require learners to apply vocabulary, grammar, and cultural knowledge in real-world settings.

Impact of Innovative Approaches on Student Motivation and Engagement.

Innovative methods contribute significantly to student motivation by making the learning experience engaging, interactive, and directly relevant to real-life scenarios. For example, technology-based methods often incorporate gamification, which has been shown to boost motivation by providing learners with incentives, progress tracking, and rewards. Additionally, methods like TBL and CLT give students a sense of accomplishment as they complete tangible tasks or engage in authentic communication. This active involvement not only reinforces learning but also builds students' confidence, making them more likely to continue studying and applying the language in meaningful ways.

Challenges and Limitations of Innovative FLT Approaches. While innovative approaches bring clear benefits, they are not without challenges. For instance, technology-based methods require resources and technical infrastructure that may not be available in all educational contexts. Additionally, methods such as TBL and immersive learning may demand extensive planning and resources, posing constraints for institutions with limited funding. Another challenge is teacher readiness and adaptability; educators must be trained not only in the theoretical aspects of new approaches but also in how to integrate these methods effectively within the curriculum.

The application of innovative approaches in foreign language teaching plays a crucial role in enhancing teaching effectiveness. By fostering real-world communication, engaging students through technology, and providing immersive experiences, these approaches help create a dynamic, student-centered environment conducive to language acquisition. Although there are practical challenges in implementing these methods, their benefits for student motivation, engagement, and proficiency are evident. As the field of language education continues to evolve, the incorporation of innovative methods will likely remain central to improving language learning outcomes.

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THE ROLE OF THE FRENCH LANGUAGE IN THE MODERN WORLD

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Түйін: Француз тілі негізгі халықаралық ұйымдарда ресми тіл ретінде қызмет ететін және дипломатиядағы қарым-қатынасты дамытатын маңызды жаһандық күш болып табылады. Ол мәдениетке әдебиет, өнер және кино арқылы әсер етеді, сонымен бірге білім беру мен ғылыми зерттеулерде маңызды рөл атқарады. Француз тілін білу, әсіресе дамушы нарықтарда жұмысқа орналасу перспективаларын жақсартады және туризм мен аспаздық өнердегі мәдени алмасуды қолдайды.

Аннотация: Французский язык является важной глобальной силой, выступая в качестве официального языка в ключевых международных организациях и способствуя коммуникации в дипломатии. Он оказывает влияние на культуру через литературу, искусство и кинематограф, а также играет жизненно важную роль в образовании и научных исследованиях. Владение французским языком повышает перспективы трудоустройства, особенно на развивающихся рынках, и поддерживает культурный обмен в области туризма и кулинарного искусства.

The French language plays a significant role in the modern world across various domains. French is one of the official languages of international organizations such as the United Nations, the European Union, and the International Olympic Committee. This status enhances its use in diplomacy and global affairs. France has a rich cultural heritage that includes literature, art, fashion, and cinema. French films, literature, and culinary arts have a profound impact worldwide, promoting the language through cultural exchange. French is a key language of instruction in many countries, particularly in Africa and parts of Europe. Numerous universities offer programs in French, making it a popular choice for international students. French-speaking countries, particularly in Africa and the Caribbean, represent emerging markets. Knowledge of French can be advantageous for business and trade, fostering economic relationships [1].

French is one of the primary languages in scientific research and publishing, especially in fields like mathematics, physics, and social sciences. This facilitates collaboration in international research projects. Significant French-speaking communities exist worldwide, particularly in North America, Africa, and parts of Asia. These communities maintain the language, enriching multicultural dialogue and fostering global networks. France is a top tourist destination, and knowledge of French enhances the travel experience [2]. Understanding the language helps tourists engage more deeply with local culture and customs. French is one of the most used languages on the internet, contributing to its relevance in digital communication and media. Overall, the French language continues to evolve and adapt, maintaining its importance in a diverse and interconnected world. Here are additional aspects highlighting the role of the French language in the modern world.

Beyond the UN and EU, French is a working language in organizations like NATO, UNESCO, and the International Red Cross, reinforcing its importance in

global governance and humanitarian efforts. The International Organisation of La Francophonie (OIF) promotes French language and culture, connecting over 80 countries [3]. This network fosters cultural exchange, educational cooperation, and economic partnerships among French-speaking nations. French media outlets, such as France 24 and Le Monde, play a crucial role in international news coverage, influencing global narratives and discussions.

Historically, French has been the language of diplomacy, and it remains a preferred language for many international negotiations and treaties [4]. French philosophers, writers, and theorists have shaped global thought in fields such as existentialism, post-structuralism, and feminism, ensuring the language's relevance in academic discourse. French is prominent in the arts, with numerous art institutions and festivals (like the Cannes Film Festival) showcasing French talent, thus promoting the language through artistic expression. French cuisine is highly influential worldwide, and many culinary terms are derived from French. Knowledge of the language is often seen as essential in the culinary field.

France employs cultural diplomacy, using language and culture to strengthen international relations. This includes promoting French through cultural institutes, alliances, and educational programs. French is increasingly present in digital spaces, with trends emerging in social media, music (like French rap and pop), and online gaming, appealing to younger generations [5]. In many countries, French coexists with other languages, enhancing the cognitive and social skills of speakers. Bilingual education programs help preserve linguistic diversity. As discussions around global issues such as climate change, public health, and migration continue, French serves as a crucial medium for collaboration and dialogue among nations. Overall, the French language remains a vital tool for communication, culture, and diplomacy, continually adapting to meet the needs of a changing world. Here are more dimensions of the role of the French language in the modern world:

French is actively promoted in regions where indigenous languages are at risk. This advocacy helps maintain linguistic diversity and cultural heritage. French institutions are at the forefront of research and innovation, especially in technology and health. The language serves as a medium for scientific advancement and collaboration. French has historically influenced many languages, particularly in terms of vocabulary. This linguistic impact is still evident today, especially in fields like law, fashion, and cuisine. Proficiency in French can enhance job prospects, particularly in multinational companies, NGOs, and organizations that operate in French-speaking regions [6].

The rise of online language learning platforms has made French more accessible, allowing people worldwide to engage with the language and culture. French is a prominent language in international sports, with events like the Tour de France and the Rugby World Cup showcasing the language's role in global sporting culture. French is increasingly used in discussions around environmental issues and sustainability, highlighting its role in shaping global policies and actions.

French is a key language in art history and architectural discourse, influencing global trends in design and aesthetic appreciation. Events like the Fête de la Musique

and literary festivals promote French language and culture, attracting international participation and interest. French is vital in the field of public health, especially in francophone countries, where it facilitates communication about health policies, research, and education [7]. French is a language of youth culture, with movements in music, fashion, and social activism inspiring young people to engage with the language and its contemporary relevance. These elements illustrate the dynamic and multifaceted role of the French language in today's interconnected world, influencing various sectors and cultural exchanges globally. Here are additional points regarding the role of the French language in the modern world. French is increasingly integrated into AI and tech development, with initiatives promoting the use of the language in programming and user interfaces, reflecting its relevance in the digital age.

French serves as a language of activism and social movements, with many global human rights and environmental campaigns communicating their messages in French to reach a wider audience. Knowledge of French can be a competitive advantage in international trade, particularly in sectors like luxury goods, wine, and fashion, where France has a significant influence. French culinary schools, like Le Cordon Bleu, attract aspiring chefs globally, emphasizing the importance of French in the culinary arts and gastronomy.

French fosters dialogue between cultures, allowing for richer exchanges in literature, philosophy, and the arts, and contributing to global understanding. French cinema has a storied tradition and continues to impact filmmakers worldwide, with festivals celebrating French film drawing international audiences and talent.

Many countries promote bilingual education policies that include French, recognizing its global significance and fostering multilingualism in the workforce. Paris remains a fashion capital, and French is integral to the global fashion industry, with many fashion terms and concepts rooted in the language. The study of French linguistics contributes to broader research on language acquisition, sociolinguistics, and language evolution, impacting educational methods worldwide [8]. With the rise of content creators and influencers, French is increasingly used in digital content across platforms, enhancing its presence in youth culture and global communication.

These additional points further emphasize the diverse and evolving role of the French language in contemporary society, highlighting its significance across various fields and cultural contexts.

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THE FUTURE OF ARTIFICIAL INTELLIGENCE: TRENDS AND FORECASTS

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Түйін: Жасанды интеллекттің болашағы автоматтандыруды, жекелендірілген тәжірибені және табиғи тілді өңдеудегі жетістіктерді арттыру арқылы айтарлықтай өзгерістерге әкеледі. Бұл денсаулық сақтауды, тұрақтылықты және шешім қабылдау процесін жақсартады, сонымен бірге адамдар мен машиналар арасындағы ынтымақтастықты дамытады.

Аннотация: Будущее ИИ принесет значительные изменения за счет повышения уровня автоматизации, персонализированного взаимодействия и достижений в области обработки естественного языка. Это улучшит здравоохранение, экологичность и процесс принятия решений, одновременно способствуя сотрудничеству между людьми и машинами. Азия интегрируется с новыми технологиями, этические соображения и адаптация рабочей силы будут иметь важное значение для определения того, как искусственный интеллект влияет на повседневную жизнь и решает глобальные проблемы.

The future of artificial intelligence (AI) is poised to bring about significant changes across various sectors. Here are some key trends and forecasts for AI in the coming years: AI will continue to automate routine tasks, leading to greater efficiency in industries such as manufacturing, logistics, and customer service. This shift will free up human workers for more complex and creative roles. AI will provide more personalized experiences in areas like education, healthcare, and marketing. Algorithms will analyze user data to deliver tailored recommendations and services, improving user satisfaction and outcomes. Improvements in natural language processing (NLP) will enable more sophisticated interactions between humans and machines.

AI will become better at understanding context, sentiment, and nuance in communication, enhancing customer support and conversational AI applications [1]. AI's role in healthcare will expand, with applications ranging from diagnostics and treatment recommendations to drug discovery and patient monitoring. Predictive analytics will help healthcare providers anticipate patient needs and improve outcomes. As AI technologies become more prevalent, ethical considerations and regulatory frameworks will gain prominence. There will be a focus on transparency, accountability, and the mitigation of bias in AI systems. AI will play a crucial role in addressing environmental challenges, optimizing resource use, and promoting sustainability. Applications will include energy management, waste reduction, and climate modeling.

The trend toward collaborative AI, where machines work alongside humans, will grow. This partnership will enhance productivity, with AI augmenting human capabilities rather than replacing them [2]. With the rise of IoT devices, AI will

increasingly operate at the edge of networks, processing data locally rather than relying on centralized cloud computing. This shift will reduce latency and improve real-time decision-making. AI will increasingly be used in creative fields such as art, music, and writing. Generative AI will create content, inspire artists, and serve as a tool for innovation. AI will be integrated with other emerging technologies, such as blockchain, augmented reality (AR), and virtual reality (VR), leading to new applications and enhanced user experiences. The future of AI is dynamic and multifaceted, with advancements expected to reshape industries, improve efficiency, and enhance personalization. As these technologies evolve, ongoing discussions around ethics and regulation will be essential to ensure their responsible development and deployment. AI's potential to drive innovation and address global challenges makes it a critical area of focus in the coming years [3].

AI will increasingly assist in strategic decision-making processes across various sectors by providing data-driven insights and predictive analytics. Organizations will rely on AI to analyze trends and forecast outcomes, enhancing their competitiveness.

Advancements in user interfaces, such as voice and gesture recognition, will improve human-AI interactions. This will make AI tools more intuitive and accessible, facilitating wider adoption across different demographics. As AI automates more tasks, the workforce will need to adapt through reskilling and upskilling. Educational institutions and employers will focus on preparing workers for AI-integrated environments, emphasizing critical thinking and creativity [4].

The development of decentralized AI models, which run on distributed networks rather than centralized servers, will enhance privacy and security while reducing the risks associated with data breaches. AI will play a vital role in enhancing cybersecurity measures. By analyzing patterns and detecting anomalies, AI can help identify and respond to threats in real-time, improving overall system security [5]. AI systems will become more adept at recognizing human emotions and sentiments through facial recognition and voice analysis, leading to applications in customer service, marketing, and mental health support. AI will optimize supply chain operations by predicting demand, managing inventory, and improving logistics. This will lead to reduced costs and improved efficiency in delivering products.

Cognitive computing, which aims to simulate human thought processes in a computerized model, will advance, enabling machines to understand and interpret complex data sets more effectively.

The future of AI is marked by rapid advancements and widespread applications across sectors. As AI continues to evolve, its integration into daily life and business processes will reshape how we work, learn, and interact, underscoring the importance of ethical considerations and workforce readiness in this new landscape.

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THE EFFECTIVENESS OF ONLINE COURSES AND PLATFORMS FOR LEARNING A FOREIGN LANGUAGE

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Түйін: Шет тілдерін үйренуге арналған онлайн курстар мен платформалар жаңа тілдік дағдыларды меңгерудің тиімді құралы болып табылады, оқу процесін студенттердің қажеттіліктеріне икемді және бейімделгіш етеді. Мұндай курстар интерактивті жаттығулар арқылы тілдік құзыреттілік деңгейін және мотивациясын, ана тілінде сөйлейтіндермен тіл табысу мүмкіндігін және кез келген уақытта өз бетінше тәжірибе жасаудың ыңғайлылығын арттырады.

Резюме: Онлайн-курсы и платформы для изучения иностранных языков являются эффективным средством освоения новых языковых навыков, позволяя сделать процесс обучения более гибким и адаптивным к потребностям студентов. Такие курсы повышают уровень языковых компетенций и мотивацию благодаря интерактивным упражнениям, возможности общения с носителями языка и удобству самостоятельной практики в любое время.

People now have a greater variety of alternatives, including distant learning, thanks to the growth and expansion of the Internet. The most varied online courses for learning English are among the most pertinent offerings in the field. The sudden popularity of online courses and platforms has affected the way individuals study a foreign language, becoming more accessible and adaptable unlike any time before. These digital learning tools are useful because they are flexible, allowing students to gain knowledge at their own velocity and in accordance to their preferred schedules. Online platforms offer immersive experiences that traditional classrooms sometimes cannot match, thanks to a variety of materials such as interactive activities, video lessons, and native-speaker communication. Furthermore, features such as quick feedback and customizable learning paths help learners advance efficiently by focusing on their particular advantages and weaknesses. However, the success of online language learning can vary depending on factors such as student motivation, platform quality, and access to live practice sessions.

This article investigates the potential of internet-based language acquisition platforms in terms of assisting people in learning new languages with success and assurance. The paradigm of conventional learning has shifted tremendously in recent years [1]. Being physically involved in a learning environment is currently not a single method for students to learn, especially with the advancement of internet access and cutting-edge technology.

Online language classes and platforms provide a variety of benefits that make language learning easier to achieve, cost-effective, and highly efficient. Their flexibility and convenience enable students to study whenever they want and

wherever they are, making them excellent for people with hectic schedules or those living in various time zones. Students who have family responsibilities, work commitments, or other obligations benefit from the flexibility to study at times that best fit their schedules, making education accessible to those with complex time demands. This freedom reduces the need for strict class schedules and promotes constant learning.

Furthermore, numerous platforms offer native speakers and genuine material such as films, reports, and music, allowing learners to acquire acclimated to everyday use of language, incorporating slang and regional accents. This introduction to routine speech is crucial for fluency.

Distance learning courses also include a range of tools, such as videos and quizzes, games involving languages, and based on artificial intelligence input, to appeal to distinct approaches to learning and increase enthusiasm. These training programs tend to be cheaper than typical personal training sessions, with several low-cost and even free alternatives that can be equally successful in obtaining competency [2].

In addition, most systems provide learners with instant feedback and tracking of progress, providing users to immediately recognize problems, create personal objectives, and evaluate their development. A number of online programs additionally provide social support and competitive connection, with forums, group lessons, and chatroom options allowing students to connect with others from all over the world, making learning more pleasant and motivating.

Distance education presents a customized lesson plan, that distinguishes it apart from other educational methods. A particular teacher manages each "distance" learner. He examines tests and paperwork, helps students get ready for examinations, and offers guidance to those who are having difficulties. The Internet is used to facilitate communication between the teacher and the students. Instead of traditional textbooks, the learner receives instructional resources in electronic format. The order of subjects studied and the pace of work are up to the student. With distance learning, for instance, a course that would take an entire year to finish in a traditional school setting may be finished more quickly, or the training could be extended out over a number of years. The student has to report to the teacher by passing tasks and evaluations for each course they have taken. Distance learning is highly popular in Western countries. Furthermore, there is no difference between a standard diploma and a remote diploma.

Online foreign language learning programs and platforms provide a number of inclusive benefits, particularly for students with impairments and non-traditional learners looking for a secure environment that is no less important [3]. With features like keyboard navigation, closed captioning, screen readers, and font size adjustments, many online platforms are made with accessibility in mind. These resources guarantee that students who struggle with vision, hearing, or mobility may participate completely in the lesson. Students with mobility impairments can take language lessons online without having to worry about accessibility or transportation since online learning removes the requirement for them to visit to a physical site. For

unconventional learners—such as adult learners, returnees, or anyone who might feel intimidated in regular classroom settings—online platforms provide a safe haven. They may learn without the stress of face-to-face encounters thanks to the virtual environment.

As mentioned earlier, one of the advantages of online platforms is the wealth of a wide variety of authentic materials and specialized approaches to learning. Currently, there are hundreds of such platforms on the Internet, and everyone, even the most demanding student, will find the ideal option for themselves. Below are the names of various online schools and platforms, as well as their features.

- A free app called Duolingo uses gamification to provide interactive lessons in a number of languages. Mini-games and challenges help users learn grammar and vocabulary.

- The platform called Babbel focuses on conversational skills and offers lessons in several languages. The lessons feature audio from native speakers and are created with real-world scenarios in mind.

- Lingoda is a platform with live online lessons where students can study in groups or individually. Lingoda provides classes in a variety of languages, including business and general English.

- Memrise is a website that teaches new words and phrases using visual connections and memorizing strategies. Memrise provides classes in several languages.

- Skyeng is a Russian online English school that provides interactive digital content together with individualized instruction from qualified teachers.

- An app called “Tandem” for language exchange that enables users to communicate with native speakers through phone calls, video calls, and text messaging.

When studying various languages online, a student always has many opportunities for independent learning [4]. For example, repeat the material using ready-made video lectures or notes, do additional tasks to choose from to consolidate the material, upload homework at a convenient time, view and familiarize yourself with mistakes that can be corrected immediately. In addition, most often on online platforms there are always ready-made dictionaries and even entire mini-games created for periodic repetition of vocabulary, grammar rules sometimes even with motivating points. All of the above has the most effective effect on the educational process, since person can do all this through a mobile device, laptop or tablet. All those devices that people always have at hand today.

In addition, both the student and the teacher can watch the recorded lesson and determine for themselves what they need to work on and reflect on. This implies that teachers are now more interested in online platforms and courses as well as students. Open source educational platforms like Platonus, Moodle, Zoom have become practical and fulfilling for educators of many backgrounds [5]. When adding any topic into the library, teachers must encourage their pupils as previously since the conventional rules are no more efficient. The books are meant to be read slowly, and because of the new innovation, the process of studying are more lavish and

interesting than in the past.

For individuals who are teaching freelance or managing many responsibilities, the ability to establish their own timetables and decide when to hold lessons is quite beneficial. Teachers are able to accommodate pupils in different time zones because to this flexibility. They may reach a wider audience and instruct a varied group of pupils with different viewpoints thanks to online platforms that link them to learners worldwide. Also teachers' professional networks and experience are expanded by this worldwide access. Numerous platforms provide educators pre-made resources, interactive technologies, and multimedia content to enhance the effectiveness of their classes. This cuts down on preparation time and frees up instructors to concentrate on teaching and student engagement. Monitoring students' progress in real time and pinpoint areas for development with the use of analytics included in many online platforms became easier for teachers. Teachers may enhance learning outcomes and give focused feedback with the aid of this data-driven strategy, they may experiment with various teaching strategies, lesson plans, and resources thanks to online learning, which encourages an original and creative approach to education as well.

In summary, distant learning technology is the current state, not the future, of education when it comes to imparting foreign languages. The application of modern technology in educational settings has developed into the ideal addition to learning a language, and English courses that incorporate technology are the most beneficial and appealing to both teachers and students who wish to succeed in their education.

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INTERACTION OF VERBAL AND NON-VERBAL MEANS OF COMMUNICATION

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Түйін: Мақалада вербалды және вербальды емес коммуникация құралдарының өзара әрекеттесуінің ролі мен ерекшеліктері қарастырылады. Олардың функциялары мен ақпаратты беру тиімділігіне және эмоционалдық жағдайға әсері сипатталған. Негізгі

теориялық тәсілдер қарастырылып, қарым-қатынастың екі деңгейінің интеграциялық принциптеріне тоқталып, олардың өзара түсіністікті қалыптастырудағы рөлі талданады.

Аннотация: Статъя исследует роль и особенности взаимодействия вербальных и невербальных средств общения. Описаны их функции и влияние на эффективность передачи информации и эмоционального состояния. Рассматриваются основные теоретические подходы, выделяются принципы интеграции двух уровней коммуникации и анализируется их роль в создании взаимопонимания.

The interaction of verbal and nonverbal communication is vital to effective communication. Here are some key aspects that explain how this interaction helps convey information and achieve mutual understanding: Complementing the verbal message: Nonverbal cues such as gestures, facial expressions, and tone of voice can reinforce the verbal message. For example, smiling and a friendly tone help create a positive perception of what is being said. Clarifying and reinforcing meaning: Nonverbal cues help clarify the meaning of words. For example, hand gestures or facial expressions can clarify the meaning of abstract words or reinforce the importance of the message. Verbal substitution: In some cases, nonverbal cues can completely replace verbal cues. For example, a raised finger or a nod of the head can express agreement or denial without the need for words [1].

Conversational regulation: Nonverbal cues help manage the flow of conversation. For example, eye contact can indicate who is getting the floor, while a hand gesture can signal the need for a pause or end to the conversation. Conveying emotions: Emotions are often conveyed nonverbally. Facial expressions, posture, and intonation can reveal the state of the interlocutor, his attitude toward the topic or the communication partner, even if he has not indicated it in words. Contradiction and ambiguity: Sometimes verbal and nonverbal signals can contradict each other. If a person says one thing, but his facial expressions and tone express another, this can lead to misunderstandings or raise doubts about the sincerity of the words.

Thus, successful communication is built on a harmonious combination of verbal and nonverbal elements that complement and clarify each other, creating a holistic perception of information and emotions.

Creating a context for understanding: Nonverbal means, such as eye contact, posture, and spatial arrangement, form the background against which the conversation unfolds. They create an atmosphere and context that help the interlocutor understand the meaning of the words. For example, a relaxed posture and open gestures show a willingness to cooperate and understand [2].

Increased trust and confidence: Nonverbal cues such as a confident posture, open palms, and a calm voice make communication seem more sincere and persuasive. This is especially important in formal and business communication, where it is important to make a credible impression and maintain a positive attitude. Identifying social hierarchy: Nonverbal cues can indicate the status or role of the interlocutor. For example, keeping a distance, mannerisms, and posture can hint at social status, which helps to build relationships in accordance with hierarchy or authority.

Managing emotional states: Nonverbal cues also help a person control their emotions and better understand the emotional states of others. People can consciously use gestures and expressions to show calmness or confidence, even if they are internally stressed or nervous. **Maintaining and expressing cultural norms:** Nonverbal communication is highly dependent on cultural characteristics. Gestures, distance between interlocutors, and facial expressions can mean different things in different cultures. Understanding these norms helps to avoid misunderstandings and conflict. **Showing Empathy and Support:** Nonverbal cues such as head tilts, eye contact, and a gentle smile help convey empathy. They can create a sense of emotional support, show that the other person is genuinely interested in the conversation, and is willing to understand the other person's feelings [3].

Signaling the End of a Conversation: Nonverbal cues can indicate the end of a conversation. For example, turning away, reducing eye contact, or moving further away signals that a person is ready to end the interaction. **Enhanced Memorability:** Nonverbal means can make a message more vivid and memorable. Lively gestures, expressive facial expressions, and an emotional tone will help to better remember what was said and make the conversation more interesting and exciting for the other person. So, nonverbal and verbal means of communication are closely related and complement each other, providing depth and accuracy of communication.

Providing feedback: Non-verbal signals from the listener - nods, glances, facial expressions - show the speaker that he is understood, agree with him or, on the contrary, disagree. This immediate feedback helps to adjust further messages and adapt the tone and style of communication to the reaction of the interlocutor. **Regulating the pace of communication:** With the help of non-verbal signals, participants in communication can control the pace of the conversation. For example, a pause, a hand shake or an expression of expectation can "slow down" the conversation, allowing the interlocutor to think about the answer, or, conversely, speed it up, pushing for a more active discussion. **Creating a sense of presence and involvement:** Maintaining eye contact, leaning forward, gestures and active facial expressions show that the interlocutor is fully engaged and interested in the topic of conversation. This helps to create a warm atmosphere and mutual trust, maintaining interaction at a high level. **Signaling internal state and mood:** Non-verbal means allow you to express a person's internal state and mood without words. For example, nervousness can be recognized by fidgety hand movements, and boredom can be recognized by a vacant gaze or bored posture.

Conveying Emphasis and Highlighting Key Points: Gestures and intonation help emphasize important parts of a message. A sharp hand gesture, a pause, or a louder voice draws the other person's attention to key information, helping them better understand the main idea. **Creating Predictability and Structure in Communication:** Consistent nonverbal habits, such as certain gestures or facial expressions, help people predict each other's reactions and behavior. This makes communication easier, especially in situations where a certain structure or rhythm of conversation needs to be maintained (such as negotiations or teamwork) [4].

Reducing Tension and Relaxing: Nonverbal cues, such as smiling, friendly gestures, or laughter, help reduce tension in difficult conversations or conflict situations. They help to relax and create a more comfortable environment where it is easier to find a compromise. Emphasizing individuality and communication style: Each person has a unique combination of verbal and non-verbal habits that form their personal communication style. This helps to express individuality and create a brighter impression, making communication with them more memorable and unique.

Thus, verbal and non-verbal means of communication are not only the transfer of information, but also a multi-layered system of expressing emotions, intentions and mutual influence, which helps to achieve effective interaction and mutual understanding.

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BASIC REQUIREMENTS FOR A FOREIGN LANGUAGE LESSON

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Түйін: бұл мақала ағылшын тілі пәнінің басты міндеті - білімгерлердің тілдік қарым-қатынас жасай алу біліктілігін жетілдіреді және ағылшын тілі пәні мектепте білім, тәрбие берумен қатар жасөспірімдердің жеке бас қасиеттерін тұлға ретінде жетелдіруге қоғамдағы өз орнын табуға ерекше ықпал етеді.

Резюме: в этой статье основная задача дисциплины "английский язык" - повышение квалификации студентов в области языкового общения, а также изучение английского языка в школе, воспитание личности.

During the event, the main directions of the Address of the President of the Republic of Kazakhstan N. A. Nazarbayev to the people of Kazakhstan "Nurly Zhol - the way to the future" were discussed. English language along with school education, education in school contributes to the formation of personal qualities of the younger generation as a person.

The use of any method in teaching English depends on various conditions. Main conditions: the purpose of teaching English, the time allotted for its study, the number of hours. Among these conditions, the training goal plays an important role. This agreement directly affects the development of society, its political, economic and other relations with other countries, and the definition of the goals of teaching a foreign language.

Multilingual education is the main requirement of today, which makes it possible for young generations to move freely in the educational space, comprehensively develop the child, and show their abilities. In the future, when switching to a 12-year system of education, some subjects will be taught in English in educational organizations. Therefore, it is necessary to adapt the child to the English language from an early age. When learning this language, it is preferable to start with preschool children. The more children are stimulated to learn, the more memory is developed. And if you do not pay attention to the child from an early age and do not help his comprehensive development, then his mental ability, perception, memory develops slowly. Since the child's development from an early age becomes more effective, as language learning has become earlier. However, when teaching English to children of preschool age, it is necessary to form the first skills of oral speech, arousing their interest[1].

The lesson is a complex psychological and didactic process in which the tasks of education and pedagogical communication with students are implemented. Critical task is training-in-depth and strong arming students with the basics of science, increase students ' interest in persistent and fruitful knowledge, training and instilling in them the skills to apply this knowledge in practice, the responsibility of the teacher, his preparation for system classes is of great importance for the organization of academic work. Well-planned, reflecting the effective training of the teacher, will be the best guarantee of successful training. Every teacher should feel that it is their main task to carefully prepare for the lesson, to think through its content and methodology of organization [2].

The General content of training and its components include only a small part of language phenomena, themes, and texts. In this regard, the methodology has the concept of "minimum language and verbal materials". This concept includes a minimum amount of language material, a minimum of topics, and a minimum of texts necessary to solve the task. Each minimum is selected based on certain criteria. This raises the question of how to start selecting minimums.

The first item of learning content that needs to be selected - a minimum of topics, that is, it is first necessary to find the minimum of the topic, since it is impossible to find texts, words without knowing the subject. Then you should start selecting a minimum of language material and text according to the topics.

The leading role in the selection of language material (vocabulary, phonetics, grammar) is played by the leading vocabulary. First of all, the vocabulary is selected, according to which the grammatical material is selected. Grammatical rules should be mentors for working with words. To do this, the selected grammatical rules must include many words. Otherwise, they cannot perform their functions. Therefore, first you need to choose the lexical minimum, and then the grammatical rules that are suitable for working with words that generalize them. Then, taking into account the language material and a minimum of topics, you can choose texts and concepts that do not have a native language.

In linguistics and methodological science, the language material used in a productive word is usually active material, and the language material in a receptive

word is passive material. The difference in them can be shown through the specifics of vocabulary acquisition. In order to use any word (active material), you need to know the very part of this word, its grammatical forms, meaning and, most importantly, the possibility of combining it with other words. In a receptive word (passive material), there is no need to know the word combination, since the listener (reader) can not register the words themselves, the combinations are given in a ready-made form. The word that is written here should be distinguished from other words, be able to recognize it and combine it with the meaning.

The material of the active language of each person is much less than the material of the passive language of the native language itself. The material of the active language required for a productive word and in teaching a foreign language should be significantly less than the passive material required for a receptive word, and the actively studied language material (vocabulary, grammar) should be part of the passive minimum as part of it.

In the textbook "Fundamentals of foreign language teaching methods", published by A. Buchbinder and V. Strauss, the authors recommend including language material, skills, speech material and language phenomena that do not have a native language in the content of training.

And the concept of word material, according to G. V. Rogovoy, includes samples of words, monologues and examples of statements in the form of a dialogue, texts and situations containing certain topics. These texts display various functional styles; i.e., artistic texts, socio-political and scientific-mass styles.

In addition, it is advisable to add text material to the training content. Thus, the content of training consists of the following components: specially selected language material to be mastered (phonetic, lexical, grammatical and spelling material); topics that are the basis for the development of oral and written phrases; oral and written texts; language phenomena that do not have a native language of students; phonetic, lexical, grammatical, spelling skills; the ability to use reference literature in the learning process.; material of the word (samples of words, examples of statements in the form of a monologue and dialogue).

One of the main goals of teaching a foreign language is the ability to apply it in practice in various situations. a) (phonetic, lexical, grammatical, country studies, linguo-country studies); b) know what tools to use in the process of communication. c) the sphere, theme, situation in which the content of training is implemented., d) culture-forms the material basis of the content of training. The content of the training is not permanent. It is defined by the state standard, the training program. One of the important methodological problems is the choice of the content of training worthy for each educational place. Currently, this choice is based on principle 2. Principle 1-the leader and the need for language content to achieve the goal of learning. Principle 2 - be available for learning content development. Here we were talking about the possibility of students to master the selected material. Here we focus on language as a tool. A special place should be given to the formation of competent specialists in higher educational institutions that study a special foreign language [3]. Its significance lies in the fact that in the training and teaching of non-linguistic

specialists, in the perfect mastery of a foreign language in their specialty. In this regard, educational institutions that use new learning technologies are based on strengthening a new approach to monitoring quality knowledge.

Language training also requires a curriculum in accordance with higher education institutions. When learning a foreign language, students must have the following skills::

- phonetics: rules for reading sounds and correctly pronouncing the letters of the alphabet in phrases, letter combinations;
- spelling: writing letters and letter combinations corresponding to certain sounds, matching the spelling of the most common features of the main language use;
- vocabulary: forms of word formation, meaning in the context of polysemous words, terms, and lexical structures depending on the specialty being studied;
- grammar: mastering grammatical phenomena often found in the field of basic financial and economic specialties.

Students must also have the following skills:

reading: reading texts without dictionaries and dictionaries; searching for the necessary information in the text; understanding and remembering the meaning of the read text;

writing: filling out cases, writing short phrases, writing, writing business, official and personal letters;

- translation: translation of a text in a foreign language in Kazakh or Russian using a dictionary in accordance with the translation rules;
- listening (listening): understanding expressed sentences in a foreign language.

- speech: in accordance with the rules of speech communication, communicate your opinion, an opinion that corresponds to the language norms that have developed in a foreign language, ask questions, answer, communicate in a foreign language on the topic being studied. Tell about the content of the text you read or listened to.

Vocabulary plays an important role in our research work. Depending on the vocabulary, the following concepts and knowledge have a great role for a teacher who teaches a foreign language.

A word is a key unit of the lexical system. The main methods of nomination in the language. Etymological bases of vocabulary. Semasiology. Semantics of lexical units. Semantics of the word in the functional aspect. Methods for distinguishing the meanings of a word and determining the meaning component. National-cultural features of the semantic structure of identical words of the native language and foreign languages. Historical variability of the semantic structure of the word. Semantic groups in the lexical system of the language.

Preparing a teacher for classes is a very important task. In order for the knowledge received by students to be of high quality, the teacher must prepare for the lesson in a high-quality way. When preparing for the lesson, the teacher must take into account the following requirements.

Working with lexical material in foreign language teaching

First of all, when selecting lexical materials, it is necessary to find out what

specialties and purposes they are intended for.

From the above, among the aspects of a foreign language, vocabulary is the most important [4]. Although there are grammatical errors in the word, there may be relationships between people, they may understand each other. Therefore, the presence of some grammatical errors in the word does not damage the understanding of this word. Communication cannot be communication, i.e. it cannot understand the word of another person, it cannot say its own thought. Therefore, in learning a foreign language, vocabulary is of particular importance. Thus, it is necessary to pay great attention to the vocabulary. Of course, there should be no conclusions that the acquisition of vocabulary is the goal of learning.

Learning vocabulary is not the goal of learning, but the most important means to achieve this goal. Thus, the vocabulary should be mastered not for vocabulary, but for its use in speech, that is, to the extent that he can use the vocabulary that is necessary for reading or listening to the speech of other people, for transmitting his speech in oral or written form. Without this, it is impossible to master the skills of words in a foreign language.

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ОСОБЕННОСТИ НЕВЕРБАЛЬНОГО ОБЩЕНИЯ

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Түйін. Тілдесудің ауызша емес құралдарын зерделеу жеке коммуникациялық дағдыларды жақсартуға ғана емес, сонымен қатар терең және сенімді қарым-қатынас жасауға да көмектеседі.

Summary. Learning non-verbal means of communication helps not only to improve personal communication skills, but also to build deeper and more trusting relationships.

Слова Цицерона, что каждое движение души имеет свое естественное выражение в голосе, жесте, мимике, могут стать эпиграфом к данной статье. Около 75% информации о чувствах и намерениях собеседника поступает через невербальные сигналы. Наблюдая за мелкими особенностями поведения, мы лучше понимаем эмоции и настроение партнера. Межличностное общение в

значительной степени зависит от невербальных элементов, таких как мимика, жесты, интонация и паузы. Овладение навыками невербального общения позволяет создать более надежное впечатление и достичь большего доверия в общении. Успех разговора сильно зависит не от содержания, а от манеры поведения, особенно в межкультурном общении.

Можно определить этапы общения:

1. Потребность в общении (необходимо сообщить или узнать информацию, повлиять на собеседника и т.п.) побуждает человека вступить в контакт с другими людьми.
2. Ориентировка в целях общения, в ситуации общения.
3. Ориентировка в личности собеседника.
4. Планирование содержания общения – человек представляет себе (обычно бессознательно), что именно скажет.
5. Бессознательно (иногда сознательно) человек выбирает конкретные средства, фразы, которыми будет пользоваться, решает, как говорить, как себя вести.
6. Восприятие и оценка ответной реакции собеседника, контроль эффективности общения на основе установления обратной связи.
7. Корректировка направления, стиля, методов общения.

Если какое-либо из звеньев акта общения нарушено, то говорящему не удастся добиться ожидаемых результатов общения, и тогда оно неэффективно. Эти умения называют «социальным интеллектном», «практически-психологическим умом», «коммуникативной компетентностью», «коммуникабельностью» [1].

Хотя вербальные символы-слова-являются основным средством для кодирования идей, предназначенных к передаче, мы используем и невербальные символы для трансляции сообщений. В невербальной коммуникации используются любые символы, кроме слов. Зачастую невербальная передача происходит одновременно с вербальной и может усиливать или изменять смысл слов.

Невербальное общение - общение без слов, при помощи знаков, которое часто возникает бессознательно. Обмен взглядами, выражение лица, например, улыбки и выражения неодобрения, поднятые в недоумении брови, живой или остановившийся взгляд, взгляд с выражением одобрения или неодобрения - все это примеры невербальной коммуникации. Использование пальца как указующего перста, прикрывание рта рукой, прикосновение, вялая поза также относятся к невербальным способам передачи значения

Существует общедоступный и всем понятный язык-язык жестов, телодвижений и мимики человека, составляющий от 60 до 80% коммуникативного общения. Данный «язык тела» более правдив, ведь он обусловлен импульсами нашего подсознания и его практически невозможно подделать. Люди во всём мире пользуются этим универсальным языком, вне зависимости от того, на каком языке они разговаривают, в какой стране живут. Каждый день мы сотни раз используем наши руки, чтобы выразить восхищение или, наоборот, отвращение; глазами, взглядами показываем испуг или радость. Даже то, как мы сидим во время беседы, является невербальным языком.

Невербальное общение-это обширное и многозначное понятие, которое охватывает различные способы передачи информации без использования слов. Оно служит средством обмена информацией, помогает наладить взаимодействие, формирует собственный образ и представление о собеседнике, а также позволяет влиять на другого человека через невербальные средства. В социальной психологии невербальное общение влияет на когнитивные и эмоциональные сферы личности, на ее отношения с окружающими, формы поведения и способы взаимодействия.

Основные средства невербального общения включают мимику, жесты, пантомимику и тактильные, зрительные, слуховые, обонятельные ощущения, которые человек получает от другого лица. Невербальное поведение как явление входит в понятие невербального общения и характеризуется непрерывностью, произвольностью и изменчивостью. Особенно значима здесь произвольность, которая подразумевает, что многие невербальные сигналы используются неосознанно и создают скрытые, неявные каналы коммуникации.

Невербальные коммуникации-это часть невербального поведения, представляющая собой систему символов, жестов и кодов, которые используются для точной передачи сообщения. Они обладают определенной долей независимости от личных и психологических качеств человека, имеют четкие значения и описываются как знаковая система, подобная языковой. Невербальные коммуникации включают осознанные жесты и позы, характерные для определенного культурного контекста (например, приветственные жесты). Характерными чертами невербальных коммуникаций являются их произвольность, прерывистость и устойчивость.

Невербальная интеракция-это единичный акт невербального общения, протекающий во времени и состоящий из взаимодействий, в основе которых лежат механизмы согласования, синхронизации и переноса программ невербального поведения [2].

Невербальная интеракция-это обмен невербальными сигналами и результат этого обмена. Понимание невербального общения вызывает две сложности: во-первых, в отличие от речевого общения, оно часто происходит на подсознательном уровне, что затрудняет восприятие как процесса общения. Поэтому некоторые предпочитают термин «невербальное поведение» для обозначения сигналов, передающих информацию независимо от осознания этого человеком. Во-вторых, есть путаница в терминах «невербальное общение», «невербальная коммуникация» и «невербальное поведение», которые часто используют как синонимы. Важно разграничивать эти понятия, ведь невербальное общение-это вид взаимодействия, где невербальные сигналы служат основным средством передачи информации, влияния и создания образа собеседника [3]. Поэтому понятие «невербальное общение» является более широким, чем понятие «невербальная коммуникация».

Информация, посланная отправителем без использования слов как системы кодирования, образует невербальное послание, лежащее в основе

невербальной коммуникации. В последнее время эта сфера межличностной коммуникации все больше привлекает внимание ученых и специалистов. Дело в том, что эффект большинства посланий создается невербальной информацией. Особенно это проявляется в тех случаях, когда словесная часть послания отправителя противоречива. В такой ситуации получатель больше полагается на невербальную часть, чтобы понять значение послания.

Языком тела человек может без слов выразить соучастие и сочувствие, нанести оскорбление и одобрение, а использование в разговоре жестов. Разговаривая, люди для большей убедительности, порой, не сознавая того, жестикулируют руками. Эти движения отражают желание, чтобы слова, произносимые ими, более эффективно воздействовали на собеседника. С точки зрения невербального общения язык тела как бы является зеркало настроений и такие мимические жесты, как счастливая улыбка или гневный взгляд, часто демонстрируются намеренно. Они легко определяются и правильно воспринимаются. Другие, к примеру, прикосновение к различным частям тела или расширение зрачков, бессознательно выдают состояние человека.

Невербальные средства общения чаще всего используются для установления эмоционального контакта с собеседником и поддержания его в процессе беседы, для фиксации того, насколько хорошо человек владеет собой, а также для получения информации о том, что люди в действительности думают о других [3].

Казалось бы, невербальные средства не так важны, как речевые. На самом деле это не так: более 70% информации мы получаем и передаем как раз с помощью невербальных средств. С их помощью раскрывается внутренний мир человека. Информация, полученная или переданная в словесной форме, может оказаться не всегда достоверной. И именно правильно понять невербальные сигналы, которые намного меньше поддаются сознательному контролю, позволяют нам установить степень откровенности нашего собеседника.

Язык тела уникален по сравнению с вербальным общением, ведь он передает до 60-80% информации собеседнику. Чтобы лучше понимать человека, важно объединять данные из его жестов и слов. Наверняка вам знакомо чувство тревоги, когда кто-то говорит одно, а его невербальные сигналы подсказывают другое-это интуиция. На самом деле, её можно развить, наблюдая за людьми и понимая значение их жестов. Когда мы говорим о чувстве интуиции, часто имеем в виду способность замечать несоответствия между словами и поведением собеседника [3].

Невербальное общение является важным элементом взаимодействия, дополняющим и обогащающим устную речь. Понимание особенностей жестов, мимики, интонации и других невербальных сигналов помогает лучше воспринимать истинные эмоции и намерения собеседника. Эти навыки особенно ценны в межкультурных ситуациях, где слова могут быть недостаточно точными. Изучение невербальных средств общения помогает не только улучшить личные коммуникационные навыки, но и выстраивать более глубокие и доверительные отношения.

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COMMUNICATION PRINCIPLES OF TEACHING VOCABULARY

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Түйін: лексика шет тілін оқыту мен үйренуге қажетті маңызды дағдылардың бірі болыпта былады. Бұл барлық басқа дағдыларды дамыту үшін негіз болып табылады: оқудытүсіну, есту, сөйлеу, жазу, емле және айтылым

Резюме: словарный запас представляет собой один из важнейших навыков, необходимых для преподавания и изучения иностранного языка. Это основа для развития всех остальных навыков: понимания прочитанного, понимания на слух, говорения, письма, орфографии и произношения

The vocabulary, therefore, must be carefully selected in accordance with the principles of selecting linguistic material, the conditions of teaching and learning a foreign language in school. Scientific principles of selecting vocabulary have been worked out. The words selected should be:

- frequently used in the language (the frequency of the word may be determinedmathematically by means of statistic data);
- easily combined (nice room, nice girl, nice weather);
- unlimited from the point of view of style (oral, written);
- included in the topics the syllabus sets;
- valuable from the point of view of word-building (use, used, useful, useless, usefully, user, usage).

The first principle, word frequency, is an example of a purely linguistic approach to word selection. It is claimed to be the soundest criterion because it is completely objective. It is derived by counting the number of occurrences of words appearing in representative printed material comprising novels, essay, pays, poems, newspapers, textbooks, and magazines.

Modern tendency is to apply this principle depending on the language activities to be developed. For developing reading skills pupils need “reading vocabulary”, thus various printed texts are analyzed from the point of view of word frequency. For developing speaking skills pupils need “speaking vocabulary”. In this case the material for analysis is the spoken language recorded. The occurrences of words are counted in it and the more frequently used in speaking are selected [1].

The other principles are of didactic value, they serve teaching aims.

The words selected may be grouped under the following the classes (M. West):

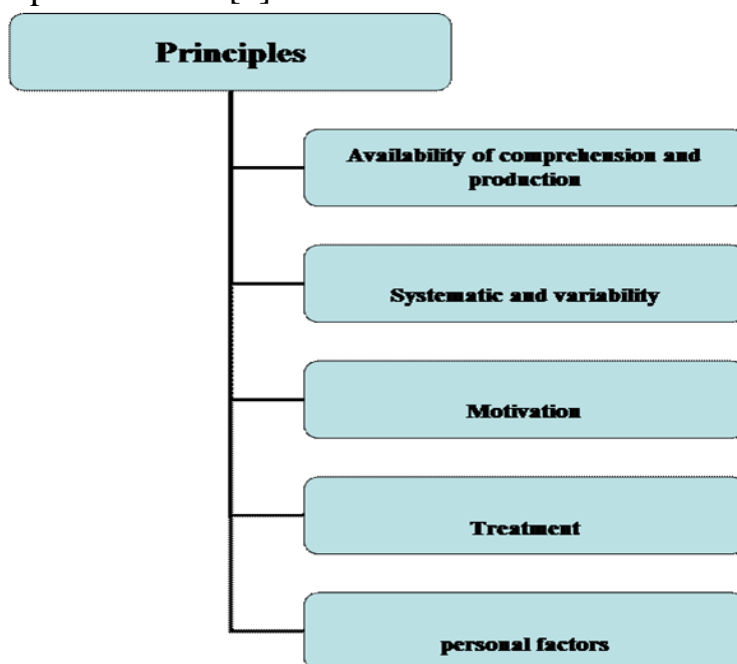
1. Words that we talk with or form (structural) words which make up the form (structure) of the language.

2. Words that we talk about or content words.

In teaching vocabulary for practical needs both structural words and content words are of great importance. That is why they are included in the vocabulary minimum.

H.Douglas Broun in his book "Principles of language learning and teaching" offers lots of psychological and scientific information regarding the principles of teaching. We just do an attempt to choose the appropriate one for vocabulary [2].

The **first principle** in teaching vocabulary is *the availability of comprehension and production*. "In child language, most observational and research evidence points to the general superiority of comprehension over production: children seem to understand "more" than they actually produce. For instance, a child may understand a sentence with an embedded relative in it (e.g., "The ball that's in the sandbox is red") but not be able to produce one. W.R. Miller gave us a good example of this phenomenon in phonological development: "Recently a three-year-old child told me her name was Litha. I answered Litha?' *No, Litha."Oh, Lisa."Yes, Litha.'" The child clearly perceived the contrast between English s and*th*, even though she could not produce the contrast herself." In teaching it is very important to develop the comprehension competence and production competence as well. However it is necessary to make a distinction between production competence and comprehension competence. A theory of language must include some accounting of the separation of the two type of competence. In fact, linguistic competence no doubt has several mode or levels, at least as many as four, since speaking, listening, reading, an writing are all separate modes of performance [3].



Picture 1- The main principles in teaching vocabulary

The **second principle** for teaching vocabulary according to H. Douglas Brown is *systematicity and variability*. One of the assumptions of a good deal of current research on child language is the systematicity of the process of acquisition. From pivot grammar to three- and four-word utterances, and to full sentences of almost indeterminate length, children exhibit a remarkable ability to infer the phonological, structural, lexical, and semantic system of language. The teacher realizing this phenomenon of children's acquisition should introduce new vocabulary systematically. But in the midst of all this systematicity, there is an equally remarkable amount of variability in the process of learning. Just as native speakers of a language vacillate between expressions like "It has to be you" and "It must be you," learners also exhibit variation, sometimes within the parameters of acceptable norms, sometimes not. Some variability in learner language can be explained as the gradual diffusion of incorrect forms of language in emergent and systematic stages of development. First, incorrect forms coexist with correct; then, the incorrect are expunged. Context has also been identified as a source of variation. In classrooms, the type of task can affect variation (picture 1).

The third principle is the creating of *motivation*. Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is "motivated." It is easy in second language learning to claim that a learner will be successful with the proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learning and learning vocabulary as well [4].

The fourth principle is error *treatment*. One of the major issues involved in teaching vocabulary is the manner in which teachers deal with student errors. The most useful implication of Vigil and Oiler's model for a theory of error treatment is that cognitive feedback must be optimal in order to be effective. Too much negative cognitive feedback—a barrage of interruptions, corrections, and overt attention to malformations—often leads learners to shut off their attempts at communication. They perceive that so much is wrong with their production that there is little hope to get anything right. On the other hand, too much positive cognitive feedback—will-igness of the teacher-hearer to let errors go uncorrected, to indicate understanding when understanding may not have occurred—serves to reinforce the errors of the speaker-learner. The result is the persistence, and perhaps the eventual fossilization, of such errors. The task of the teacher is to discern the optimal tension between positive and negative cognitive feedback: providing enough green lights to encourage continued communication, but not so many that crucial errors go unnoticed, and providing enough red lights to call attention to those crucial errors, but not so many that the learner is discouraged from attempting to speak at all.

The fifth principle involves taking into account personal factors of learners which the teacher usually deals with. Personal factors include:

- -the affective domain - emotional side of human behavior;
- -self-esteem;
- -inhibition - attempts to protect the ego;

- -risk-taking;
- -anxiety
- -empathy
- -extraversion - the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness *from other people* as opposed to receiving that affirmation within oneself;
- introversion - is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people [5].

These five principles refer to developing the acquisition and may be expanded. Researchers offer another description of teaching principles concerning vocabulary. He proposes them to avoid the difficulties in planning the vocabulary component of a course. These guiding principles can be applied in a variety of teaching and learning situations.

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УДК 37

INTERFERENCE OF THE NATIVE LANGUAGE IN FOREIGN LANGUAGE TEACHING

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Түйін: Мақала отандық және шетелдік әдіскерлердің көзқарасы бойынша шет тілін оқуды оқытуда шынайы көркем мәтінді қолданудың орындылығын қарастырады. Оқуды оқытуда көркем мәтінді қолданудың негізгі артықшылықтары да талданады және осы процесті ұйымдастырудың әртүрлі тәсілдері сипатталады.

Резюме: В статье рассматриваются проблемы интерференции русского языка в процесс изучения английского языка. Склонность к интерференции усиливается при взаимодействии нескольких языков и приводит к усложнению процесса общения. Практика преподавания английского языка как иностранного в Казахстане свидетельствует о необходимости четкой методической организации процесса изучения иностранного языка, исходя из особенностей всех языков, изучаемых студентами: родного (казахский), русского, иностранного (английский). Для качественного обучения студентов иностранному языку

необходимо учитывать все возможные языковые трудности на основе сравнительного анализа в условиях многоязычия с целью преодоления помех.

Modern graduates cannot successfully work and develop without knowledge of a foreign language in a higher educational institution. Scientific, technical, cultural progress contributes to attracting representatives of different peoples to international life peace, which, in turn, requires society to find ways that would help to achieve mutual understanding between representatives of different peoples. The best way out of this situation is to learn several languages, which could satisfy social needs as an individual a person, and the whole society. Under these conditions, it is especially relevant became the problem of multilingualism, that is, possession of one's own language and other most common languages [1].

A foreign language is becoming the tool that allows you to successfully adapt to the labor market and educational services, in Russia, Kazakhstan and abroad. It is the fact that we classify the foreign language as a compulsory subject, which makes it possible to learn the achievements of world culture, science, engineering and technology and allocates a sufficient amount of study time, including class time, to this subject. Teaching students a foreign language during the entire period of study - in school - 4 years in undergraduate and two years in master's programs - foreign language teachers identified a sufficient number of problems. One of them is interference.

Language interference has attracted the attention of scientists for many years. These problems are the subject of dissertations of many scientists. The importance of studying language interference is increasing due to the practical demand for this knowledge in the realities of the modern development of world science, culture, engineering and technology [2].

First of all, we turn to the definition of the phenomenon of "interference" given in the Linguistic Encyclopedic Dictionary. "Interference (from the Latin "inter" - between each other, mutually and "ferio" - touching, strike) - the interaction of language systems in the conditions of bilingualism, which develops either when contacts are in languages, or when an individual learns a foreign language; expressed in a deviation from the norm and system of the second language under the influence of the native.

It is suggested that the language produced by foreign learners is so unavoidably influenced, and even distorted, by the mother tongue of the learner that it should rather be termed an 'Interlanguage', since it will always be a blend of the foreign language and the mother tongue."

Classical linguistic literature identifies various types of interference [3]:

1. phonetic;
2. semantic;
3. lexical;
4. grammar;
5. spelling;
6. stylistic;

7. linguistic and regional studies;
8. sociolcultural

In the framework of this article, we did not set the task to consider all of the above types, so we will dwell only on some, as well as on ways to overcome them. Examples of phonetic interference can be found in English classes very often. First of all, they include the shift of emphasis in some foreign words under the influence of the mother tongue: industry, botany, influence, development, etc.

Of course, there are international words such as "globalization", "communication", "information", "management", "test", which are translated by association. That is why, as a way to overcome semantic interference, we see learning words - "interpreter's false friends", attracting students' attention to them, as well as teaching students how to use the dictionary correctly.

Another type of interference is grammatical interference. For example, the prepositions of the Russian language have an interfering effect on the use of prepositions of the English language; the high meaning of the Russian preposition "в" in English is represented by variously thematic prepositions of time, space, movement (at, on, in; to, in; into, etc.). Of particular difficulty is teaching the correct use of articles in English, in particular definite (the) and indefinite (a, an), since this grammatical category is absent [4].

In addition, a typical mistake of Russian students is confusion in the word order of the English sentence. Students forget that in the affirmative English sentence must be subject, and in the affirmative sentence it always faces the predicate. If the words order in Russian is free "«Я вчера играл с друзьями», «С друзьями играл я вчера», «Играл с друзьями вчера я»", then in English the word order is strictly fixed, and each member of the sentence has its own specific place: "I walked with my friends yesterday" - the subject always faces the predicate, and in impersonal sentences you can't just use a verb or an adjective, like in Russian language «Солнечно», «Тепло». The presence of an impersonal subject and predicate is necessary - "It's sunny", "It's warm", etc. It was the fixed word order in English and German that gave rise to the Sapir-Whorf theory of linguistic relativity.

Even in the simplest phrases like "I am a student" and "I am 18 years old", students make mistakes, because in Russian we almost always miss the link-verb "быть, являться": I am a student. I am 18 years old. I'm from Almaty. In English, the verb "to be" is present necessarily [5].

One of the main grammatical difficulties is, of course, the table of tenses of the English verb. In Russian, as you know, there are three tenses (present, past and future) and it can be very difficult for a student to understand why Present Perfect Tense belongs to the line of present and not past tenses, while in Russian the sentences "Я уже купил, я еще не купил" - past. Or how to explain the time of Past Perfect Tense - the so-called "pre-past"? From our point of view, it is important to explain the concept of "result" to students. If it is important to you now, then the completed action will relate to the present. If in the past, then to the past. The implementation of the technique for overcoming interference in conditions of multilingualism requires the development of principles adequate to the successful

implementation of this process in the theory and practice of teaching. The most significant principles include the following [6]:

- the principle of reliance on the native language;
- the principle of the communicative orientation of training;
- the principle of conscientiousness;
- the principle of clarity;
- the principle of consistency in the presentation of grammatical material;
- the principle of the complexity of mastering the types of speech activity;
- the principle of the phased formation of grammatical skills and the development of speech skills;
- the principle of the adequacy of the use of grammatical means;
- the principle of taking into account grammatical difficulties in the process of interaction between the languages used and studied.

Sociocultural interference is generated by the culture itself, which this language reflects. This is due to differences in mentalities, value systems, ethical standards, etc. Interference appears when at least one of the participants in communication perceives similar realities, phenomena, norms of behavior in another culture through the prism of the acquired models of understanding of the world, for example, students, often answer "please" in response to the phrase "thank you" or begin to talk about problems in life in response to the phrase "How are you?", the standard answer for which is "I fine m fine thanks ", Or they say " Good "to the phrase" How do you do? ", Which is actually a greeting to a stranger and is most often accompanied by the answer " How do you do? "(Nice to meet you).

The reduction of language interference in the study of a foreign language seems to us, of course, a difficult and complex task, but the use of authentic training materials, audio courses, newspapers, magazines, Internet materials, as well as the proper organization of work on the features of the language being studied, leads to its significant reduction.

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TECHNIQUES FOR USING DIFFERENT TYPES OF TEXT IN FOREIGN LANGUAGE CLASSES

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Түйін: Бұл мақалада шет тілі сабағында мәтінмен жұмыс оқудың маңызды элементі болып табылады, өйткені ол барлық сөйлеу дағдыларын дамытуға ықпал етеді, сөздік қорын кеңейтеді және мәдени құзыреттілігін тереңдетеді. Мәтіндердің әртүрлі түрлері — көркем әдебиет, журналистика, ғылыми, іскерлік және шынайылық — бірегей оқу мүмкіндіктерін береді.

Резюме: В статье говорится что работа с текстами на уроках иностранного языка является важным элементом обучения, так как она способствует развитию всех речевых навыков, расширяет словарный запас и углубляет культурную компетенцию. Различные виды текстов — художественные, публицистические, научные, деловые и аутентичные — предоставляют уникальные возможности для обучения.

Reading really plays a key role in learning a foreign language, as it contributes to the development of not only linguistic but also general cultural competencies. It helps to expand vocabulary, develop grammatical skills, improve understanding of the structure of the language, and also to become familiar with the cultural and social realities of the country of the studied language. In the context of teaching reading, the teacher must take into account several important aspects.

The main tasks in teaching reading:

Developing text comprehension skills: The teacher must teach students to work with different types of texts, including both fiction and special ones, so that they can extract information, analyze and interpret it.

Developing reading technique: This includes teaching fluent and accurate reading, the ability to find key words, and use context clues to understand new words and phrases.

Increasing motivation to read: Reading should be enjoyable, and therefore it is important to select interesting and varied materials. To do this, it is worth considering the age, professional and personal interests of students.

Developing reading strategies: This includes teaching different types of reading - familiarization, study, search, etc.

The role of text as a learning factor.

Text is the central element of teaching reading. It can either facilitate the process of understanding or, conversely, create additional difficulties. The main parameters of the text that influence its perception:

Language complexity: Lexical and grammatical structures should be adapted to the level of students [1].

Contextual richness: The more clues the text provides (for example, through illustrations, headings, highlighted words), the easier it is to perceive.

Cultural relevance: Texts that reflect a culture familiar or close to students are easier to understand.

Target style: Reading scientific or journalistic texts requires special skills, as they may include complex vocabulary and a specific structure.

Subjective factors

They include the level of students' preparation, their motivation, interests, and individual characteristics of perception. The teacher can use different approaches, such as interactive exercises, text discussion tasks, or the use of technology (e-books, audio versions) to take these factors into account.

Select materials based on the “zone of proximal development” principle so that students encounter moderately complex texts.

Draw attention to texts of different genres to diversify the reading experience.

Use tasks before, during, and after reading (predicting content, answering questions, retelling, discussions).

Include elements of project work: for example, exploring a specific topic through reading and presenting the results.

Thus, the teacher’s task is not only to teach technical reading and understanding of the text, but also to make this process exciting and useful for the all-round development of the student [2].

Using different types of text in foreign language lessons makes learning more interesting and multifaceted. Fiction texts provide an opportunity to immerse yourself in the language through literature, developing imagination and cultural awareness. The teacher can ask students to predict the development of the plot, analyze characters, discuss the motives of the heroes, or even act out scenes, which helps to understand the text more deeply and master emotionally charged vocabulary.

Journalistic texts contribute to the development of critical thinking and help students follow current events. Here, tasks to highlight key information, discuss the issues raised in the text, or compare the author's point of view with the students' own opinions are appropriate. Such texts are well suited for discussions, analyzing arguments, and learning to build your own arguments [3].

Scientific and educational texts are useful for learning specialized vocabulary and information processing skills. Students can extract data from the text, create glossaries, create diagrams and tables, which is especially important for academic or professional communication. Paraphrase and retelling help to better absorb complex material. Business texts such as letters, reports and CVs develop written communication skills in a professional environment. Working with them may involve analyzing the structure of documents, writing your own texts, correcting errors or simulating business correspondence and negotiations. This prepares students for real work practice.

Personally, oriented texts such as essays, blogs or letters help develop self-expression skills. Tasks such as writing a response, creating your own blog or participating in correspondence help students develop style and creativity. Such texts are also useful for discussing personal opinions and cultural characteristics.

Authentic texts, including posters, menus or instructions, teach practical skills that are useful in real-life situations. Students can complete tasks on the text, take part in role-plays or create their own materials. This helps to adapt to the use of a foreign language in everyday life [4].

Work with texts should be comprehensive: before reading, students can discuss the topic of the text and make assumptions, while reading — perform tasks to search for information or analyze the structure, and after reading — retell the content, perform creative tasks or participate in discussions. This approach allows for the development of all aspects of language competence, making learning more effective.

Working with texts in foreign language lessons involves the use of various teaching methods aimed at developing language and communication skills. Texts can be fiction, scientific, journalistic, business or authentic, and each of these types offers its own unique opportunities.

Fiction texts are a valuable tool, as they allow you to get acquainted with the richness of vocabulary, the emotional coloring of the language and cultural features. Students are asked to analyze the actions of characters, describe their emotions or come up with a continuation of the plot. Particular attention is paid to the style and use of idiomatic expressions, which helps to deepen knowledge of the language and increase its naturalness in communication.

Journalistic texts help immerse themselves in the modern language environment, reflecting current events and public debates. Working with such texts includes highlighting the main ideas, learning new terms, discussing the author's position and writing your own opinion in response to what you read. This helps develop analytical skills and teach structured argumentation. Scientific texts provide an opportunity to master specialized vocabulary and formal speech structures. Students are given tasks to search for specific information, compile glossaries, analyze graphs or tables mentioned in the text. Such texts are useful for preparing for an academic environment, including writing essays or reports.

Business texts, such as formal letters or reports, develop the skills necessary for professional communication. Students learn how to correctly format documents, write business correspondence, and even conduct negotiations. Tasks can include both correcting errors in the given text and writing their own resume or business letter.

Authentic texts, such as instructions, menus, tickets, or advertising materials, introduce real situations in which students may find themselves. Tasks include searching for specific information, planning actions based on what they read, or acting out scenarios (for example, ordering at a restaurant or buying tickets) [5].

Work with texts can be supplemented with creative tasks. For example, after reading a text, you can ask students to create an illustration, write a review, represent the text as a diagram, or even act out a scene that reflects its content. Interactive exercises, such as pair or group discussions, increase motivation and engage students in the learning process. Each text should be adapted to the level of the students to avoid excessive difficulties, but still stimulate their language development. Gradually increasing the complexity of the material helps students accumulate knowledge and

confidence in their abilities. Texts are not only a means of learning a language, but also a window into the culture and lifestyle of native speakers.

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DEVELOPING SKILLS IN UNDERSTANDING SCIENTIFIC LITERATURE IN ENGLISH

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Түйін: Ағылшын тіліндегі ғылыми әдебиетті түсіну — академия мен зерттеумен айналысатын студенттер мен мамандар үшін маңызды дағды. Бұл мақалада ағылшын тіліндегі ғылыми мәтіндерді оқу және түсіну қабілетін жақсартуға арналған әдістер, қиындықтар және стратегиялар қарастырылады. Соңғы зерттеулер мен педагогикалық тәсілдерді талдай отырып, бұл мақала ағылшын тілі ана тілі емес оқушыларға ғылыми ағылшын тіліндегі біліктілікті дамытуға арналған ең тиімді тәжірибелерді ұсынады.

Аннотация: Понимание научной литературы на английском языке — это важный навык для студентов и профессионалов, занятых в академической и исследовательской сфере. В данной статье рассматриваются методы, трудности и стратегии, направленные на улучшение навыков чтения и понимания научных текстов на английском. Анализируя последние исследования и педагогические подходы, статья предоставляет информацию о наиболее эффективных практиках для развития научного английского у тех, для кого он не является родным языком.

Understanding scientific literature in English is a crucial skill for students and professionals engaged in academia and research. This paper examines the methods, challenges, and strategies for improving skills in reading and comprehending scientific texts in English. By analyzing recent studies and pedagogical approaches, this article provides insights into the most effective practices for non-native speakers to develop their proficiency in scientific English.

With English as the dominant language in scientific publishing, the ability to read and understand scientific literature in English is essential for students and researchers worldwide. However, for non-native English speakers, scientific literature presents unique linguistic and cognitive challenges. Complex terminology, dense academic language, and specific writing structures make scientific texts challenging

to comprehend. This paper discusses techniques to develop these skills, focusing on vocabulary acquisition, syntactic parsing, and critical reading strategies.

The Challenges of Understanding Scientific Literature in English: Understanding scientific texts requires a high level of language proficiency, especially in academic vocabulary and specialized terminology. According to Hyland (2000), academic discourse often includes dense, technical terms that are rarely encountered outside specialized contexts, making it challenging for learners to understand and retain information [1]. Additionally, Leki and Carson (1997) argue that unfamiliar syntactic structures and passive voice, which are common in scientific writing, further complicate comprehension [2].

Another significant challenge is mastering the unique discourse structures in scientific literature, such as IMRaD (Introduction, Methods, Results, and Discussion) formats, which demand specific reading strategies. These structural conventions require readers to not only recognize but also interpret various sections differently, as each serves a distinct purpose in the scientific argument (Swales, 1990) [3].

Effective Strategies for Developing Comprehension Skills

1. Vocabulary Building and Terminology Recognition

A robust vocabulary in scientific English is foundational for understanding scientific texts. Nation (2001) emphasizes the importance of both general academic vocabulary and discipline-specific terminology [4]. Effective strategies for vocabulary acquisition include using glossaries, creating specialized vocabulary lists, and implementing spaced repetition for long-term retention. Many students benefit from targeted vocabulary exercises focusing on the Academic Word List (AWL), which comprises the most common words used across scientific texts (Coxhead, 2000) [5].

2. Syntactic Parsing and Grammar Understanding

Scientific English often employs complex syntactic structures, including multi-clause sentences, nominalizations, and passive constructions. Hulstijn and Laufer (2001) suggest that understanding these structures can significantly improve comprehension [6]. Parsing exercises, which break down complex sentences into simpler components, help students become more familiar with these grammatical patterns. Additionally, exercises that focus on recognizing sentence structure can aid in decoding information and understanding the relationships between ideas.

3. Developing Critical Reading Skills

Critical reading is essential for interpreting scientific arguments and identifying key information within a text. Swales and Feak (2012) recommend teaching students to identify purpose statements, hypotheses, and conclusions within scientific articles [3]. By focusing on these elements, students can learn to recognize the main ideas and supporting evidence in a structured manner. This skill not only aids comprehension but also helps students engage with the material on a deeper level, fostering a critical approach to scientific literature.

4. Utilizing Online Tools and Resources

Digital tools and online resources offer additional support for students struggling with scientific English. Tools like vocabulary analyzers, online

dictionaries, and corpus-based resources provide immediate access to definitions, examples, and usage contexts, allowing students to understand complex terms quickly. Many platforms also offer specialized scientific databases and tools for tracking word frequency and patterns in scientific literature, which are helpful for improving familiarity with common terminology and phrases in specific fields.

Developing the skills necessary for understanding scientific literature in English is an achievable goal, given the right strategies and resources. Through focused vocabulary development, syntactic parsing, critical reading practice, and the use of digital resources, non-native English speakers can significantly enhance their comprehension abilities. This paper highlights the importance of tailored strategies for vocabulary acquisition and syntactic understanding, suggesting that these methods can help students overcome the unique challenges of scientific texts and improve their overall academic literacy in English.

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BLENDED LEARNING APPROACHES IN ENGLISH LANGUAGE TEACHING ANNOTATION

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Резюме: в современном мире, применение традиционных и современных педагогических подходов в обучении иностранным языкам и эффективное использование онлайн-ресурсов имеют большое значение. В этой статье рассматриваются инструменты, которые обеспечивают эффективность обучения через интеграцию обоих методов, такие как увеличение участия студентов, развитие навыков самостоятельной работы и адаптация к новым технологиям. Кроме того, анализируются потенциальные проблемы, с которыми могут столкнуться учителя при внедрении этих подходов, и предлагаются практические стратегии для эффективной интеграции.

Тўйин: қазіргі әлемде шет тілдерін оқытуда дәстүрлі және заманауи педагогикалық тәсілдерді қолдану және онлайн ресурстарды тиімді пайдалану үлкен маңызға ие. Бұл мақалада оқушылардың қатысуын арттыру, өз бетінше жұмыс істеу дағдыларын дамыту және жаңа технологияларға бейімделу сияқты екі әдісті де біріктіру арқылы оқытудың

тiмдiлiгiн қамтамасыз ететiн құралдар қарастырылады. Ол сондай-ақ осы тәсiлдердi жүзеге асыру кезiнде мұғалiмдердiң кездесуi мүмкiн ықтимал қиындықтарды зерттейдi және тiмдi интеграцияның практикалық стратегияларын ұсынады.

In recent years, the field of education has undergone a significant transformation, driven by advancements in technology and the evolving needs of learners. Blended learning, which merges traditional classroom experiences with online education, has emerged as a powerful approach in English language teaching (ELT). This hybrid model not only provides flexibility and accessibility but also fosters a more personalized learning experience. By using digital tools and resources, educators can create dynamic lesson plans that cater to varied proficiency levels and learning styles. Blended learning encourages active participation, collaboration, and self-directed learning, essential components for mastering a new language. As we delve into the principles and practices of blended learning in ELT, we will examine its advantages, challenges, and effective strategies for implementation, ultimately highlighting its potential to enhance language acquisition and learner engagement. Blended learning has emerged as an important educational trend. Research in this area is relatively recent and intersects with various educational fields, including English teaching methods, educational technology, computer-assisted language learning, and distance education.

Blended learning is defined to distinguish this approach from traditional and fully online learning methods. Blended learning has revolutionized the way we approach education, particularly in the field of English language teaching. This innovative method combines traditional face-to-face instruction with online learning activities, creating a more flexible and engaging learning environment. By integrating digital resources and tools, blended learning allows educators to cater to diverse learning styles and needs, enhancing student motivation and participation. This approach not only facilitates access to a wealth of online materials but also encourages collaborative learning through interactive platforms. As English language learners navigate both in-person and virtual spaces, they develop essential skills that prepare them for real-world communication. In this article, we will explore the key components of blended learning, its benefits, and practical strategies for effective implementation in English language classrooms.

Blended learning has gained significant attention in the field of English language teaching due to its potential to enhance the learning experience and improve language acquisition. Importance of it in language learning was discussed by many scientists. For example, blended learning is often defined as an educational approach that integrates in-person classroom activities with online learning experiences. Various frameworks have been proposed to guide the implementation of blended learning in teaching, such as the community of inquiry framework, which emphasizes the importance of cognitive, social, and teaching presence in creating an effective learning environment [1]. Researchers highlight several advantages of blended learning in English language teaching. Firstly, it offers flexibility in terms of time and location, allowing learners to access materials and complete assignments at their own

pace. This flexibility can lead to increased learner autonomy and motivation. Secondly, blended learning facilitates differentiated instruction, catering to diverse learning styles and proficiency levels [2].

Studies have shown that students engaged in blended learning environments often demonstrate improved language skills, greater engagement, and higher satisfaction levels compared to traditional methods [3]. Despite its benefits, implementing blended learning in ELT is not without challenges. Educators may face difficulties in integrating technology effectively into their teaching practices [4]. Additionally, there can be a digital divide among learners, with some lacking access to necessary technology or digital literacy skills. It is crucial for educators to consider these challenges and provide appropriate support and resources to ensure equitable learning opportunities. Incorporating interactive online tools such as discussion forums, quizzes, and multimedia resources can enhance student engagement [5].

The study involved young learners aged 14-16 years from diverse linguistic backgrounds. A sample size of approximately 15 students was selected from a secondary school. Different kind of materials are used for each task. Blended learning combines traditional face-to-face instruction with online learning, allowing for a more flexible and engaging approach to teaching young learners.

Flipped Classroom Model

In this model, students learn new content at home through online resources and practice in class with the teacher. Assign a short video on basic vocabulary (e.g., colors or animals) for students to watch at home using platforms like YouTube or Edpuzzle (which allows you to embed questions in videos). In class, engage students in activities that reinforce the vocabulary, such as games or role-playing exercises. Edpuzzle (for creating interactive video lessons) and flipgrid (for students to record their responses or vocabulary usage) are used to do this task.

Interactive Online Quizzes

Use online quizzes to assess understanding and provide immediate feedback. After teaching a lesson on simple present tense, use Kahoot (game-based learning platform for quizzes) or Quizizz (allows students to take quizzes at their own pace, with immediate feedback) to create a fun quiz where students can answer questions in real-time. This encourages participation and allows for instant feedback.

Gamified Learning Platforms

Use gamification to motivate and engage young learners. Incorporate platforms like Duolingo for Schools (a gamified language learning platform), where students can practice their English skills through games and activities tailored to their level. Teachers can track progress and assign specific tasks based on student needs. Gamified learning platforms use game-like elements to enhance the educational experience, making learning more engaging and motivating for students. These platforms often incorporate points, badges, leaderboards, challenges, and rewards to encourage participation and progress. The goal is to create a fun and interactive environment that promotes learning while fostering healthy competition and collaboration among students. Gamified learning platforms effectively engage young learners by making education fun and interactive. By incorporating game elements,

these platforms motivate students to participate actively in their learning process, ultimately enhancing their educational experience.

Research indicates that blended learning can lead to improved academic performance in language proficiency. A meta-analysis of various studies showed that students in blended environments often outperform their peers in traditional settings. Surveys of student experiences highlight higher satisfaction rates in blended learning formats. Students appreciate the autonomy and the diverse learning materials available online. Language acquisition studies suggest that blended learning can enhance language acquisition, especially in developing listening and speaking skills. The interactive elements of online platforms provide more opportunities for practice [6]. Students can access materials anytime, allowing for personalized learning experiences that cater to different learning paces and styles.

Blended learning in English Language Teaching offers significant benefits, including increased engagement, flexibility, and opportunities for collaboration. However, challenges such as technological barriers and the need for instructor training must be addressed. Overall, the evidence supports the effectiveness of blended learning in improving language outcomes, making it a valuable approach in modern ELT contexts. For future research, examining long-term impacts and best practices in blended learning implementation will be essential to optimize its potential in language education.

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WAYS OF IMPROVING WRITING SKILLS OF TEENAGERS IN TEACHING ENGLISH

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Түйін: жазу дағдылары ағылшын тілін үйренуде маңызды рөл атқарады. Өйткені, жазу арқылы оқушылар өз ойын анық, еркін жеткізе алады, грамматика ережелерін

бекітеді, сөздік қорлары молайды, тілдің әр қырын тереңірек түсінеді. Бұл мақалада ағылшын тілін үйрету кезінде жазу дағдыларын жақсартуға көмектесетін тиімді әдістер егжей-тегжейлі сипатталған.

Резюме: навыки письма играют важную роль в изучении английского языка. Ведь благодаря письму у учащихся появится возможность ясно и бегло выразить свои мысли, закрепить правила грамматики, увеличить богатство словарного запаса и получить более глубокое понимание различных аспектов языка. В этой статье подробно описаны эффективные методы, которые помогут улучшить навыки письма при преподавании английского языка.

Writing is one of the most crucial skills that we need to pay attention to improve and it can be organized in accordance with the necessities and levels of the students. However, when it comes to improve teenagers' writing skills it is very important to consider many aspects. And many teachers have conducted research in this field. Most of them give helpful techniques for different aged learners. In this article, you can gain productive tips for enhancing your teenage learners' writing skills. There are several books that are based on teaching and improving learners' writing skills. These books are specifically designed for English as a Second Language (ESL) or English as a Foreign Language (EFL) learners. They often include additional support for grammar, vocabulary, and cultural nuances. For instance, If the learner's writing level is elementary, they can use the book which is called "The Elements of Style" by Strunk and White. This book is really helpful. Teaching how to write stories, summaries, thesis and other type of writing to teenagers is more easies than teaching children. In that case teenagers have enough ability to read and this can ease our teaching process. Because, students should have input to make output. It is acknowledged that there is no "natural" approach to the teaching of reading and writing. Therefore, the Natural Approach almost has no principles or procedures of teaching the two skills. In teaching reading and writing for beginners, the Natural Approach suggests similar activities to those of the TPR. After the students are given commands for early listening comprehension, the teacher writes the commands on the board and asks the students to copy them in their note books.

Actually, this is a simple activity in reading and writing classes. By doing this, the students have opportunity to see in print what they already have comprehended in the spoken language. This activity is really important for the students whose first language has a different writing system from that of the target language. The students will learn that the way they read and write is different from the way they are used to [1]. Furthermore, ideally, there should be a program to develop writing skills which works all the way through the educational system. Such a program would list the main types of writing which it felt students should be able to master by the end of their education, and would offer guidelines to teachers on ways of achieving success with each of these. It is fairly easy to draft the main points which would need to be included in such a program, but too little is known about exactly how human beings learn to write effectively to be able to relate these points to a satisfactory learning theory [2]. Learners should activate the vocabulary they have learnt by heart [3]. In

order to activate the vocabulary, they have to practice a lot with their writing skills. Teachers should consider their learners' purposes from learning writing and use different methods according to it [4].

To improve writing skills, firstly, it is essential to assess teenage students' writing abilities. Teachers can use the following methods: (a) Tests: Tests can be used to assess students' grammar, vocabulary, and writing skills. (b) Essays: Asking students to write essays can help evaluate their thinking process, grammar, and vocabulary knowledge. Reviewing students' written work allows teachers to identify errors and provide guidance for improvement. Secondly, to spark students' interest in writing, it's crucial to select topics that captivate them. For example, teachers may encourage students to write about their own personal experiences or ask students to write about current events that interest them. It can be really interesting if teachers' prompt students to write stories, poems, or plays. Also, teaching the writing process in a structured manner helps students master writing skills effectively. In this case brainstorming is really fundamental. Therefore, students should be encouraged to brainstorm ideas and jot down their thoughts. Certainly, they have to be commanded by their teachers to create an outline for their written work and they have to write based on their outline. At the end of the process students have to edit their work and correct any errors. Following tips are highly productive for improving teenagers writing skills:

1. Engaging in writing exercises

Writing exercises are a valuable tool for enhancing writing skills. Engaging in writing exercises should be a regular part of the learning process. By providing a variety of exercises that cater to different learning styles and interests, you can help teenage students develop their writing skills.

2. Evaluating written work and providing feedback

Evaluating students' written work and providing constructive feedback is crucial for their writing development. By providing thoughtful and constructive feedback, you can help teenage students become more confident and skilled writers.

3. Motivating students

Motivating students is essential to foster their interest in writing and enhance their writing skills. As, motivation is a key ingredient for successful learning. By creating a positive, engaging, and supportive learning environment, you can help teenage students develop their writing skills and find joy in the process.

Those three tips are really essential for teenagers because of several factors. Moreover, there are many excellent books dedicated to teaching and improving learners' writing skills, however, the best writing skills book is the one that best meets the needs of your learners.

To effectively teach teenagers to writing skills in English, teachers should employ a variety of strategies, including assessing students' writing abilities, choosing engaging topics, teaching the writing process step-by-step, engaging in writing exercises, evaluating written work and providing feedback and motivating students. Remember, consistent effort and dedication are key to improving writing skills.

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I.ЕСЕНБЕРЛИННІҢ ТАРИХИ ТАҚЫРЫПҚА ЖАЗЫЛҒАН ШЫҒАРМАЛАРЫ

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Аннотация: В статье анализируются исторические произведения И. Есенберлина, рассматривается глубокое погружение писателя в историческое прошлое своей страны, создание исторических образов.

Summary: The article analyzes the historical works of I. Esenberlin, examines the writer's deep immersion in the historical past of his country, the creation of historical images.

Рухани күш пен рухани байлық Ілиястың санасына ерте балалық шағында оянды. Болашақ жазушының жеке басының қалыптасуына оның әйгілі ақын Көкбаймен қарым-қатынасы үлкен әсер етті, ол керемет ән айтып, домбырада ойнады және көптеген ежелгі дәстүрлер мен әдеби шығармаларды білді. Ұзақ уақыт бойы ақын ауылдарының балаларымен қосылып жыр әңгімелер тыңдап, құлағының құрышын қандырып, жанын жыр-дастандармен тербетті. Ілияс Көкбайдан Асан қайғы мен Бұхара-жырау, Едіге мен Қобыланды, Кенесары-өзінің болашақ романдарының кейіпкерлері туралы естіп білген болатын. Бұл танымал ақыннан ғасырлар бойы жинақталған қазақ халқының рухани қазынасы туралы ақпарат жинап, өз шығармаларын жазуға, оның болашақта мықты жазушыға айналуына септігін тигізген.

Ілияс ағасы екеуі, ата-анасынан айырылып, ерте жетім қалды: олардың ата-аналары қара шешек эпидемиясы кезінде қайтыс болды. Ағайындыларды туыстары өз шаңырақтарында паналатады, сол шақта тоғыз жасар кішкентай бала Ілияс көше баласына айналды. Көше кезіп жүріп, аштықтан өліп бара жатқан әлсіреген, науқас оны үлкендер тобы балалар үйіне тағайындады. Сол жерден өскен ол содан кейін алдымен рабфакта, содан кейін 1940 жылы Алматы тау-кен металлургия институтында білім алып, оқыды. Ілияс мектепте оқып жүргенде таңғажайып математикалық қабілеттерін көрсетті, түрлі құбылыстар мен оқиғаларды тез талдап, жүйелей білді, сонымен қатар қазақ фольклорын өте жақсы көрді және тіпті оны жатқа да айтатын кездері болған,

сонымен қатар ол әлемдік әдеби классиканы оқығанды, сурет салғанды, жылқыларды керемет жақсы көрді. Мінезі бойынша ол өміршең және оптимист болды, күшті ерік-жігерге, үлкен шыдамдылыққа және керемет есте сақтау қабілетіне ие болды.

Соғыс басталған жылдары оны да майданға жібереді, бірақ 1943 жылы қатты жараланып, бір жылға жуық шамада емделіп, кейін Алматы қаласына оралуына тура келеді. Елге оралған соң С.Сейфуллиннің қызына үйленіп, қудалауға ұшырап, жұмыстан шығарылып, үстінен іс қозғап, 10 жылға бас бостандығынан айырып, Қарақұм каналына жұмыс істеуге жіберіледі. Кейін ақталып, әйелі екеуі Семей облысына көшеді.

Негізінен Ілияс өз шығармаларын соғысқа дейін жаза бастаған. Ал, ең алғашқы туындысы 1945 жылы поэтикалық бағытта жарыққа шығады. Бірақ соғыстан кейінгі уақытта ғана ол өзіне поэтикалық бағыттан гөрі әдеби шығармашылықтың жақын екенін түсінеді.

Алматыға көшіп келгеннен соң, көркем әдебиет баспасында қатардағы редактор лауазымына орналасқаннан кейін ол өзінің алғашқы «Адам туралы ән» романымен жұмыс істей бастады. Кейін Есенберлин киностудияға ауысып, өзінің жақын достары Қапан Сатыбалдин, Шәкен Айманов, Олжас Сүлейменов және басқа да танымал өнер және әдебиет шеберлерінің қатарында болып, етене жұмыс жасай бастайды. Киностудияда ол көптеген фильмдерді өңдеді, ондаған сценарийлер мен пьесалар жазды, бірақ өзінің мойындауы бойынша қанша жұмыс жасаса да ешқашан кәсіби драматург бола алмады.

Жазушы өз халқының тарихын зерттеуге көп көңіл бөлді. Ол ғылыми монографияларды оқыды, мұрағаттарға барды, бастапқы дереккөздерді мұқият қарап шығып, тізбектеп зерттеді. Ол ойлап тапқан алғашқы тарихи роман үшін материалды жинақтау мен өңдеудің үздіксіз процесі жүрді. Ал 1965 жылы, үш айдың ішінде Есенберлин өзінің әйгілі «Қахар» трилогиясының алғашқы кітабын жазып, көп ұзамай бүкіл трилогияны жазып бітіріп, оған «Көшпенділер» деген жаңа атау берді. Өз Отаны үшін, өз халқы үшін тарихты жырлау - бұл жазушының өз елінің тарихи өткеніне терең енуіне ықпал еткен сезім. Жазушының ұлы: «әкемде мен шынайы патриотты көрдім», - деп айтуы кездейсоқ емес.

«Көшпенділер» трилогиясынан кейін «Алтын орда», «Қауіпті өткел» тарихи туындылары, «Алтын құс» және басқа да көптеген тақырыптардағы романдары жасалды.

Осындай тарихи тақырыпта жазылған шығармаларының бірі-«Хан Кене» романы. «Хан Кене» шығармасын автор 1969 жылы жазып шығарады. Бұл шығарманы Ілияс Есенберлиннің тарихи роман жанрындағы алғашқы тәжірибесі деуге болады. Дәл осы шығармадан оның әдеби даңқтың шыңына көтерілуі басталды, дәл осы шығарма жазушының мыңдаған оқырмандар арасында ыстық ықыласына ие болды. Бұған І.Есенберлинге жолданған және қазір оның мұрағатында сақталған хаттар дәлел бола алады. Автор Хан Кененің бейнесін жаңғырта отырып, қазақ халқының тарихындағы қайғылы беттердің біріне жүгінеді.

Хан Кенесары-Қасым-төренің ортаншы ұлы, көрнекті қолбасшы, атақты тарихи тұлға. Шығарма «Көшпенділер» трилогиясының үшінші кітабы болып есептелінеді. Есенберлинге дейін қазақ әдебиетінде іс жүзінде халық тарихы жөнінде кітап болған жоқ. Тек Мұхтар Әуезовтің «Абай жолы» дилогиясы Абай өмірін негізге ала отырып, сол кездегі халықтың тұрмысын, тіршілігін, өмірді, салт-дәстүрді, ой-санасын сипаттады. Бұл шығармадан ХІХ ғасырдағы қазақ қоғамы туралы толық ақпарат алуға болады. Ал Ұлы дала көшпенділері туралы, моңғолға дейінгі дәуір, Шыңғыс хан және Алтын Орда дәуірі, Қазақ хандығының ХV-ХVІ ғасырлары және оның көп жылдық Жоңғария арасындағы күресі, қазақ даласының Ресейге қосылу кезеңі туралы еш жерде болмаған құнды ақпараттарды оқи аламыз. «Көшпенділер» трилогиясы 100 көрнекті қазақстандық классика жанрындағы тарихи әдебиеттің классикасы шығармалар қатарына жатады. І.Есенберлин қазақ халқының ащы тағдыры, батылдық, патриоттық, қонақжайлылық, фольклордағы және ауызша импровизациядағы ең жақсы өнімдер, дарынды, батыр халықтың басынан кешкенін сипаттайды.

Кітапта ежелгі әдет-ғұрыптар, көшпелі халықтың салт-дәстүрлері тамаша сипатталған. Онда ол таңғажайып, жұмбақ, ғасырлық халық даналығын тамаша жеткізді. Ғасырлар бойы әр түрлі тайпалар мен рулар ұлы далада көшіп, жайылым өсіп, өркендеп, олардың табындары еркін көшпелі өмір сүрді. Шыңғыс ханнан өзі өмір сүрген уақытта еркін далада жазылмаған этикалық, моральдық заңдар жиынтығын қалыптастырды. Бұл заң қонақжайлылық туралы да хабардар етеді, әр келген құдайы қонақты киіз үйге шақыру, тамақтандыру, құрмет көрсету керек деп мәлімдеді. Жыршы, жыраулары өздерінің өнегеге толы ақылды әңгімелермен сүйемелденді, әр түрлі елдер мен халықтар, ұлы адамдар, батырлар, батырлар туралы әңгімелерін айта отырды. І.Есенберлиннің шығармаларының өзегі тарихи болғанымен, осы айтылған мәліметтердің барлығы қарастырылып, тамаша тілдік өрнектер арқылы берілген.

Жалпы бұл трилогиядағы Қазақ елінің хандық дәуірдегі сүрген тұрмыс-тіршілігі туралы ақпарат алуға болады. Мәселен: бірінші кітабы «Алмас қылыш» деп аталады. Бұл бөлімінде 15-16 ғасырлар шамасындағы алғашқы қазақ хандығының құрыла бастау шағы, Әбілқайыр, Жәнібек, Керей хандардың ел билеуге кірісуі, хандық таққа отыру үшін талас-тартысы, қазақ елінің рулық байланысы мен бірігуі, топтасу деңгейлері баяндалады [1, 87].

«Алмас қылыш» трилогиясының бірінші кітабының атауының өзі семантикалық реңк беру үшін осылай аталған. Бірінші кітап негізінен кіріспе іспеттес болып саналады. Мақсаты-оқырмандарды кітаптың мазмұны туралы ойлануға мәжбүр ету. Модуляция арқылы лексика-семантикалық трансформация жасай отырып, назарды басты кейіпкерлердің кескін-келбеттеріне аудару.

Екінші кітап-«Жанталас» деп аталады. Мұнда 17-18 ғасырлар арасындағы елдің өзге басқыншыларға қарсы тұруы, олармен күресі, Әбілқайыр хан хандық құрған қазақ елінің батыс бөлігінің Ресей патшалығы құрамына енуі туралы баяндалады. Сонымен қатар Қалмақ елінің қазақ жеріне озбырлық жасап, қайта-қайта соғыс ашуы, қазақ жерін жаулап алу мақсаттары, Алакөл,

Ордабасы маңайындағы болған кескілескен шайқастар, Әбілқайыр ханның түпкі ой-мақсаты, ресейге енуінің өз жоспары туралы да айтылған.

1969 жылы шыққан «Қаһар» (Хан Кене) шығармасы қазақ елінің соңғы ханы туралы жазылған. «Хан Кене» Ілияс Есенберлиннің тарихи жанрдағы алғашқы тәжірибесі ретіндегі романы. Дәл осы жұмыстан оның шыңға көтерілуі басталады.

Бұл авторға әдеби даңқ алып келді. Автор шығармада оқырманға сұрақ қою арқылы түйінді шешуге тырысады. Мысалы, түпнұсқа мәтін: *Ажал – үстемдігіңді жүргізудің ең берік құралы емес пе? Бабасы Шыңғысхан бүкіл әлемді осы ажал арқылы бағындырмақ болған жоқ па еді?* [2, 234].

«Қаһар» романында 18 ғасырдағы қазақ елінің әлеуеті, тұрмысы-тіршілігі, сол кезеңдердегі қоғамдық мәселелер, тарихи оқиғалар, мәдениет пен салт-дәстүр, халықтың санасы мен дүниетанымы және ең маңыздысы 18 ғасырдағы Абылай ханның бастауымен елдің қалмақ әскерлеріне қарсы тұруы, ханның қазақ елін бір қол астына біріктіру әрекеті, хан мен оның қол астындағы батырлардың елі үшін жасаған ерліктері, жыршы-жыраулардың даналықтары туралы мәселелер қарастырылады.

Трилогия тарихи тақырыпқа жазылғандықтан, шығарманы оқу барысында көптеген тарихи тұлғалардың аттарын кездестіруге болады. Бастамасы атақты Шыңғыс ханның атымен басталса, аяғы Кенесары ханның атымен аяқталады. Себебі, Кенесары қазақтың ең соңғы билік басында отырған ханы болып табылады. Хандарға қоса. Олардың жанында жүріп, ақылына ақыл қосқан, ерлігімен көзге түскен көптеген тұлғалар бар. Олар: ақын-жыраулар, жыршылар, ержүрек, даңқты батырлар.

Жеке-жеке атайтын болсақ:

1. 1-ші кітапта Әбілқайыр хан бастаған, Жәнібек, Керей хандардың, атақты Асан Қайғының, Қазтуған жыраудың аттарын кездестіреміз.

2. 2-ші кітапта тарихта өздік орнын қалыптастыра білген Қасым ханның, Хақназар ханның, Абылай ханның, данагөй Бұхар жыраудың аттары аталады, жасаған істері баяндалады.

3. 3-ші кітапта Кенесары ханның бейнесі ерекше суреттеледі, оған қоса тәуелсіздік үшін ханмен қоса күрескен Ағыбай батырдың, Жоламан батырдың, Бопай батырдың ерліктері мен ержүректігі тамаша бейнеленеді.

Аталған тұлғалар барлық қазақ жүздерін біріктіріп, далада бір билеуші болуды армандады. Хандардың басшылығымен құрылған әскерлері қалмақ, жоңғар, қоқан, хиуа хандықтарының басқыншылығына қарсы тұра білді, тәуелсіздік үшін жанын пида етті. Мысалы қазақ елінің соңғы ханы Кенесары көптеген жеңістерге қол жеткізді, бірақ бірте-бірте тайпа көсемдері оның ерлігін көре алмай одан алыстай бастады. Ақыры оның қазақ елін азат етем, тәуелсіз ел құрамын деген арманы өліммен аяқталды. Себебі, оны Сұлтан-билеушілер мен Қырғыз феодалдары ұйымдастырған тұзақ күтіп тұрды. Соңында Кенесарының хандық құруы тоқтап, ел ресей құрамына еніп, тарих сахнасында хан деген атау тоқтайды.

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COMPARATIVE STUDY OF COMMUNICATON STYLES IN DIFFERENT CULTURAL CONTEXTS

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Түйін: Байланыс стильдерінің екі негізгі категориясы бар: жоғары контекст және төмен контекст. Жоғары контекстік мәдениеттерде (мысалы, Жапония, Қытай) жасырын хабарламалар мен контекстке баса назар аударылады, ал төмен контекстік мәдениеттерде (мысалы, АҚШ, Германия) байланыс тікелей және айқын болады. Сонымен қатар, мәдениеттер индивидуализм мен ұжымшылдық дәрежесінде ерекшеленеді. Индивидуалистік мәдениеттерде жеке жетістіктерге баса назар аударылады, ал ұжымдық мәдениеттерде топтық үйлесімділікті сақтау маңызды.

Резюме: Существуют две основные категории коммуникационных стилей: высококонтекстные и низкоконтекстные. В высококонтекстных культурах (например, Япония, Китай) акцент делается на неявные сообщения и контекст, тогда как в низкоконтекстных культурах (например, США, Германия) коммуникация более прямая и ясная. Кроме того, культуры различаются по степени индивидуализма и коллективизма. В индивидуалистических культурах акцент делается на личных достижениях, тогда как в коллективистических культурах важнее сохранение групповой гармонии.

Communication Styles.

1. High-context vs. Low-context Cultures [1].

Edward T. Hall's theory of high-context and low-context cultures provides a foundational framework for understanding communication styles.

- High-context cultures (e.g., Japan, China, Arab countries) rely heavily on implicit messages, non-verbal cues, and shared experiences. In these cultures, the context of the communication is as important as the content. Relationships play a crucial role, and indirect communication is often preferred to maintain harmony.

- Low-context cultures (e.g., the United States, Germany, Scandinavian countries) favor explicit verbal communication. Here, messages are direct and clear, with less reliance on situational context. Clarity and straightforwardness are valued, and people are encouraged to express their thoughts openly.

2. Individualism vs. Collectivism [2].

Cultures can also be classified based on individualistic and collectivistic communication styles.

- Individualistic cultures (e.g., the U.S., Canada, Australia) prioritize personal expression and autonomy. Communication tends to emphasize self-assertion and

personal achievements. Feedback is often direct, and individuals are encouraged to voice their opinions.

- Collectivistic cultures (e.g., many Asian and African countries) focus on group harmony and community. Communication is often more indirect, as preserving relationships and group cohesion is paramount. Individuals may avoid confrontation and prioritize consensus over personal opinion.

Non-Verbal Communication [3].

Non-verbal communication plays a significant role in conveying messages, often differing significantly across cultures.

- Gestures and Body Language: In some cultures, gestures that are benign in one context can be offensive in another. For example, the thumbs-up sign is considered positive in many Western cultures but can be offensive in parts of the Middle East.

- Eye Contact: In Western cultures, maintaining eye contact is often associated with confidence and honesty. In contrast, in certain Asian cultures, too much eye contact can be seen as disrespectful or confrontational.

- Personal Space: The concept of personal space varies widely. In many Western cultures, a larger personal space is preferred, whereas in some Latin American and Middle Eastern cultures, closer proximity is common and signifies warmth and connection.

Language and Communication Patterns [4].

Language itself influences communication styles, including how people structure their conversations.

- Politeness Strategies: Different cultures employ varying degrees of politeness in communication. For example, in Japanese culture, the use of honorifics and indirect speech reflects a deep respect for hierarchy and social relationships.

- Turn-Taking in Conversation: In cultures like the U.S., there is a more straightforward approach to turn-taking, where interruptions may be common and even seen as a sign of engagement. Conversely, in many Asian cultures, waiting for one's turn to speak without interruptions is a sign of respect [5].

Understanding the diverse communication styles across different cultural contexts is crucial in our increasingly globalized world. Awareness of these differences can enhance interpersonal relationships, reduce misunderstandings, and foster more effective communication. As we navigate multicultural interactions, embracing these variations not only enriches our personal experiences but also contributes to a more harmonious global community. By recognizing and adapting to different communication styles, we can bridge cultural divides and promote deeper connections across diverse backgrounds.

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