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**«Ғылым мен қоғамның дамуы - инновациялық даму жолы» атты білім
алушылар мен мектеп түлектері арасындағы халықаралық ғылыми-
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школ «Развитие науки и общества – путь инновационного развития»**

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INNOVATIVE METHODS IN TEACHING MATH

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Түйін

Бұл мақалада математиканы оқытудың инновациялық әдістері жайлы қарастырылған. Математиканы оқытуда оқушыларға түсінікті әрі жеңіл болуы үшін инновациялық әдістердің қаншалықты маңызды екенін және қандай әдістердің қолайлы екені жайлы айтылған. Ақпараттық коммуникациялық технологиялардың инновациялық әдістерді толықтыруға мүмкіндік беретіні жайлы айтылған.

Кілт сөздері: инновация, математика, студент, әдістер

Резюме

В этой статье рассмотрены инновационные методы обучения математике. Рассказано о том, насколько важны инновационные методы и какие методы подходят для того, чтобы обучение математике было понятным и легким для школьников. Говорится, информационно-коммуникационные технологии позволяют дополнить инновационные методы.

Ключевые слова: инновация, математика, студент, методы

Mathematics teaching has long embraced traditional methods: non-interactive way of teaching mathematics is a way in which the student is the receiver of information from the teacher, and only minimally a participant. Traditional approaches can be seen to be dominated by theory and not address the needs of most students, it is even argued that these methods have not evolved much since the times of ancient Egypt and Assyria 5000 years ago. However, the XXI century has been calling for reforming mathematics instruction by considering more innovative pedagogical approaches. Innovative methods carry new ways of interaction between “teacher and student”, a certain innovation in practical activities in the process of acquiring educational material.

Mathematics is a compulsory subject of study, and access to quality education develops speed and accuracy, logical thinking, estimation, and conclusion. We want mathematics which is affordable to every child, and at the same time, enjoyable, and helps children to prepare for the challenges they face in future life. We know that the teaching of mathematics is a complex activity and many factors determine the success of this activity. The nature of instructional material, the presentation of content, the pedagogic skills of the teacher, the learning environment, and the motivation of the students are all important and must be kept in view to ensure quality in teaching-learning of mathematics. The innovative method is a basic of all these, with new methods we can deliver material, we can show skills as a teacher, and keep the attention in activity. The teaching can be made more innovative and joyful by using different teaching methods and techniques. Teaching methods are systematical procedures adopted by teachers in presenting the subject matter to the students in an orderly manner to reach the goal. The main methods are the Problem-solving, Project methods, and the Play -way method.

Problem-Solving Method: This method involves the use of reflective thinking and reasoning. The main objective of the problem-solving method is to stimulate the reflective and creative thinking of students. A method that provides an opportunity for the pupil to analyze and solve problems faced by him based on previous knowledge. In the process of solving problems, the students are required to use the information and skills available, gather data, and analyze and interpret the information to solve the problem. Mathematics teaching primarily aims to make the students able to solve problems with their independent efforts; this method helps much in the

attainment of these objectives. In the study of Mathematics students are constantly required to solve different types of problems, this method will help them in developing divergent thinking.

Project Method: What is to be taught should have a direct relationship with the actual happenings in life. This central idea forms the basis of the project method. It provides a practical approach to learning. Learning takes place not only through doing but also through living. Children are trying to relate learning to life. The project method cannot be used as a regular method of teaching because Mathematics is a sequence subject and it must be taught and learned systematically. The projects are useful to create interest to encourage and provide a sense of achievement to the students. Small projects can be occasionally undertaken to provide necessary supplements to regular teaching.

Play-way Method: It is one of the best methods of teaching Mathematics, especially in lower classes. All types of knowledge should be imparted to the children through play way activities. Children have spontaneity and interest in these activities. Irrespective of the time and energy required. This method helps to develop interest in Mathematics and to motivate students to learn more. For example: Gimkit , Kahoot .

How we can use technology in innovative methods of teaching mathematics, mainly concerns interactive communication technologies. With the help of technology, we can create a creative atmosphere and active participation of students. One of the most common innovative technologies in mathematics lessons is interactive whiteboards. This tool allows teachers and students to interact with the material more effectively. Using an interactive whiteboard allows you to demonstrate examples, and conduct interactive lessons, tasks, and games, which makes lessons more fun and memorable. Another innovative technology in mathematics lessons is various educational applications and programs. With their help, students can playfully learn math, solve problems, track their progress, and receive feedback. Such applications can be used for homework, which will make the learning process more interesting and motivating. For example, in geometry lessons, the use of the Geo-Gebra program will optimize the learning process and increase interest in the subject.

The main of innovative technology in mathematics lessons is online resources. The Internet offers an endless number of resources for learning mathematics, such as video lessons, online assignments, tests, etc. This allows students to personalize their learning by choosing materials that suit their level of knowledge and learning characteristics. Online resources can be actively used in class, in extracurricular activities, and in preparing homework. Students have the opportunity to listen to information, view it, and consolidate it when using various types of Internet services and online tests. The ability to use the Internet is necessary in the modern world. Therefore, communication with students by e-mail and the exchange of assignments and answers have become in demand today.

Innovative technologies in mathematics lessons play an important role in modern education. They make the learning process more interesting, accessible and effective, promote the development of cooperation, critical thinking and problem-solving skills, which is essential for successful adaptation to a rapidly changing world. The use of innovative technologies will help in the educational process, it will increase the interest of students, developing the skills of self-control, and will make the learning process clearer, easier, will allow to build a new methodology of studying mathematics. It will also reduce the load on teachers and emotional strain. Use of information and computer technologies (ICT) in mathematics classes it is explained by the need to solve a problem searching for ways and means of activating the student's cognitive interest, as well as the development of their creative abilities. When used in educational process of computer tools, the center of activity becomes a student who, based on his individual abilities, builds the process of cognition.

Thus, the use of innovative technologies and methods in teaching mathematics allows you to differentiate educational activities in the classroom, activates the cognitive interest of students, develops their creative abilities, stimulates mental activity, encourages research activities.

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IMPLEMENTING COGNITIVE APPROACH INTO ENGLISH LANGUAGE LEARNING CLASSES

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Туйиндеме

Макала жоғарғы оқу орындары ағылшын тілі сабақтарында студенттердің когнитив білу қабілетін дамыту мәселесіне арналған. Өзбекстан республикасы білім саласында, сонын ішінде жоғарғы оқу орындарында когнитив жантасуға қаншалық көңіл бөлінгенін анықтау мақсатында оқу бағдарламалары, оқулықтарға терен талдаулар жүргізіліп, нәтижесінде ол құжаттарда бул мәселеге жетерлі көңіл бөлінгенін есепке алып, енді тек мұғалімдерден студенттердің когнитив білу қабілетін дамытуға көңіл бөліуі керектігі дәлелденген.

Кілт сөздер: когнитив білу, жоғарғы оқу орны, талдау, оқу бағдарламалары, әлеуметтік лингвистикалық құзыреттілік

Резюме

Статья посвящена проблеме развития познавательных способностей студентов на занятиях по английскому языку высших учебных заведений. Был проведен углубленный анализ образовательных программ и учебников с целью определения, сколько внимания уделяется познавательному развитию в сфере образования Республики Узбекистан, в том числе в высших учебных заведениях. Учитывая, что в этих документах данной проблеме уделено достаточно внимания, предлагается, что теперь преподаватели должны уделять больше внимания на развитие познавательных способностей студентов.

Ключевые слова: когнитивное знание, высшее учебное заведение, анализ, учебные программы, социолингвистическая компетентность

Cognition is the process of acquiring knowledge through our thoughts, experiences, and senses. The term cognition, or mental activity, refers to the acquisition, storage, transformation, and use of knowledge [6;9]. Learning involves acquiring knowledge through experience, study, and information being taught. Cognition refers to mental activity including thinking, remembering, learning and using language. When we apply a cognitive approach to learning and teaching, we focus on the understanding of information and concepts. If we are able to understand the connections between concepts, break down information and rebuild with logical connections, then our retention of material and understanding will increase.

Cognitive approaches to learning are concerned with how information is processed by learners. Cognitive theories view students as active in “an internal learning process that involves memory, thinking, reflection, abstraction, motivation, and meta-cognition” [1;17]. Ertmer and Newby note that “learning is a change in the state of knowledge, and is a mental activity where an active learner internally codes and structures knowledge” [3;58]. Cognitive learning is a way of learning that helps students use their brains more effectively. This method of learning is active, constructive, and long-lasting. It encourages students to fully engage in the learning process so learning, thinking, and remembering get easier.

Observation and study of the experience of foreign language learning and teaching in higher educational universities in Karakalpakstan, Uzbekistan allow us to conclude that students experience certain difficulties in understanding the connections between concepts, break down information and rebuild with logical connections. In particular, the students are not active in an internal learning process that involves memory, thinking, reflection, abstraction, motivation, and meta-cognition. Students need to be taught to organize old knowledge, scripts, and schema, find relationships, and link new information to old ones, as learning is a change in the state of knowledge. So, in our classes we, teachers should organize lessons according to real focus of the cognitive approach which is on changing the learner by encouraging him to use appropriate learning strategies.

In order to learn the amount of attitude towards using cognitive approach to learning in local context we analyzed the syllabus of the subject “Foreign language” which is aimed to teach the students of bachelor degree students, who will not be English language professionals and course books used in this subject. So, the syllabus of the subject “Foreign language” designed by G.Bakieva, B.Samatov, M.Tursunov, et al. and adopted by the Ministry of Higher and secondary special education on 14 June, 2018 depicts the value of the subject in higher education and points out that the purpose of the subject is aimed at developing (academic) language skills, language competencies to be used in future professional activities. The aim of the subject is to prepare specialists who can use the foreign languages in their everyday lives, professional and scientific (academic) field. One of the aims is to develop learners’ logical thinking skills while dealing with the issues on concerning to their professional field and everyday life [4]. While learning the subject students have opportunities to develop general, academic and career-oriented language skills and competencies appropriate to B2 level. Self study learning is directed to the formation of motivation to acquire skills and abilities to use the foreign language. The syllabus provides a detailed description of required competencies, the graduates of B2 level should acquire in the subject “Foreign language” according to State Educational Standards. They are the followings:

Linguistic competence, where students should be able to listen and understand the essence of comprehensive speech or a statement of a series of complex ideas, lectures, detailed instructions, scientific and professional presentations, inquiries and opinions; complex authentic speech in familiar and unfamiliar contexts; to be able to take part in lively discussion and debate without prior preparation, clearly express their views and opinions in a formal discussion; substantiate their opinions in discussions, interpret and change correction; draw a clear generalized conclusion from an article, report, or discussion; distinguish relevant information from articles and reports in their professional fields; To write well-organized essays and reports in the right form and content;

Sociolinguistic competence, which includes deeper understanding of intercultural communication including communication features like greetings, forms of address, courtesy comparing English and Uzbek cultures.

Pragmatic competences where students should be able to use language accordingly in different social, educational and professional circles; to be able to divide speech in the process of communication, to add clarity, to interpret differently, use correction, completion, and other strategies, and to apply in practice [4;3].

In order to develop the above mentioned competencies the role of cognitive approach is significant. As cognition deals with the mental action or process of acquiring knowledge and

understanding through thought, experience, and the senses it is important to pay attention in the development of these competencies. Dealing with the tasks like clearly expressing views and opinions in a formal discussion; substantiating opinions in discussions, interpreting and changing, distinguishing relevant information from articles and reports in their professional fields scientific and professional presentations, inquiries and opinions; deeper understanding of intercultural communication, using language accordingly in different social, educational and professional circles students need cognition i.e. thinking, understanding, evaluating and changing skills. So in this plan we appreciate the requirements of the syllabus of the subject "Foreign language".

In language teaching, input refers to the linguistic content of a course. It seems logical to assume that before we teach the language, we need to decide what linguistic content to include. Once content has been selected, it then, needs to be organized into teachable and learnable units as well as arranged in a rational sequence. The result is a syllabus, which essentially covers the content of teaching and learning.

So, the next document we analysed was the action syllabus. (it is called in our local place "ishshi dastur, Rabochaya programma") which was designed by the Nukus State Pedagogical Institute English language teachers for the second year students of all bachelor degrees of the Institute. The aim and objectives and requirements on learners' achievement and outcomes are the same as in the syllabus of the subject "Foreign language". There are 34 practical lessons and 18 self study tasks planned in the action syllabus. 17 topics are devoted to general themes like food, health, shopping, daily activities, appearance and etc, 3 topics are devoted to professional field and in their third year of study students have 5 and 6 professional topics[5]. According to syllabus students learn vocabulary, grammar concerning to topics, develop their reading, listening, speaking and writing skills. We like the idea of including skill based approach into the syllabus as they give opportunity to develop students' cognition.

Here, we'd like to mention several activities which we appreciate as appropriate activities for developing cognition. So, in the topic "Career responsibility" students read the text "Career responsibility is one of the leading stages of promotion", they discuss causes and consequences of career responsibilities, learn to write a letter of application. This kind of activities let learners think, evaluate and foresee the situation, develop ability to plan their life and career development, solve the problem, avoid the problematic situations and be polite. In the topic "Environment" students should interview people about environmental issues and write opinion essay about environmental problems. It is also one of the beneficial tasks, as it is not an easy thing to interview others. In order to fulfill this task students have to design questionnaires where they should take into account the logicity of questions, their influence on respondents, difficulty of questions, outcome of the question and many other factors. And this requires some thinking, planning, rethinking, evaluating, which is essential in cognition as well as creates understanding, tolerance, friendship and cooperation among people. In the topic "My first experiment" students speak about their first chemical experiment, which develop their reflective skills. But we'd like this kind of tasks to be more, as they relevant to our learners' life, interests and abilities, learners have opportunities to acquire skills and experiences to solve real life problems.

And these tasks give us opportunity to reach the cognitive aims, the behavioural aims and the emotional aims. In this plan we liked the content and objectives of the syllabus.

In order to get a full impression on organizing English courses directed to developing learner cognition we thoroughly analyzed the course books suggested for this subject, which is "Scale up". Students book. 2 course. T. 2015, by Bokieva G, Rashidova F[2]. We designed checklist for ourselves in order to clarify the points, which included the questions like:

1. Are all four skills adequately covered, and are they helpful for the development of cognition?
2. Are materials for spoken English well designed to equip learners for real-life interactions?
3. Are writing activities suitable in terms of cognition development?
4. Are the topics helpful in expanding students' world knowledge and cognition?

Answers to these questions gave the following results. In all units relevance of skills aspect toward course book are covered, but not all skills in one lesson. For example Unit 1 is entitled “Global problems and solutions” and consists of 3 lessons. Lesson 1 is called “Problem cause”, the tasks are mostly directed to reading, We think that as it is the first lesson of the unit and it aimed to supply learners with necessary information on the topic. Tasks look as following: Read the quotes and discuss them; Read the anecdotes and write down their problem cause types; Read the text. Match the sentence parts a-f and the paragraphs 1-6. Lesson 2 is called “Unintended consequences” and task 3 is for developing listening skill. “ Listen to the tape and fill in the blanks with appropriate words and phrases”. More attention is given to reading tasks. Among 13 tasks of the lesson 5 tasks are aimed to develop reading, 3- for writing, 4 for speaking and 1 for listening. Lesson 3 is entitled “Solution”, where there are 14 tasks and 4 reading tasks, 4 writing tasks, 5 speaking tasks and 1 listening task. We should mention that most of the tasks are helpful to develop learner cognition. For example: Task 1 of lesson 1. What problems do people have as a child, teenager, adolescent, adult and aged? What are root causes of personal problems? Task 1 of lesson 2.p.10. Think and write some inventions or discoveries of humanity in history which brought unintended consequences. Task 10. P. 13. Do you agree or disagree with the statement “If any invention has a negative unintended consequences then only the inventor is guilty”. Task 5 p. 15. Look back and think when you faced either an academic or personal life problem. Use the phrases in Exercise 5 to express your emotional state. Tell the whole group how you overcome the situation. All of these tasks lead the learner to think, evaluate the situation, create possible solutions, reflect their life experiences.

2.Are materials for spoken English well designed to equip learners for real-life interactions? In order to answer this question we investigated whether the material was accompanied by background information, were the questions and tasks lead to discussion and interaction, are they easy to produce their points and experiences. The analysis of spoken tasks show that the tasks though a little bit difficult, but interesting and motivating. They make learners speak and interact. Reading quotes like “Every problem is a gift- without problems we would not grow” (Anthony Robbins) or “ The difficult problems in life always start off being simple. Great affairs always start off being small” (Lao Tzu). Lesson observations make us sure that students are interested in the task and tried to say at least one point and sometimes they quarreled and shouted, which means they are motivated.

3.Are writing activities suitable in terms of cognition development? There are not so many writing activities in the course book, just 16 tasks for writing. We liked the tasks as they are suitable for the topics learned and can arouse learner interest. But we should mention they are much more difficult for the ESP students, which were proved by students’ products. Students found difficult to write opinion essays, cause and effect essay, problem solving essays. But the tasks are quite helpful for developing cognition.

4.Are the topics helpful in expanding students’ world knowledge and cognition? The task here is to identify whether the topics will help to expand students’ world knowledge and cognition. We should mention that this course book covers the information about problems, problem solving and research issues and there are a great number of information which may enlarge students’ world knowledge. For example, listening to the text “Unintended consequences ” students learn about Great Sparrow War which happened in 1958 in China by the order of Chinese leader Mao Zedong. And the task 5 on page 11 which includes the questions like “Can you remember any other human deeds which brought to tragic but unintended consequences?” may the learners think, reflect their learning, search the knowledge and find answers. In this way they gain knowledge and develop their cognition. Another example is the text about Thomas Edison on page 35, which gives students opportunity to learn about his inventions. And the task 1 on page 34. Matching the inventions and the inventors arouses learner motivation to learn more about the issue and this leads to get more world knowledge. We should mention that this kind of tasks are few, just only two or three unfortunately.

Analyzing the above mentioned materials on teaching and learning English we came to the conclusion that the government is paying attention to the cognitive development of our learners, that's why educators should change their attitude to teaching. Learning elementary English in the classes, repeating the words learners already know, paying more attention to the grammar of the English may demotivate learners. Teachers should think of developing learners higher order thinking skills, problem solving skills, cognition and evaluation skills. The teachers of higher educational establishments are expected to be creative in teaching process, they should present the materials in such interesting and challenging ways, so the students get enthusiastic in their study. Our classes should be the places of discussions and debates, our lessons should give opportunities for learners to create, to imagine, to investigate. This is the desire of our learners. In order to bring up harmoniously developed, highly educated, modern-thinking young generation teachers should improve the methodology of teaching English, and in this way prepare a good language learner, who is able to find their own way of learning, can organize information about the language, make their own opportunities for practice.

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АНГЛИЙСКИЕ ИДИОМЫ

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Резюме

Данная статья посвящена особенностям перевода идиом английского языка на русский. Отмечено, как английские идиомы используются в повседневной речи, как обогащают язык и придают речи выразительность.

Ключевые слова: идиомы, английский язык, фраза, выражение, контекст.

Summary

This article is devoted to the peculiarities of translating English idioms into Russian. It is noted how English idioms are used in everyday speech, how they enrich the language and give expressiveness to speech.

Key words: idioms, English language, phrase, expression, context.

Английский язык богат различными выражениями и фразами, которые нередко вызывают удивление и непонимание у студентов, изучающих английский язык. Одной из наиболее интересных и нестандартных частей английской речи являются идиомы. «Идиомы

представляют собой фразеологические обороты, которые имеют скрытое значение, отличное от буквального смысла слов» [1, 83].

Использование и понимание английских идиом является неотъемлемой частью владения языком на продвинутом уровне. Владение этими выражениями позволяет говорить свободно, красочно и точно передавать свою мысль. В нашем исследовании мы будем изучать английские идиомы – как они возникли, зачем были созданы и какие значения они несут. Также будем рассматривать использование и практическое применение этих выражений в повседневной жизни, чтении, письме и разговорной речи, какие ошибки можно допустить при переводе идиом с одного языка на другой, а также исследуем ряд пунктов по изучению и запоминанию английских идиом.

Определение и использование английских идиом

Английские идиомы - это выражения, составленные из нескольких слов, которые вместе имеют отличное значение от их буквального смысла. Они являются неотъемлемой частью английского языка и широко используются носителями и владельцами английского языка. Использование идиом в речи позволяет говорящему не только разнообразить свою речь, но и выразить свои мысли более точно и эффективно. Большинство идиом имеют историческое или культурное происхождение, их смысл часто очевиден для лиц, не владеющих английским языком. Например, выражение "бросать мосты" означает прекращать отношения с кем-либо, но его буквальный смысл - строить или разрушать мосты - не имеет никакого отношения к реальности. Изучение английских идиом является важной частью изучения английского языка и поможет вам стать более свободным и грамотным говорящим.

Историческое происхождение идиом

«Историческое происхождение идиом является важным аспектом при изучении английского языка. Идиомы представляют собой фразы или выражения, которые не могут быть поняты буквально и требуют особого контекста для их понимания. Хотя сегодняшние идиомы могут показаться непонятными или даже странными, они уходят своими корнями в историю и культуру англоязычных стран» [3, 156].

Многие английские идиомы имеют свои корни в литературе, особенно в шекспировской эпохе. Выражения, такие как "быть в седьмом небе" или "сотворить чудо", возникли из его произведений и сохранились до сих пор. Другие идиомы могут относиться к историческим событиям или персонажам. Например, выражение "толстая и тонкая линия" происходит от описания военной тактики во время английской гражданской войны.

Некоторые идиомы могут иметь свои корни в сельской жизни. Выражение "как две капли воды" относится к сравнению двух вещей или людей, которые выглядят идентично, как две капли воды. Это выражение имеет свои корни в наблюдении, что каждая капля воды воспроизводит свою форму.

Идиомы также могут происходить от повседневных предметов или действий. Например, выражение "взять край" означает взять на себя ответственность или руководство. Это выражение могло возникнуть из ситуации, когда кто-то берет линию или край ткани, чтобы руководить ее движением.

Популярные английские идиомы и их значения

В английском языке идиомы являются важной частью разговорной речи. Они являются выражениями, уникальными для каждого языка, и их невозможно перевести

буквально. В данном подразделе рассмотрим несколько популярных английских идиом и их значения.

Первая идиома - "It's raining cats and dogs". Она означает очень сильный дождь. Впервые была записана в XVII веке, но происхождение этой фразы все еще неизвестно.

Вторая идиома - "Break a leg". Эта фраза используется для пожелания удачи перед выступлением на сцене. Несмотря на свой буквальный смысл, означающий "сломаь ногу", эта идиома не является негативной.

Третья идиома - "Bite the bullet". Она означает принять неприятные или трудные решения или ситуации смело и с прямотью. Это выражение происходит от времен, когда хирурги действительно давали больным опиум для обезболивания, а затем просили их укусить свинцовую пулю, чтобы больше не болело.

Есть множество других английских идиом, каждая из которых имеет свое уникальное значение и происхождение

Как использовать английские идиомы в повседневной речи

Использование английских идиом в повседневной речи может значительно обогатить вашу коммуникацию на английском языке. «Идиомы – это выражения, которые имеют отличный от прямого значения, и часто используются, чтобы передать определенные идеи или ситуации. Когда вы используете идиому в своем разговоре, она добавляет красочность и изысканность вашей речи, и делает ее более запоминающейся и интересной для слушателя. Однако, важно помнить, что некорректное использование идиом может сбить с толку вашего собеседника или привести к непониманию» [2, 172]. Поэтому, прежде чем начать использовать идиомы в повседневной речи, рекомендуется изучить их значения и правильное контекстное использование. Чтение английских книг, прослушивание аудио и видео материалов, а также общение с носителями языка помогут вам понять, как и где использовать идиомы. Помимо этого, можно создать список наиболее употребляемых идиом и проводить своеобразную тренировку, применяя их в контексте реальной жизни. Важно также быть внимательными к контексту, в котором вы планируете использовать идиому, так как они могут иметь свои нюансы и использоваться только в определенных ситуациях.

Как улучшить знание английских идиом

Существует несколько способов улучшить знание английских идиом.

Во-первых, необходимо активно изучать и использовать идиомы в повседневной речи. Это можно сделать, общаясь с носителями языка или прослушивая аудиозаписи и видеоматериалы на английском. Постоянно практикуясь, можно запомнить и понять различные идиоматические выражения.

Во-вторых, полезно иметь под рукой словарь идиом. Такой словарь позволит разобраться в значениях и использовании конкретных идиом. Регулярное чтение словаря поможет закрепить новые идиомы и расширить словарный запас.

Также, стоит обратить внимание на контекст, в котором используются идиомы. Часто значения идиом связаны с культурными особенностями и нюансами языка. Поэтому важно узнать, как именно и в каких ситуациях применяются данные идиоматические выражения.

Наконец, одним из самых эффективных способов улучшить знание английских идиом - это читать литературу и смотреть фильмы на английском языке.

Необычные английские идиомы

Английский язык известен своими уникальными идиомами, которые могут быть забавными и необычными для неговорящих на нем людей. Некоторые из них могут вызывать смех или удивление при первом знакомстве с ними. Например, "to break the ice" (пробить

лед) используется для описания действия, которое освобождает напряжение или создает непринужденную обстановку на встрече или в беседе. Еще одна забавная идиома – "to go bananas" (сходить с ума), которая описывает чрезмерно энергичное или необузданное поведение. Важно понимать, что эти идиомы не имеют прямого значения и должны толковаться по контексту. Знакомство с такими необычными английскими идиомами может быть хорошим опытом для изучающих язык.

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БУДУЩИЕ СПЕЦИАЛЬНОСТИ СОВРЕМЕННОГО МИРА

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Түйін

Бұл мақалада қазіргі әлемде пайда болып жатқан жаңа мамандықтар қарастырылған. Әлем өзгеріп отырады және үнемі қозғалыста болады, жаңа технологиялар пайда болады, ғылымның әртүрлі салаларында жаңалықтар ашылады, жаңа аурулар мен қауіпті вирустар пайда болады, адамзатқа қажет емес мамандықтар жойылып кетеді, өйткені олар ескірген және пайда да, сәттілік те әкелмейді. Көптеген жастар бізді жаңа шындықтың табалдырығында күтіп тұрған өзгерістер туралы ойламайды. Қоғамда өз орнымызды табу үшін біз қайта оқып, "ақылды" 3D басып шығару машиналарымен жұмыс істеуді үйренуіміз керек, гендік-модификацияланған өнімді жасау кезінде адамзат пен табиғатқа зиян келтірмеуіміз керек, робототехниканы сауатты басқара білуіміз керек. Біз қазіргі әлемнен тыс қалмас үшін болашақта кім, қандай маман болатынымыз туралы байыпты ойлануымыз керек. Өйткені, көптеген танымал мамандықтар қажетсіз болып қалуы мүмкін.

Кілтті сөздер: жасанды ет, гендік-модификацияланған өнімдер, жасанды интеллект, робототехника, ұшқышсыз ұшу аппараты, дрон.

Summary

In this article, new specialties that will appear in the modern world are considered. The world is changing and constantly in motion, new technologies are being created, discoveries are being made in various fields of science, new diseases and dangerous viruses are emerging, professions that humanity no longer needs are disappearing and disappearing, since they are outdated and do not bring any benefit or success. Many young people do not think about the changes that await us on the threshold of a new reality. To find our place in society, we need to retrain and learn how to work with "smart" 3D printing machines, not to harm hu-manity and nature when creating genetically modified products, and be able to competently manage robotics.

And, we need to seriously think about who, what kind of specialist we will be in the future, so as not to be left out of the modern world. After all, many well-known professions may disappear as unnecessary.

Keywords: artificial meat, genetically modified products, artificial intelligence, robotics, unmanned aerial vehicle, drone.

Мир меняется и непрерывно находится в движении, создаются новые технологии, делаются открытия в разных областях науки, появляются новые болезни и опасные вирусы, уходят и исчезают профессии, в которых человечество уже не нуждается, так как они устарели и не приносят ни пользы, ни успеха[1].

На планете Земля неспокойно: идут войны и происходят конфликты, Земля подвергается различным видам экологических и техногенных опасностей.

К наиболее современным нанотехнологиям относятся такие отрасли, как генетика, 3D-печать, искусственный интеллект и изобретение робототехники, внедрение и их использование освободят миллионы людей, занятых в сельском хозяйстве, в животноводстве, в отраслях промышленности от тяжелого физического труда. Например, в крупном животноводческом комплексе будут востребованы такие специалисты, которые будут заниматься выращиванием искусственного мяса в пробирке из одной клетки животного, или распечатывать на 3D-принтере мясные продукты, вкус такого мяса не будет отличаться от оригинала.

В отрасли сельского хозяйства в будущем будут востребованы такие специалисты, в обязанности которых входит создание и выращивание генно-модифицированной продукции: пшеницу, рис, картофель, морковь и т.д., в такой продукции будет намного больше полезных витаминов для организма человека. Ученые аграрного хозяйства заверяют, что выращивание генно-модифицированной продукции позволит остановить голод и количество голодающих на нашей планете, улучшить качество и повысить урожайность сельскохозяйственной продукции, потеря влаги (вода) уменьшится и, самое главное, такая продукция будет сохранять свой вкусовые качества долго, как и срок хранения. Также ученые агрономы предлагают перенести выращивание некоторых овощных и фруктовых культур с сельскохозяйственных полей на крыши многоэтажных высотных домов, то есть создавать мини-фермы и такие фермы пополнят казну крупных городов[2].

Конечно, в будущем это хорошие перспективы для человечества, но и возможно создаст большие проблемы в развитии естественного (природного) сельского и животноводческого хозяйства, специализирующихся на выращивании экологически чистой продукции, приведет к появлению новых неизвестных заболеваний. Ведь изменения генов сельскохозяйственных культур искусственным путем приведет к потере флоры природы на нашей планете. Такое будущее и профессии, связанные с созданием генно-модифицированной продукции,стораживают и очень пугают.

В современном мире люди всегда пытались и пытаются связать свою профессиональную деятельность с искусственным интеллектом, то есть передать тяжелую и опасную работу робототехнике. Создание усовершенствованных роботов, обладающих искусственным интеллектом, постепенно вытеснят с рынка труда многие специальности, так как их работу будут выполнять «умные машины» робототехника с искусственным интеллектом.

Не будет необходимости в инженерах-строителях, архитекторах, водителях городского транспорта, пилотах воздушной авиации.

В области строительстве современная робототехника с искусственным интеллектом полностью изменят подход к строительству целых городов. Умные машины, обработают всю необходимую информацию, рассчитают систему энергоснабжения и водоснабжения домов так, чтобы они сами себя обеспечивали с помощью природных источников, таких как ветер, солнечного тепла и подземных вод, распечатают на 3D-принтере заготовки всех строительных элементов здания. И такая «умная» техника станет обыденной для человечества [3].

В области транспортных средств предполагается, что разработанная робототехника с искусственным интеллектом, которая может произвести также и математическое, физическое и компьютерное моделирование, будет наблюдать и контролировать работу обслуживания сверхсовременных транспортных средств передвижения на воде, в воздухе и на земле.

Автоматизированные наземные транспортные спецслужбы смогут и будут удаленно управлять беспилотными морскими и воздушными лайнерами. А водители или водитель-робот городского автотранспорта по инструкции или голосового сопровождения, установленных для «умных» дорог, будут облетать по воздушному пространству места скопления транспорта, заторов и не создавать аварийные ситуации.

Беспилотные летательные аппараты (БПЛА) - новое современное изобретение, которое особо популярно в настоящее время. Появилась потребность, любого государства, в специалистах, как оператор дрона, к сожалению профессионалов, виртуозно управляющих беспилотным аппаратом мало. В будущем эта специальность будет востребована на рынке труда и в мирное и военное время. Дроны активно используются в военных целях для осмотра, обследования любой территории сухопутного, воздушного и морского пространства. Специалисты дронов должны, кроме профессиональных знаний и умений, обладать физической силой, аналитическим мышлением, для нахождения и решения выхода из опасных моментов в критических ситуациях [4].

Таким образом, мы видим, что мир не стоит на месте, что не каждый человек сможет поспеть шагнуть в ногу за переменами, которые ждут молодое поколение на пороге новой реальности. Что многим молодым людям, необходимо переучиваться либо найти общий язык с продвинутыми современными специалистами, которые научат работать с «умными» машинами и управлять робототехникой. И, мы, должны серьезно задуматься кем, каким специалистом будем в будущем, чтобы не оказаться за бортом современного мира. Ведь многие хорошо известные профессии могут исчезнуть за ненадобностью.

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ENGLISH WORDS IN MODERN FASHION OF TEENAGERS

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N 1 named after A.S. Pushkin

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Аннотация

В данной статье говорится об английских словах в современной подростковой моде .

Ключевые слова: сознания, заимствования, неологизмы

Аннотация

Бұл мақалада қазіргі жасөспірімдер сәніндегі ағылшын сөздері туралы айтылады.

Негізгі сөздер: сана, қарыздар, неологизмдер

Every person lives among other people. Usually he maintains various connections with them: trade, industrial, economic, cultural. The languages of the people in contact also experience mutual influence: after all, they are the main means of communication.

People in the course of their history (since the 8th century) had a variety of connections with the people of the whole world, which is clearly reflected in his language. The result of this was numerous foreign words borrowed by the Russian language from other languages. Such words are called borrowings.

The reasons for foreign borrowings can be external (extralinguistic) and internal (intralinguistic). The main external reason is the borrowing of a word along with the borrowing of a thing or concept.

Foreign terminological vocabulary is an indispensable means of concise and accurate transmission of information in texts intended for narrow specialists.

In our century, the trend of scientific and technological progress in the field of creating international terminology, common names of concepts, phenomena of modern science, production is also taken into account, which also contributes to the consolidation of borrowed words that have acquired an international character (medical, space terminology).

Since the end of the 20th century, the leading position among the languages supplying the Russian language with borrowings has been occupied by English and the so-called anglicisms. Dictionary of Ozhegov S.I. defines Anglicism: "A word or figure of speech, in any language, borrowed from or modeled on an English word or expression." The influx of English borrowings into the Russian language has greatly accelerated in recent years as a result of the fundamental political, social, economic, and cultural changes that started in Russia in the mid-1980s as well as the change of regime and transition to market economy in the early 1990s. In the perestroika period (1985–1991) and the years following it, significant changes began in the Russian language. The effects of political and economic reforms were reflected not only in changes of the vocabulary but also in the liberalization of general language use. This process is detectable both in changes concerning linguistic preference and the weakening of norms. Along with the Russian language after the perestroika era, the linguistic norm has also changed, becoming more dynamic and accepting of varieties.

There are a lot of words borrowed from English language, such as shorts, jeans, a pullover, a sweater etc. Last years the impact of English language on different areas of our life is increasing. One of this area is fashion, clothes that we wear.

We name the items of clothes and sometimes we don't know that these words were borrowed from English. The fashion of teenagers, the words referring to this theme was greatly influenced by English. Sometimes we are confused, and use them wrong way. If some years ago our parents and grandparents had a choice to buy trousers, jeans and sport trousers, nowadays we are able to wear and buy the great variety of them: cargo, boyfriends, joggers, leggings, jeggings and so on. So we have to know the difference between them. Also a lot of new types of clothes came to us from European countries, and their names were brought to us.

It is impossible to imagine the lexicon of a modern person without words denoting the names of clothes. These items make up a huge part of our daily lives. People cannot do without them, as they serve as a means of protection from bad weather: cold, rain, heat, etc. A person decorates himself with the help of clothes, thereby expressing his inner content.

The history of the appearance of clothing and the words denoting it is parallel to the history of the development of human civilization, since over the centuries the elements of the costume, the nature of the fabric have changed, new styles have appeared.

The period of the late XIX - early XX century. called "times of English fashion designers". A stream of new clothes in the "English style" poured into Russia and European countries. Accordingly, this period in the development of fashion is represented by a large number of English borrowings: breeches, jumper, cardigan, jacket, tuxedo, shorts, etc.

The process of borrowing English words continues in our time. Fashion glossy magazines, online clothing stores illustrate the main trends in world fashion: they cover fashion shows, give recommendations on choosing a seasonal wardrobe. Orientation to the global industry of beauty and style causes the emergence of many foreign words, which, being assigned to a certain type of clothing, are to some extent assimilated by the language and begin to function in it.

Many of the English-language names of clothing items entered the Russian language a very long time ago and are considered such an integral part of the modern Russian language that often their origin is not felt. But with the development of world fashion, words that cause difficulty in understanding are increasingly appearing in our speech.

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People in the course of their history (since the 8th century) had a variety of connections with the people of the whole world, which is clearly reflected in his language. The result of this was numerous foreign words borrowed by the Russian language from other languages. Such words are called borrowings.

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THE INFLUENCE OF OTHER LANGUAGES ON THE ENGLISH LANGUAGE

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Түйін

Мақалада Ағылшын тіліне басқа тілдердің тигізген әсері туралы айтылады.

Кілт сөздер: әсер ету,сөздік, синтаксис, грамматика,фонетика, тіл дамуы

Резюме

В статье говорится о влиянии других языков на английский язык.

Ключевые слова: влияние, словарный запас, синтаксис, грамматика, фонетика, языковое развитие

English changes a lot because of other languages. This study is about how other languages influence English, like adding new words and changing how we speak. Political relations between countries has some influence on language. English borrows words from many languages, like Latin, French, and German. These borrowed words make English more interesting and diverse. Understanding how other languages affect English means looking at different things, like words and how they change. By studying how languages mix, we can learn more about how English grows and changes over time. In this study, I will say where I got our information, so you know we're telling the truth. By showing where I found our facts, I want to be fair and honest. By doing this study, I hope to learn more about how languages connect and change. Exploring these connections can help us understand more about people and cultures around the world.

The influence of other languages on English goes beyond just vocabulary. Grammar and pronunciation are also affected. For example, English grammar has been shaped by the languages it has borrowed from, leading to changes in sentence structure and word order. Additionally, pronunciation in English has been influenced by the sounds and phonetic patterns of other languages. This is particularly evident in loanwords, where the pronunciation often reflects the phonetic rules of the language of origin. By exploring these various aspects of language influence, we can gain a deeper understanding of the dynamic nature of English and its role in global communication.

The Impact of German on English

German has had a big influence on English. Languages mix together, and one example is how German has affected English. German has a long history and has deeply influenced English vocabulary, grammar, and pronunciation. So, I'll tell about explores how German has influenced English, using examples and research to explain their connection.

Vocabulary Influence:

German has added lots of words to English, like "angst", "blitz", and "kindergarten". These words now fit into English, showing the connection between Germany and English-speaking countries. Adding these words has made English more varied and expressive.

Also, German has given English many science words, like "einsteinium" and "quartz".

German has also given English some similar-sounding words, called cognates. Words like "water" (Wasser), "father" (Vater), "house" (Haus), "sun" (Sonne) and "brother" (Bruder) are

examples. This shows how German and English have shared words over time, making English more interesting.

Grammar Influence:

German has also influenced English grammar, particularly in sentence structure and word order. Both languages share similarities in how sentences are constructed, often preferring a subject-verb-object word order.

•Some examples:

"Ich lese ein Buch" (I read a book), where "Ich" (I) is the subject, "lese" (read) is the verb, and "ein Buch" (a book) is the object. Similarly, in English, you would say "I read a book". This parallel structure makes it easier for people who speak both German and English to understand and learn each language.

Additionally, Germanic and grammatical features such as compound nouns and verb conjugations have influenced the development of English grammar. Compound nouns, which combine two or more words to form a single noun, are common in both languages. For instance, in German, "Eisenbahn" (iron road) means "railroad", and in English, "railway" has a similar structure. Similarly, verb conjugations in German, where verbs change their form based on tense and subject, have parallels in English verb conjugation, although they are less complex.

Pronunciation Influence:

German pronunciation patterns have also influenced English, particularly in the articulation of certain sounds. For example, the guttural consonants characteristic of German, such as "ch" and "r", have been assimilated into English pronunciation. In German, the "ch" sound is pronounced with a raspy, throaty sound, as in the word "Buch" (book). Similarly, the German "r" sound is pronounced with a uvular trill, unlike the English "r" sound. These sounds have been adopted into English pronunciation, as seen in words like "achtung" (attention) and "strudel" (a type of pastry).

Moreover, the Anglicization of German names and loanwords often involves adapting their pronunciation to conform to English phonetic norms. This adaptation can lead to variations in pronunciation based on context and regional dialects. For example, the German surname "Schmidt" may be pronounced differently in English-speaking countries, with variations such as "Smith" or "Shmidt" depending on the speaker's accent.

The impact of French on English

Languages mixing is interesting. One mix is French and English. French has a long history and has changed English words, grammar, and pronunciation.

Vocabulary Influence:

French has added many words to English. Words like "cul-de-sac", "ballet", and "rendezvous" are now part of English. This shows the connection between France and English-speaking countries.

Moreover, French has influenced areas like food, fashion, and politics, where French words are common. For example, words like "cuisine", "menu", "couture", "chic", and "entree" are everyday words in English, showing how French culture has influenced English.

In addition to specific words, French has also influenced English through phrases and expressions. For instance, expressions like "faux pas", "joie de vivre", and "savoir-faire" are widely understood in English-speaking contexts, adding sophistication and elegance to the language.

Grammar Influence:

French has also influenced English grammar, especially in sentence structure and word order. Both languages have similar ways of making sentences. For example, French and English both like to say the subject first, then the verb, then the object.

* English: "I love pizza."

* French: "Je mange une pizza." (I eat a pizza.)

Additionally, French has introduced some grammatical features to English, such as gender agreement and verb conjugations. In French, nouns have genders, and adjectives and articles must

agree with the gender of the noun they modify. While English doesn't have grammatical gender in the same way, French influence can still be seen in expressions like "le fiancé" (the fiancé) and "la fiancée" (the fiancée) ".

Pronunciation Influence:

French sounds have also changed English. French has special sounds like nasal vowels and liaisons, and these have become part of English words like "chalet" and "cliché". When English speakers say French words, they often change how they sound to fit English better. This can change depending on where you are and how you talk.

The impact of Latin on English:

Vocabulary Influence:

The influence of Latin on the English vocabulary is extensive and can be observed in several ways. Latin has directly contributed numerous words to the English language.

- These include common everyday words such as "eternal" (from Latin "aeternus"), "celebrate" (from Latin "celebrare"), "expand" (from Latin "expandere").
- Many technical and scientific terms in English are derived from Latin: "biology" (from Latin "biologia"), "astronomy" (from Latin "astronomia"), "molecule" (from Latin "molecula").
- Latin has heavily influenced legal and medical terminology in English: "pro bono" (for the public good), "subpoena" (under penalty), "ad hoc" (for this purpose).
- Prefixes, Suffixes, and Word Forms: Latin prefixes, suffixes, and word roots are integral to English word formation: "pre-" (before) is used in words like "preview" and "predict", Latin suffix "-ology" (study of) is used in words like "biology" and "geology".

Grammar Influence:

Latin influenced how we put words in sentences, like where we put the subject and the verb. While English usually has the subject first, then the verb, and finally the object (SVO), Latin sometimes has the subject first, then the object, and finally the verb (SOV). English mostly keeps its SVO order, but in fancy writing or speeches, people might copy Latin and switch to SOV.

1) Latin: "Marcus libros legit." (Marcus reads books.)

English: "Mary saw the cat."

Latin also changed how we change words to show their job in a sentence. In Latin, words change their endings to show if they're doing something (like being the subject) or having something done to them (like being the object). English used to do this too, but now it's less common. We still see it in words like "who" and "whom" and in some verb forms like "sing," "sang," and "sung." Latin has lots of different ways to talk about when something happens or how it happens. English has few ways, but we still use some Latin-inspired forms, like the subjunctive mood for imagining things or talking about possibilities. Latin also loves using verb forms that act like adjectives or nouns. English does this too, and we got the idea from Latin. For example, in Latin, you might say "running water," where "running" is like an adjective describing the water. English does the same thing. Lastly, Latin uses certain words and phrases to give more information about a noun. English does this too, using words like "who," "which," and "that" to connect information to the right noun.

Pronunciation Influence:

Latin has affected how we say certain words in English, especially in science and academics. Sometimes, we try to say Latin words like they are said in Latin, especially in formal situations. For example, in science class, we might say "bi-O-lo-gy" like it's "bi-O-lo-gy" in Latin. But in everyday talk, we often just say these words the way they sound in English. We might say "bi-OL-o-gy" instead, with the stress on the second syllable. So, Latin has influenced how we say some words, especially in serious situations, but in regular talk, we usually just say them in the English way.

In conclusion, other languages have a big impact on English. They change its words, grammar, and how it sounds. English keeps changing because it interacts with different languages.

For example, when the Normans came to England, they brought French words with them. Later, Latin and Greek words became part of English, especially in science.

English is now a global language, and this makes it mix with even more languages. Words from all over the world become part of English. This makes English more interesting and helps people from different cultures understand each other.

Studying how languages influence each other helps us understand English better. It also helps us appreciate the many languages in the world. By learning more about this, we can celebrate the diversity of languages and how they connect us all.

In conclusion, studying how languages affect each other helps us understand English and appreciate the many languages in the world. This helps us celebrate the richness of our world's languages and how they bring us together.

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COMPARING THE SYSTEMS OF EDUCATION IN GREAT BRITAIN AND KAZAKHSTAN

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Резюме

В статье сравниваются образования Казахстана и Великобритании. В статье определены образовательные системы Казахстана и Великобритании, которые имеют схожие цели, такие как предоставление знаний и навыков для подготовки учащихся. Однако между образованиями этих стран так же присутствуют различия, которые будут рассмотрены в данной статье.

Ключевые слова: образование, высшее образование, учебная программа, методы оценки и результаты

Түйін

Мақалада Қазақстан мен Ұлыбританияның құрылымдары салыстырылады. Мақалада студенттерді дайындау үшін білім мен дағдыларды қамтамасыз ету сияқты мақсаттары ұқсас Қазақстан мен Ұлыбританияның білім беру жүйелері анықталған. Дегенмен, осы мақалада талқыланатын бұл елдердің субъектілері арасында да айырмашылықтар бар.

Түйін сөздер: білім, жоғары білім, оқу бағдарламасы, бағалау әдістері мен нәтижелері

There is no doubt that education systems play a crucial role in shaping the future generations and their ability to become successful citizens of their homeland. I am intrigued to look into the differences between the educational system of Kazakhstan and Great Britain. This report aims to compare and contrast the education systems of the both countries, focusing on key aspects such as structure, curriculum, assessment methods, and outcomes.

Kazakhstan's education system is governed by the Ministry of Education and Science and comprises three levels: primary, secondary, and higher education. Primary education typically spans

grades 1 to 4, followed by secondary education from grades 5 to 11. Higher education includes universities, institutes, and colleges. The curriculum in Kazakhstan emphasizes subjects such as mathematics, science, languages (Kazakh and Russian), social studies, and physical education. There is also a focus on vocational education and technical training. Assessment in Kazakhstan involves both formative and summative evaluations, including regular exams and national standardized tests (such as “ENT” or Unified National Testing). While Kazakh is the state language, Russian remains widely used as the language of instruction in many schools [1].

We started school at the age of seven. After four years of primary school we went to secondary school. Primary and secondary schools together comprise eleven years of classes are compulsory in our republic.

Our school year began on the first of September and ended in May. It lasted 9 months. We had four holidays a year: winter, spring, summer and autumn. On the 1st of September we got acquainted with our teachers and had our first lessons. Every lesson lasted 45 minutes. Every day we had 5 or 6 lessons.

The primary school curriculum included such as subjects Kazakh, Maths, Russian, Drawing and Music. We had also Nature classes. Our school was not English but we had English classes which started in the 2nd form.

Recently Kazakhstan has also developed several types of schools with greater specialization such as gymnasium, technical, lyceums and private schools. Education is free, except those which work on a commercial basic.

Today the educational system in Kazakhstan is presented by two languages: Kazakh and Russian. Primary education is the most developed of the state’s educational system. Pupils receive their primary education in schools of three different levels. Primary 1 - 4 grades, middle 5 - 9 grades and junior 10 - 11 grades. After finishing the 9th grade children continue education in high schools in technical - professional institutes, or in special schools.

About marks. The educational system in Kazakhstan is conducted in two languages - Kazakh and Russian and consists of several levels of state and private educational establishments: infant schools, elementary (or primary) schools, comprehensive schools, colleges and academies.

At secondary school pupils study English, Maths, Science, Geography, History, Art, Music, Foreign languages and PT. there are some types of secondary schools in Great Britain. They are grammar school, modern schools and comprehensive schools. One can attend modern school but of a modern school don’t learn foreign languages.

If they go to grammar school they will have a good secondary education. This type of school is most popular in England. At secondary school pupils study English, Maths, Science, Geography, History, Art, Music, Foreign languages and PT lessons. English, Maths and Science are called “core” subjects. Pupils take examinations in the core subjects at the age of 7, 11 and 14.

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There are some private schools in England. Boys and girls do not together study at these schools. The son and daughters of aristocracy go to these schools. Their parents pay much money for the education in private schools. The teachers of these schools pay personal attention to each pupil.

In Kazakzhstan

5 – өте жақсы – excellent

4 – жақсы - very well

3 – қанағаттанарлық

2 – қанағаттанарлықсыз – unsatisfactory

There is a considerable choice of post-school education in Britain. In addition to universities, there are also polytechnics and a series of different types of assisted colleges, such as colleges of technology, art, etc.

Some of these courses are part-time, with the students being released by their employers for one day a week or longer periods.

Virtually all students on full-time courses receive grants or loans from the Government which cover their tuition fees and everyday expenses (accommodation, food, books, etc.).

Universities in Britain enjoy complete academic freedom, choosing their own staff and deciding which students to admit, what and how to teach, and which degrees to award (first degrees are called Bachelor degrees). They are mainly government-funded, except for the totally independent University of Buckingham.

There is no automatic admission to university, as there are only a limited number of places (around 100,000) available each year. Candidates are accepted on the basis of their A-level results. Virtually all degree courses are full-time and most last three years (medical and veterinary courses last five or six years).

Students who obtain their Bachelor degree (graduates) can apply to take a further degree course, usually involving a mixture of exam courses and research. There are two different types of postgraduate courses – the Master's degree (MA or MSc) and higher degree of Doctor of Philosophy (PhD).

In Kazakhstan

University education is partly funded by the government, although private universities charge full tuition fees.

There are approximately 150 universities and higher education institutes spread throughout the country. Some of the most renowned universities include:

- The Eurasian National University in Astana
- Kazakhstan's National University, the oldest public university in Kazakhstan
- The Kazakh-American University, based in Almaty
- The University of Central Asia, an educational joint venture between Kazakhstan, Tajikistan, and Kyrgyzstan.

Now it is difficult to compare education in Kazakhstan and the UK, but higher education in Kazakhstan is gaining momentum. I hope that in the near future Kazakhstan universities will not get worse, or even become more prestigious than British universities.

Now, let's take a look into the education system of Great Britain. It is important to note that education system here is decentralized, with each of its four countries: England, Scotland, Wales, and Northern Ireland having its own distinct system. Education in England is divided into stages: early years (ages 3-5), primary education (ages 5-11), secondary education (ages 11-16), and further education (ages 16-18). Further education includes options such as sixth form colleges, vocational colleges, and apprenticeships. The National Curriculum in England sets out the subjects and content to be taught in state schools. Key subjects include English, mathematics, science, humanities, and arts which appear to be something English education has in common with Kazakhstan's system of education. Assessment in England includes both internal assessments conducted by schools and external examinations, such as the General Certificate of Secondary Education (GCSE) at the end of compulsory education and the A-levels for post-16 education. English is the primary language of instruction in schools across England [2].

Glossary. 1. Academia: A collective term for the scientific and cultural community engaged in higher education and research, taken as a whole. The word comes from the academia just outside ancient Athens, where the gymnasium was made famous by Plato as a center of learning.

2. Academic degree: A degree is any of a wide range of status levels conferred by institutions of higher education, such as universities, normally as the result of successfully completing a program of study.

3. Course: in the United States, a unit of instruction in one subject, lasting one academic term

4. Education: A social science that encompasses teaching and learning specific knowledge, beliefs, and skills. Licensed and practicing teachers in the field use a variety of methods and materials in order to impart a curriculum.

5. Educational technology: The use of technology to improve education. It is a systematic, iterative process for designing instruction or training used to improve performance. Educational technology is sometimes also known as instructional technology or learning technology.

In Great Britain children start going to school when they are five and continue studying until they are 16 or older. Compulsory education begins at the age of five when they go to primary school. Primary education lasts for six years. First they attend the infant school from five to seven.

In infant schools children don't have real classes. They get acquainted with the class - room, desks, play and through plating. They learn numbers and how to add them. When children are seven they go to junior school which they attend until eleven. Boys and girls study at junior school for four years. There they have classes, read and write, do mathematics. Higher education in Kazakhstan and Great Britain.

Education in Great Britain.

A - excellent - өте жақсы

B - very well – жақсы

C - satisfactory – қанағаттанарлық

D - poor – жаман

E - unsatisfactory - қанағаттанарлықсыз

School Uniform in Kazakhstan, the decision on mandatory wearing of a school uniform and on the outward appearance thereof is made individually by each educational institution. In Great Britain, uniform is mandatory in most of public and private schools. In several educational institutions with great history a uniform is a symbol, which must be treated by pupils with respect and care.

It is clear both countries have primary and secondary education systems, but the main difference is that Kazakhstan has a centralized system, whereas Great Britain's system is decentralized, with varying structures across its constituent countries. Both countries emphasize core subjects such as mathematics and science; however it appears that Kazakhstan's curriculum includes a stronger focus on vocational education compared to Great Britain.

Now it is difficult to compare education in Kazakhstan and the UK, but higher education in Kazakhstan is gaining momentum. I hope that in the near future Kazakhstan universities will not get worse, or even become more prestigious than British universities.

In conclusion, while the education systems in Kazakhstan and Great Britain share some similarities, they also exhibit significant differences in terms of structure, curriculum, assessment methods, as well as language of instruction. Understanding these differences is essential for policymakers and educators in both countries in order to improve educational outcomes and prepare students for the challenges of the 21st century.

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ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА С ПОМОЩЬЮ ПРИЛОЖЕНИЯ

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Резюме

В данной статье мы рассматриваем и изучаем особенности изучения английского языка с помощью приложения, предлагаем выводы и предложим пути совершенствования на примере приложения Duolingo. В статье выделены основные сферы влияния мобильного обучения английского языка, которые могут помочь обучающимся в развитии.

Ключевые слова: изучение английского, приложение, Duolingo, английский в начальных классах.

Изучение английского языка с помощью мобильного приложения - удобный и доступный способ. Вы можете учиться в любое удобное время, даже если у вас ограниченное количество времени. Приложения предлагают широкий спектр материалов, включая уроки, игры, тренировки произношения и многое другое, что делает процесс обучения интересным и разнообразным.

Изучение английского языка с помощью мобильного приложения также позволяет вам персонализировать свой опыт обучения. Вы можете выбирать темы, которые вас интересуют, и учиться на своем собственном темпе. Кроме того, многие приложения предлагают возможность взаимодействия с другими пользователями, обмена опытом и получения обратной связи от носителей языка, что помогает улучшить навыки общения. Таким образом, изучение языка становится не только эффективным, но и увлекательным процессом.

Один из самых эффективных приложений для изучения английского языка является Duolingo.

Duolingo - это одно из самых популярных приложений для изучения иностранных языков. Оно предлагает широкий выбор языков и уровней сложности, а также интересные и эффективные уроки. Приложение использует игровой подход к обучению, предлагая пользователю выполнение различных заданий, таких как переводы, выбор правильного ответа, прослушивание и повторение фраз и многое другое. Duolingo также предоставляет статистику прогресса, мотивирующие достижения и возможность общения с другими пользователями. Оно доступно как на iOS, так и на Android, а также имеет веб-версию, что делает его удобным для использования на разных устройствах [3].

Изучение английского языка с помощью приложения Duolingo представляет собой интересный и эффективный способ. Вот несколько ключевых особенностей этого процесса:

1) Игровой подход: Duolingo использует геймификацию для привлечения пользователей. Уроки оформлены как игровые задания, что делает процесс обучения увлекательным и мотивирующим.

2) Интерактивные уроки: Приложение предлагает разнообразные упражнения, включая переводы, аудиозаписи, упражнения на запоминание и произношение. Это помогает развивать навыки в чтении, письме, аудировании и разговорной речи.

3) Персонализированный опыт: Duolingo адаптирует уроки в соответствии с вашими знаниями и прогрессом. Он предлагает повторение материала в тех областях, где вам нужно больше практики, что делает обучение более эффективным.

4) Доступность и гибкость: Вы можете использовать Duolingo в любое время и в любом месте, имея лишь доступ к интернету. Это делает его идеальным выбором для занятий в

дороге, в обеденный перерыв или в свободное время.

5) Социальное взаимодействие: Duolingo позволяет общаться с другими пользователями, присоединяться к сообществам и обмениваться знаниями. Это помогает сделать процесс изучения более социальным и интересным [3].

В целом, Duolingo предоставляет все необходимые инструменты для того, чтобы делать изучение английского языка эффективным, увлекательным и доступным для всех.

Интересные факты о приложении Duolingo:

1. Более 300 миллионов пользователей: Duolingo является одним из самых популярных приложений для изучения языков, привлекая миллионы пользователей со всего мира.

2. Развитие научными методами: Платформа Duolingo разработана на основе научных исследований в области обучения языкам. Она интегрирует методы, такие как интервальное повторение и геймификацию, чтобы сделать процесс обучения более эффективным и увлекательным.

3. Интеграция в образование: Некоторые учебные заведения и даже школы включают Duolingo в свои программы обучения. Это позволяет студентам изучать языки вне классной комнаты и в своем собственном темпе.

4. "Эффект Дуолинго": В 2012 году проведенное исследование показало, что пользователи Duolingo, изучавшие язык всего 34 часа, могли достичь уровня эквивалентного полугодичному курсу языка в университете.

5. Социальная составляющая: Duolingo позволяет пользователям общаться друг с другом, создавать группы для совместного изучения и соревноваться в играх, что способствует мотивации и улучшению результатов.

6. Доступность: Приложение доступно на более чем 30 языках и позволяет пользователям изучать различные языки, начиная от популярных до редких и экзотических.

7. Благотворительность: В 2012 году Duolingo запустил инициативу "Duolingo for Schools", предоставляя учителям инструменты для использования Duolingo в классной комнате бесплатно [3].

Так как я будущий педагог начального класса, это приложение представляет собой интересный способ изучения языка через игровой формат. То есть с помощью этого приложения могут изучать не только взрослые, но и ученики начальных классов, а также в этом приложении кроме английского много популярных языков. В будущем я могу параллельно использовать это приложение дополнительно для изучения английского языка для учеников. А также учебник в свободное время может изучать любой язык мира через это приложение. Но тут может возникнуть вопрос: нетрудно ли изучать язык через приложение для учеников начальных классов. Как по мне трудностей не должно быть, так как нынешние дети быстро схватывают информацию и хорошо владеют гаджетами [2].

Каждый ученик у нас индивид и каждый ученик по-разному воспринимает изучаемый материал. Кто-то более шустрый, а кто-то более пассивный. Да, я не отрицаю что этот метод обучения английского языка будет трудным для первого и второго класса, так как дети ещё маленькие и для них изучение другого языка - это уже огромный стресс. Этот метод обучения можно начинать с третьего класса. В этом возрасте необходимо предоставлять ребенку время для игр и развития. Время, свободное от кружков и домашних заданий. Потому что дети в этом возрасте любят поиграть.

И тут приложение Duolingo в помощь, приложение Duolingo сама по себе очень яркая, а также в нем очень много иллюстраций, как раз для детей. «Уроки» Duolingo короткие и увлекательные – максимум пять минут.

Особую актуальность приобретает разработка целого спектра мобильных приложений для изучения иностранных языков, так как знание иностранного языка становится одним из самых важных навыков современного успешного человека. Выучить иностранный язык - это задача непростая, особенно в условиях современного динамичного мира. Мобильные

приложения помогают расширить словарный запас, выучить грамматику, а также научат воспринимать устную речь носителей языка. Кроме того, они дают возможность изучать язык в любое время: в дороге, путешествуя, стоя в очереди и т.д.[1]

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УДК 81'23

ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ АСПЕКТ ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

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Түйін

Бұл мақалада шет тілдерін оқытудың тәсілдері өзгеруіне байланысты шет тілінің мәдениеті арқылы шет тілін оқыту лингвомәдени бағыттың негізі болып табылатыны туралы қарастырылған. Лингвомәдени көзқарас шет тілдерін оқытудың заманауи талаптарын көрсетеді және болашақ мамандарға мәдени білім, тілдік және коммуникациялық дағдыларды біріктіруге мүмкіндік береді. Тіл мен мәдениеттің өзара әрекеттесу идеясы қазіргі білім беру парадигмасында белсенді түрде жүзеге асырылуда. Бұл мақалада шет тілін оқыту үдерісіндегі лингвомәдениет тәсілінің маңыздылығы, оның негізінде лингвомәдени құзыреттіліктерді қалыптастырудың өзектілігі де қарастырылады.

Кілт сөздер: лингвомәдениеттану, лингвомәдени бағыт, құзіреттілік, тұлға-мәдениет, мәдениет пен тілдің байланысы

Summary

In this article, it is considered that foreign language teaching through the culture of a foreign language is the basis of the linguistic orientation due to the changes in the ways of teaching foreign languages. Linguistic approach reflects the modern requirements of teaching foreign languages and allows future professionals to combine cultural knowledge, language and communication skills. The idea of interaction between language and culture is actively implemented in the modern educational paradigm. This article considers the importance of the linguistic and cultural approach in the process of teaching a foreign language, as well as the relevance of the formation of linguistic and cultural competences based on it.

Keywords: linguistic and cultural studies, linguistic and cultural orientation, competence, personality-culture, connection between culture and language

Овладение иностранным языком есть, прежде всего, приобщение учеников к иной культуре, овладение ими новым социокультурным содержанием. С усилением роли иностранных языков в жизни современного общества возрастает потребность в специалистах, способных эффективно осуществлять процесс межкультурной коммуникации, что предполагает формирование не только языкового, но и когнитивного сознания обучаемых. Общеобразовательные задачи курса английского языка предполагают усвоение учениками широкого круга фоновых знаний о странах изучаемого языка, что достигается во взаимодействии с материалом страноведческого характера, литературы и истории мировой культуры. Однако методика обучения иностранному языку как к аспекту иноязычной культуры в общешкольной программе разработана ещё недостаточно. Осознание

необходимости включения иноязычной культуры в процесс обучения иностранному языку в большинстве случаев выражается либо во введении разрозненных фрагментов страноведческой информации на уроках английского языка в текстах, либо на уроках других дисциплин, истории литературе и других, при этом теряется целостность картины восприятия [1]. На настоящий момент не существует достаточного количества разработанных методик, предполагающих приобщение обучаемого к иноязычной картине мира. Поэтому при изучении иностранного языка обучаемые всегда испытывают трудности лингвокультурологического характера, что, в свою очередь влияет на мотивацию и качество образования в целом. Специалисты признают важность обучения иностранному языку как компоненту культуры и видят неразрывную взаимосвязь языка и культуры и её отражение в практике.

В рамках лингвострановедческого подхода к изучению языка, главным образом рассматривается формирование лексических навыков на основе лингвострановедческих материалов, не ставя перед собой задач по формированию у обучаемых целостной картины иноязычной социокультурной действительности, что я считаю неперенным условием успешности межкультурного общения. Применение лингвокультурологического подхода к обучению иностранным языкам позволяет, по моему мнению, решать задачи формирования когнитивного сознания вторичной языковой личности. Отсюда можно сказать, что существует потребность разработки методической основы обучения иностранному языку на основе лингвокультурологического подхода с применением на практике, поскольку применение способствует совершенствованию коммуникативной и лингвокультурологической компетенции обучаемых. Данная работа должна строиться таким образом, чтобы овладение иностранным языком было организовано как исследование учениками лингвокультурологического поля, моделирующего определённые репрезентативные блоки национальной культуры.

Главным достоянием воспитанного человека являются общечеловеческая культура и общечеловеческие ценности. «Познание ценностей другой для нас национальной культуры, даёт уникальную возможность обогатить свой духовный мир, расширить не только свой кругозор, но и границы своего мировосприятия и мироощущения» [2, с.752]. Познакомившись с внутренним укладом, страны изучаемого языка, её экономическим и культурным уровнем, историей, традициями и обычаями, мы познаем ценности другой для нас национальной культуры. Изучая иностранный язык, можно не только познакомиться с культурой, историей, реалиями и традициями страны изучаемого языка, но также осознать роль своего родного языка и культуры в зеркале культуры другого народа. В настоящее время многие семьи имеют возможность совершать зарубежные поездки, учащиеся принимают участие в программах по обмену, состоят в электронной переписке со своими зарубежными сверстниками. При общении с людьми из других стран, происходит постоянный обмен информацией. Поэтому для полноценного общения необходимо знать, не только лексику и грамматику, которую мы проходим на уроках английского языка, но также и историю своей страны, страны изучаемого языка для того, чтобы впоследствии иметь возможность рассказать своим иноязычным друзьям о своей культуре, продемонстрировать свои знания в области истории и культуры их страны.

Основная цель обучения иностранным языкам – формирование коммуникативной компетенции, что предусматривает не только практическое владение иностранным языком, но и умение работать с информацией: печатной, звуковой на разных носителях, а также владение умениями критического и творческого мышления. Следовательно, речь идет об определенной организации содержания обучения и познавательной деятельности учащихся, которая бы облегчала и ускоряла овладение знаниями учащимися, активизировала процесс их усвоения, обучала школьников приемам самостоятельной работы с учебным материалом и информацией, способствовала формированию у них информационной и коммуникативной компетенций. Выбранный метод работы предполагает обучение учеников в сотрудничестве,

имеет проблемную направленность и наиболее полно отражает основные принципы личностно ориентированного подхода. Использование новых информационных технологий, не только оживляет и разнообразит учебный процесс, но и открывает большие возможности для расширения образовательных рамок, несомненно, несет в себе огромный мотивационный потенциал и способствует принципам индивидуализации обучения. Анализируя представленный выше практический опыт, можно сделать вывод, что использование метода проектов в процессе воспитания учащихся средствами английского языка интегрирует школьников в различные среды: социальные, языковые и т.д., ученики включаются в реальную исследовательскую деятельность и нацелены на получение реального результата.

В ходе работы ученики получают возможность эффективно общаться с представителями других культур, то есть достигать своих целей при общении и при этом соответствовать ожиданиям своих партнеров. Поскольку в настоящее время в межкультурном взаимодействии ведущее место бесспорно принадлежит электронным коммуникациям, было решено в качестве заключительного этапа работы взять общение на сайте. Применение проектной методики лингвокультурологической направленности на занятиях английского языка в рамках школьной программы показало, что учащиеся:

- достигают хороших результатов в изучении иностранного языка
- имеют практическую возможность применить навыки, полученные на уроках
- понимают необходимость междисциплинарных связей.

Ученые лингвисты пишут что: «Любовь к национальной культуре должна сочетаться и вести к уважительному отношению к другим культурам. Только на этой основе возможен диалог культур. Найдется ли такой человек, на которого не произвела бы впечатления древность, засвидетельствованная и удостоверенная столькими славнейшими памятниками? Прошлое всегда с нами, и все, что мы собой представляем, все, что мы имеем, исходит из прошлого. Мы его творение, и мы живем, погруженные в него. Не понимать этого и не ощущать прошлое, значит, не понимать настоящее» [3, с.176].

Лингвокультурное направление в обучении иностранному языку, представленное в данной статье, определяет все составляющие методологической системы. Цель обучения иностранному языку подготовка специалиста, способного успешно осуществлять межкультурную коммуникацию через формирование у личности качеств второй языковой личности. А использование лингвокультурного направления в обучении иностранному языку позволяет специалистам объяснить культурный феномен своей нации в проявлении зарубежных культур, что является необходимым условием формирования мировоззрения специалиста.

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СРЕДСТВА И СПОСОБЫ СТАНОВЛЕНИЯ ЛИНГВОКУЛЬТУРНОЙ КОМПЕТЕНЦИИ В ОБУЧЕНИЕ ИНОСТРАННОГО ЯЗЫКА

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Түйін

Бұл мақалада ағылшын тілін оқыту арқылы болашақ лингвомәдени құзыреттілікті дамыту әдістері ұсынылған. Лингвомәдени құзыреттілік әдістемесі оқу мен оқудан тыс мақсатты, дербес педагогикалық процесс. Олар студенттер өмірінің интеллектуалдық, танымдық, эмоционалдық, мәдени және практикалық аспектілерін қамтамасыз етеді. Осыған сүйене отырып, болашақта оны шет тілі мен шетел мәдениеті сабақтарында қолдануға болады. Сондай-ақ лингвомәдени құзыреттілік белгілі бір халықтың тіліне негізделген мәдениетті білуден және осы білімді тәжірибеде қолдана білуден тұруы керек.

Кілт сөздер: лингвомәдени, құзыреттілік, модель, тіл, құбылыс, прагматика, әдіс

Summary

This article proposes methods for developing future linguocultural competence through teaching English. The methodology of linguocultural competence is a purposeful, independent pedagogical process outside of study and learning. They provide the intellectual, cognitive, emotional, cultural and practical aspects of students' existence. Based on this, in the future it can be used in lessons of a foreign language and foreign culture. Also, linguocultural competence should consist of knowledge of culture based on the language of a particular people and the ability to apply this knowledge in practice.

Key words: linguocultural, competence, model, language, phenomenon, pragmatics, method

По-новому оценена роль языка, который рассматривается как инструмент познания и знаний, накопленных человечеством, согласно его функции в развитии общества и личности. Проникновение антропоцентрической парадигмы, оценивающей язык как субъективную структуру, привело к рождению новых тенденций в системе его преподавания. Исследователи используют язык для определения когнитивных способностей субъекта, личной культуры, национальной психологии, жизненных навыков и т. д. его формированию стали уделять особое внимание. Непрерывность языкового общения и знаний выделена в качестве особого объекта исследования в мировой лингвистике. Это выдвинуло проблему преподавания лингвистики с партисипативно-когнитивной точки зрения.

Лингвистическая компетентность является одним из основных компонентов межкультурной компетентности, ее формирование в настоящее время является основной целью обучения иностранным языкам. Исследователи этой проблемы говорят, что последний этап изучения иностранного языка определяется уровнем сформированности лингвокультурной компетенции. Для создания модели лингвокультурной компетенции, прежде всего, необходимо определить ее предметно-содержательную и процессуальную дополнтельность. Рассматривая проблему пополнения состава лингвокультурной компетенции, то есть объекта моделирования, следует отметить, что традиционно многие ученые рассматривают содержательный аспект с точки зрения «знаний», «навыков» [1, с. 256].

Состав лингвокультурной компетенции представляет собой двухкомпонентную структуру, включающую познавательный-пояснительный и коммуникативно-служебный компоненты. Совокупность таких структурно-функциональных компонентов обеспечивает предметно-содержательный, процессуально-сервисный аспекты модели, которые направлены на формирование и программирование конечного результата - уровня компетентности, позволяющего субъекту активно взаимодействовать на межкультурном уровне. Языковая компетентность как конечный продукт этапа моделирования состоит из взаимосвязанных компонентов, направленных на достижение конечного результата, которые называются когнитивно-коммуникативной лингвокультурной единицей, в том числе: когнитивно-концептуальный, смысл-агрегатор, лингвокультурная интеграция, коммуникативные и актуализирующие, творческий моделист [2].

Указанные пять структурно-функциональных единиц в своей совокупности показывают модель-оригинал по основному предметно-содержательному и процессуальному характеру. Рассмотрим взаимосвязь когнитивно-коммуникативных языковых единиц и типов адекватных действий. Соотношение лингвокультурных единиц и характерных для них действий можно представить следующим образом: когнитивно-понятийные единицы

являются смыслообразующей формой гибкости. В этот комплекс входит гибкость, связанная с приобретением лингвострановедческих знаний, которые необходимы когнитивно-коммуникативным службам для управления деятельностью сознания человека. С одной стороны, процесс формирования и развития личности состоит из педагогической деятельности субъекта по созданию определенных условий, а с другой стороны, он состоит из собственной деятельности личности, поэтому необходимо эффективно использовать интеграцию и сотрудничество обеих сторон добиться конечного результата [3].

К этому типу относятся:

- задуматься о системе понятий, образующих фонологическую картину мира;
- интеграция национально адаптированной лексики, сокращенных слов, неологизмов;
- определять скрытый смысл культурного материала, проявляющийся в афоризмах, фразеологиях, крылатых выражениях;
- определение причинно-следственных связей и детерминант культурных явлений, появляющихся в языке;
- объединение и объединение разных способов познания мира;
- определить морфологические, структурные и функциональные свойства социокультурных явлений, возникающих в языковой единице.

Смыслоагрегирующие единицы представляют собой аналитико-оценочный тип гибкостей:

- собирает и анализирует лингвокультурологическую информацию;
- объясняет и оценивает явления других культур, проявляющиеся в языке;
- осуществляет аналитико-содержательную и оценочно-критическую обработку лингвокультурологической информации;
- анализирует философско-нравственные установки, содержащиеся в прагматических текстах;
- выявляет и анализирует принципы ценностей, проявляющиеся в прагматических текстах;
- выделяет консенсуальные и запретительные структуры, видимые в инородной культуре изучаемого языка;
- анализ и оценка принятых норм, образов, стереотипов в опыте языковой культуры населения на изучаемом языке.

Лингво-интегративные единицы представляют собой когнитивно-классификационную форму гибкости. Этот тип гибкости обеспечивает поиск решений посредством процессов активации мышления для достижения поставленных целей, что требует актуализации всех полученных знаний, концентрации познавательной и рационально-логической сторон личности. Этот комплекс состоит из следующих гибких возможностей:

- распознавание лексических единиц с национально-культурным компонентом семантики
 - нахождение лингвокультурной информации, важной для общения;
- группировка лингвокультурных единиц по различным признакам (сложность формы, значения, употребления и т.п.);
- находить в тексте знаки, символы, названия, интерпретировать и систематизировать их;
- обобщение культурных явлений, фактов, тенденций, отраженных в языке;
- представление и систематизация лингвокультурных данных согласно традициям государства изучаемого языка;
- распознавание и классификация системы понятий, отражающих фонологическую картину мира;

- распознавание, описание и интерпретация культурных фактов, отраженных в языковых единицах;

- определение темы и информационного поля прагматических текстов.

Коммуникативно-актуализирующий блок реализует разновидность интерпретационной гибкости. Гибкость этого типа подготавливает переход от рецептивно-осуществительного к исполнительно-интерпретационному и в последующем подготавливает к творчески-структурным коммуникативным функциям.

Блоки творческого моделирования. Этот тип включает в себя следующие гибкие возможности:

- моделирование ситуации межкультурной коммуникации на основе информации прагматического текста;

- прогнозирование результата действий, предлагаемых в прагматических текстах;

- провести свободную беседу об информации, содержащейся в прагматическом тексте;

- свободное использование лингвокультурных единиц в различных актах межкультурных связей;

- использование для общения предметного фона прагматических текстов.

Основным источником формирования лингвокультурной гибкости является аутентичный инофонный текст прагматического характера. В него входят языковые единицы с национально-культурными компонентами семантики. Прагматический инофонный текст выступает фоном межкультурной коммуникации, базой фоновых, металингвистических, социокультурных и метакогнитивных знаний, обеспечивает познание инокультурной культуры [4].

В обобщенном виде основными принципами использования личностно-ориентированных методов формирования лингвокультурной компетентности в процессе воспитания и обучения являются следующие: принцип парного влияния личности в процессе воспитания и обучения; принцип развития личности; принцип проблемного содержания услуги; принцип структурирования (модульности) содержания сервиса; принцип рефлекторного поведения; принцип интеллектуально-эмоциональной энергии и чувства свободы; принцип разделения обязанностей всех участников образовательного процесса; принцип личного выбора и ответственности за него.

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THE CONCEPT OF A LINGUOCULTURAL APPROACH TO STUDYING FOREIGN LANGUAGES IN THE CONTEXT OF CULTURE

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Түйін

Мақалада оқытылатын тілдегі ана тілінде сөйлейтіндердің ұлттық менталитетінің ерекшеліктерін, сондай-ақ оқытылатын тілдің ерекшеліктерін ескере отырып, шет тілін үйренуге байланысты лингвомәдени көзқарас қарастырылады. Мақаланың өзектілігі мынада: шетел студенттерінің лингвомәдени құзыреттілігін құру тек тіл мен мәдениет туралы жалпы білім немесе оқытушының шетел студенттерін үлгілі сөйлеуді меңгеруге жетелеу ниеті ғана емес, сонымен қатар

шетел тілін меңгеру. мәдениетаралық деңгейде қарым-қатынас және басқа мәдениет өкілдерімен барабар әрекеттесу мүмкіндігі.

Кілт сөздер: лингвомәдени көзқарас, шет тілін үйрену, мәдениет, ұлттық менталитет

Резюме

В статье рассматривается лингвокультурологический подход связанный с изучением иностранного языка с учетом особенностей национального менталитета носителей целевого языка, а также языка изучаемого. Актуальность статьи заключается в том, что создание лингвокультурной компетенции иностранных студентов означает не только общее знание языка и культуры или просто намерение учителя привести иностранных студентов к овладению образцовой речью, а также владению иностранным языком для общения на межкультурном уровне и умение адекватно взаимодействовать с представителями иной культуры.

Ключевые слова: лингвокультурологический подход, изучением иностранного языка, культура, национальный менталитет

The linguocultural approach is associated with the study of a foreign language, taking into account the characteristics of the national mentality of native speakers of the target language, as well as the language being studied. The etymological core of the term "mentality" (Latin "Mens" or "mentis") has more than nine meanings, of which the commonly used ones are "mind", "thinking", "reason" and "thought". It is characteristic that there are other possible - synonymous - interpretations of the term, given in foreign dictionaries - here mentality is replaced by the concepts of "way of thinking", "mental structure of a person", "structure of consciousness" and others. In the linguistic and cultural context, there is a special understanding of this concept. "Mentality" does not have a native language that is understandable to native speakers, since the Latin root for Europeans is masculine. To understand the phenomena that the word mentality now denotes, thinkers used the expressions "soul of the people", "national character", "national spirit", "national idea".

Researcher O. Usenko identified the following approaches to the study of mentality:

1) philosophical approach, the initial setting of which is the search for the essential, common in the spiritual life of all cultures of mankind;

2) cultural-anthropological approach - focuses on the specifics of thinking and behavior of representatives of different eras and ethnic groups, thanks to which the conceptual apparatus of the humanities was supplemented with the terms "mentality", "paradigm of consciousness", "picture of the world", "style of thinking";

3) sociological approach - reveals the connection between personality traits and a person's place in society, between a person's consciousness and his belonging to a certain social group;

4) psychological approach - operates in such categories as "attitude", "value orientations", "stereotype", "archetype", conducts analysis not from society to person, but from person to society;

Thus, in each of the areas of humanitarian knowledge there is an "image" of mentality, read in the problematic context of this science [1, p. 512].

The concepts of mentality, which are defined as a linguocognitive category, should be distinguished, since they are represented by a system of linguistic means of expressing the perception of the world, characteristic of an ethnic community, and mentality is a cognitive category, since it represents a stereotypical view of the world. Studying a language based on a linguoculturological approach involves comparing linguistic pictures of the world. Recent research in the methodology of teaching as a foreign language (RFL) is characterized by close attention to the linguistic and cultural competence of foreign students. The need to develop such competence poses new challenges for teachers and requires them to have a new understanding of the goals of teaching. The importance of the linguocultural aspect in teaching RFL is indisputable, since communicative and speech errors, as well as errors of a sociocultural nature, are all the result of ignorance of the national and cultural characteristics of the language. The relevance of this approach lies in the fact that the creation of linguocultural competence of foreign students means not only general knowledge of the language and culture or simply the teacher's intention to lead

foreign students to mastering exemplary speech, as well as to proficiency in a foreign language for communication at the intercultural level and the ability to adequately interact with representatives of culture [2].

The range of opinions on this issue has shown that linguocultural competence is a set of special skills necessary for practical work, a system of knowledge about culture embodied in a given national language. In other words, a foreign student must develop the ability to recognize and adequately perceive and correlate the semantic content of a linguistic sign from the point of view of the associative-figurative motivation for choosing a word through the prism of the values and attitudes of his own national culture. Recently, modern scientific methodology, while clarifying the linguistic foundations of teaching RFL, primarily takes into account the cognitive-pragmatic and linguistic-conceptual approaches. Linguocultural competence is considered not only from the point of view of linguocultural studies, but also at the center of the linguocognitive coordinate system. In the process of teaching foreign students, teaching techniques for mastering linguocultural competence is based on cognitive activity and is aimed at developing a system of concepts by the student, as well as such a pragmatic component as the student's professional status.

Thus, language becomes a kind of key to the cognitive process, and competence is the ability to generate acts of consciousness. At the same time, linguocultural competence is directly related to the study of professional language as an integral part of professional competence. Linguistic and cultural development of the competence of foreign students should be carried out in an organic connection between professional education and knowledge of the language and development as part of the study of the main course. Since any professional group has its own conceptual picture of the world, the effectiveness of the learning process will largely depend on the systematic development of the sphere of concepts that is relevant for this group and determined by their future profession. The sphere of concepts is structured by knowledge, an information base of mental images, consisting of a universal object of code units. Semantic language space, as part of the sphere of concepts, is verbalized in a system of linguistic signs: words, phrases, syntactic structures and formed by the meanings of linguistic units. The concept is conceived as a unit of the sphere of concepts, reflecting the peculiarities of thinking, worldview and culture of people. Any person can be a "concept bearer", since he has his own cultural experience and cultural identity [3, p.192]. Thus, individual verbal activity is determined accordingly by the linguistic and national sphere of concepts.

The linguistic-conceptual approach to teaching RFL offers a vision that focuses on the concept and the sphere of concepts taken as linguodidactic units. The process of learning the language involves not only the traditional study of phonetics, grammar, vocabulary, but also the mastery of language culture through its national concepts. The linguistic consciousness of foreign students was so immersed in the sphere of concepts of the language. This allows them to acquire a holistic ethnocultural knowledge of culture and language. Thus, already existing, but segmental linguocultural views are transformed into cognitive integrity. Through the spheres there is an interaction between different cultural concepts of culture and the culture of a foreign student, thanks to which he understands that the language and culture that he is studying do not exist in isolation from his native language and culture, but, on the contrary, are projected onto them [4].

Representatives of different professions categorize and voice the same object in their own way. Therefore, it is necessary to build the linguistic and cultural competence of a foreign audience with concepts that meet their pragmatic needs. These concepts should form the cognitive basis of this profession. Thus, the educational process should be professionally oriented and should contribute to the growth of a professionally significant type of thinking in students. The development of linguocultural competence is based on texts of various types and genres that represent and record linguocultural information. Texts should include concepts related to core concepts that are relevant to international students. They must be filled with certain content in order to model the situation, correct the nuances of the meaning of the word and implement axiological cultural information. Since the structure of a cultural concept includes conceptual and figurative

elements, the text serves not only for key concepts and semantization, but also for creating a certain image in the student's mind. The professionally oriented sphere of concepts is built up gradually, within the framework of three main stages of teaching the language for foreign students. The initial stage of training involves understanding the basic terms and concepts of the language. Language and culture as neutral concepts in relation to professional language.

At this stage, there is a simultaneous development of terminological knowledge; lexical and grammatical as well as speech skills. Interaction of languages and linguistic units. Students draw a parallel between these terms and everyday realities and realize the reflection of the cultural worldview in the mentality of native speakers. At the main stage of training, the teacher expands the scope of the concept by introducing special terminology that corresponds to a professionally oriented conceptual view of the world. Linguistic and cultural competence is based on texts of different types and genres, in which there is complete information necessary for a future specialist and professional in his field. At the final stage, the teacher introduces students to cultural realities and shows how the semantic boundaries of words are expanded with the help of new cultural knowledge and national connotations. The development of linguocultural competence through the concepts of culture involves turning to synonyms, antonyms, paronyms, and phraseological units. This contributes to a more effective evolution of vocabulary and stylistic skills and a deeper understanding of the text by international students [5].

The system of images recorded in the lexical fund of the language recreates in its semantics the long process of development of human culture; it captures cultural relations and stereotypes, models and archetypes, and also accumulates national worldviews, cultural and national experience and traditions. Reading, as one of the types of perceived speech activity, is of particular importance for the formation of linguocultural competence during the basic and final stages of learning. Text as a source of linguocultural knowledge, in the process of which language cognition, knowledge and reading occur, are two main scientific and practical elements in the modern methodology of teaching RFL. Work with texts is aimed at the linguistic and cultural competence of students, the development and construction of the sphere of conceptual knowledge of foreign trainees. This sphere of concepts is recorded in culturally significant texts. Thus, when choosing texts for reading, the teacher is guided by their linguocultural value, relevance and degree of difficulty of teaching.

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USING SMART TECHNOLOGY IN THE ENGLISH LANGUAGE CLASS

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Түйін

Ағылшын тілі сабағында смарт технологияны қолданудың ерекшеліктері

Кілтті сөздер: Smart, интеграция, коммуналдық, сервер, инновация, интерактивті, Cisco, City, медиа, индустрия

Резюме

Особенности использования умных технологий на уроках английского языка

Ключевые слова: Smart, интеграция, утилита, сервер, инновации, интерактивность, Cisco, City, СМИ, промышленность.

The comprehensive use of smart technology in the classroom in teaching English eases many of the teacher's difficulties, creates opportunities for the emergence of innovative new ways of doing business, opens the way to learning texts and information. In addition, students can develop their intellectual, creative and communicative activities, and the student's academic activity increases. , students can be offered creative work at all the main stages of the lesson.

The main goal of smart technology in teaching English is to teach teachers to communicate in a foreign language at the basic level.

There is no doubt that our time is a reasonable time. This concept means that we are ready to constantly change and adapt to the world around us, meeting the demands of today's economy and society, rather than the comfort zones of home.

Relevance of the research work:

All over the world there is a rapid process of spreading SMART technologies;

New technologies open up new opportunities in economics and education management;

Smart technologies are elevating people's lifestyles and environments to a new level.

Purpose of the study: to analyze the readiness of modern youth to use Smart technologies in everyday life and in education.[1]

The word "smart" translated from English means intelligent, clever.

Smart technologies in our lives: smart home, smart city, smart society. A smart society is a new high-quality society, which means that people can achieve new social, economic and other benefits using technical means and Internet services for a comfortable life.

A smart city means the integration of information and communication technologies to manage city assets. They are aimed at making people's lives better and more comfortable, that is, increasing the level of comfort, quality and efficiency of service, reducing costs and using resources.

Below are the "Smart" cities of the world:

NY. The oldest smart city on earth is New York. In the 1990s, the New York City government began developing computer systems to manage the city. Today in New York there are two smart systems at once - Cisco and City 24/7, thanks to which every resident is provided with free Internet access. In New York, a computer program was developed to combat street crime, and thanks to this, the metropolis became the safest city in the United States.

Boston. In Boston, cars are equipped with special sensors on their wheels that collect information about every pothole on the road and send the data to a service server.

Amsterdam. Robot cleaners collect trash in Amsterdam.[2]

Copenhagen. The authorities of Copenhagen have set a goal to bring the level of emissions of harmful gases to absolute zero by 2025. This means that the city produces its own oxygen to compensate for the "natural background" of the breathing of its inhabitants. Another feature of "smart city planning" is minimalism: at night, the Danes abandoned street lighting.

Songdo. The first smart city in South Korea was built entirely from scratch. Now the city is ready for settlement: the city is designed for 65 thousand people. Smart technologies are technologies that turn hard work into smart work and bring innovative changes in management strategies. This means that society needs open thinking and creativity. In this regard, the issue of

training creative, creative, competitive personnel capable of thinking and working in a new society is currently urgent. For a person with an information culture, it is imperative to quickly find a board and use it effectively.

Innovative service is impossible without SMART technology. The concept of SMART in education appeared after the introduction of various smart devices into our lives (smartphone, smart home, smart car, Smartboard - interactive smart electronic board, Smart TV), facilitating the process of professional activity and personal life.[3]

The concept of Smart education is the availability

of multiple sources, the maximum variety of media, quick and easy adaptation to the level and needs of the listener. The role of educational institutions is not only to “teach”, but also to create the best conditions for students to acquire their own experience and skills. Smart education allows students to acquire new knowledge and develops a smart personality. An intelligent person is a person who freely uses information and communication technologies to search for information, who can analyze information and create innovations.

Education is divided into “Yesterday”, “Today”, “Tomorrow”. [2]

“Yesterday” the only source of knowledge for a student was the teacher, and the student could not obtain new knowledge anywhere except in class or from a book recommended by this teacher. The purpose of the school was to train specialists for industrial production.

“Today’s” knowledge is transferred not only from teacher to student, but also between students, which makes it possible to create a new level of knowledge. In turn, teachers began to actively use educational technologies not only in the classroom. Business needs specialists trained in the knowledge society.

And “tomorrow” the main source of knowledge for a student will be the Internet; technologies will be individually oriented and aimed at creating new knowledge. The graduate is not only a specialist in his field, but can join the business environment as a partner or entrepreneur.

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USING ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE LEARNING: PROS AND CONS.

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Түйін

Бұл ғылыми жұмыс шет тілдерін оқудағы жасанды интеллекттің (ЖИ) өзекті рөлін және оны адам ресурстарымен алмастыру мүмкіндігінің дәрежесін қарастырады. Технология дамыған сайын жасанды интеллекттің маңыздылығы айқынырақ бола түсуде, оқушыларға жекелендірілген және тиімді оқыту құралдарын ұсына отырып, ағылшын тілді үйрену процесі айтарлықтай жақсаруда. Мақалада ағылшын тілін оқудағы ЖИ қолданудың негізгі әдістері мен тәсілдері қарастырылады, сондай-ақ осы тәсілдің оң және теріс жақтары талданады.

Кілт сөздер: жасанды интеллект (ЖИ), технология, ағылшын тілі, оқыту, жедел кері байланыс, онлайн платформа, оқыту әдістері.

Резюме

В этой научной статье исследуется роль искусственного интеллекта (ИИ) в области изучения английского языка. По мере развития технологий искусственного интеллекта становится все более очевидным, что они могут значительно улучшить процесс изучения языка, предоставляя учащимся персонализированные и эффективные инструменты обучения. В статье рассматриваются основные инструменты, онлайн-платформы и подходы использования ИИ в изучении английского языка, а также рассматриваются его преимущества и недостатки.

Ключевые слова: искусственный интеллект (ИИ), технологии, иностранные языки, обучение, мгновенная обратная связь, онлайн-платформа, персонализированный подход, инструменты обучения, взаимодействие.

With the advent of modern artificial intelligence technologies such as machine learning and neural networks, educational platforms have begun actively introduce these tools into the learning process. Language learning has not been left behind, and today there are many apps and online platforms that use AI for learning. The Semantris game, worked out by Google as well as Duolingo, Rosetta Stone, Babbel are typical platforms that students utilize when learning English language. For example, Semantris game suggests users to compete with AI in selection association to words. All these platforms offer exercises that are tailored to improve learners weaknesses and reinforce their strengths.

AI-powered tools and technologies are being used to provide more immersive and engaging learning experiences for students of all grade levels, personalize learning, and offer quick feedback. It is thought that AI improves education for every student by making it enjoyable and engaging. According to studies, artificial intelligence (AI) has the power to completely change how language is taught and learned at schools. Students can learn English language more effectively with the aid of AI without boring rote memorization of words and grammar structures. Each has its own approach and features, but all of them offer a personalized approach to help learners make progress. Duolingo offers English courses for non-English speakers, using an interesting approach, based on games. AI analyzes each student's level of knowledge and goals, offering personalized lessons and exercises. This personalized approach ensures that learners get the support they need to progress at their own pace without feeling overwhelmed or discouraged. Rosetta Stone is a platform based on the use of immersive techniques, focusing on visual aid and contextualization, popular for its interactive lessons. AI applications can serve a vast number of users simultaneously, which is far beyond the capacity of individual tutors or teachers. Use AI tools that analyze video and audio help students to learn from media in the target language. For instance, AI can generate subtitles in both native language and the target language, or highlight key vocabulary and grammar points in a video. This not only helps in learning correct spelling and grammar but also aids in learning phrases and idioms.

The AI can adapt to the learner's skill level, providing personalized feedback and guidance to help them to improve grammar, vocabulary, and pronunciation in a conversational context. This immediate feedback is crucial for enhancing correct language use. Moreover, it becomes possible for teachers to receive real-time feedback about the behavior of students, such as participation and engagement levels. The AI-powered technology can also detect facial expressions of students to interpret mood of students during the lesson.

Another advantage of AI language learning tools is to provide relaxing environment for learners to practice their skills. Many students experience anxiety or embarrassment when speaking with native speakers. AI language platforms breaks this barrier by providing supportive conversation partner who helps learners to practice without fear of judgment. Students engage with AI-driven chatbots that simulate real-life conversations. Moreover, students can improve their pronunciation with AI-powered speech recognition tools. These tools listen to their speech and provide immediate feedback on their accent and pronunciation, helping them adjust and improve spoken language skills. Of course, within classroom situations, teachers are not going to be dealing with futuristic robots but instead with machines or computer systems that are equipped with the

capacity to learn and adapt and perform actions on their own. Despite this there are some disadvantages of artificial intelligence as limitations in understanding context and cultural nuances, need to train a large amount of data for optimal AI performance, importance of human interaction in learning language.

According to the survey conducted, 100 Nazarbayev Intellectual High School students were questioned by me about the role of AI tools in learning English language. 20 percent of students appreciate accessibility of AI: online platforms using AI are available 24/7 allowing them to learn at their convenience without being bound to specific class times or schedules; 35 percent of students like individualized approach, and 45 percent are for ability to practice with native speakers through chatbots and audio lessons. They said that they participate in AI-powered language learning games that make learning a new language fun and engaging. These games often include scoring systems and adaptive challenges that adjust based on their progress. On the top of that, they use VR and AR applications that incorporate AI to immerse themselves in language learning. These technologies can simulate real-life environments where learners can interact with virtual characters in the foreign language, enhancing both understanding and retention. While interviewing I found out that 90 percent of students from my school stopped doing translations of texts themselves relying on machine translations. Instead they use AI-driven translation tools like Google Translate or DeepL for quick translations to aid comprehension and learning. As the result they are not able to construct sentences on their own, utilize tools with predictive text and autocorrect features when writing in a foreign language. Learners become overly dependent on AI tools, potentially neglecting the development of critical thinking and problem-solving skills that come from navigating language learning challenges without automated help. Equally, AI currently lacks the depth to fully replicate interactions with native speakers, which can limit cultural learning and real conversational practice. There is a concern about the displacement of language teachers, potentially leading to job losses in the educational. AI also may not adequately represent all dialects and accents that can lead to a standardized form of a language that doesn't fully equip learners to interact effectively.

The application of artificial intelligence in English teaching is still in the primary stage, but it has shown great potential. It has changed the way students learn English, improved the experience of English learning, changed the functions of teachers, improved the quality of English teaching, and promoted the reform of English teaching. Artificial intelligence opens a new era in teaching foreign languages, providing students with the opportunity to immerse themselves in the language environment and overcome language barriers. Despite the challenges, all these platforms, applications and AI tools created especially for the digital learning system are extremely efficient and give rapid and satisfying results for those who want to acquire a foreign language. AI is a powerful tool that makes learning more accessible, efficient and fun, opens doors to new cultures and opportunities in the world.

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IMPROVE YOUR ENGLISH AND MATH SKILLS USING MATH PUZZLES

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Резюме

Біз бүгін технология дамыған заманда өмір сүріп жатырмыз. Барлық елдер бір-бірімен бәсекелестікте. Дамыған елдер қатарына қосылу үшін білім, ғылым, техникада мықты болуымыз керек. Ол үшін математика, информатика, физика пәндерін халықаралық ағылшын тілінде сөйлейтін көптеген мамандарды дайындау керек. Бізге мықты бағдарламашылар керек. Осы саланың мықты маманы болу үшін білім негізі ретінде математика мен технология тілін, яғни ағылшын тілін терең білу керек. Сондықтан жастардың осы пәндерге деген қызығушылығын арттыруымыз керек.

Түйін сөздер: технология, бәсекелестік, дамыған елдер, білім, ғылым, сала, дағды, маман

Резюме

Сегодня мы живем в век передовых технологий. Все страны конкурируют друг с другом. Чтобы пополнить ряды развитых стран, мы должны быть сильны в образовании, науке и технологиях. Для этого необходимо подготовить множество специалистов, владеющих международным английским языком по предметам математики, информатики и физики. Нам нужны сильные программисты. Чтобы стать сильным специалистом в этой области, необходимо иметь глубокие знания математики и языка технологий, то есть английского, как основы знаний. Поэтому нам следует повысить интерес молодежи к этим предметам.

Ключевые слова: технологии, конкуренция, развитые страны, образование, наука, предмет, навыки, специалист.

Mathematics is a science with a long history; it underlies all subjects. Today, everyone needs to master mathematical methods. Because there is an era of a developed information society where Mathematics and computer science are the most necessary and in demand. In order to understand the basics of a subject, you must first arouse the child's interest in this subject and be able to grab their attention. There is such a term in mathematics. Most mathematics terms come from English. Therefore, students find it difficult to understand the meaning of many problems when the explanations are translated into Kazakh. Thus, students who learn English have an easier time understanding the basics of mathematics and they can achieve greater success in mathematics. Completing problems orally and understanding mathematical vocabulary requires excellent language skills. Today Communication between language and mathematics may be new to many people, but nowadays there is a great demand for this task. But it is important to teach students to use language mathematically by explaining how terms are formed in mathematical language. Because English words have more than one meaning and each area has its own place of use. Since mathematics is considered to be one of the sciences which not easily understandable, we use math puzzles and simplified methods to teach children creating a positive atmosphere. Math puzzles are a fun game where you have to gain the necessary knowledge. Games can exist at different levels depending on the educational level of each child and individual. People can improve their math skills with the help of these puzzles along with doing them in the English language will remarkably enhance students' proficiency in both areas. This article explores the benefits of using math puzzles as a tool to simultaneously improve your English. Firstly,

Foster critical thinking:

The initial purpose of mathematical puzzles is to challenge a person's critical thinking abilities. Whether it's solving a challenging riddle or developing a strategy to complete a Sudoku grid, these puzzles stimulate the brain and encourage students to think analytically. This critical thinking process extends to language development as students engage in problem-solving tasks that require them to effectively articulate their thoughts and solutions in English.

Endorsing Problem-solving strategies:

By solving mathematical puzzles, students' various problem-solving strategies such as pattern recognition, logical reasoning, and deductive thinking are improved. These skills can be transferred across disciplines, including language learning. For example, pupils apply the same strategic approach they use in mathematical puzzles to decode and solve linguistic challenges when they face a word puzzle or a language-based difficulty.

Improving linguistic analysis:

The vast majority of mathematical puzzles incorporate language elements, such as word problems or clues hidden in the text. Engaging with these puzzles improves students' linguistic analysis skills as it requires them to interpret information, understand vocabulary in context, and make a link between words and concepts. This empowers their overall language proficiency, including grammar, lexical resources, and understanding.

Developing mathematical reasoning

In addition to language skills, math puzzles make a significant contribution to the development of mathematical thinking. Puzzles such as logic grids, cryptograms, and math riddles challenge students to apply math concepts such as logic, algebraic reasoning, and number operations. By solving these puzzles, students not only improve their math skills but also sharpen their problem-solving skills in English.

Integration of puzzle-based learning:

Teachers can integrate puzzle-based teaching strategies into their curriculum to create dynamic and engaging lessons. Incorporating crosswords, logic puzzles, and math games into English lessons not only strengthens vocabulary and grammar but also encourages students to think critically and creatively. Online platforms and educational apps offer a variety of interactive puzzles that make learning enjoyable and effective.

Practical use:

Explore the connections between digital literacy, IT skills, and effective communication in the digital age. Discuss topics such as online etiquette, digital citizenship, media literacy, and the ability to communicate ideas clearly and persuasively through various digital platforms, highlighting their relevance to both IT and English language education.

In summary, Math puzzles serve as a bridge between math and language, offering a comprehensive approach to skill development. By incorporating these puzzles into English language teaching, teachers can promote a deeper understanding of both subjects while developing critical thinking, problem-solving strategies, linguistic analysis, and mathematical reasoning. This holistic approach not only improves students' academic performance but also develops their cognitive abilities across multiple disciplines, laying a strong foundation for lifelong learning and success.

Educators also can hold interactive workshops by integrating mathematical tasks requiring the usage of English language to make the classroom atmosphere more dynamic and energetic to different aged students. This type of classes not only endorse group working activities, but also enable to experience practical activities which help them understand the connection between mathematical tasks and learning the language. We do this by:

Introducing the types of puzzles : Start the lesson by introducing the puzzles such as rebus which require both logical thinking skills and understanding the language. For example:

Math Puzzle: Number Sequence

Participants are given a set of numbers in a specific sequence (for example, 2, 4, 6, 8, ...). They must figure out the pattern and determine the next numbers in the sequence.

Language task: Once a pattern is identified, participants write a description of the sequence using mathematical terms and explain the rule that governs the sequence.

Creative Expression: Give participants the opportunity to create their own puzzles or modify existing ones. This promotes creativity and critical thinking as they develop problems that use elements of mathematics and language in innovative ways.

Original puzzle: "I am a number from 1 to 10. If you multiply me by 3 and add 5, you get 20. What number am I?"

Modification: Participants create their own math riddles using a variety of operations (e.g., addition, subtraction, multiplication, division) and variables to challenge their peers.

Reflection, discussion and feedback: Conclude the workshop with a reflection session in which participants share their experiences, ideas and strategies for solving puzzles. Lead a discussion about the relationship between mathematics and language, emphasizing how solving puzzles improves cognitive abilities in both areas.

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THE ROLE OF ENGLISH IN TECHNOLOGICAL AND COMMUNICATION SKILLS IN KAZAKHSTAN

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Резюме

Қазақстан — көп ұлттардың бір жүйелі мемлекет, әр адамның тілі мен әділетін қадағалау күшімен бірге жүр. Бұл адамдардың арасында ұлттық бірлік және тұлғалық көздерін жасауға көмектесетін саясат арқылы күнделікті толық қаржыландырылған. Халықаралық аралықтардың біртұтас қазақ халқы болуына мүмкіндік беретін Қазақстан, көптілділік және көптілділік үшін заман ағымына сай талаптарды орындайды. Бұл мемлекетте көптілділік шетелде қолданылатын ағылшын тілін білу, ал еңбекқорлықты көтеру мақсатында деңгейде дамытуды талап етеді. Қазақстанда білім беру жүйесінде ағылшын тілінің қажеттілігі ескерілген мемлекеттік талаптардың бірі.

Түйін сөздер: Қазақстан, көптілді ел, ұлттық бірлік, кәсіпкерлік, көптілділік, ағылшын тілі, білім беру, мәдени жадын, заманауи талаптар

Резюме

Казахстан – многонациональное государство, где люди живут в единстве и согласии, уважая язык и права друг друга. Благодаря политике национального единства и сотрудничества, реализуемой в стране, обеспечивается гармония и взаимопонимание между представителями различных национальностей. Казахстан является одним из ведущих государств, содействующих единству народов, позволяющему сохранять национальную самобытность и культурное наследие. В быстро меняющемся мире Казахстан должен соответствовать современным требованиям, поэтому важно активно развивать многоязычие и обеспечивать высокий уровень владения английским языком. В системе образования Казахстана владение английским языком является неотъемлемым элементом современных требований.

Ключевые слова: Казахстан, многонациональное государство, национальное единство, сотрудничество, многоязычие, английский язык, образование, культурное наследие, современные требования.

Kazakhstan is a country where various ethnic groups coexist, fostering mutual understanding and cultural exchange among all its people. Among the population of the Republic of Kazakhstan, there is mutual respect and tolerance. The policy within the country allows for the Kazakh people to be a unifying force among many nations. Kazakhstan's aspiration to become a multicultural and multilingual state requires adherence to the requirements of the modern era. However, the current situation does not always meet these requirements, as changes occur daily. New transformations are taking place every day.

English plays a crucial role in enhancing technological and communication skills in Kazakhstan for several reasons:

1. **Global Language of Technology:** English is the dominant language in the field of technology and serves as the lingua franca for international collaboration, research, and development. Proficiency in English allows Kazakhstani professionals to access a vast amount of information, resources, and opportunities in the global tech industry.

2. **Access to Information:** The majority of technical documentation, research papers, and online resources related to technology are available in English. By being proficient in English, individuals in Kazakhstan can effectively access and utilize these resources to enhance their knowledge and skills in various technological domains.

3. **International Collaboration:** English proficiency facilitates collaboration and communication with international partners, clients, and colleagues in the technology sector. It enables Kazakhstani professionals to participate in global projects, exchange ideas, and engage in cross-cultural teamwork effectively.

4. **Job Opportunities:** Many multinational technology companies require employees to have proficiency in English, especially for roles involving software development, IT support, project management, and research. English proficiency significantly enhances employability and opens up job opportunities both within Kazakhstan and abroad.

5. **Emerging Technologies:** English is often the primary language used in emerging fields such as artificial intelligence, machine learning, data science, and cybersecurity. Proficiency in English enables individuals to stay updated with the latest developments, trends, and best practices in these rapidly evolving domains.

6. **Communication Skills:** Effective communication is essential in the technology sector, whether it involves explaining complex concepts, presenting ideas, or collaborating with team members. English proficiency enhances individuals' ability to communicate clearly and confidently, both verbally and in writing, which is critical for success in technical roles.

There is a growing need for multilingualism:

At present, there is a growing need for multilingualism. Many individuals who speak several foreign languages are in high demand, particularly in prestigious educational institutions where students proficient in foreign languages are sought after. Therefore, the current era necessitates a multifaceted approach. The primary goal is to develop the Kazakh language.

In today's Kazakhstan, proficiency in the English language is seen as an essential skill not only for obtaining education abroad but also for career advancement both domestically and internationally. Wherever you go, English is a language you inevitably encounter. This is because knowing a language is necessary to establish common communication with people from different countries. English is considered the most appropriate language worldwide.

The speech of our first President Nursultan Abishuly Nazarbayev about trilingualism:

Our First President Nursultan Nazarbayev emphasized the importance and obligation of trilingualism for every Kazakhstani citizen. Therefore, not knowing English can hinder your ability to meet the demands of the time. To keep up with Kazakhstan's current developments and not lag behind, it is necessary to strive for multilingualism. Consequently, the most significant step in aligning our country's outlook with that of other nations is embracing multiculturalism.

With the advancement of our country, many opportunities have opened up for individuals who speak English. Those who are proficient in English have access to various possibilities, whether it's pursuing education abroad or finding well-paying jobs. Nowadays, English language lessons are taught from the first to the eleventh grades in many schools. Even preschool institutions introduce children to English alphabets. Children can watch many cartoons and videos in English, which facilitates their language learning. Moreover, there are numerous courses available for learning languages.

In higher education institutions:

In higher education institutions, teaching foreign languages at an advanced professional level is a top priority. Each student can master the English language depending on their specialization and then develop themselves further. Consequently, students who know English or other languages in our country can pursue free education in foreign countries through university exchange programs based on academic excellence. This presents excellent opportunities for these students. Additionally, many young people have already left the country to study abroad. However, having acquired education abroad, upon returning to their homeland or wherever they may be, proficiency in the English language becomes obligatory. We encounter English words in various fields, such as in computer systems, sports, and advertising services.

Nowadays, certain professions in our country require proficiency in the English language. For example, professionals in the field of informatics, such as programmers or IT specialists, diplomats, scholars, tourism agents, journalists, and so on. For instance, among the most popular professions among today's youth are those related to informatics and IT. This is because we are living in a technological era where computers serve as the primary tool for professionals in these fields. Sometimes, learning English is seen as a new approach to teaching computer science. Today, almost everyone uses computer devices in their daily lives, making computer literacy essential. Without proficiency in English, studying a computer science-related profession becomes challenging.

Computer science-related fields:

In computer science-related fields, the primary subjects are taught in English. For example, the coding of computational programming languages like C++, C#, Python, and Pascal is typically written in English. These are programs developed in the English language. For instance, algorithms in the grammar of the English language can be studied in such classes. In such cases, knowledge of both informatics and a foreign language is utilized. Additionally, fundamental programming codes are studied in English. Therefore, this field is closely associated with the English language. If a teacher can easily use integrated lessons involving informatics and English language teaching, it significantly influences the knowledge level of future programmers. If someone plans to become a programmer in the future, they need to study both informatics and the English language in school and other educational institutions. In many schools, teachers provide lessons in both informatics and English simultaneously. Such integration provides students with comprehensive and extensive information about the subject. In the future, these students can effortlessly complete assignments in a foreign language.

After completing a bachelor's degree at higher education institutions, it becomes mandatory for students to have a good command of the English language before pursuing a master's or doctoral degree. This is one of the strict requirements in our country. Currently, the world is rapidly developing, with new technologies emerging every day. Therefore, diversity is highly essential in our society. Proficiency in the English language is crucial as it opens up significant opportunities. Mastering this language is a considerable advantage in every aspect of life. It helps individuals achieve significant success in their lives. English language proficiency is necessary for people of all ages, as it is relevant to all areas of life. Learning a language is not just a necessity or obligation; it is essential for genuine curiosity. - A. B. Augustine

Conclusion:

The conclusion of the text emphasizes the importance of learning the English language in Kazakhstan, given its role in facilitating communication, education, and professional development in the modern world. It underscores the significance of multilingualism, national unity, and cooperation in a diverse country like Kazakhstan. The text also highlights the necessity of adapting to contemporary demands, particularly in education and technology, to keep pace with global advancements. Overall, it stresses the crucial role of English proficiency in enhancing opportunities and navigating various aspects of life in Kazakhstan and beyond.

Additionally, the text underscores the importance of mastering English not only for personal development but also for advancing the nation's competitiveness and integration into the global

community. It emphasizes the value of English language skills in various fields, including education, diplomacy, technology, and journalism. Moreover, it highlights the efforts undertaken in Kazakhstan to promote bilingualism and multilingual education, particularly in teaching computer science and programming languages in English. Ultimately, the text suggests that proficiency in English is essential for Kazakhstan's continued growth and success in a rapidly changing world.

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ENHANCING COLLABORATIVE LEARNING THROUGH CLOUD-BASED PLATFORMS

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Түйін

Бұл мақала білім беру параметрлерінде бірлескен оқуды жақсарту үшін бұлттық платформалардың әлеуетін зерттейді. Технологияның пайда болуымен бұлтқа негізделген ынтымақтастық құралдары студенттердің бірлесіп жұмыс істеу, топтық жобаларда жұмыс істеу және біліммен бөлісу тәсілдерін өзгертті. Мақалада бұл платформалар студенттер арасында топтық жұмысты, қарым-қатынасты және ақпарат алмасуды қалай жеңілдететіні, бұл оқу нәтижелерінің жақсаруына әкелетіні қарастырылады. Ол белсенді талқылау мен білімді құрудың, әлеуметтік және тұлғааралық дағдыларды дамытудың, коммуникация мен топтық жұмысты жақсартудың және бұлтқа негізделген ынтымақтастық құралдары ұсынатын икемділік пен қолжетімділіктің артықшылықтарын зерттейді. Мақала осы құралдарды тиімді енгізу және олардың бірлескен оқуға әсерін барынша арттыру үшін мұқият жоспарлаудың, оқытудың және тұрақты қолдаудың маңыздылығын атап көрсету арқылы аяқталады.

Түйін сөздер: Бұлтты платформалар, бірлескен оқыту, технология, студенттер, ынтымақтастық құралдары, топтық жобалар, білім алмасу, топтық жұмыс, коммуникация, оқу нәтижелері, сыни тұрғыдан ойлау, мәселелерді шешу, деректер қауіпсіздігі, білім берудегі технологиялар, интерактивті оқыту орталары, инновациялар, өмір бойы оқыту

Abstract

This article explores the potential of cloud-based platforms to enhance collaborative learning in educational settings. With the advent of technology, cloud-based collaboration tools have revolutionized the way students collaborate, work on group projects, and share knowledge. The article examines how these platforms facilitate teamwork, communication, and information sharing among students, leading to improved learning outcomes. It delves into the benefits of active discussion and knowledge construction, the development of social and interpersonal skills, improved communication and teamwork, as well as the flexibility and accessibility offered by cloud-based collaboration tools. The article concludes by emphasizing the importance of careful planning, training, and ongoing support to effectively implement these tools and maximize their impact on collaborative learning.

Key words: Cloud-based platforms, collaborative learning, technology, students, collaboration tools, group projects, knowledge sharing, teamwork, communication, learning outcomes, critical thinking, problem-solving, data security, technology in education, interactive learning environments, innovation, lifelong learning.

Collaborative learning plays a crucial role in educational settings, fostering active participation, critical thinking, and knowledge construction among students. As technology

continues to evolve, cloud-based platforms have emerged as powerful tools that facilitate collaboration and knowledge sharing among students. This article delves into the realm of cloud-based collaboration tools and explores how they enhance teamwork, group projects, and knowledge sharing among students, ultimately leading to improved learning outcomes.

In today's fast-paced, interconnected world, students need to develop not only subject-specific knowledge but also crucial skills such as communication, teamwork, and problem-solving. Collaborative learning provides an ideal environment for students to develop these skills, as it encourages them to work together, share ideas, and build upon each other's knowledge. However, traditional methods of collaboration often face limitations due to time constraints, geographical barriers, and limited access to resources

This is where cloud-based platforms come into play, revolutionizing the way students collaborate and learn. These platforms provide a virtual space where students can connect, engage, and collaborate from anywhere, anytime. Whether it's working on a group project, discussing ideas, or sharing resources, cloud-based collaboration tools offer a seamless and efficient way for students to work together.

Collaborative learning offers numerous benefits to students. One key advantage is the development of critical thinking skills. Through collaborative activities, students are exposed to diverse perspectives and ideas, which prompts them to analyze information critically, evaluate different viewpoints, and construct their own understanding of the subject matter. Collaborative learning encourages students to ask questions, challenge assumptions, and think deeply about the content, leading to enhanced critical thinking abilities.

Communication skills are also greatly enhanced through collaborative learning. Working in teams requires students to effectively communicate their thoughts, ideas, and opinions to their peers. This involves active listening, articulating ideas clearly, and providing constructive feedback. Collaborative learning provides a platform for students to practice and refine their communication skills, enabling them to express themselves confidently and engage in meaningful dialogue with others.

Peer learning is another significant benefit of collaborative learning. When students work together, they have the opportunity to learn from their peers. Each student brings their unique knowledge, skills, and experiences to the table, creating a rich learning environment. Through peer learning, students can explain concepts to each other, share different approaches to problem-solving, and provide support and guidance to their teammates. This not only strengthens their understanding of the subject matter but also fosters a sense of shared responsibility and a supportive learning community.

In addition to critical thinking, communication skills, and peer learning, collaborative learning offers numerous other benefits. It promotes active engagement and participation, as students become active contributors rather than passive recipients of information. Collaborative learning also nurtures teamwork and collaboration skills, preparing students for real-world scenarios where working in teams is essential. Furthermore, it enhances social and interpersonal skills, such as empathy, respect for others' ideas, and conflict resolution.

The evolution of cloud-based collaboration tools can be traced back to the development of several key technologies. Distributed systems, virtualization, web 2.0, service orientation, and utility computing have all played vital roles in shaping cloud computing into what it is today. These technologies have paved the way for the creation of cloud-based platforms that facilitate collaboration and communication among students and educators.

1950s: Distributed Systems: The idea of cloud computing first emerged in the 1950s. Distributed systems and their peripherals played a vital role in laying the foundation for cloud computing as we know it today. [1]

Virtualization: Virtualization technology played a crucial role in the evolution of cloud-based platforms. It allowed for the creation of virtual machines, enabling multiple operating systems and

applications to run on a single physical server. Virtualization increased resource utilization and flexibility, making it easier to scale and manage computing resources. [1]

Web 2.0: The emergence of Web 2.0 technologies, such as web-based applications and services, further contributed to the evolution of cloud computing. Web 2.0 enabled users to access and interact with applications and data through web browsers, paving the way for cloud-based services and solutions.

Service Orientation: Service-oriented architecture (SOA) played a significant role in the evolution of cloud-based platforms. SOA allowed for the development and deployment of modular, loosely coupled services that could be accessed over the internet. This approach facilitated the creation of scalable and flexible cloud-based applications.[1]

Utility Computing: Utility computing, also known as pay-as-you-go or on-demand computing, revolutionized the way computing resources are consumed. It introduced the concept of metered billing, where users only pay for the resources they actually use. Utility computing made computing resources more accessible and cost-effective, enabling organizations to scale their operations without significant upfront investments.[1]

Serverless Computing: Serverless computing represents the latest evolution in cloud-based platforms. It involves the execution of code in a serverless environment, where developers focus on writing functions that respond to specific events or triggers. Serverless platforms, such as AWS Lambda and Google Cloud Functions, abstract away the underlying infrastructure management, allowing developers to focus on building applications without worrying about server provisioning and scaling.[2]

Hybrid Cloud: Hybrid cloud platforms combine public and private cloud environments, allowing organizations to leverage the benefits of both. With hybrid cloud, organizations can keep sensitive data and critical workloads on private infrastructure while utilizing the scalability and cost-efficiency of public cloud services for other applications. Hybrid cloud platforms enable seamless data and application movement between public and private clouds. [3]

Cloud-based collaboration tools have become essential in educational settings, enabling students to work together effectively, share knowledge, and collaborate on group projects.

Google Workspace (formerly G Suite):

Document Sharing and Real-time Editing: Google Docs allows students to create, share, and collaborate on documents, presentations, and spreadsheets in real-time. Multiple users can work on the same document simultaneously, making it easy to collaborate on group projects.

Video Conferencing: Google Meet provides video conferencing capabilities, allowing students to connect and communicate face-to-face, even when they are not physically present in the same location.

Task Management: Google Tasks enables students to create to-do lists, set deadlines, and track their progress on individual and group tasks.

Microsoft Teams:

Document Sharing and Real-time Editing: Microsoft Teams integrates with Microsoft Office 365, allowing students to collaborate on Word documents, PowerPoint presentations, and Excel spreadsheets in real-time.

Video Conferencing: Microsoft Teams offers video conferencing features, enabling students to participate in virtual meetings, discussions, and presentations.

Task Management: Microsoft Teams includes task management capabilities, allowing students to create and assign tasks, set due dates, and track progress within the platform.

Slack:

Team Communication: Slack provides instant messaging and chat features, allowing students to communicate and collaborate in real-time. Students can create channels for different subjects or projects, facilitating organized discussions.

Document Sharing: Slack allows students to share files, documents, and links within channels or through direct messages, making it easy to collaborate on assignments and share resources.

Integration with Other Tools: Slack integrates with various third-party tools and services, such as Google Drive and Microsoft Office 365, enabling seamless collaboration and file sharing.

Clipchamp:

Video Collaboration: Clipchamp is a web-based app that facilitates video project collaboration. Students can upload videos, collaborate in real-time, and customize video projects using branding features.

Stock Videos and Soundtracks: Clipchamp offers a library of stock videos, soundtracks, and GIFs, allowing students to enhance their video projects with professional-quality assets.

Integration with Other Platforms: Clipchamp allows easy import of files from platforms like Google Drive, Dropbox, Zoom, LinkedIn, and social media platforms, simplifying the collaboration process.

Implementing cloud-based collaboration tools requires careful planning and execution.

1. **Assess Needs:** Begin by assessing the specific needs and objectives of your organization or team. Understand the challenges you face in collaboration and identify areas where cloud-based tools can provide solutions.

2. **Choose the Right Tools:** Select cloud-based collaboration tools that align with your organization's goals and requirements. Take into account elements like user-friendliness, compatibility with current systems, and ability to expand when evaluating.

3. **Ensure Data Security:** Prioritize data security and compliance when selecting cloud-based tools. Choose providers that offer robust security measures and adhere to relevant regulations. Utilize encryption, implement access controls, and conduct routine security assessments to safeguard confidential data.

4. **Provide Training and Support:** Offer comprehensive training and ongoing support to users to ensure they are proficient in using the collaboration tools. Provide tutorials, documentation, and access to help resources. Encourage continuous learning and skill development.

5. **Promote Adoption:** Actively promote the use of cloud-based collaboration tools within your organization. Highlight the benefits and advantages of using these tools for teamwork, communication, and productivity. Promote teamwork and the exchange of knowledge among team members.

6. **Establish Clear Policies:** Develop clear policies and guidelines for the use of cloud-based collaboration tools. Define user roles and permissions, data sharing protocols, and acceptable use practices. Ensure all users understand their responsibilities and comply with organizational policies.

7. **Monitor Usage and Performance:** Regularly monitor usage patterns and performance metrics of the collaboration tools. Analyze user feedback and identify areas for improvement. Make adjustments as necessary to optimize the effectiveness of the tools and enhance user experience.

8. **Encourage Feedback and Adaptation:** Foster a culture of feedback and continuous improvement within your organization. Encourage users to provide feedback on their experiences with the collaboration tools and use this input to make informed decisions and drive enhancements.

9. **Stay Updated:** Stay informed about the latest developments and updates in cloud-based collaboration technology. Regularly review new features and functionalities offered by your chosen tools and assess their potential impact on your organization's workflows and objectives.

In conclusion, the exploration of collaborative learning through cloud-based platforms underscores the transformative potential of technology in education. By delving into various platforms and their features, it becomes evident that these tools serve as catalysts for fostering teamwork, facilitating group projects, and promoting knowledge sharing among students. From Google Workspace to Microsoft Teams, the array of functionalities offered by these platforms revolutionizes traditional classroom dynamics, allowing for seamless collaboration and communication regardless of physical location.

The significance of cloud-based collaboration tools lies not only in their convenience but also in their profound impact on learning outcomes. Through improved engagement, critical thinking,

and problem-solving skills, students are better equipped to navigate the complexities of the digital age. Moreover, by transcending geographical barriers and facilitating collaboration beyond the confines of the classroom, these tools prepare students for the realities of a globalized, interconnected world.

As we continue to integrate technology into education, the adoption of cloud-based collaboration platforms emerges as a fundamental pillar in enhancing collaborative learning experiences. By harnessing the power of these tools, educators can create dynamic, interactive learning environments that empower students to actively participate, collaborate, and innovate. In doing so, we pave the way for a future where collaborative learning becomes not just a method, but a mindset—one that fosters creativity, collaboration, and lifelong learning.

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INNOVATIVE APPROACHES IN LANGUAGE INSTRUCTION: LESSONS FROM SUCCESSFUL MODELS

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Түйін

Шет тілдерінде білім беру үлкен қиындықтарға тап болады, бұл оқуды тастап кетудің алаңдатарлық көрсеткіштерімен, тілді меңгерудің жеткіліксіз деңгейімен және оқушылардың тілдік және мәдени аспектілерден аулақ болу тенденциясымен дәлелденеді. Екінші дүниежүзілік соғыстан кейін басым болған аудиолингвальды тәсіл және грамматикалық талдау тәсілдері сияқты дәстүрлі әдістер тілге тән шығармашылық қабілетіне байланысты қарым-қатынас дағдыларын дамыта алмағаны үшін сынға алынады. Бұл мақалада "жалпы физикалық реакция" (TPR), "оқу және әңгімелеу арқылы сабақ беру қабілеті" (TPRS), "фокустық дағдылар", "сөйлеудің Автоматты өсуі" (ALG), "табиғи тәсіл" және "қиындықсыз жол" сияқты балама әдістер насихатталады. Доктор Джеймс Ашер әзірлеген TPR сөйлеуден бұрын тыңдауға баса назар аударады, түсіну қабылданғанға дейін Сөйлеу мен жазуды кейінге қалдырады. Валериан Потовскийдің зерттеулері кешіктірілген ауызша тәжірибенің тиімділігін растайды. Дәстүрлі әдістердің сәтсіздіктерінің жоғары пайызы табиғи тәсілдердің, әсіресе "алдымен тыңдау" тәсіліне баса назар аударатындардың тиімділігін көрсетеді. Тілді меңгерудің ұсынылған стратегиясы ана тілінде сөйлейтіндер оңай түсінілгенге дейін тыңдаудың басымдылығын қамтиды, содан кейін ауызша және жазбаша сөйлеуге, сондай-ақ қосымша әрекет ретінде оқуға баса назар аударылады. Тыңдау дағдыларында айқын кемшіліктері бар студенттерге қарқынды оқуды, жазуды және ауызша сөйлеуді бастамас бұрын негізгі тыңдау сабақтарына оралу ұсынылады.

Түйін сөздер: дәстүрлі әдістер, аудиолингвальды тәсіл, грамматикалық талдау тәсілі, жалпы физикалық реакция (TPR), оқу және әңгімелеу арқылы оқыту шеберлігі (TPRS), сөйлеуді автоматты түрде дамыту (ALG), шығармашылық қарым-қатынас дағдылары.

Резюме

Образование на иностранных языках сталкивается с серьезными проблемами, о чем свидетельствуют тревожные показатели отсева, недостаточный уровень владения языком и тенденция учащихся избегать языковых и культурных аспектов. Традиционные методы, такие как аудиолингвальный подход и подходы грамматического анализа, преобладающие после Второй

мировой войны, подвергаются критике за неспособность развивать коммуникативные навыки из-за присущей языку творческой способности. В этой статье пропагандируются альтернативные методы, такие как «Тотальная физическая реакция» (TPR), «Умение преподавать посредством чтения и рассказывания историй» (TPRS), «Фокусные навыки», «Автоматический рост речи» (ALG), «Естественный подход» и «Путь без усилий». TPR, разработанный доктором Джеймсом Ашером, делает упор на слушании, прежде чем говорить, откладывая речь и письмо до тех пор, пока не будет усвоено понимание. Исследования Валериана Потовского подтверждают эффективность отсроченной устной практики. Высокий процент неудач традиционных методов подчеркивает эффективность естественных подходов, особенно тех, которые делают упор на подходе «сначала слушайте». Рекомендуемая стратегия освоения языка включает в себя приоритет аудирования до тех пор, пока носители языка не станут легко понятны, с последующим смещением акцента на устную и письменную речь, а также чтение в качестве дополнительной деятельности. Учащимся с очевидными недостатками в навыках аудирования рекомендуется вернуться к основным занятиям по аудированию, прежде чем приступать к интенсивному чтению, письму и устной речи.

Ключевые слова: традиционные методы, аудиалингвальный подход, подход грамматического анализа, общая физическая реакция (TPR), мастерство преподавания посредством чтения и рассказывания историй (TPRS), автоматическое развитие речи (ALG), творческие коммуникативные навыки.

Foreign language education has encountered formidable challenges, particularly evident in the high dropout rates among students enrolled in language programs. J.H. Lawson's alarming reports highlight an 85% dropout rate by the third year and a staggering 95% by the fourth year for American high school students engaged in foreign language studies. The severity of this issue is further underscored by John B. Carroll's research, which indicates that after two years of study, students often exhibit insufficient proficiency, measured through standardized tests, failing to attain conversational competency in the targeted language. L.A. Jakobovits adds a concerning dimension, noting that a significant majority of language learners may never achieve fluency, and negative learning experiences often lead them to avoid the foreign language and its cultural aspects altogether. The traditional methods employed in foreign language instruction, specifically the audio-lingual and grammar-analysis approaches popularized post-World War II, face substantial criticism for their inadequacy. These methods rely on rote memorization of grammar rules and dialogues, supplemented by pattern practice drills. Their limitations stem from the failure to cultivate communicative skills, given that language is viewed as inherently "creative" and theoretically boundless. This realization prompts a shift in perspective, suggesting that language instruction methods should prioritize the development of creative communication skills. Numerous alternative methods have emerged as effective approaches to address these challenges. Notable among them are Total Physical Response (TPR), Teaching Proficiency through Reading and Storytelling (TPRS), Focal Skills, Automatic Language Growth (ALG), The Natural Approach, and The Effortless Way. Developed by Dr. James Asher, TPR mirrors the natural acquisition of a first language by emphasizing listening before speaking, reading, and writing. This method deliberately delays speech and writing until comprehension is extensively internalized. Valerian Potovosky's research supports the efficacy of postponing oral practice, demonstrating improved overall proficiency in Russian when comprehension of spoken language takes precedence. In essence, traditional grammar-analysis methods are reported to have a staggering failure rate of up to 95%. In contrast, natural methods, particularly those adopting a "listen first" approach, showcase greater potency and effectiveness. Consequently, a recommended strategy for acquiring proficiency in English or any foreign language involves dedicating the majority of effort to listening until native speakers can be comprehended effortlessly. Only then should the focus shift to speaking and writing, with reading serving as a supplementary activity, all while prioritizing continued emphasis on listening. For intermediate or advanced learners experiencing weaknesses in listening skills, a return to foundational listening activities is advocated before engaging in extensive reading, writing, and speaking endeavors. As language educators grapple with these challenges, there arises a critical need for a paradigm shift in language instruction methodologies. The staggering dropout rates and

insufficient proficiency levels signal a systemic issue that requires comprehensive reform. Acknowledging the creative and dynamic nature of language, educators must tailor their approaches to align with the principles of effective language acquisition. The success of alternative methods like TPR, TPRS, Focal Skills, ALG, The Natural Approach, and The Effortless Way underscores the potential for a more holistic and engaging language education experience. By prioritizing listening as the foundational skill, students can develop a solid understanding of the language before venturing into speaking and writing activities. This approach mirrors the natural progression observed in first language acquisition, emphasizing the importance of comprehension before expression. Furthermore, the negative learning experiences reported by students underscore the need for a positive and encouraging language learning environment. The traditional methods, with their emphasis on memorization and repetitive drills, contribute to frustration and disengagement. In contrast, methods like TPR and TPRS, rooted in experiential and story-based learning, offer a more enjoyable and effective language learning experience. To address the existing challenges in foreign language education, institutions should consider adopting a more flexible and adaptive curriculum. Integrating modern methodologies that focus on real-world communication, cultural immersion, and contextual understanding can significantly enhance the language learning journey. Embracing technology, incorporating multimedia resources, and fostering interactive and collaborative learning environments can further contribute to creating a positive and effective language education ecosystem.

In conclusion, the challenges faced by foreign language education necessitate a reevaluation of traditional methodologies. The high dropout rates and proficiency issues demand a shift towards more effective and engaging language instruction methods. The success of alternative approaches highlights the potential for creating a positive and enriching language learning experience. As educators strive to prepare students for a globalized world, embracing innovative and learner-centric methodologies becomes imperative to ensure the success and satisfaction of language learners.

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GERMANIC LANGUAGES.

HISTORY OF DEVELOPMENT OF GERMANIC LANGUAGES

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Түйін

Бұл мақала герман тілдері жайлы және оның тарихы. IV-V ғасырдан бастап герман тайпаларының жорықтары және дамыған, кейінгі орта ғасырлардағы, жаңа замандағы сауда қарым-қатынастары арқылы жергілікті халықпен араласып герман тілінің өзгеріске ұшырауы және олар қандай топтарға бөлінуі. Әсіресе ағылшын тілінің даму тарихына зер салынады. Тілдің өзгеруіне байланысты сөздерді салыстырып айырмашылығын байқаймыз.

Кілт сөздер: герман тілдері, орта ғасыр, тіл дамуы, жергілікті халық, қарым-қатынас

Резюме

Эта статья о германских языках и его истории. Начиная с IV-V вв. через походы германских племен и развитие торговых отношений с коренным населением в позднем средневековье, и в новое время. Германский язык изменился и рассматривается на какие группы они разделились. Особенно в истории развития английского языка. Мы замечаем разницу в сравнении слов в зависимости от изменения языка.

Ключевые слова: германские языки, средневековье, языковое развитие, коренное население, общение.

Uncensored, if you have studied at least a little or just at least seen English and German, then this is good. You've probably noticed a bunch of similar words in both languages, for example: man|mann, come|kommen, apple|apfel, bread|brot, free|frei, name|name, brother|bruder, good|gut, house|haus. And even the most popular surnames are similar in both languages. But the languages themselves look and sound, to put it mildly, differently, for example: Ich ging zum arzt|I went to see a doctor. It's the same with Scandinavia. If you have ever driven to Reykjavik, Stockholm or Copenhagen, then you will most likely notice that there are purely Scandinavian words, the simplest and most everyday, for example: apen|open, halv|half, allerede|already, but you will agree that they look like distorted English. Or they look like distorted German. What is the matter then?

Surprise, these are not the languages spoken in Germany, but in general the languages of the Dutch, Swiss, Austrians, Frisians, Danes, Swedes, Norse, Faroese, Icelanders and even the British and Americans. Oh, yes, and they also forgot the Germans. And all these are Germanic peoples.

Where did all these Swedes with the Dutch and the British come from? Surprisingly, they originated from the ancient Germans. These peoples have been in Europe since before our era. And in language, the Germans were related to the Slavs, Celts, Romans, and Greeks. And they differed from the whole company in this way. At some point, the language of the Germans changed a lot compared to the language of their neighbors. They began to pronounce some sonorous sounds as if they were deaf.

The Germans were still conquerors. And when they came to Europe, they met a certain people who lived there before them. And apparently, they have accumulated a lot of words from these people. For example, on the maritime theme of eng. Sail, sea, ship herm. Segel, See, Schiff norv. Seil, sjo, skip. And in addition, their language has a fixed accent, such as: in English. this is bring, brought, brought and in German. these are bringen, brachte, gebracht and norv. these are bringe, brakte, brakt, and that's how irregular verbs appeared, which you all rightfully hate. And all this has been inherited by the Swedes, Icelanders, Germans, the British, in general, by everyone. Why? Because the unified German language once broke up into a bunch of dialects. These separate languages grew out of them. Both the living and the extinct are divided into two large groups: the western and the northern. Not enough, is it? Where did the east and south go? The eastern branch is best known for the famous Gothic language. But it doesn't matter. This language is extinct anyway. What is important is that the Gothic language is the first written language among all the Germanic languages, they even had the Bible written in Gothic script. The Goths lived and fought all over

Europe and took part in the collapse of Rome. And then they gradually disappeared among the local population wherever they lived. But their language lasted the longest in Crimea, right up to the 17th century. We almost caught him, then he died out there, and with him the entire eastern branch of the Germanic languages.

But there has never been a southern branch of the Germanic languages. In the south there was Ancient Rome, with which the ancient Germans had a difficult relationship.

As a result, Germanic languages are spoken in Europe, North America, Australia, South Africa and India. Even in Suriname, Indonesia, Israel, Slovakia and a Swedish village in Ukraine. And of course, one of the main German-speaking places is Britain. Speaking of Britain, let's take a typical English sentence. My husband was born in a remote village; his dad was basket weaver. It has the Scandinavian word husband, as well as the Romanesque (Latin and French) remote village, several Anglo-Saxon ones are my, was, born, in, his, was, weaver and in addition a couple, possibly Celtic, are dad, basket. And where is English itself, exactly? Is it completely assembled from other languages? How did he even appear? What happened in Shakespeare's time – is it Old English or is it no longer? That's what we're going to find out now.

Britain has existed as an island for about 10,000 years. But the English language originated in the 400s of our era. When the Germanic tribes of Angles, Saxons, Jutes and Frisians sailed across the North Sea in search of a better life.

Britain was then dangling on the fringes of civilization as a fragment of the almost dead Roman Empire. A handful of Romans and Celts lived on the islands. According to legend, it was the Celts who called the Angles and Saxons to help them in the wars. But instead of helping, the Germans massacred the Celts themselves or drove them to the far corners of the island. And they themselves began to settle in a new place. The Angles, Saxons, Jutes and Frisians founded as many as seven kingdoms in Britain. They spoke a mixture of languages, which is scientifically called not Old English, but Old English or Anglo-Saxon. From the beginning, the Anglo-Saxons used runes. But after the adoption of Christianity, they switched to the Latin alphabet. But some of the runes still lingered for a long time. But if a current native English speaker starts reading the legend of "Beowulf" in Old English, he will not understand even 10% there.

Indeed, back then the English language resembled something German. In fact, both languages had the same words. Most of them still live in modern English. And the grammar of English was much more sophisticated then. There were cases and different endings in genders and numbers, articles also changed. Incredible things happened in verbs too.

In the 8th-9th century, there was a council for the Angles and the Saxons. Even cooler and wilder Germans. Danish Vikings. At first, they attacked the shores of Britain little by little, in small raids, and then knocked out half of England for themselves, brought their families there and settled in England. It was once called the Danelag or the area of Danish law. To this day, there are many blonds living in the east of England than in the west of England, this is due to the fact that the Vikings (Norsemen, Danes, Swedes) began their conquest from the east of England. And what do we have? The Viking Danes are the North Germans, and the Anglo-Saxons are the West Germans. But then they could understand each other because of the common German words. For example, these are: Anglo-Saxon *Dohtor*, Danish *Dottir* and the common word turned out to be the current word *Daughter*. And what prevented the Danes and the Anglo-Saxons from understanding each other completely. For example, a complex case system. Guess what started happening with the cases already at this stage. And since both peoples had to live side by side, the Danes left a bunch of their words in the English language, for example: husband, egg, skirt, law, fellow, all these words are of Danish origin. You know them well. In total, the Old English language includes as many as several thousand words from Old Norse. We still use about half of them today. These are the most common Scandinavian words. And the most used word to this day is the word they, so tightly have North German words become accustomed to English speech.

And then in 1066, the Vikings conquered England again. Another improved, French-speaking, that is, Normans. Led by William the Conqueror, it was he who ordered the construction of the

Tower of London. These Normans brought with them the Norman and French languages, and of course, the Anglo-Saxon language was losing its importance.

French has been the language of communication at court, the language of etiquette, legal proceedings and politics for almost 300 years. And simpler people continued to speak Old English. Here is a famous example: livestock is still called English, that is, German (cow, calf, sheep, pig). But the meat of these animals is the words that came from French. And even deer deer and venison venison. And there are still French words in English that live with English.

That's how the English language has changed beyond recognition. But even that didn't seem enough. At that time, Latin, the language of religion and education, was also used in the British Isles. Words related to science, law and medicine were pulled from Latin, for example: codex, police, labial, memorandum, abbreviate, machine, inertia, guttural, suffocate, maximum etc. English, which was spoken in the 12th and 16th centuries, is called Middle English. It was then that the cases and even the grammatical gender fell off one by one. In average English, writing was already more like modern writing. Around the same time, the famous English spelling appeared. In many ways, it appeared under the influence of French. For example, the Old English *dohter* turned into *daughter* and *bruh* into *trough*. The spelling was actually a complete mess. For example, all variants of the word "daughter" in the books of that time *dow3ter*, *dow3ter*, *do3ter*, *doghter*, *dowhter*, *doghtyr*, *dowghter*, *doughtir*, *dochtyr*, *dohter*, *douhtur*, *dogheter*, *dowter*, *dowtyr*, *doughtere*, *dohter*, *doster*, *dostyr*.

Speaking of books, little by little at this time the literary English language begins. The poet Geoffrey Chaucer decided to write a book in a language that is alive and understandable to everyone in England. In the London mixed dialect. The result was "The Canterbury Tales." The stories came out well for the 14th century. This collection was easy to read, and there was no boring pathos in its language. But the Canterbury Tales was published a hundred years after they were written. Almost no References. That is, after this time, they were still understood. In general, light reading began, but it turned out to give rise to the standard of the language. And then English went its own way again.

Around 1400-1700, people began to pronounce vowels in many places differently, gradually lengthening and modifying them. A lot of sounds have changed. If we compare how the pronunciation changed in those years, for example, the word "mate" was pronounced by the great-grandfather /ma:ta/ "maate" or "maat", then the father already said /mae:t/ "meet", and the great-great-grandson said /meit/ "meit". Now all this is called the Great Vowel Shift. After that, all that remained was to change the grammar a little once again. For example, to abandon pronouns like *thou* or *ye*, and also start asking all questions in Present and Past Simple c 'do' or 'did'. Please, modern English is ready. And now this is the English version and has been divided into British, American and other variants. For all these reasons, English stands apart from other German, and in general, as you can see, it is assembled from pieces. But this also helped it spread around the world. It's easy to learn a language when it's simple, and it has a bunch of universal words that almost everyone understands.

What about the German language? If this is the language of Germany, is it the most important of the Germanic languages? Or the oldest? Do other speakers of Germanic languages understand it? Not quite. The dialect of a German from the south, from Bavaria, may be incomprehensible even to the same German, but from the north, from Hamburg. Why? Because in fact, German is not really one language. These are several different dialects. But all the same, this group of dialects is simply called the German language. To be even more precise, the current German language is divided into two dialects, the Upper German language is scientifically called the Upper German dialect group. Why "upper"? Because there is also a Low German language, which is not very similar to it. And, in principle, not by ear. At some point, the Upper German language gained the upper hand and became the "main" of the two German languages. The standard literary language of Germany is based on it. Martin Luther wrote the Bible in this language.

And this upper and lower language was originally spoken in the upper reaches of the Rhine, closer to the Alps and in the lower reaches, closer to the Netherlands. In both cases, grammar is more complicated than in modern English. There are either cases, or conjugations of verbs, or both, and that's what they look like. And the most important difference between upper and lower is the sound of the same words. Low German is more archaic in this regard. It sounds closer to the common German ancestor language, and to other Germanic languages like Dutch or even English.

And High German is like version 2.0. they just started pronouncing the same sounds in a new way. For example: K- H, P- F/PF, T- TS/S. So, in fact, the German language we know turned out to be. Not 'Katt', but 'Katze', not 'Appel', but 'Apfel', and not 'maken', but 'machen'. All this happened a long time ago, somewhere in the 4th-6th century AD. Scientists are still tearing out each other's hair and gouging out their eyes in countless scuffles, trying to establish an accurate chronology.

As a result, everything in Nizhnenemetsky remains the same today. Just like in English and other German. And the German we are familiar with, that is, the upper one, differs from this company. In particular, because he is all whistling and hissing (machen, Pfeffer, zwei, Wasser, Strasse). By the way, the upper Germans did not limit themselves to the sounds of K, P, T and changed a couple more (Tanz, Tod, Tag, Brucke). But if you know about such sound correspondences, then you can directly notice, directly see, visually see exactly how English and German are related (You comest - Du kommst, he commeth - er kommt, what is that? - what ist das?). Sometimes it helps to remember the right word if you have forgotten it. For example, you know that a tooth in English will be a tooth. It can be assumed that the same German word will begin not with T but with (Ts) Z and indeed, the tooth in German is Zahn. It's ingeniously simple, don't you agree?

Well, it turns out that English and German are still very different from their common Germanic ancestor language. Somewhere the dictionary was heavily rummaged through, somewhere the pronunciation was more pronounced. And which languages differ slightly from Proto-Germanic? Which languages are the "most Germanic" and the most native? And in general, how to measure it? According to the dictionary? By pronunciation? In grammar? Judging by all these things, it is quite close to the ancient ancestor, this is Icelandic, one of the languages of the Vikings. And it belongs to that very northern branch of the Germanic languages. Or Scandinavian ones. What are Scandinavian languages in general? Today it is Danish, Swedish, Norwegian variants, as well as Icelandic and Faroese. That is, Scandinavian languages can be continental and insular. Or western and eastern ones. What is special about them? Well, for example, the article Scandinavians put the article not before the noun, but after. Or in some places they have purely their own unique roots in basic words. For example: Hester (horse), Ostr (cheese), Griss (pig), Faer (Sheep), Golf (floor). There is no such thing in English, German or Dutch. And yes, of all of them, it is Icelandic that has changed the least and to this day somewhat resembles that distant proto-Germanic language, presumably. It still has a complete, extensive case system, and gender, and a special ancient stress, as well as complex vowel changes within the word and the rest. Not like today's primitive English or neighboring Norwegian. Why has all this survived to the present day?

Let's remember English, which has changed so much because of the French. That's about the same thing that happened with Swedish, Norwegian and Danish. There are a lot of Low German borrowings in them. It's all the fault of the German merchants of the era of the Hanseatic Trade Union on the Baltic Sea. These same merchants traded with the Scandinavians on the continent, but they rarely sailed to Iceland. And this is just one of the reasons why the Icelandic language has remained almost untouched and in many nuances very archaic. In addition, Icelanders have always lived in a tiny territory. They have no dialects, and everyone has always understood each other well. Why change anything? And since there are few borrowings in Icelandic, they decided to go all the way and not let other people's words in. Today, Icelanders, unlike many peoples of the world, adhere to linguistic purity. No "computers", "TVs", "mobile phones", (tolva, sjonvarp, simi) and

other international words. Only their relatives, invented from scratch, from Icelandic or Old Norse roots.

Memorizing all this is still a test for any foreigner. Thank God that all Icelanders speak English well.

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THE USAGE OF TECHNOLOGY IN TEACHING ENGLISH TO PRESCHOOL CHILDREN

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Түйін

Бұл мақалада мен мектеп жасына дейінгі балалар үшін ағылшын тілін оқытудың ең қолайлы түрі ойын екенін айтқым келеді. Мектеп жасына дейінгі балалар - шет тілін үйренуге жақсы уақыт. Балалар білімді ойын арқылы қабылдауға үйренеді. Яғни, дидактикалық ойындар, сюжеттік ойындар, сергітетін ойындар, интеллектуалды ойындар және т.б. ойын арқылы балалардың көңіл-күйін көтеруге көмектеседі, кез-келген оқу материалын қызықты етеді және оқу процесін оңай сіңіреді.

Резюме

В этой статье я хочу сказать, что наиболее подходящей формой обучения английскому языку для дошкольников является игра. Дошкольники-хорошее время для изучения иностранного языка. Дети учатся воспринимать знания через игру. То есть дидактические игры, сюжетные игры, освежающие игры, интеллектуальные игры и т. д. помогают поднять настроение детям с помощью игр, делают любой учебный материал более интересным и легче усваивают учебный процесс.

Pre-school age is the most suitable period for language learning. This is because a child of this age is distinguished by the ability to perceive language phenomena. Preschool children can master the given short material and give good feedback on it. The goal of teaching English at an early age

is for preschoolers to learn the basics of communicating in English. In order to have enthusiasm and interest in the English language when going to school, in the kindergarten it helps to arouse interest and learn the basic English language through game activities. Teaching a foreign language is divided according to the age of the child. Teaching a foreign language to children of preschool age is very suitable. Children of this age are sensitive to linguistic phenomena, they have a lot of experience in speaking, and they are interested in learning the language. Children remember another language easily and firmly.

Preschool age does not solve complex communication problems. While learning a foreign language, he does not feel the big gap between his mother tongue and foreign languages, that is, it becomes easier and faster for a preschooler to learn another language. The methodology of teaching children is completely different from that of schoolchildren and adults. Let's focus on some directions in teaching English to preschool children. The duration of lessons for 3-4-year-old children is 15 minutes. Children are given small materials. Every educational activity for a child of this age learns 3-4 words in action. [1]

You can teach your child new words by showing them interesting toys. That is, with his favorite toys. For example, fruit, transportation, furniture, clothes and many others. The duration of learning activities for 4-5-year-old adult group children is 20-25 minutes. And the duration of educational activities of 5-6-year-old preschool children is 25-30 minutes. In my method, conducting direct educational activities, building the structure of children's linguistic abilities taking into account age and individual characteristics and directing their development.

The way to create a positive motivation in a child, to form a positive psychological attitude towards speaking in a foreign language, is through play. The game is complex for children; it requires knowledge and smart organization. Teacher A. S. Makarenko said, "The child has a passion for the game, and we should be able to satisfy that passion. We need to be able to give and absorb not only the time for playing, but also the whole life of the child or the game. "His whole life consists of games," he noted in his works. The game is an educational tool that forms a child's knowledge and skills. The game creates a good environment and helps to learn the language quickly. The ability to believe in game action is simple to speak a foreign language allows you to make the elements interesting and informative. When choosing a game to be played during the lesson, you should remember the rules of the game. It is necessary to describe the game rules in an easy way so that the child immediately accepts them. The teacher cannot only be the organizer of the game; he must play with the child, because children play with adults with great interest. For example, "Magic mirror" type. Purpose: to develop the child's attention. From the mirror, the image of toy animals is gradually shown to the children. After that, several animals will appear from the magic mirror at the same time. Ask the children what they saw and how many, for example: I see a cow. I see a cat. "Clap the sound". Purpose: to find words with certain sounds, to develop children's vocabulary, to consolidate knowledge about sounds. Methods that can be used in learning English with a preschooler: dialogues, puzzles: dramatization. Role-playing and didactic games. Artistic and creative games. Rhythmic music games can be used. In the process of working with children, role play often plays an important role. [2]

Role playing is a game activity in which children play certain roles, different life situations are played, for example: Seller and buyer. Doctor and a patient, actress and fans and many others.

And didactic games are very important in teaching English, because in such games, children not only consolidate lexical-grammatical material, but also develop mental processes. And thinking, remembering, paying attention, as well as purposefulness, attentiveness, the ability to obey certain rules, as well as social feeling, compassion, always coming to help, sociability, basic human qualities such as friendship are developed.

Artistic or creative games. This is a type of activity for children through play, which is on the border between play and artistic creativity. That is, from the scene or scene where English is also passed. In the course of teaching English through games, children of pre-school age develop their first oral skills, arousing their interests. At the initial stage of the teaching method, it is better to use

the question-and-answer method, because the dialogue not only teaches children to speak easily, but also teaches them to understand and express their thoughts while listening.

In addition, at the stage of primary education of children, it is recommended to memorize words, explain concepts in language form, use poems and others. The purpose of using these exercises is to allow children to fully express their thoughts. In order for the child to remember quickly, it is effective to teach games, memorizing rhymes and poems with easy-to-memorize words. It will be more interesting for the child to learn the language during the game. Teaching children a language that is age-appropriate opens the way for them to learn about the culture of other peoples. Also, through the game, children can easily communicate and form their personality.

Teaching English from an early age increases children's interest in learning a foreign language; allows to improve cognitive ability, original creative activity, ability to imagine, memory, adaptability to school life. One of the most popular methods of teaching a foreign language is information and communication methods. Information and communication methods are computer hardware, multimedia, audio and more. The use of audio, video songs, fairy tales, and educational materials in direct educational activities contributes to the individualization of education and the development of the motive for the speaking activity of preschool children.

Another effective way to teach English to preschoolers is to listen to or watch fairy tales, stories, cartoons. Children quickly understand the semantic and fundamentals of the language and begin to speak on their own. In the event that the full immersion method is used during training. This method implies a permanent and deep connection of the child with a foreign language. When the vocabulary of a preschool child reaches a few dozen words, direct educational activities can be diversified with the help of audio stories in English.

Audio stories help children learn English. In the beginning, it is better to start with small English stories. During Audio's fairy tale, children look at pictures and say words together with the teacher. Video film is a communicative learning method for preschool and younger children to learn English. The video material is interesting for the child, and at the same time educational. Children learn about the world around them and learn English. [3]

Cartoons are one of the best aids in teaching English. Children love cartoons and can watch them several times. Therefore, cartoons in English help children to solve many problems of learning a foreign language. The child does not have a question about why to learn these words, he is interested in watching cartoons and likes to repeat the phrases of the characters; cartoons help the child not only to read and learn new words, but also to learn the sounds of English speech, repetition, if the child likes the cartoon, he will be willing to watch the cartoon again and again until he knows it by heart.

In conclusion, I would like to say that one of the most basic methods of teaching English to preschool children is the game. Games are one of the methods that stimulate children's cognitive activity, allow them to think independently, communicate dialogically, and memorize words of a foreign language. They make any educational material interesting, help to raise the mood of children, to be satisfied with their work and to learn the topic easily.

In the process of opening a daily topic, tasks for vocabulary development through games should be regularly used and organized. And for the right choice, we can achieve the expected result by paying attention to the psychological and age characteristics and capabilities of children. Our bright future is directly related to the development of education. An educated, fluent generation is the key to the country's future. It is the responsibility of the teacher to provide children with quality education!

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**ADVANCEMENTS IN INCLUSIVE EDUCATION: MODERN METHODS,
CHALLENGES, AND FUTURE DIRECTIONS**

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Түйін

Инклюзивті білім беру бүкіл әлемдегі білім беру жүйелерінің негізгі құқықтарының бірі және негізгі құрамдас бөлігі болып табылады. Бұл кешенді шолу инклюзивті білім беруде қолданылатын заманауи әдістер мен тәсілдерді қарастырады, стратегиялар мен технологияларға баса назар аудара отырып, барлық оқушылар үшін бірдей оқу мүмкіндіктерін құруға ықпал етеді. Мақалада инклюзивті білім берудің маңыздылығы, негізгі принциптер мен мәселелер қарастырылады. Содан кейін ол әртүрлі заманауи әдістерді, соның ішінде әмбебап оқыту дизайнын (UDL), сараланған оқытуды, көмекші технологияларды, бірлескен оқытуды және мұғалімдердің біліктілігін арттыруды қарастырады. Сонымен қатар, мақалада мектептердің, мұғалімдердің және саясаткерлердің инклюзивті тәжірибені енгізудегі рөлі және білім берудегі әртүрлілік пен теңдікке ықпал ету көрсетілген. Мақаланың соңында инклюзивті білім беруді дамытудың болашақ бағыттары және осы саладағы үздіксіз зерттеулер мен инновациялардың маңыздылығы талқыланады.

Резюме

Инклюзивное образование является одним из основных прав и ключевым компонентом образовательных систем во всем мире. В данном комплексном обзоре рассматриваются современные методы и подходы, используемые в инклюзивном образовании, с акцентом на стратегии и технологии, способствующие созданию равных возможностей обучения для всех учащихся. В статье рассматривается важность инклюзивного образования, ключевые принципы и проблемы. Затем в ней рассматриваются различные современные методы, включая универсальный дизайн обучения (UDL), дифференцированное обучение, вспомогательные технологии, совместное обучение и повышение квалификации учителей. Кроме того, в статье подчеркивается роль школ, учителей и политиков во внедрении инклюзивной практики и содействии многообразию и равноправию в образовании. В конце статьи обсуждаются будущие направления развития инклюзивного образования и важность постоянных исследований и инноваций в этой области.

Inclusive education is a philosophy and approach that seeks to ensure that all students, regardless of their abilities or disabilities, have equal access to quality education. It is based on the principle of diversity and aims to create learning environments that accommodate the needs of all learners. Inclusive education promotes social cohesion, equity, and respect for diversity, preparing students for participation in a globalized world.

Inclusive education is important for several reasons. First, it promotes equity and social justice by ensuring that all students have access to the same educational opportunities. Second, it benefits all students by fostering empathy, understanding, and respect for diversity. Research shows that inclusive classrooms have a positive impact on academic achievement, social development, and emotional well-being. Finally, inclusive education prepares students for life in a diverse society, promoting social cohesion and harmony.

Inclusive education is guided by several key principles, including:

- Equity and access: Ensuring that all students have equal opportunities to learn and participate in school activities.

- Individualization: Recognizing and accommodating the diverse learning needs and abilities of students.

- Collaboration: Encouraging collaboration among teachers, parents, and other stakeholders to support student learning.
- Respect for diversity: Valuing and respecting the unique backgrounds, cultures, and identities of all students.

Modern Methods of Inclusive Education

a. Universal Design for Learning (UDL): UDL is a framework that aims to make learning accessible to all students by providing multiple means of representation, engagement, and expression. UDL helps teachers design lessons and activities that accommodate the diverse needs of learners, ensuring that all students can access and participate in the curriculum.

b. Differentiated instruction: Differentiated instruction involves tailoring teaching methods, materials, and assessments to meet the individual needs of students. It allows teachers to provide support and challenge based on students' readiness, interests, and learning profiles, ensuring that all students can learn effectively.

c. Assistive technologies: Assistive technologies are tools and devices that help students with disabilities participate in learning activities. Examples include screen readers, text-to-speech software, and alternative keyboards. Assistive technologies can significantly enhance the learning experience for students with disabilities, enabling them to access and engage with the curriculum more effectively.

d. Collaborative learning: Collaborative learning involves students working together in groups to achieve common goals. It promotes social interaction, cooperation, and peer support, benefiting all students, including those with disabilities. Collaborative learning can help students develop communication, teamwork, and problem-solving skills, preparing them for future success.

e. Teacher professional development: Teacher professional development plays a crucial role in implementing inclusive education. Teachers need training and support to effectively meet the diverse needs of students and create inclusive learning environments. Professional development can help teachers develop the knowledge, skills, and attitudes needed to support all learners effectively.

Implementing inclusive education requires collaboration and commitment from schools, teachers, and policymakers. Schools play a key role in creating inclusive learning environments that support the diverse needs of students. Teachers are responsible for implementing inclusive practices in the classroom and adapting their teaching to meet the needs of all learners. Policymakers can support inclusive education through legislation, funding, and policy initiatives that promote diversity and equity in education.

Role of Schools, Teachers, and Policymakers in Advancing Inclusive Education

Schools play a crucial role in creating inclusive learning environments that support the diverse needs of students. They are responsible for implementing inclusive practices and ensuring that all students have equal access to quality education. The role of schools in advancing inclusive education includes:

- Creating a welcoming and inclusive school culture: Schools should create a welcoming and inclusive environment that values diversity and promotes respect for all students. This includes adopting inclusive policies and practices that support the diverse needs of students.

- Providing appropriate resources and support: Schools should provide the necessary resources, such as trained teachers, specialized equipment, and assistive technologies, to support inclusive education. They should also provide support services, such as counseling and academic support, to meet the diverse needs of students.

- Collaborating with parents and communities: Schools should collaborate with parents, families, and communities to support the learning and development of all students. This includes involving parents in decision-making processes and providing opportunities for community engagement.

- Implementing inclusive curriculum and teaching practices: Schools should implement curriculum and teaching practices that are inclusive and accessible to all students. This includes

using a variety of teaching strategies and materials to accommodate the diverse learning needs of students.

Teachers play a central role in implementing inclusive practices in the classroom and adapting their teaching to meet the needs of all learners. The role of teachers in advancing inclusive education includes:

- Understanding and valuing diversity: Teachers should have a deep understanding and appreciation of the diverse backgrounds, cultures, and identities of their students. This includes recognizing and valuing the unique strengths and contributions of each student.

- Adapting teaching strategies and materials: Teachers should adapt their teaching strategies and materials to meet the individual needs of students. This includes using differentiated instruction and Universal Design for Learning (UDL) principles to accommodate diverse learning styles and abilities.

- Providing support and encouragement: Teachers should provide support and encouragement to all students, including those with disabilities or special needs. This includes creating a supportive and inclusive classroom environment where all students feel valued and respected.

- Collaborating with colleagues and specialists: Teachers should collaborate with colleagues, special education teachers, and other specialists to support the learning and development of all students. This includes sharing best practices and resources and seeking support when needed.

Policymakers play a critical role in promoting inclusive education through legislation, funding, and policy initiatives. The role of policymakers in advancing inclusive education includes:

- Developing inclusive education policies: Policymakers should develop policies that promote diversity, equity, and inclusion in education. This includes ensuring that all students have equal access to quality education and that schools have the resources and support they need to implement inclusive practices.

- Allocating funding for inclusive education: Policymakers should allocate funding to support inclusive education, including funding for teacher training, assistive technologies, and support services for students with disabilities.

- Monitoring and evaluating progress: Policymakers should monitor and evaluate the progress of inclusive education initiatives to ensure that they are effective and equitable. This includes collecting data on student outcomes and experiences and using this information to inform policy and practice.

- Promoting collaboration and sharing best practices: Policymakers should promote collaboration among schools, teachers, and communities to share best practices and resources for inclusive education. This includes supporting networks and partnerships that promote inclusive education at the local, national, and international levels.

In conclusion, schools, teachers, and policymakers play essential roles in advancing inclusive education and ensuring that all students have equal access to quality education. By working together and embracing inclusive practices, they can create learning environments that support the diverse needs of students and promote diversity, equity, and social cohesion in education.

Despite its benefits, inclusive education faces several challenges, including:

- Lack of resources and support: Many schools lack the necessary resources, such as trained teachers, specialized equipment, and funding, to implement inclusive practices effectively.

- Attitudinal barriers: Negative attitudes and stereotypes towards students with disabilities can hinder their inclusion in mainstream classrooms.

- Inadequate teacher training: Many teachers feel unprepared to meet the diverse needs of students with disabilities, highlighting the need for ongoing professional development.

Challenges in Inclusive Education:

Lack of resources and support:

Many schools lack the necessary resources, such as trained teachers, specialized equipment, and funding, to implement inclusive practices effectively.

Limited resources can hinder schools' ability to provide accommodations and support for students with disabilities, leading to inequitable educational opportunities.

Attitudinal barriers:

Negative attitudes and stereotypes towards students with disabilities can hinder their inclusion in mainstream classrooms.

Attitudinal barriers can lead to discrimination and exclusion, undermining the principles of inclusive education.

Inadequate teacher training:

Many teachers feel unprepared to meet the diverse needs of students with disabilities, highlighting the need for ongoing professional development.

Inadequate training can limit teachers' ability to implement inclusive practices effectively, leading to unequal educational experiences for students.

Lack of collaboration and coordination:

Effective inclusive education requires collaboration among teachers, support staff, parents, and community organizations.

Lack of collaboration and coordination can result in fragmented services and supports, making it challenging to meet the diverse needs of all students.

Complexities of individual needs:

Students with disabilities have diverse learning needs that may require individualized support and accommodations.

Meeting the complex needs of all students can be challenging for schools and teachers, particularly in resource-constrained environments.

Legal and policy challenges:

Inconsistent or inadequate legal frameworks and policies can hinder the implementation of inclusive education.

Legal and policy challenges can include issues related to funding, accountability, and access to services for students with disabilities.

Addressing these challenges requires a concerted effort from schools, teachers, policymakers, and other stakeholders to create inclusive learning environments that support the diverse needs of all students.

The future of inclusive education lies in continued research and innovation. Advances in technology, such as artificial intelligence and virtual reality, hold promise for enhancing inclusive education. Additionally, there is a need for greater collaboration among stakeholders, including schools, teachers, parents, and policymakers, to ensure that inclusive education is effectively implemented and sustained.

Future Directions for Inclusive Education:

1. Technological Advancements:

- Continued advancements in technology, such as artificial intelligence (AI), virtual reality (VR), and augmented reality (AR), hold promise for enhancing inclusive education.

- AI can be used to personalize learning experiences for students with diverse needs, providing adaptive and interactive learning materials.

- VR and AR can create immersive learning environments that cater to different learning styles and abilities, making learning more engaging and accessible.

2. Universal Design for Learning (UDL):

- UDL will continue to play a central role in inclusive education, providing a framework for designing flexible and inclusive learning environments.

- As technology evolves, UDL principles can be integrated into digital learning platforms and tools, ensuring that all students have equal access to quality education.

3. Collaborative Partnerships:

- Greater collaboration among schools, teachers, parents, community organizations, and policymakers will be essential for advancing inclusive education.

- Collaborative partnerships can help share best practices, resources, and expertise, leading to more effective inclusive practices in schools.

4. Teacher Professional Development:

- Ongoing professional development for teachers will be crucial for building their capacity to meet the diverse needs of students.

- Training programs can focus on inclusive teaching strategies, use of assistive technologies, and strategies for creating inclusive classroom environments.

5. Policy and Legislation:

- Continued efforts to develop and implement inclusive education policies and legislation will be essential for promoting diversity and equity in education.

- Policymakers can work to ensure that laws and policies protect the rights of students with disabilities and promote inclusive practices in schools.

6. Research and Innovation:

- Continued research and innovation in inclusive education will be essential for identifying best practices and improving outcomes for all students.

- Research can focus on developing new teaching methods, technologies, and interventions that enhance inclusive practices in schools.

7. Cultural and Attitudinal Shifts:

- Changing attitudes and beliefs towards disability and diversity will be critical for creating inclusive societies and educational systems.

- Efforts to promote awareness, acceptance, and understanding of diverse needs can help create more inclusive communities and schools.

Modern technologies play a crucial role in inclusive education by providing tools and resources to support diverse learners. Here are some useful technologies for inclusive education:

1. Digital Learning Platforms: Platforms like Google Classroom, Microsoft Teams, and Canvas offer features for creating inclusive learning environments, such as accessibility settings, real-time collaboration, and personalized learning options.

2. Assistive Technology: Technologies like screen readers, speech-to-text software, and alternative input devices (e.g., switches, joysticks) help students with disabilities access and interact with digital content.

3. Accessible Educational Materials (AEM): AEM includes digital textbooks, videos with captions and transcripts, and interactive simulations designed to be accessible to all learners, including those with disabilities.

4. Universal Design for Learning (UDL) Tools: UDL tools, such as those provided by CAST, help educators create flexible learning environments that accommodate diverse learning styles, abilities, and preferences.

5. Augmented Reality (AR) and Virtual Reality (VR): AR and VR can provide immersive and interactive learning experiences that cater to different learning styles and abilities.

6. Mobile Learning Apps: Mobile apps offer flexibility and accessibility, allowing students to learn anytime, anywhere. Apps like Bookshare, Learning Ally, and Voice Dream Reader provide accessible content for students with disabilities.

7. Collaborative Tools: Tools like Padlet, Flipgrid, and Kahoot facilitate collaboration and engagement among students, regardless of their learning styles or abilities.

8. Adaptive Learning Software: Adaptive learning platforms use data analytics to personalize learning pathways for individual students, accommodating their pace, preferences, and abilities.

9. Sensory Room Technologies: Sensory rooms equipped with technologies like interactive screens, projectors, and sound systems create calming and stimulating environments for students with sensory processing issues.

10. Robotics and Coding Kits: Robotics and coding kits provide hands-on learning experiences that promote problem-solving, creativity, and collaboration, benefiting all students, including those with disabilities. By leveraging these technologies, educators can create inclusive learning environments that meet the diverse needs of all students, fostering engagement, participation, and achievement.

In conclusion, the future of inclusive education lies in embracing technological advancements, promoting collaborative partnerships, investing in teacher professional development, advancing policy and legislation, supporting research and innovation, and fostering cultural and attitudinal shifts. By working together towards these goals, we can create more inclusive learning environments that support the diverse needs of all students and promote diversity, equity, and social inclusion in education. Inclusive education is a complex and multifaceted approach that requires collaboration, creativity, and commitment from all stakeholders. By embracing modern methods and approaches, schools can create inclusive learning environments that benefit all students, regardless of their abilities or disabilities. Inclusive education promotes diversity, equity, and social cohesion, preparing students for success in a diverse and globalized world. Ongoing research and innovation are essential for advancing inclusive education and ensuring that all students have equal access to quality education.

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MODERN PEDAGOGICAL PSYCHOLOGY: DIFFICULTIES OF IMPROVING MODERN EDUCATION

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Түйін

Бұл мақалада қарапайым әлемдегі ерекше балалар қоғамда өз орнын тауып, көптеген жетістіктерге қол жеткізе алады. Бұған қазіргі заманғы арнайы педагогика мен инклюзивті білім берудің дамуы дәлел бола алады, соның арқасында барлық балалар тең құқықтарға ие және бірдей білім ала алады.

Түйінді сөздер: педагогикалық психология, психологиялық Білім, инновация.

Резюме

В этой статье особенные дети в обычном мире смогут найти свое место в обществе и добиться многих достижений. Об этом свидетельствует развитие современной специальной педагогики и инклюзивного образования, благодаря которому все дети имеют равные права и могут получать одинаковое образование.

Ключевые слова: педагогическая психология, психологическое образование, инновации.

The history of the formation of pedagogical psychology. The formation of many branches of scientific knowledge is a heterogeneous and heterochronic, even time-broken process. This is usually explained by events such as major socio-historical revolutions, wars, and disasters in the world, which have a significant impact on the content and direction of scientific development. Pedagogical psychology is among other humanities. In modern science, the integration and differentiation of scientific fields, disciplines, and problem areas are two the interaction of the main tendency (along with such tendencies as systematization, hierarchization, cumulativity) is increasingly observed. Analyzing integrative science, J. Piaget, B.G. Ananiev, B.M. Kedrov noted that psychology and human science are at the center of scientific knowledge. Interpretation of the presentation by B.M. Kedrov's triangle of scientific knowledge (the apex of natural sciences, the corners of its base are philosophy and social sciences, and in the center psychology is connected with these sciences) J. It is consistent with Piaget's assertion that psychology is not only central. As a product of all other sciences, and at the same time as a possible source of explanation of formation and development" [172, p. 155]. B.G. more clearly defines the role of the human problem in the development of science. Ananiev [7], in his opinion, differentiation, deepening of human research and at the same time the greater integration of all researches in this field contribute to the general scientific character of the human problem. The same tendency of the globalization of human problems in the field of pedagogical education K.D. Uppinsky 1868-1869. In his work "Man as a subject of education. Pedagogical anthropology practice", in which the leading role of psychology was noted based on the definition of the hierarchy of sciences that contribute to human education. In turn, psychology is a complex integrated knowledge, the basis of its structural representation, A.V. Petrovsky serves psychological aspects: "1) concrete activity, 2) development, 3) human relations in society (as a subject of development and activity) ("where his activity and development are carried out)" [39], p. 80). Pedagogical psychology is considered as an independent field of general psychological knowledge, distinguished primarily on the basis of "real activity", which also shows two other aspects. This conclusion means that the basis of educational psychology includes general psychological laws and mechanisms of educational activity, or as P.F., one of the founders of pedagogical psychology. Kapterev, educational process. Pedagogical psychology is connected with many other sciences for a number of reasons. First of all, this is a specific field of general psychological knowledge, located in the middle of the triangle of scientific knowledge. Secondly, the educational process is related to other sciences due to the fact that its purpose and content is to provide socio-cultural experience that collects the most diverse civilizational knowledge in a symbolic and linguistic form. Thirdly, the subject of his study is a person who knows and acquires knowledge, which is studied by many other human sciences. It is clear that pedagogical psychology is closely related to the sciences, for example, pedagogy, physiology, philosophy, linguistics, sociology, etc. At the same time, the conclusion that educational psychology is a branch of general psychological knowledge was formed on its basis. Knowledge of mental development, its driving forces, individual and sexual age characteristics of a person, personality formation and development, etc. In this regard, pedagogical psychology is represented by other branches of psychological knowledge (differential psychology, etc.) and, first of all, by developmental psychology. Pedagogical and developmental psychology are closely related to each other due to the commonality of the object of these sciences, which is the developing person. But if developmental psychology studies "dynamics of development of mental processes, ontogenesis of mental processes and psychological properties of a developing person" [43, p. 5), then pedagogical conditions and factors of the formation of mental tumors under the influence of education. In this regard, all issues of educational psychology are considered based on the age characteristics of a person in the educational process.

Pedagogical psychology is a developing science. The formation of many branches of scientific knowledge is a heterogeneous and heterochronic, and moreover, a time-disrupted process. This is usually explained by major socio-historical events (revolutions, wars, natural disasters) taking place in the world, which significantly affect the content and direction of scientific development. However, after it appears, it continues due to the uncontrollable movement of human

thought itself. For the first time in 1657, John Amos Comenius. The pedagogical thought presented in the work "Great didactics" marked the beginning of the development of pedagogical theory and purposeful organization of school education: This work can be considered the first prerequisite for a long time. For more than 250 years, the controversial development of pedagogical psychology, since only at the end of the 19th century. It began to form as an independent science. The entire path of the formation and development of the science of pedagogy can be represented by three major stages (stages).

Stages of development of pedagogical psychology: The first period from the middle of the 17th century. And until the end of the 19th century. According to Pestalozzi, "the need to psychologize pedagogy" can be called general didactic. This period is primarily represented by the names of John Amos Comenius himself (1592-1670), Jean-Jacques Rousseau (1712-1778), Johann Pestalozzi (1746-1827), Johann Herbart (1776-1841). Adolf Disterweg (1790-1866), K.D. Ushinsky (1824-1870), P.F. Kaptereva (1849-1922), The contribution of these thinkers to the development of educational psychology is primarily determined by the range of issues they considered: the relationship between development, teaching and education; student's creative activity, child's abilities and their development, the role of the teacher's personality, organization of teaching, etc. However, there were only the first attempts to scientifically understand this process. Inadequate completeness of revealing the relevant psychological aspects of these problems was explained by P.F. Kapterev in his "Didactic Essays. Theory of Education" (1st ed. 1885) is based on a deep systematic analysis of this period of development of pedagogical theory. P.F. as noted. Kapterev, "... Comensky's didactics is characterized by very important shortcomings: it is a didactics of a method presented in the form of some external mechanical tool, in this didactics there is still no mention of influencing the training of students' abilities. ... Comensky's didactics lacks psychology [83, p. 294) (emphasis added by I.Z.).

Analyzing the role of I. Pestalozzi, P.F. Kapterev "Pestalozzi understood all learning as the student's own creativity, understood all knowledge as the development of activity from within, initiative, self-development" 183, p. 2941. However, time, P.F. Kapterev, his exaggeration in Pestalozzi. I.Z.) it is clear that the method is emphasized in teaching and there is a certain tendency to mechanize school equipment and teaching methods. The living personality of the teacher as a significant factor in the school has not yet been understood. In general, the psychological guardian of the educational process, its foundations, individual ways and forms is very insufficiently developed by Pestalozzi" 183, p. 304) (Mine. 1.3.). Evaluating I. Herbart's contribution to the development of pedagogical psychology, P.F. Kapterev 4. Emphasizes that Herbart's didactics has important advantages: it makes a psychological analysis of a non-pedagogical method, seriously raises the most important issue of interest in learning, closely connects teaching and education. The shortcomings of Herbart's didactics include one-sided intellectualism and insufficient development of some issues, for example, about the interests of students" 183, p. 316) (emphasis added. Learning" comes from the concept of I. Herbart. I. Z.). Let us note here that the concept of "education" is psychologically oriented in the work of A. Disterweg, P.F. Kapterev, rules of modern pedagogical practice. A. Disterweg has a thesis on the primary role of the teacher in the educational process. It considers the educational process as a unity of the student, the subject being taught, the teacher, the subject being taught, and the learning conditions. Taking into account the characteristics of the student and the energy of the teacher's actions, self-improvement is the key and basis of educational training. P.F. as noted. Kapterev". Many of Disterweg's didactic rules, due to their accuracy, clarity, compactness, and at the same time pedagogical practicality and clarity, despite the lack of depth and novelty, were included in didactic textbooks and became the rules of everyday pedagogical practice" [83, p. 324]. They determined the need to understand it from a comprehensive scientific point of view. In the formation of educational psychology, this "precondition" of its development in the general didactic period was played by K.D. Ushinsky "Man as a subject of education. An educational anthropology practice that presents a holistic concept of human development. The child is at the center of education and learning, and education is crucial.

The book "Educational process and structure" by I. Lingart, published in 1970, in 1986 by I.I. Iliysov's "Structure of the learning process" made it possible to make broad theoretical conclusions in this field.

Emergence of a fundamentally new direction in pedagogical psychology, suggestionopedia, suggestionology G.K. Lozanova (60-70 years). Its basis is the teacher's control of students' unconscious mental perception and memory processes using hypermnnesia and suggestion. Subsequently, the method of activating the reserve capabilities of an individual (G. A. Kitaigorodskaya), group cohesion, group dynamics were developed.

Such a learning process (A.N. Petrovsky, L.A. Karpenko). All the diversity of these theories (for details, see Chapter 2), however, from the point of view of their authors, there was one common point in solving the problem of theoretical justification of the theory. Society for educational system (or teaching, educational activity). According to this, specific areas of personnel training were formed. Among these directions, general problems have also appeared: activation of teaching forms, pedagogical cooperation, communication, management of knowledge acquisition, development of the student as a goal, etc. During this period, using computer technologies, forming the prerequisites for the transition of educational psychology to a new stage of development of humanity. It is related to solving the global problem of the transition of humanity to the 21st century, the humanitarian era, the 21st century. Here, the development of a person as a free user and creator of new information technologies ensures his freedom. Actions in the new post-industrial information space. Pedagogical psychology - general, developmental, social psychology, personality psychology, has a history, its analysis allows to understand the meaning and specificity of its research subject.

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VERTUAL REALITY IN EDUCATION

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Түйін

Бұл мақалада қазіргі заманғы мектепте кеңейтілген және виртуалды шындық (VR және AR) қалай қолданылатыны қарастырылады. Сонымен қатар, VR және AR технологияларының тарихи түрде қалай дамығанын, олардың бүгін қай деңгейде екенін, негізінен қандай платформалар мен құрылғыларды пайдаланатынын және осы технологияларды бірқатар пәндік салаларда тиімді пайдалануын зерттейді. Бұл технологиялар студенттердің мотивациясы мен белсенділігін арттыру, қиын пәндерді түсінуді жақсарту және қауіпсіз оқу ортасын ұсыну үшін VR және AR пайдаланудың артықшылықтарына ерекше назар аударады. Сондай-ақ бұл мақала технологияларды оқыту мен оқу процесіне енгізуден туындайтын мәселелер мен қиындықтарды қамтиды.

Түйін сөздер: виртуалды шындық (VR), толықтырылған шындық (AR), білім беру технологиясы, иммерсивті оқыту, интерактивті оқыту, оқушыларды тарту, технологиялық инновациялар, мұғалімдерді даярлау, оқу нәтижелері, білім берудің болашағы.

Резюме

В этой статье рассматривается, как дополненная и виртуальная реальность (VR и AR) используются в современном школьном образовании. В ней рассматривается историческое развитие технологий виртуальной и дополненной реальности, их сегодняшнее состояние, основные используемые платформы и устройства, а также эффективное применение этих технологий в различных предметных областях. В нем особо подчеркиваются преимущества использования виртуальной и дополненной реальности для повышения мотивации и вовлеченности учащихся, улучшения понимания сложных предметов и создания безопасной и регулируемой среды обучения. В нем также рассматриваются проблемы и трудности, такие как дорогостоящие расходы, требования к подготовке учителей и технологические ограничения, связанные с внедрением этих технологий в процесс преподавания и обучения.

Ключевые слова: виртуальная реальность (VR), дополненная реальность (AR), образовательные технологии, иммерсивное обучение, интерактивное обучение, вовлечение учащихся, технологические инновации, подготовка учителей, результаты обучения, будущее образования.

In the field of education, innovation acts as an important force that moves the learning experience forward. The education process is transformed through the lens of innovation, adapting to the changing needs of society and individual learners. The most groundbreaking of these innovations are virtual reality (VR) and augmented reality (AR) technologies. These tools are at the forefront of educational evolution, providing immersive and interactive experiences that redefine the boundaries of traditional learning environments. VR technology transports the user into a fully simulated world, providing a rich canvas for exploration and interaction; this immersive nature of VR is a valuable asset in fields that require a deep understanding of spatial and abstract concepts [3]. In contrast, AR technology enhances real-world environments by superimposing digital information, creating a blended space where physical and virtual elements coexist. Incorporating AR into educational environments can enrich the learning experience by making abstract concepts tangible and interactive and enrichment [1].

AR and VR technologies have been around for decades, but it wasn't until the last decade that they received widespread notice. Although the first VR headgear was developed in the 1960s, Nintendo didn't produce the Virtual Boy, the first VR headset that was made widely accessible, until the 1990s [5]. Conversely, the United States Air Force employed augmented reality technology for training simulations for the first time in the 1970s. The first generally accessible augmented reality technology was Google Glass, which the company debuted in 2013 [3].

Advancements in tracking systems, input devices, and display technologies have significantly improved virtual reality experiences. High-resolution screens, low-latency tracking systems, and natural input devices like motion controllers enhance immersion. Room-scale VR allows users to walk freely, creating a more realistic and participatory experience. Marker-less tracking in augmented reality (AR) creates seamless, natural-looking experiences using computer vision algorithms. Incorporating AR into smart glasses allows hands-free experiences, with potential applications in logistics, healthcare, and remote help, making it a significant development [6].

AR technology, utilized through tools such as Microsoft HoloLens and various mobile applications, overlays digital information onto the physical environment. This enhances traditional learning materials with interactive elements, making abstract ideas more tangible and engaging. For instance, AR can bring textbook diagrams to life, allowing students to interact with 3D models of molecular structures or historical artifacts [1].

Today, VR and AR are at the forefront of educational innovation, offering immersive and interactive learning environments. VR technology, through devices like Oculus Rift, HTC Vive, and Sony PlayStation VR, allows students to engage with content in a fully simulated 3D space [2]. These platforms enable learners to visualize complex concepts, practice skills in a risk-free setting, and explore scenarios that would be impossible or impractical in the real world.

Vibrant, three-dimensional representations of complex subjects may be created using VR and AR, improving accessibility and comprehension [6]. Through the use of VR, for example, students may perceive and engage with knowledge that would otherwise be abstract or challenging to grasp.

VR can also be used to replicate historical events, scientific occurrences, or mathematical ideas. By converting static images into dynamic objects that students can interact with and investigate, augmented reality (AR) gives textbooks and other instructional resources an extra layer of interaction [8].

Students may practice and apply their knowledge in safe, controlled environments created by VR and AR, free from the hazards involved in real-world testing. Within the security of a virtual environment, engineering students may test structural designs, medical students can operate virtually, and history students can travel to historical civilizations [3].

Virtual reality (VR) and augmented reality (AR) have significantly influenced the teaching of history and natural sciences, enabling students to familiarize themselves with historical events and places, improve their understanding of complex concepts, and raise environmental awareness through real-time visualization of environmental issues. Below are examples that are currently being used in teaching.

ClassVR is an imaginative platform for schools designed for virtual and augmented reality including Qualcomm Snapdragon XR-based headphones with ultra-wide-angle lenses controllers for controlling in three-dimensional scenes access to a library of content with 360° images and video annotations and the addition of 40 ready-made 3D scenes on different themes The library with more than 80 classroom scripts in Russian ClassVR offers a user-friendly interface for students and tools for teachers.

Anyland is a virtual reality platform that creates user worlds and learning and interaction spaces equipped with tools for building and programming objects, supports multiplayer mode and is available for a wide range of VR devices and also in desktop mode allows students and teachers to meet and interact in one virtual space, promotes active learning and opens up new opportunities for experimenting in an educational environment.

With the help of the educational platform VR Chemistry Lab, students may do chemical experiments in virtual reality. This makes it possible to research chemical processes safely and accurately by utilizing physico-chemical models that guarantee accurate findings. The platform supports many VR devices, offers a wide range of instructional assignments and methodological resources, and helps users get a thorough grasp of the topic in the context of contemporary technology.

One of the most comprehensive reviews of VR/AR in K-12 science education was conducted by Weiping Zhang and Zhuo Wang [9]. Their systematic review encompassed 61 empirical studies and found a growing trend in the integration of VR/AR technologies in science education. However, they noted that while the technical affordances of these technologies were often highlighted, there was a need for deeper integration with science subject content. The review also emphasized the importance of inquiry-based learning and the development of advanced cognitive skills, such as critical thinking, through the use of VR/AR.

Another significant contribution to the field is the report "The Promise of Immersive Learning," which discusses the potential of AR/VR in education. The report, authored by Ellyse Dick, suggests that AR/VR technologies can enhance classroom experiences and expand opportunities at all levels of learning. It highlights the immersive nature of these technologies, their ability to present information in engaging ways, and their potential to offer virtual experiences that can mitigate barriers related to cost or distance [7]. The report also provides examples of AR/VR applications ranging from STEM education and technical training to arts and humanities, underscoring the versatility of these technologies in various educational contexts.

In higher education, VR and AR are being used to help learners grasp abstract concepts and gain hands-on experience in low-risk virtual settings. This is particularly beneficial in STEM courses, medical simulations, and arts and humanities materials [1]. For example, medical students can use VR to simulate surgical procedures, providing them with valuable practice without the risks associated with real-life operations. The impact of VR in education has also been explored in a comprehensive research study published in Springer's "Lecture Notes in Computer Science." This

study examines the unique and immersive experiences offered by VR technologies, which allow users to interact with simulated environments through specialized headsets and controllers [8]. The research underscores the potential of VR to create engaging and effective learning experiences that go beyond traditional educational methods. These studies and reports demonstrate the significant potential of VR and AR technologies in enhancing educational outcomes. They provide a glimpse into a future where immersive technologies not only supplement traditional learning but also offer new pathways for students to explore and engage with content in meaningful ways. As research continues to evolve, it is clear that VR and AR will play a crucial role in shaping the educational experiences of future generations [7].

The current state of technology is one of the main obstacles to the widespread adoption of VR and AR. High-end gear and software are necessary for the intricate simulations and interactions that make for a fully realistic experience. It can also be difficult to incorporate these technologies into current courses. Teachers need to figure out how to blend VR and AR into class plans without interfering with the way they educate. The issue of content development also exists since these platforms require the production of excellent instructional materials. One cannot ignore the cost of integrating VR and AR into the classroom [2]. Many institutions may find it costly to purchase equipment like headsets, controllers, and compatible devices, especially those with tight budgets. This cost barrier may prevent VR and AR technologies from becoming accessible to a larger audience, therefore dividing educational settings that have adequate funding from those that don't [7]. Teachers professional development is a major additional difficulty. Teachers need to be taught in both pedagogical practices that make use of these technologies to improve learning and the technical elements of running VR and AR equipment in order to use them in the classroom successfully. This may not be possible for many educators or institutions since it takes time, money, and a dedication to continuous learning.

In conclusion, the manner that education is provided and consumed is being revolutionized by virtual reality (VR) and augmented reality (AR). Through immersive experiences that may take users to new locations and incorporate digital aspects into the real world, these technologies enable interactive and hands-on learning. However, there are obstacles to VR and AR integration into educational institutions, including expensive expenditures, specific teacher training, and technological constraints. The future appears bright despite these challenges as technology develops and becomes more widely available. More individualized and adaptable learning experiences that prioritize social and collaborative learning settings will result from the ongoing development of VR and AR technology. These technologies have the potential to become essential parts of school curriculum, offering distinctive learning possibilities, as research into their effectiveness progresses.

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THE ROLE OF THE ENGLISH LANGUAGE IN THE MODERN WORLD

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Түйін

Ағылшын тілін білу қаншалықты маңызды екенін осы мақала арқылы түсіндіргім келеді. Өйткені бүгінгідей мүмкіндіктер заманында тіл білетін адамның қоғамдағы алар орны да ерекше. Тіл білу қаншалықты әсер беретіні туралы ой. Өзге тілді үйрену, оның ішінде ағылшын тілі оны жетік меңгеру — бұл ең алдымен халықаралық қатынастар кезінде айрықша рөл атқаратынымен ерекшеліктері бар тіл.

Кілт сөздер: ағылшын тілі, заманауи, маңызды, дамытушы, ресми тіл, зерттеу

Резюме

В этой статье я хотел бы объяснить, насколько важно знать английский язык. Потому что в сегодняшнюю эпоху возможностей человек, знающий язык, занимает особое место в обществе. Мысль о влиянии знания языка. Изучение другого языка, в том числе английского, овладение им – это язык со своими особенностями, как он играет особую роль в международных отношениях.

Ключевые слова: Английский язык, современный, важный, развивающий, официальный язык, исследование

There are more than 300 million native English speakers and 400 to 800 million foreign users. It is the primary language of science, technology, computers, and commerce, and the primary medium for teaching, publishing, and international negotiations. For this reason, scholars often refer to it as World English. We no longer wonder whether or not we need to learn English. This foreign language is increasingly permeating our daily lives, whether we want it to or not, and knowledge of it, even at the most minimal level, has become an imperceptible and self-evident phenomenon. The regions and directions of the world where English is the only language of communication:

Scientific world-scientific conferences, discussion of global world issues, exchange of experiences and important scientific information, writing scientific papers and articles;

The field of sports - all international sports competitions (Olympic Games, international competitions, championships);

Travel - it is impossible to know the language of every country and ethnic group, but if you know English, you can travel around the world and communicate with representatives of other countries without problems;

Employment-knowing English will help you get the position of your choice in a major foreign company in any country more quickly and easily;

In the field of education, you can receive a first-class education at the best institutions in Europe and the United States.

In the field of film and References, English makes it easier to watch movies and read classic References in the original.

The role of English in the modern world is truly significant. It can be studied in schools and universities, online and offline in specialized English courses. Thanks to advances in digital technology, anyone can learn an international language from the comfort of their own home. And this approach in the modern world is not just the norm, it is considered a necessity.

Since the 20th century, English has been used as a language for international communication. It is in English that business negotiations are conducted, high-level meetings are held and important documents are signed. Therefore, knowing the international language today is not a whim, but a necessity for every specialist and educated person. In 90 countries of the world, English is the second official language, or is widely studied.

English is defined as the language of negotiations in international organizations such as the UN General Assembly, the European Security Union, UNESCO, NATO, the European Union, and the Organization of Petroleum Exporting Countries (OPEC). It is for this reason that today international summits and negotiations are conducted in English, studies of the world experience of colleagues in various fields and disciplines are conducted, important national documents are signed, and meetings of presidents of countries are held. International trade relations are conducted in English, as is the work of the financial and transportation systems.

The English language has changed significantly over the course of its history, however, its grammatical structure and vocabulary continue to retain the basic features of the language. Despite the fact that the English language, during its historical development, was repeatedly crossed with various languages (Scandinavian, French), nevertheless, in all cases it emerged victorious and continued to develop according to its internal laws. The vocabulary of the English language was replenished in connection with the development of production and all other activities of the English people. The changes that took place in the field of the phonetic system, grammatical structure and vocabulary of the English language occurred slowly and gradually, with elements of the old quality dying off, and elements of the new quality gradually accumulating and ultimately leading to significant typologically qualitative changes in the entire system of this language.

Still, it is worth learning English. Do you want to travel and communicate freely with people of different nationalities without feeling like a black sheep? Do you want to be a student at a foreign university? Do you want to advance your career and get a prestigious job? Or do you want to work abroad? Our only advice is to learn English. After all, you will still understand in time that 75% of the world's communications are done in English, 80% of the information on computers is stored in this language, and most international documents, articles, literary works, and instructions are written in English. And that still does not take into account the Olympus of the film industry and music. American-made movies are firmly entrenched in our lives, and any pop artist would consider it an honor to sing at least one song in English.

Knowledge of English in today's society is like a window into the world. Knowledge of this international language of communication will help us to take advantage of new opportunities and achieve our goals. And you will definitely understand that the importance of English.

Of course, everyone has always known that knowing English can be very useful in life. First of all, knowing English allows you to get more information from different media. All technical information is written in English. Even if you read a book in its original language, the translation does not always objectively reflect the author's true feelings and emotions. What about technical References? After all, in this case you would be able to independently research the technology, program or equipment that interests you. Second, if you know English, there are always opportunities to speak with interesting people on a variety of topics. 74% of Nobel Prize winners are from English-speaking countries. 550,000 books are published annually in English, and 28% of them are printed in English. 56% of the world's Internet content is in English. These indicators can give a clear indication of the level of English language proficiency.

We conducted a survey and found out the most popular ways to learn English among the respondents. The most popular ways of learning English among respondents were studying with a teacher, online courses and self-study. These three methods have become the most popular as a result of our survey. In the next paragraph, we will compare these three ways of studying in order to understand which of them is the most effective. We also realized that many respondents would like to receive tips and recommendations on learning English, so we decided to create such a section in the next paragraph after we compare three popular ways of learning English.

In the course of comparing 3 ways of learning English: with a teacher, using online courses and on our own, we found out that each of these methods has its pros and cons. As a result, the choice of the method of learning English depends on the personal preferences, level of knowledge, goals and resources of each individual. Learning English is one of the most popular and sought-after activities in the world. This is not surprising, because English is one of the main languages of international communication, as well as very it is distributed on the Internet. Learning English will help you broaden your horizons, communicate with people from different countries and gain access to a lot of information.

Learning English requires a lot of perseverance, independent work and regularity. The main thing is not to be afraid to make mistakes and try to improve your skills regularly.

There are many ways to learn English, and everyone can choose the one that suits them best. One of the important things to consider when choosing a way to learn English is that each method has its pros and cons. When choosing a way to learn English, you need to take into account your personal needs, time and money, as well as the degree of motivation and independence. There is no one better way to learn English, so everyone should independently determine which one the method is most suitable for them at a particular time. It is important not to forget that success in learning English depends on independent work and the desire for self-development.

Modern technologies allow a person to access information anywhere and at any time, and this is great. Those who want to learn English Those who do not have the time or opportunity to attend group classes or hire a tutor prefer independent study.

This includes classes at home based on books and manuals, independent work with dictionaries and textbooks, audio lessons, video lessons, watching movies and TV series in the original language, memory games and much more. An increasing number of people use this method today, because its advantages are obvious: there is no need to go to the other side of the city, the opportunity to study at any convenient time, and others. The biggest disadvantage of such classes is the need to have a high level of self-organization, because no one from the outside monitors your progress and cannot correct mistakes in pronunciation. But if a person has motivation and desire, he will find time to devote at least 15-30 minutes a day to learning and constantly develop and improve your level.

Remember that it is not necessary to focus on only one method and the method, if it does not work. If the method of learning English on your own is not suitable for you, because you need motivation from a teacher, it is better to start with language courses. And also, if you want more individual lessons and interesting content, you need a tutor either websites and applications for language learning. It's up to you.

English is one of the most widely spoken languages in the world and is used as an official language in many countries. English language is one of the most widely spoken languages. It opens up a lot of opportunities in your life. Learning English has many advantages in the modern world. Language helps to better assimilate new information, broadens horizons and opens up many opportunities in education, work, travel and personal life.

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USING AI WHILE CREATING LESSON PLAN

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Түйін

Бұл мақалада сабақ жоспарын құруда жасанды интеллектті пайдалану жайлы сипатталған. Бұл әдіс сабақты жоспарлау процесін оңтайландыруға, жекелендірілген оқу жоспарларын құру үшін білім алушылардың деректерін талдауға, интерактивті оқу материалдарын жасауға және білім беру ресурстарын тиімді пайдалануға мүмкіндік береді. Білім беруде жасанды интеллектті қолдану оқытудың тиімділігін арттыруға, студенттерді ынталандыруға және қызықты әрі қолжетімді оқу ортасын құруға ықпал етеді.

Кілт сөздері: инновация, жасанды интеллект, білім, сабақты жоспарлау

Резюме

В этой статье рассказывается об использовании искусственного интеллекта при составлении плана урока. Этот метод позволяет оптимизировать процесс планирования уроков, анализировать данные обучающихся для создания персонализированных учебных планов, создавать интерактивные учебные материалы и эффективно использовать образовательные ресурсы. Использование ИИ в образовании способствует повышению эффективности обучения, мотивации студентов и созданию более интересной и доступной учебной среды.

Ключевые слова: инновация, искусственный интеллект, образование, планирование урока

In the contemporary world, artificial intelligence (AI) is a term that is gaining use and significance. The ability of computers or other devices to carry out tasks that typically require human intelligence is referred to as artificial intelligence. Thanks to advancements in machine learning, deep learning algorithms, and processing power, this word that only a few years ago appeared unreal is now a reality.

Education is one of the fields where artificial intelligence has enormous promise. Artificial intelligence in education transforms conventional teaching techniques and enhances the learning process overall, creating a wealth of new chances and potential.

Another important area of using artificial intelligence in education is the development of interactive educational materials. Natural language processing, computer vision, and machine learning technologies make the creation of interactive classes, multimedia presentations, and instructional videos more accessible. These materials make learning more fun, interesting and effective by encouraging active student participation in the learning process.

In addition, the use of artificial intelligence allows you to create interactive and multimedia educational materials, making the learning process more exciting and attractive for students. This includes the creation of visual effects, animations, interactive tasks and other forms of educational content that contribute to the better assimilation of knowledge and the development of creativity of students.

A new era in modern education has begun, one in which the use of technology like artificial intelligence is crucial to enhancing the processes of teaching and learning. AI is usage in lesson planning is among its most intriguing and promising uses. This strategy creates new opportunities for enhancing teacher effectiveness and the educational process.

One area where enhancing the educational process could be beneficial is the application of artificial intelligence in lesson design. But in order to fully utilize this technology, a few important factors must be taken into account.

First, it is important to ensure the accessibility and inclusiveness of the use of artificial intelligence in education. This means developing and implementing technological solutions that are accessible to all students, regardless of their individual characteristics or special needs. In addition, it is important to ensure that the use of AI does not increase inequality in access to education between different social groups.

Secondly, it is necessary to take into account the ethical aspects of the use of artificial intelligence in education. This includes protecting the confidentiality of student data, respecting the principles of fairness and impartiality in data-based decision-making, and ensuring transparency and explainability of machine learning algorithms used in education systems.

Artificial intelligence's capacity to process massive volumes of data and carry out analyses that would be challenging or even impossible for humans is one of the key benefits of utilizing it in lesson planning. In order to determine the most efficient teaching strategies and provide a customized lesson plan that best suits the requirements of a particular student group, artificial intelligence (AI) can examine learning materials, curricula, exams, and other educational resources.

Additionally, with the help of artificial intelligence tools, organizational issues like managing student information, automating attendance tracking, and selecting the best courses may be resolved more successfully. AI-based solutions can also offer tailored and focused metrics for student learning and retention.

The use of artificial intelligence also contributes to the personalization of the educational process. By analyzing student data, AI can determine their individual needs, level of knowledge, and learning style, allowing teachers to adapt the curriculum to maximize learning effectiveness. This approach allows teachers to create lessons that better meet the needs of each student, thereby increasing their motivation and success.

Creating interactive and multimedia learning resources is another benefit of integrating AI into lesson planning. Artificial intelligence can automatically produce visuals, animations, videos, and other interactive components that make courses more engaging and memorable for students. It does this by utilizing natural language processing and computer vision technology. This enhances students' comprehension of the subject matter and encourages their active engagement in the educational process.

The use of artificial intelligence also allows for more efficient use of educational resources. Teachers can quickly find the materials and teaching methods they need and adapt lessons to the changing needs of students and educational standards.

The use of artificial intelligence in lesson planning represents a significant step in modern education. This approach allows teachers to create more effective and personalized lessons tailored to the needs and characteristics of each student, and also makes the learning process more interactive and exciting for students.

You may create a customized lesson plan for every student using artificial intelligence, accounting for any knowledge gaps. By customizing instruction to meet each student's needs, AI increases the effectiveness of learning. To determine where a pupil needs to develop, the AI can examine their past academic achievement and knowledge. Then, he can concentrate on the areas that need the most attention by designing a customized learning plan based on the student's unique needs and areas of weakness.

The use of artificial intelligence in education will contribute to the significant development of the industry for a long time. It is very important to join this trend sooner or later, as it will become more and more obvious in schools and institutes. We can make some assumptions based on how artificial intelligence will be used, but we cannot expect how it will develop in education.

For example, artificial intelligence-based tools such as automated assessment systems and adaptive learning platforms are used in education systems to personalize learning. Moreover, teachers use some artificial intelligence-based strategies to improve student concentration.

In conclusion, the use of artificial intelligence represents an important step in the development of modern education. This approach helps to improve the quality of learning, personalize the learning process and create a more exciting and interactive educational environment. However, for the successful implementation of this technology, it is necessary to take into account ethical, technological and pedagogical aspects in order to ensure maximum benefit for all participants in the educational process.

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“SPECIAL” CHILDREN IN THE “ORDINARY” WORLD

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Түйін

Бұл мақалада қарапайым әлемдегі ерекше балалар қоғамда өз орындарын тауып көптеген жетістіктерге жете алады делінген. Оған дәлел қазіргі таңдағы арнайы педагогиканың және инклюзивті білім берудің дамуы, соның арқасында барлық балалардың құқықтары тең болады, бірдей білім ала алады.

Түйін сөздер : аутизм, инклюзивті білім беру, арнайы педагогика

Резюме

В этой статье рассказывается о том, как особые дети в обычном мире смогут найти свое место в обществе и добиться многих достижений. Об этом свидетельствует развитие современной специальной педагогики и инклюзивного образования, благодаря которым все дети имеют равные права и могут получать одинаковое образование.

Ключевые слова: аутизм, инклюзивное образование, специальная педагогика

There are many, many different professions in the world that help people. One of them is the sphere of "special pedagogy", one of the most relevant today. Special pedagogy is a branch of science that studies the problems of education and upbringing of children with various characteristics. That is, it works with children with mental and physical developmental disorders. Currently, this industry is one of the most necessary for society. The reason for this is an increase in the number of special children every day. For example, in Kazakhstan in 2003, 77 people had autism, and now more than 9 thousand people have autism.

The inclusive education system determines the equal rights of children. Allows special children to connect with the public. The purpose of basic inclusive education is to educate children in need of special education in a normal way. That is, it is the education system as an individual who has equal rights with others, regardless of religion, nationality, social status.

The inclusive education system determines the equal rights of children. Allows special children to connect with the public. The purpose of basic inclusive education is to educate children in need of special education in a normal way. That is, it is the education system as an individual who has equal rights with others, regardless of religion, nationality, social status.

Basic principles of inclusive learning:

The value of a person is determined by his abilities, achievements, according to his capabilities.

Every person is capable of feeling and thinking.

Every person has the right to a relationship.

All people need each other.

Education takes place within the framework of real communication.

All people need the support and friendship of their peers.

For each student, achieving success is the realization of an action that he can perform to the best of his ability.

Versatility expands the scope of human life development.

The number of children with special characteristics is growing from year to year around the world. Children with special educational needs of modern society a special detail. The goal of our specialists is to develop special children, support them, and guide them in the right direction together with their parents. Family social environmental problems that are taking place in society today lead to an increase in children of different ages with different characteristics. Almost all special children are timid, shy, have low vocabulary and speech, language richness, and communication skills. As a future specialist, I set myself the task of developing the noble qualities that these children possess in the cognitive process and social environment, self-service, combining education and upbringing, creating conditions for the formation of civilized countries. I am currently studying this "specialty of special pedagogy". And "special pedagogy" means that children with developmental features are taught, brought up, corrected, and helped to interact with society.

In our modern society, children with personality traits are often found. They are not excluded from society, and today there are special schools, special kindergartens, and PMPK Centers for people in need of special education.

Also, children with special educational needs include children with permanent, temporary difficulties in obtaining an adequate level of education due to the peculiarities of development, behavioral and emotional conditions. In this regard, children in need of special education are divided according to their health status into children who receive education from home, who have the opportunity to receive education on an equal basis with all children at the school desk. In addition to children, the country pays special attention to psychological and pedagogical support and support for students and parents. Thanks to such support, it is possible to create conditions in which children who receive special education will not be left without attention and will grow up at least in a row.

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THE ROLE OF ENGLISH LANGUAGE IN SCIENTIFIC BIOLOGY

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Түйін

Бұл мақалада ағылшын тілінің әлемдік деңгейдегі маңызы айқындалған. Соның ішінде ағылшын тілінің ғылыми биология саласындағы рөлі мен негізгі қызметтері жіктеліп, көрсетілген. Ғылыми биология саласының тілдік, аударма бағытында туындаған мәселелері мен оның ағылшын тілі арқылы шешіліп, ретке келіп, дамып отырғандығы дәлелденген.

Резюме

В данной статье определяется значение английского языка на мировом уровне. Среди них научной биологии. Доказано, что проблемы, возникающие в области научной биологии в направлении языка и перевода, решаются, упорядочиваются и развиваются посредством английского языка.

As you know English is a vital language for information transmission. It should be mentioned that notable advancements in a number of natural science and medical domains have been accomplished recently by scientists worldwide. English was particularly crucial in this situation

since, in the present world, international conferences and agreements on a range of global concerns are conducted in English, which is why global scientists must constantly communicate and collaborate in order for science to advance. Every science that advances gains a larger terminological foundation.

In this article you can get detailed information about the importance, benefits and role of the English language in science, including biology. So, let's turn to history, look through the References, filter out the scientific data and see what's new to familiarize ourselves with the content of the article in full.

Relevance of the project: Exploring how English serves as the lingua franca of scientific communication in biology.

The purpose of the study: Determine its historical development, its impact on global scientific cooperation, its problems and advantages.

Results: Learn about the global significance of the English language, its importance, functions, advantages and role in biological science.

Research methods: Philosophical, historical, theoretical analysis

Keywords: English language, scientific biology, education.

The main advantage of the language is its understandability.

There are a lot of countries in the globe, and many more people speak the same language. In actuality, there are thousands of languages spoken in the world now rather than just hundreds. How do people on Earth communicate with one other? To achieve this, people of different nationalities and tourist locations can converse with one another using an international language. English is one of them. English is regarded as the primary language of all people at the same time. It's worthwhile to learn modern English. Not to mention the billions of users that it serves. 600 million of them view English as a foreign language, while the other half regard it as their first language. There are a lot of countries in the globe, and many more people speak the same language. Since English is spoken by so many people in the current globe, it is obviously not universal. Even with all of its regional variations and national traits, English is still the most widely spoken language on the planet. Scientific research relies heavily on the English language. It is first and foremost a tool for communication, building relationships between individuals. English is also employed in systematic legal information writing, definition, and explanation.[1]

The current state of knowledge demands multilingualism from its citizens. English as a foreign language instruction and promotion is currently in progress. One of the main goals of pedagogy is to integrate English into the teaching of Urdu while first focusing on the student's growth during the lesson and his psychological development while fortifying preparations that took the situation into consideration. Computer science, physics, biology, and chemistry are now offered in English in Kazakhstani schools.

For young people, learning English will be the key to knowing the world. For our young, learning English gives up a world of possibilities and new abilities. One trustworthy assurance of globalization is this. The most important part of modern education in Kazakhstan is teaching in this triple language. This means that students know the life and traditions of other peoples, recognize the spiritual values of peoples, and know the cultural values and culture of other peoples. people, respect and value. Accordingly, various programs and projects are being adopted to increase the activity of the state language. One of them is the state program "Trilingualism". In today's interconnected and interdependent world, trilingual education is the most sustainable way to prepare the younger generation to compete. The modern system of trilingual education - teaching academic subjects in two or more languages within the walls of schools, colleges and universities opens up the opportunity for the younger generation to grow freely in the educational space and delve into the secrets of world science. , and this can be called the most important need. In general, we face difficulties in studying biology in our country. We study the basics of biotechnology, microbiology, genetic engineering and genetics, so we are faced with the need to translate English words in the

field of modern biology that do not have an equivalent in the Kazakh language. Knowledge of the English language and the rules for translating words makes it easier to understand and remember biology material [2, 3]

Before talking about scientific biology, let us give you a brief and clear information about the field of biology. What is biology? Biology is the scientific study of living organisms, their structure, function, growth, evolution, distribution, and taxonomy. It encompasses a wide range of fields, including botany, zoology, microbiology, genetics, ecology, and more. Biology seeks to understand the mechanisms underlying life processes, from the molecular level to ecosystems, and it plays a crucial role in various disciplines such as medicine, agriculture, environmental science, biotechnology, and conservation.[5]

What is a scientific biology? Scientific biology is the study of life in all its forms, from molecules and cells to entire organisms and their interactions with their surroundings. Studying the composition, operation, growth, evolution, and interactions of biological things falls under this category. Numerous fields, including genetics, ecology, evolutionary biology, physiology, biochemistry, microbiology, botany, and zoology, are studied within the framework of scientific biology. Furthermore, scientific biology investigates how biological entities interact with their surroundings and how this affects ecosystems.

Students are aware that biology and English are associated through financial expansion, various assessments, and inspections. Additional instruction on the definitions of biological words used in the development of students' vocabulary will be beneficial. The subject is currently being taught to pupils in both Kazakh and Russian and English, depending on the state of education, information, and every option has been developed to improve study projects utilizing computer systems.

English is the official and working language of the United Nations. English is typically used in political, economic, scientific, and sports courses worldwide. Among them, today we define the role of English in the field of scientific biology [1]

The English language plays a crucial role in scientific biology as the principal medium for communication and worldwide dissemination of research findings. Since English is the universal language, it makes it easier for researchers with different linguistic backgrounds to collaborate and guarantees that scientific knowledge is available to a wider audience:

International Communication: Scientists from many nations can efficiently exchange their results, hypotheses, and techniques when they speak English. International cooperation, faster scientific advancement, and the sharing of knowledge and ideas are all facilitated by this communication.

Standardization: When it comes to presenting research findings, attending conferences, and publishing scientific papers, English is the accepted language. This standardization improves scientific communication's precision, consistency, and clarity while lowering misunderstandings and encouraging interdisciplinary cooperation.

Accessibility: Proficiency in English is necessary to access scientific publications, online databases, and biology teaching resources. English-language journals, textbooks, and websites are essential resources for researchers, students, and practitioners across the globe to remain current on the most recent achievements and developments in their profession.

Exposure and influence: Since English-language journals have a larger readership and higher citation rates, publishing research in English enhances the exposure and influence of scientific contributions. Researchers' reputations are enhanced, funding prospects are made easier, and career advancement is encouraged by this visibility.

Education and Training: Around the world, biology education and training programs are placing a growing emphasis on English competence. Students who are proficient in English are better equipped to interact with scientific References, take part in international research projects, and seek worldwide academic and career prospects.

Problems for Non-Native Speakers: Although English makes scientific communication easier, non-native speakers still face difficulties when using it, such as linguistic obstacles, cultural inequalities, and unequal access to resources. Language assistance programs, translation services, and campaigns to encourage multilingualism in scientific communication are some of the ways that these issues are being addressed [4]

Thus, English has become an excellent tool for developing students' knowledge of biology. Integrated lessons allow you to effectively combine two academic subjects, increase the motivation of schoolchildren to study biology, and provide an excellent opportunity to improve language skills. Often the knowledge and lessons learned in such classes are widely used later in other subjects and in life.[5]

In conclusion, because it promotes international communication, standardization, accessibility, visibility, education, and training, the English language is essential to scientific biology. English is a useful tool for collaboration and the advancement of scientific knowledge, but in order to maintain inclusion and justice in the scientific community, it is critical to acknowledge and resolve the difficulties that non-native users of the language face. And the significance of this work is that anyone who reads this work will want to learn biology in English. Because it is a global language today, it plays an important role in Kazakhstan and will continue to do so in the future.

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CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) AS THE MODERN APPROACH TO THE TEACHING OTHER SUBJECTS THROUGH A FOREIGN LANGUAGE

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Түйін

Мазмұн және тіл бойынша интеграцияланған оқыту (CLIL) – бұл кейбір мазмұнды(мысалы, жаһандық климат немесе пән туралы тақырыптарды) қосымша тілде (мысалы,ағылшын тілінде) оқытатын білім беру тәсілі. Пәндерді қосымша тіл арқылы үйренетін бұл тәсіл тіл үйренуді қызықты іс-әрекетке айналдыру және жастардың тіл үйренуші ретінде өзіне қатысты "бәрін жасауға болады" деген оң көзқарасын дамыту тұрғысынан өте сәтті болуы мүмкін.

Түйінді сөздер: онимдердің лексикалық-фразеологиялық бірліктері, мақал-мәтелдері және Оникс бірліктерін қазіргі ақындар мен жазушылардың шығармаларында қолдану.

Резюме

Интегрированное обучение по содержанию и языку (CLIL) – это образовательный подход, при котором изучение некоторого содержания (например, темы о глобальном климате или предмета) преподается на дополнительном языке(например, на английском языке). Такой подход, при котором

предметы изучаются с помощью дополнительного языка, может быть очень успешным в плане превращения изучения языка в увлекательное занятие и развития у молодежи позитивного отношения «все можно делать» по отношению к себе как изучающим язык.

Ключевые слова: лексико-фразеологические единицы, пословицы и поговорки онимов, а также использование единиц оникса в произведениях современных поэтов и писателей.

Content and Language Integrated Learning (CLIL) is an educational approach where some content learning (like a topic on global climate, or a subject) is taught in an additional language (e.g. in the English language). This approach, where subjects are learnt through an additional language, can be very successful in making language learning fun, and developing in the youngsters a positive “can do” attitude towards themselves as language learners. According to Brady much of the approaches to language teaching, including the movements in the 1970s and 1980s on communicative and content-based instruction, are geared to bringing out the best in teaching and learning. Though significant 20-30 years ago,

CLIL builds on these and goes one step further – towards much higher levels of authenticity than possible earlier – and can thus be considered as the 'ultimate communicative methodology'. Nowadays there is little point in basing 'something on something' during these times where convergence impacts on so many aspects of our lives. Convergence is driven by integration, and CLIL is a prime example of educational integration and it can be justifiably viewed as the next step in languages education. But we have to remember that CLIL is about more than language education; it is about education itself – and this is why it can be a hard concept to grasp for those professionals who live within a professional comfort zone.

CLIL challenges the status quo – for instance the situation in a school where teachers tend to work individually with little time or commitment to teamwork. Rich in antioxidants Oregano flavonoids, in particular ellagic acid, have a powerful antioxidant ability, helping in the fight against oxidative stress and aging, having a hypoglycemic effect (although studies have not yet been confirmed). The dried leaves have a high TAC index (total antioxidant capacity), about 2000 mg mol, which is more than that of strawberries or oranges.[1]

CLIL offers opportunities to allow youngsters to use another language naturally, in such a way that they soon forget about the language and only focus on the learning topic. It is usually done through putting aside some time in the school week for learning through another language, not specifically learning the language. CLIL is an educational approach in which language and the learning of other subjects is mixed in one way or another. This means that in the class there are two main aims, one related to the subject or topic, one linked to the language. This is why CLIL is sometimes called dual-focused education. According to Do Coyle it can be done in many ways. For example it might involve 8-11 year olds having 30 minutes of language showers per week in which they sing songs or play games in the other language. It could involve 13 year olds learning as much as half of all the lessons in the other language, which could be a type of CLIL called immersion. It could be 50% or more of the whole curriculum. Good results have been found with very different CLIL types, and it is clear that a small amount of CLIL can go a long way towards improving a youngster's hunger, willingness and capability to learn other languages. Content and Language Integrated Learning- pretty much does what it says on the tin-it's dual-focused education where attention is given to the topic as well as the language. The fact that importance is given to the topic and the language gives a more integrated methodology of learning and teaching, drawing attention to the educational process as a whole as opposed to just how languages should be taught. Referring to B. Holmes CLIL has been called 'education through construction, rather than instruction' which again puts the responsibility on the students - they learn, they build their language because they are put in the position where they have to, not because they are being taught to. CLIL is based on language acquisition rather than enforced learning. Some people are of the opinion that students often learn despite their teachers; with CLIL teachers take much more of a facilitator role than instructor. Fluency is more important than accuracy. The nature of CLIL lessons means that the

students will produce (and be exposed to) a vast array of language, the focus is firmly on communication and accuracy comes with time. Making mistakes is a natural process in language learning, and as we all know, language doesn't have to be accurate to be communicative. CLIL exposes learners to situations calling for genuine communication. So we can make a conclusion that CLIL promotes critical thinking and collaboration skills as well as language competence. It produces life-long learners and students are sent

out with real-world skills and enhanced motivation and self-confidence. And as a result CLIL can be a History lesson conducted in English but it could also be a lesson on another subject such as 'film', 'References' or even 'sports'. The principles are the same. Content and Language Integrated Learning (CLIL) is a general expression used to refer to any teaching of a non-language subject through the medium of a second or foreign language (L2). CLIL suggests an equilibrium between content and language learning. In other words we can say that content and language learning are interrelated. In 1995 the European Commission adopted a document on education called "The White Paper. Teaching and learning. Towards the learning society". It declares that proficiency in three community languages is a prior objective, and suggests teaching content in a foreign language as a way to contribute to the achievement of this plurilinguistic objective:

- CLIL can be seen as an educational approach which supports linguistic diversity, and a powerful tool that can have a strong impact on language learning in the future;

- CLIL is an innovative approach to learning, a dynamic and motivating force with holistic features. It constitutes an attempt to overcome the restraints of traditional school curricula, i.e. the teaching of individual subjects, and represents a shift towards curricular integration;

- CLIL may be implemented in a variety of ways and in very different situations as it encompasses many different forms of teaching. CLIL can refer to the whole year instruction of one or more subjects – such as biology, history or maths – or the teaching of a module on a specific topic, or as part of a regular course (e.g. the French Revolution or air pollution);

- CLIL aims to create an improvement in the second language competence and development of knowledge and skills in the other non-language areas. In order for this to occur, it is necessary to create adequate conditions both from the point of view of organisation and teaching. When CLIL is introduced, some rearrangement of content, language or timing may be necessary;

- In Europe CLIL mostly applies to the teaching of a non-community language such as French in Austria or Spanish in Italy but it can also be used for the teaching of a second language in a bilingual context, e.g. Italian in South-Tyrol. [2]

CLIL is based on sound theoretical premises and has been trialed for a number of years in various locations. Many children that have already experienced CLIL all around Europe have proven the approach non – detrimental and mainly successful as regards both language and content.

The main language learning assumptions of CLIL concern quantity and quality of exposure to the foreign language as well as increased motivation to learn. Among them we can distinguish the following: However, CLIL does not only offer better learning conditions in terms of more exposure to the foreign language. It also offers good quality linguistic exposure. As can be

seen from schools where CLIL is already in operation, CLIL calls for an interactive teaching style. This means that students have more opportunities to participate verbally by interacting with the teacher and other fellow-students using the L2. In this way learners can try out what they know of the foreign language. They are forced to expand their linguistic resources in order to cope with the demands of content learning. Moreover, using the foreign language to grasp non-language content requires a depth of processing which leads to improved language acquisition. Learning is at least partly a problem-solving activity and CLIL requires learners to solve problems through the foreign language. When using the L2 to understand and learn a non-language subject, a wide range of cognitive processes are

activated in the L2. This is what normally occurs in the native language. It is also by learning, thinking and communicating non-language content through language that first the young child and then the older child later acquire fully-fledged native language competence.[3]

Finally, according to T.Barbero CLIL relies on intrinsic motivation, that is, the learners are involved in interesting and meaningful activities while using the language. Language learning applies to what is going on in the classroom and satisfies immediate needs. In other words, CLIL provides plenty of opportunities for incidental language learning; the kind of learning which occurs when the learners' attention is focused on something different from what is being taught. Incidental language learning has been shown to be very effective, deep and long-lasting. It positively complements the intentional language learning which typically occurs in the more traditional language classroom. CLIL, in fact, is not intended to replace traditional language teaching. Extensive research during the 20-year Canadian immersion experience has in fact shown that unless more formal language learning takes place alongside immersion, learners fail to acquire full mastery of the second language.

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ҚАЗАҚСТАНДАҒЫ ЖОО-ДА БІЛІМ БЕРУ ЖҮЙЕСІНЕ ӘЛЕУМЕТТІК КӨЗҚАРАСТАН ТАЛДАУ ЖАСАУ

Айтбай А. – «Бастауышта оқыту педагогикасы мен әдістемесі мұғалімін даярлау» білім беру бағдарламасының 1301-23 тобының студенті

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Түйін

Қазақстандағы жоғары білім беру жүйесінің, кез келген басқа елдегідей өзіндік артықшылықтары мен кемшіліктері бар. Ол көптеген факторлардың, атап айтар болсақ тарихи дамудың, экономикалық жағдайлардың, білім беру саласындағы мемлекеттік саясаттың және халықаралық ынтымақтастықтың әсерінен жыл сайын өзгеріске ұшырайды. Соңғы жылдары мемлекет білім беру жүйесін әлемдік білім беру кеңістігіне таныту және интеграциялау бойынша белсенді жұмыс жасады. Және бұл елеулі өзгерістер әкелді.

Резюме

Система высшего образования в Казахстане, как и в любой другой стране, имеет свои преимущества и недостатки. Он ежегодно претерпевает изменения под влиянием многих факторов, в частности исторического развития, экономических условий, государственной политики в области образования и международного сотрудничества. В последние годы государство активно работает над популяризацией и интеграцией системы образования в мировое образовательное пространство. И это привело к серьезным изменениям.

Қазақстан Болон процесіне қосылды. Болон процесі дегеніміз – еуропалық жоғары кәсіби білімде біртұтас жалпы еуропалық білім кеңістігін қалыптастыруға бағытталған

жаһандану үрдісінің көрінісі. Бұл оқу бағдарламаларын стандарттауға, кредиттік жүйені енгізуге және шетелде біліктілікті тануды жеңілдетуге ықпал етті. Сонымен қатар студенттер мен оқытушылардың білімін жетілдіріп, тәжірибе жинауына әсер етті.

Сондай-ақ еліміздің жоғары білім беру жүйесінде қазіргі қоғам мен еңбек нарығының қажеттіліктерін көрсететін білім беру бағдарламаларының алуан түрлілігі ұсынылған. Бұл бағдарламалар дәстүрлі білім салаларын да, жаңа, қарқынды дамып келе жатқан бағыттарды да қамтитын көптеген пәндер мен мамандықтарды қамтиды. Және де мемлекет дарынды студенттерге, соның ішінде академиялық ұтқырлық бағдарламалары бойынша шетелде оқуға гранттар мен стипендиялар бере отырып, білім беру секторын белсенді қолдайды. Мәселен, «Болашақ» бағдарламасы.

"Болашақ" бағдарламасы жоғары білім алуға және шетелде кәсіптік даярлауда дарынды жастарды қолдау мақсатында құрылған Қазақстанның негізгі мемлекеттік стипендиялық бағдарламасы болып саналады. Аталмыш бағдарлама 1993 бастау алып, содан бері мындаған қазақстандықтарға әлемнің жетекші университеттерінде білім алуға көмектесті.

Соңғы жылдары жоғары оқу орындарында ғылыми-зерттеу жұмыстарын күшейту үрдісі де байқалады, бұл білім, ғылым және өндірістің интеграциясының айтарлықтай дамығанының бір көрінісі. Қазақстанда ғылыми зерттеулердің дамуы мемлекеттік деңгейде, сондай-ақ түрлі қорлар мен халықаралық ынтымақтастық арқылы белсенді түрде қолдау табуға. Бұл қолдау жобаларды қаржыландыруды, зерттеушілерге арналған гранттарды, ғылыми-зерттеу орталықтары мен зертханаларды құруды, ғылым мен техниканың әртүрлі салаларындағы марапаттарды қамтиды. Бұл тұрғыда, мемлекет тарапынан 35 жасқа дейінгі жастарға «Жас ғалым» гранты бөлінген. Аталған гранттың негізгі мақсаты – жас ғалымдарды қолдау. Ғылым және жоғары білім министрі Саясат Нұрбек журналист Нартай Аралбайға берген сұқбатында бұл туралы кеңінен тоқталып, грантты иеленген жас ғалымға алатын жалақысынан бөлек, бес жүз мың теңге шәкіртақы төленетінін де айтқан еді.

Десекте, еліміздегі жоғары білім беру жүйесі өзінің жетістіктері мен жаңғырту жөніндегі күш-жігеріне қарамастан бірқатар кемшіліктер мен сын-тегеуріндерге тап болады. Бұл проблемалар білім сапасына және оның қазіргі еңбек нарығының қажеттіліктеріне сәйкес келуіне әсер етуі мүмкін.

Білім сапасында біркелкілік жоқ.

Ірі қалаларда орналасқан жетекші университеттер мен аймақтық университеттердің білім сапасында айтарлықтай алшақтық бар. Бұның соңы түлектердің дайындық деңгейінің және олардың еңбек нарығындағы мүмкіндіктерінің гетерогенділігіне әкеледі.

Жалпы бұл мәселе оқытушылардың біліктілігін, білім беру бағдарламаларының мазмұнын және оқыту шарттарын қоса алғанда, жоғары білім беру жүйесінің көптеген аспектілеріндегі кемшіліктерін қозғайды. Университеттер арасындағы білім сапасының айырмашылығы өз кезегінде студенттер үшін де, қоғам үшін де бірқатар қиындықтар туғызады. Білім сапасына әсер ететін негізгі факторларды толығырақ қарастырайық.

Ресурстар мен инфрақұрылымдағы айырмашылықтар

Жетекші университеттер, әдетте, Астана және Алматы сияқты ірі қалаларда орналасқан және қаржыландыруды, заманауи жабдықтар мен инфрақұрылымды қоса алғанда, үздік ресурстарға қол жеткізе алады. Бұл оларға студенттерге сапалы білім беруге және оқу мен ғылыми жұмыс үшін ең жақсы жағдайларды ұсынуға мүмкіндік береді. Ал көптеген аймақтық университеттер бюджетте шектеулерге тап болады, бұл оқу-әдістемелік базаны жаңартуды және инфрақұрылымды тиісті деңгейде ұстауды қиындатады.

Оқытушылар құрамының біліктілігі

Оқытудың сапасы көбінесе оқытушылардың біліктілік деңгейі мен тәжірибесіне байланысты. Жетекші университеттерде халықаралық тәжірибесі бар және шетелде білім алып келген оқытушылар жұмыс істейді. Олар білім беру процесіне заманауи әдістер мен халықаралық тәжірибені енгізе алады. Аймақтық жоғары оқу орындарында оқытушылар

құрамының біліктілігі салыстырмалы түрде төмен. Бұл өз кезегінде білім сапасына әсер етеді.

Заманауи оқу материалдары мен технологияларына қол жеткізу

Оқу материалдарын жаңарту және жаңа технологияларды білім беру процесіне біріктіру білім берудің жоғары сапасын қамтамасыз ететін негізгі факторлар болып саналады. Жетекші университеттер студенттерге электронды кітапханаларға, халықаралық ғылыми мәліметтер базасына және заманауи бағдарламалық жасақтамаға қол жеткізуге мүмкіндік береді. Аймақтық жоғары оқу орындарында мұндай ресурстар шектеулі немесе мүлдем жоқ.

Білім беру бағдарламаларының мазмұны

Білім беру бағдарламаларының сапасы мен өзектілігі де маңызды рөл атқарады. Жетекші университеттер қазіргі заманғы еңбек нарығының халықаралық стандарттары мен талаптарына сәйкес келетін бағдарламаларды әзірлеуге және жаңартуға көп көңіл бөледі. Бұл тек академиялық пәндерді ғана емес, сонымен қатар алмасу бағдарламалары арқылы сыни ойлау дағдыларын, зерттеу құзыреттіліктерін және халықаралық тәжірибені дамытуды қамтиды.

Білім беру сапасындағы біркелкілікті қалыптастыру - білім беруге инвестицияларды арттыруды, оқытушылардың біліктілігін арттыруды, оқу бағдарламаларын жаңартуды және заманауи оқу ресурстары мен технологияларына қолжетімділікті кеңейтуді қоса алғанда, кешенді тәсілді талап етеді. Бұл еліміздің әр өңірінен келген студенттер үшін сапалы, жоғары білім алуудағы тең мүмкіндіктерді қамтамасыз етуге көмектеседі.

Бағдарламалардың теориялық бағыты

Көптеген білім беру бағдарламалары студенттерге практикалық дағдыларды игеруге жеткілікті мүмкіндіктер бермей, теорияға тым көп көңіл бөледі. Бұл туралы жақында Ғылым және жоғары білім министрі Саясат Нұрбекте сөз етті. Министрдің айтуынша қазіргі таңда 4 жыл оқу тым ұзақ уақыт. Орынды пікір.

Өйткені көптеген мамандықтарда оқу курсы пәннің теориялық негіздерін зерттеуге бағытталған. Студенттер дәрістерге және теориялық материалды зерттеуге көп уақыт жұмсайды, ал практикалық сабақтарға, зертханалық жұмыстарға және нақты жобаларға аз көңіл бөлінеді. Нәтижесінде түлектердің кең теориялық білімі бола тұрса да, оларды іс жүзінде қолдануда қиындықтар туындайды.

Теорияға баса назар аударудың арқасында студенттер практикалық мәселелерді шешуде және мамандандырылған жабдықты немесе бағдарламалық жасақтаманы қолдануда да жеткілікті тәжірибе ала алмауы мүмкін. Ал аталмыш қасиет олардың болашақ кәсіби қызметінде өте маңызды. Әсіресе практикалық дағдылар техникалық және жаратылыстану мамандықтарында аса қажет.

Практикалық оқытудың шектеулі мүмкіндіктеріне не себеп?

Білім беру бағдарламаларының теорияға бағытталуының бір себебі-практикалық сабақтарды өткізу үшін инфрақұрылым мен ресурстардың жетіспеушілігі. Бұл зертханалардың, заманауи жабдықтардың, сондай-ақ тиісті салада практикалық тәжірибесі бар білікті оқытушылар мен тәлімгерлердің жетіспеушілігі салдарынан да орын алып отырған жағдай.

Еңбек нарығының талаптарына сәйкес келмеуі

Еңбек нарығы көбінесе түлектерден терең теориялық білімді ғана емес, сонымен қатар практикалық қолдану қабілетін, нақты дағдылардың болуын талап етеді. Білім беру бағдарламаларының теориялық бағыты түлектердің нақты жұмыс міндеттерін орындауға дайын болмауына да теріс әсер етеді.

Жағдайды жақсарту және білім беру бағдарламаларының практикалық бағытын арттыру үшін кешенді шаралар қабылдау қажет. Ол үшін:

Тәжірибелік сабақтар санын көбейту: оқу жоспарларына зертханалық жұмыстардың, практикумдардың және жобалық тапсырмалардың көбірек санын қосу қажет.

Кәсіпорындар мен ұйымдармен ынтымақтастық: студенттерге оқу кезінде кәсіби тәжірибе алуға мүмкіндік беретін тағылымдамалар мен тәжірибелер бағдарламаларын әзірлеу.

Оқу бағдарламаларын жаңарту: еңбек нарығында сұранысқа ие нақты кәсіби дағдылар мен құзыреттерді дамытуға бағытталған курстарды енгізу.

Тәжірибелі мамандарды жұмысқа тарту: тиісті салаларда өзекті практикалық тәжірибесі бар мамандарды оқытуға шақыру.

Қорыта келе, аталмыш мәселелерді шешу басты назарға алынуы қажет. Әйтпегенде аталмыш проблема студенттердің еңбек нарығының заманауи талаптарына сәйкес білім алу қабілетін шектеп, олардың ішкі және халықаралық бәсекеге қабілеттілігіне әсер етеді.

Білім беру сапасындағы алшақтықты жою үшін материалдық-техникалық базаны жақсартуды, оқытушылар мен студенттер үшін халықаралық алмасу бағдарламаларын дамытуды, сондай-ақ ғылыми және зерттеу қызметін ынталандыруды қамтитын кешенді тәсіл қажет.

Бұл проблемаларды шешу мемлекет, білім беру мекемелері және бизнес-қоғамдастық тарапынан бірлескен күш-жігерді талап етеді. Білім берудің сапасы мен практикалық бағытын арттыру түлектердің еңбек нарығындағы перспективаларын жақсартып қана қоймай, тұтастай алғанда Қазақстанның әлеуметтік-экономикалық дамуына ықпал етеді.

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ПРОБЛЕМА ТРЕХЯЗЫЧИЯ В КАЗАХСТАНЕ

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Түйін

Бұл мақалада мен қазіргі уақытта үштілділік бағдарламасындағы ағылшын тілінің ролін қарастырғым келеді. Қазақстанда ағылшын тілі үштілділік бағдарламасында маңызды рөл атқарады. Ол қазақ және орыс тілдерімен қатар білім беру бағдарламасына енгізілген үш міндетті тілдің бірі болып табылады. Ағылшын тілін білу оқу, жұмыс және халықаралық қарым-қатынас үшін қосымша мүмкіндіктер ашады. Ағылшын тілін меңгеруге деген ұмтылыс сонымен қатар бұл әлемдегі ең кең таралған тілдердің бірі және әлемдік ақпараттық ресурстарға қол жеткізуге мүмкіндік береді.

Abstract

In this article, I would like to consider the role of the English language in the trilingual program at the moment. In Kazakhstan, English plays an important role in the trilingual program. It is one of the three mandatory languages included in the educational program, along with Kazakh and Russian. Knowledge of English opens up additional opportunities for study, work and

international communication. The desire to master English is also due to the fact that it is one of the most common languages in the world and provides access to World Information Resources.

Язык – это не только средство общения, это душа народа, хранитель традиций и культуры. Языковое многообразие Казахстана всегда было в приоритете. Об этом можно судить по Закону «О языках в Республике Казахстан» от 1997 года. В нем говорится, что все языки казахского народа – национальное достояние.

Для развития языков в Казахстане в 2011 году была принята специальная государственная программа. План действий до 2020 года предусматривает ведение "Гармоничной языковой политики". По планам авторов программы, к 2020 году госязыком должно владеть 90% взрослого населения, русским языком – 90%, английским – 25%, а одновременно всеми тремя – до 20%.

В Казахстане существует трехязычие, официальные языки которого - казахский, русский и английский. Казахский язык является государственным языком, а русский широко используется в повседневной жизни и бизнесе. Английский язык также получает все большее значение, особенно в сфере образования и туризма. Трехязычие отражает многонациональный характер Казахстана и способствует межкультурному взаимодействию. Введение трехязычного образования должно сделать казахский народ конкурентоспособным на мировой арене. Планируется, что в ближайшие годы около 20% населения сможет свободно общаться на английском языке.

В этой статье я хотела бы рассмотреть роль английского языка в программе трехязычия в данное время. В Казахстане английский язык играет важную роль в программе трёхязычия. Он является одним из трех обязательных языков, включенных в образовательную программу, наряду с казахским и русским языками. Знание английского языка открывает дополнительные возможности для обучения, работы и международного общения. Стремление к владению английским языком также связано с тем, что это является одним из самых распространенных языков в мире и открывает доступ к мировым информационным ресурсам.

Первыми программу трехязычия в нашей стране приняли и активно стали изучать в таких школах как НИШ, КТЛ, и т.д. Не смотря на то что уже не первый год начали программу трехязычия и в других школах нашей страны, особого прогресса не видно. . Одной из основных трудностей является неравномерное владение разными языками населением. В условиях, когда казахский, русский и английский являются официальными языками, становится трудным обеспечить равные возможности для всех граждан.

В самом начале года в школах с казахским языком обучения планировалось изучать физику, химию, биологию, информатику преподавать на английском, всемирную историю, русский язык и литературу – на русском языке. В школах с русским языком обучения естественно-математические направления будут вестись на русском языке, кроме физики, химии, биологии и информатики – их будут вести на английском. История Казахстана, казахский язык и литература – на государственном языке. Хотя и в первые годы во школах пытались преподавать уроки и на английском и на русском, через время всё вернулось на своё место. Так как учебники по которым обучались дети в школах был на казахском или на русском языке. Это стало проблемой так как было сложно во время урока получать знания от учителя на английском, а читать нужную информацию из книги на казахском языке.

И кроме этого появилось несколько возможных причин, почему в школах может не быть прогресса в программе трехязычия:

1. Недостаточное финансирование: Недостаточное финансирование может ограничивать возможности школ в развитии программ трехязычия, включая обучение дополнительным языкам и подготовку квалифицированных преподавателей.

2. Недостаточное количество квалифицированных преподавателей: Недостаточное количество опытных преподавателей, способных обучать на разных языках, может затруднять эффективное внедрение программ трехязычия. Если преподаватель сам не будет

знать три языка, но при этом будет обучать детей по программе трехязычия то может возникнуть проблемы.

3. Отсутствие поддержки со стороны родителей: Если родители не поддерживают и не участвуют в обучении своих детей дополнительным языкам вне школы, это также может затруднить успешную реализацию программ трехязычия.

4. Недостаточное время и усилия на уровне учеников: Ученики могут столкнуться с трудностями в изучении третьего языка из-за отсутствия мотивации, времени или усилий, что также может препятствовать успеху программ трехязычия.

5. Отсутствие учебников на английском языке: Проходить урок на английском без соответствующих учебников может привести к проблемам с обучением.

Проблемы внедрения трёхязычия в образование Казахстана требуют комплексного подхода и долгосрочных усилий. Для успешной реализации программы трёхязычного образования могут быть предприняты следующие шаги:

1. Разработка качественных учебных материалов: Необходимо создать учебники, методические пособия и другие материалы на казахском, русском и английском языках, учитывая особенности каждого языка.

2. Подготовка квалифицированных преподавателей: Обеспечение преподавателей компетенциями для эффективного обучения на трёх языках, а также проведение специальных программ повышения квалификации.

3. Инфраструктура и технологии: Обеспечение школ современным оборудованием, интерактивными досками и доступом к онлайн-ресурсам для улучшения процесса обучения.

4. Поддержка со стороны государства: Необходима финансовая и организационная поддержка государства для успешной реализации программы трёхязычия.

5. Вовлечение общественности: Важно включить родителей, общественные организации и другие заинтересованные стороны в процесс обсуждения и реализации программы. Нужно объяснить родителям что изучение сразу трех языков может стать ключом к перспективному будущему их ребенка.

6. Мониторинг и оценка: Проведение систематического мониторинга и оценки программы для выявления проблем и корректировки планов в случае необходимости.

Обеспечение качественного обучения на всех трех языках, разработка специальных программ и методик для поддержки трёхязычия, а также содействие в повседневном использовании всех официальных языков страны - важные шаги в решении проблемы трёхязычия в Казахстане. Никто не усомнится в народной мудрости: «Сколько языков ты знаешь – столько раз ты человек». Знание нескольких языков обогатит и расширит границы нашей жизни. Это один из важных кирпичиков фундамента, на котором строится вся наша жизнь. Конечно же изучение языка – это дело не легкое. Но нет ничего невозможного, если приложить усилие и верить в свои силы.

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**LINGUISTIC AND DIDACTICAL FEATURES
TEACHING TEXT IN A FOREIGN LANGUAGE
(RUSSIAN AND ENGLISH)**

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Түйін

Педагогикалық дискурстың мақала стратегиялары тұлғаны әлеуметтендірудің негізгі мақсатын - оны белгілі бір қоғамның пікірлері, нормалары, құндылықтары мен білімдері жүйесін бөлісетін қоғамның мүшесіне айналдыруды анықтайтын коммуникативті көзқарастармен ұсынылған. Қазіргі отандық лингвистикада оқу мәтіндерінің типологиясының негізі мәтіндерді қарым-қатынастың әлеуметтік салалары бойынша саралау болып табылады, өйткені баспа мәтіндік материалдардан оқыту дәл ұжымдық сөйлеу әрекеті сфераларында жүзеге асырылады. Мәтіндердің бұл дифференциациясы мәтінді модельдеу негізінің негізгі факторы және оқу мәтіндерін құрылымдаудың іргелі типологиялық принципі ретінде әрекет етеді. Студенттер өзін-өзі бақылау дағдыларын меңгеру барысында олардың жұмысының өнімді нәтижесі көбінесе өзіне және жеке қасиеттеріне байланысты екенін түсінеді.

Кілт сөздер: әлеуметтену, дидактикалық мәтін, қарым-қатынас саласы, мәдениет

Резюме

Статья стратегии педагогического дискурса представлены коммуникативными установками, которые конкретизируют ключевую цель социализации индивида – превратить его в члена общества, разделяющего систему мнений, норм, ценностей и знаний данного социума. В современной отечественной лингвистике основу типологии учебных текстов составляет дифференциация текстов по общественным сферам коммуникации, так как обучение по печатным текстовым материалам осуществляется именно в сферах коллективного речевого функционирования. Такое разграничение текстов выступает в качестве ключевого фактора в основе моделирования текста и фундаментального типологического принципа, структурирующего учебные тексты. Учащиеся в процессе овладения навыками самоконтроля осознают, что продуктивный результат их работы зависит во многом от них самих, их личностных качеств.

Ключевые слова: социализация, дидактический текст, сфера коммуникации, культура

The article strategies of pedagogical discourse are presented by communicative attitudes that specify the key goal of the socialization of an individual to turn him into a member of society who shares the system of opinions, norms, values and knowledge of a given society. In modern domestic linguistics, the basis of the typology of educational texts is the differentiation of texts by social spheres of communication, since learning from printed text materials is carried out precisely in the spheres of collective speech functioning. This differentiation of texts acts as a key factor in the basis of text modeling and a fundamental typological principle structuring educational texts. Students in the process of mastering self-control skills realize that the productive result of their work depends largely on themselves and their personal qualities. The teacher and the student are participants in the pedagogical discourse.

Biryukova M.S. notes that “the precedent text of pedagogical discourse is the didactic text” [1, p. 2]. The purpose of pedagogical discourse is to socialize a new member of society. The key values of this type of discourse can be explained by its system-forming attitude. They receive expression through axiological protocol sentences, i.e. statements in which there are markers of obligation (must, must, should) and positive values. Strategies of pedagogical discourse are represented by communicative attitudes that specify the key goal of an individual’s socialization to turn him into a member of society who shares the system of opinions, norms, values and knowledge of a given society.

Communication strategies proposed by Biryukova M.S: explaining, evaluating, controlling, facilitating, organizing. Explanatory – intentions of a consistent nature, aimed at communicating to the individual opinions and knowledge about reality. Through the evaluation strategy, the significance of the teacher in society, his status and role are expressed, which is realized in the right of the teacher to evaluate the circumstances, events and characters discussed in the learning process, to evaluate the student’s achievements. The controlling strategy is a multidimensional installation. It

involves the acquisition of objective information, the development of skills, the study and adoption of a value system. This feedback interaction is expressed in checking readiness to receive new information, in monitoring understanding during explanations and after presenting new information.

Control consists of maintaining interaction with the addressee, stimulating attention, conducting surveys, testing and taking exams. As part of the facilitative strategy, comprehensive support for the student is provided. Facilitative and appreciative strategies have a number of common features. The difference is that the assessment determines an objective situation. Assistance, in turn, ensures the formation of personality in favorable conditions. Within the framework of the organizing strategy, the participants take joint actions:

- 1) etiquette norms;
- 2) order;
- 3) statements in the form of training or games in classes – classroom and extracurricular.

Bragina A.A. notes that “discourse strategies are distinguished with a certain convention and are a research abstraction” [2, p. 180]. Researchers classify as precedent texts of pedagogical discourse, first of all, school anthologies and textbooks, norms and rules of conduct for students, popular texts of children’s books, plots of famous animated films and feature films, lyrics, proverbs, well-known aphorisms on the topic of knowledge, learning, interaction between teacher and students. According to the definition of I.R. Galperin “a text is a work of the speech-creative process that has completeness, objectified in the form of a written document, literary processed in accordance with the type of this document, a work consisting of a name and a number of special units, united by different types of lexical, grammatical, logical, stylistic connections, having purposefulness and pragmatic attitude” [3, p. 144].

A significant question arises of the criteria for selecting educational texts, regardless of narrow and general definitions of the text. It is necessary to note the coherence and integrity of the text, since these criteria highlight I.R. Galperin, Z.Ya. Turaeva. A detailed typology is known, which contains the characteristics of a text of a universal nature: coherence, cohesion, intentionality, perceptibility, situationality, informativeness, intertextuality.

Vezhbitskaya A notes that “printed texts for reading are selected taking into account the specified criteria, and they must also be in a small format” [4, p. 287].

Vereshchagin E.M. notes that “small-format text (SFT) is characterized by isolation, intertextuality, pragmatic functionality, formal and semantic self-sufficiency, thematic certainty and completeness, information content, a certain meaning of creation and general intent”. Vereshchagin E.M. points out that “small-format texts function within the boundaries of a variety of closely related discursive practices, which is objectively reflected in the intense interference of discourses and precedent as a factor indicating the stability of the linguocultural component” [5, p. 179].

The text is a universal didactic unit that makes it possible to merge two key vectors: mastery of the system of linguistic means and mastery of the rules and norms of communication. The role of text in teaching all types of speech activity is valuable. A complete text is capable of expressing a complete thought, supplies material for speech practice, makes it possible to demonstrate a dictionary, a source of information, and solves the educational and educational goals of the lesson. Each English lesson should ideally include work with printed text.

This type of work is compatible with any English language plan and program. Each phenomenon of language is studied, first of all, using textual information, theoretical postulates are tested in practical functioning, students clearly understand how the laws and rules of language are implemented in practical work.

Gorodetskaya L.A. notes that “the universal human concepts discussed in a didactic text on a foreign language call for dialogue, that is, they contribute to the spiritual communication of people, as a result of which the degree of appeal to the reader is very high”. As a consequence of the contact between the author and the addressee, their dialogue, dialogism appears in a hidden form [6, p. 48].

Arutyunova N.D. notes that “dialogicity, a property of the text, is also the interaction of the semantic positions of communicants” [7, p. 913]. Of course, a number of requirements are imposed on the text as the key didactic unit of teaching English. First of all, in the process of text analysis there should be an interconnection between all sections of the English language course. The text should provide detailed implementation of different types of spellings, and all types of parsing should be demonstrated. Texts that are offered in English classes should act as a model in linguistic, thematic and ideological terms. They must demonstrate the uniqueness, imagery and expressiveness of the English language. In the process of studying known methods of teaching English in a secondary educational institution, it was revealed that no detailed characteristics of English language teaching resources were presented based on the developed classification of educational texts.

Mainly, the basis for classifying texts for teaching a foreign language is represented by such criteria as: structure of texts; attitude and scope of communication; text functions; the level of preparation of the student for perception, understanding and assimilation. Teachers in educational functioning use texts of different functions, styles and genres, taking into account the goals and objectives that need to be solved in the learning process. Also, the requirements and approaches that will be used in the algorithm of students’ actions in relation to the text (for example, reading, translation) largely depend on the type of text.

In modern domestic linguistics, the basis of the typology of educational texts is the differentiation of texts by social spheres of communication, since learning from printed text materials is carried out precisely in the spheres of collective speech functioning. They may be in demand later in life. This differentiation of texts acts as a key factor in the basis of text modeling and a fundamental typological principle structuring educational texts. Texts related to a certain area of human interaction are called texts of the functional-communicative class. The typology of any class of texts is carried out in three stages:

1) Establishing general constructive criteria:

a) a key social and communicative goal within the boundaries of this social sphere of interaction;

b) the subject of communication, typical for this sphere of communication;

c) signs of the situation within the boundaries of which the speech message occurs;

d) a communication channel typical for this communication situation;

2) detailing and narrowing the general social setting of the text;

3) highlighting text based on genre:

a) detailing pragmatic and communicative factors;

b) designation of a characteristic situation that forms the basis for the generation of a speech genre;

c) identifying a genre stereotype.

Teachers pay special attention to the functional-stylistic criterion, since the use of stylistic coloring of vocabulary provides significant opportunities for its use in different functional styles, the possibility of variations in texts or statements (in written and oral form), taking into account the type of reader and opponent of speech interaction.

Based on the styles and functions of the language, scientists identify the following key functional and stylistic types of text: official business texts; popular science texts; religious writings; newspaper and journalistic (socially informative texts); spoken texts; literary texts.

Taking into account modern educational criteria and requirements, we present a scheme for choosing a printed text for teaching English in a secondary school:

1. taking into account the needs and interests of students;

2. determining the volume of printed text;

3. choosing a topic for printed text;

4. identifying the problem of the text;
5. identifying the key idea of the printed text;
6. determination of the degree of authenticity;
7. selection of tasks and exercises;
8. designation of stages of work on printed text.

The teacher, when selecting a printed text for work, takes into account:

- 1) cognitive and communicative interests, interests of students;
- 2) the level of complexity of the printed text, taking into account the speech and language experience of students;
- 3) the content of the information presented in printed texts according to the age specificity of students.

The teaching materials selected for the study are rich in regional studies information and educational games. This ensures a high level of motivation for students. Topics and authentic materials used in these teaching materials are selected taking into account the age specifics and interests and inclinations of fifth-graders. The tasks and exercises in the selected teaching materials are aimed at helping schoolchildren at the middle age stage in mastering the self-discipline algorithm, directing them to understand the enormous and valuable importance of learning the English language. Students in the process of mastering self-control skills realize that the productive result of their work depends largely on themselves and their personal qualities.

It must be concluded that working with printed texts in English classes is not an end in itself, but acts as a means for developing coherent speech among students. Reproduction, modification and information processing of printed text also have independent value and auxiliary value as a stage in the development of the ability to develop one's own text materials.

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БАСТАУЫШ МЕКТЕПТИҢ ОҚУ-ТӘРБИЕ ҮДЕРІСІНДЕ ОҚУШЫЛАРДЫҢ ҰЛТТЫҚ ҚҰНДЫЛЫҚ БАҒДАРЫН ҚАЛЫПТАСТЫРУ

Жұмаділдә Қ. – «Бастауышта оқыту педагогикасы мен әдістемесі мұғалімін даярлау»
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Түйін

Бұл мақалада бастауыш мектептің оқу-тәрбие үдерісінде оқушылардың ұлттық құндылық бағдарын қалыптастырудың тиімді шарттары мен маңызы туралы айтылады. Бастауыш сынып оқушыларын ұлттық құндылыққа бағдарлау мәселелері қарастырылады. Кіші мектеп жасындағы оқушыларда құндылыққа бағдарланған қатынастарды қалыптастыруға негізделген автордың көзқарасы берілген. Жүйелі-белсенділік құралдары арқылы оқушылардың ұлттық құндылыққа бағдарын қалыптастыру туралы ақпарат беріледі. Жеке тұлғаның рухани-адамгершілік дамуының, тәрбиесінің және әлеуметтенуінің негізі болып табылатын ұлттық құндылықтар қазақ халқының діни, мәдени, әлеуметтік-тарихи, отбасылық дәстүрлерінде сақталған тұлға дамуының қозғаушы күші болып есептеледі.

Тірек сөздер: ұлттық құндылық, оқу үдерісі, бастауыш сынып, білім беру, дамыту.

Резюме

В данной статье речь пойдет об эффективных условиях и значении формирования национальных ценностных ориентаций учащихся в учебно-воспитательном процессе начальной школы. Рассматриваются вопросы ориентации учащихся начальных классов на национальную ценность. Дается авторский подход, основанный на формировании ценностно-ориентированных отношений у учащихся младшего школьного возраста. Посредством системно-деятельностных средств передается информация о формировании у учащихся ориентации на национальную ценность. Национальные ценности, являющиеся основой духовно-нравственного развития, воспитания и социализации личности, являются движущей силой развития личности, хранящейся в религиозных, культурных, социально-исторических, семейных традициях казахского народа.

Ключевые слова: национальная ценность, учебный процесс, начальный класс, образование, развитие.

Еліміздегі қоғамның біртұтастығы келешек саналы ұрпақ үшін ортақ болып есептелінетін ұлттық құндылықтар мен дәстүр негіздері арқылы айқындалады. Бүгінгі күнде еліміздің ертеңі болар кіші буын білім алушыларын өз мемлекетінің тарихын, салт-дәстүрін, адами негізгі қасиеттерді, адамгершілік мәдениетті терең түсінетін жан-жақты тұлға етіп тәрбиелеу заман талабына айналып отыр. Қазақстан Республикасының «Білім туралы» заңында еліміздегі білім беру жүйесінің негізгі мақсаты – білім алушыларда ұлттық құндылықтар мен адамгершілік тәрбиені қалыптастыру, ғылым мен практика негізінде жеке тұлғаны тәрбиелеу, рухани байыту мен дамыту, шығармашылыққа баулу. Аталмыш міндеттерді орындауда оқу үдерісіне тиімді нәтижелі өзгерістер алып келетін жаңа оқыту технологиялары мен әдіс-тәсілдерді пайдалану қажеттілік болып саналады.

Қ.К.Тоқаев 2023 жылдың 24 қазанында Республика күніне орай мемлекеттік наградалар мен сыйлықтарды салтанатты түрде тапсыру рәсімінде: «Мен Түркістанда өткен Құрылтайда сөйлеген сөзімде жаңа қоғамдық этика туралы айттым. Алқалы жиыннан соң Құрылтайдың кейбір мүшелері маған өз ұсыныстарын жолдады. Олар елімізде құндылықтар жүйесін қалыптастыру қажеттігіне назар аударуда. Шын мәнінде, мұны өте маңызды бастама деп ойлаймын. Оны жан-жақты талқылап, қарастыруымыз керек», – деген еді[1]. Баланың бақытты болуының іргетасы – ұлттық құндылықтарға негізделген ізгі тәрбие, сапалы білім, кәсіби бағдар алуы, заманауи, өзін-өзі дамыту құзыреттіліктерінің қалыптасуы.

Қазіргі уақытта білім беру әр уақытта жедел қарқынмен жаңа технологиялармен байып келеді. Педагогикалық үдерістегі тиімді бағыттар мен жаңа әдістемелер, инновациялық әдіс-тәсілдер кіші мектеп жасындағы оқушылардың өз алдына мақсат қоя білу және оған жету, кез-келген проблемаларды шешу, мәселені жан-жақты зерттей отырып құндылықтарға негізделген түрлі шешімдер мен пікірлер туындату сияқты қабілеттерін дамытуға ықпал етеді. Жаңа технологиялардың үздіксіз даму процесі жүріп жатқан жаһандану дәуірінде әрбір мемлекет өзінің менталитеті мен болмысын, ұлттық құндылықтарын сақтай отырып құндылықтарға негізделген білім беру жүйесін орнатуы маңызды саналады. Біздің ұстаным - заманауи оқыту технологияларын, шетелдік тәжірибені қолдану керек, бірақ білім мазмұны,

білім беру стандарттары мен оқу бағдарламалары адастырмайтын арқау болатын ұлттық құндылықтар тұғырында, ұлттық мүддеге сай құрылуы керек.

Білім беру жүйесінің басты мақсаты – ұлттық және жалпыадамзаттық құндылықтарды дәріптеу, жеке тұлғаны қалыптастыру, ғылым мен практикадағы жетістіктерге қол жеткізу, сонымен қатар сапалы білім алуға жағдай жасау, тұлғаны жан-жақты дамыту[2].

Құндылық бағдар мәселесін дамытудың әлеуметтік-философиялық негіздері Қайта өрлеу дәуірі ғалымдарының еңбектерінде, И.Кант, М.Вебер ілімдерінде жарық көрді, сонымен қатар В.И.Вернадский, В.С.Соловьев, Н.Л. Бердяев., адамның рухани-адамгершілік кемелденуін ашып, Дробницкий О.Г. және Тугаринов В.П., құндылықтар теориясы мәселелерімен байланысты аксиологияның іргелі мәселелерін көрсетеді. Әлеуметтік және тұлғалық құндылықтар жүйесінің құрылымы мен мазмұны, құндылық бағдарлары туралы бірқатар маңызды теориялық тұжырымдар П.М.Ершов, А.Г.Здравомыслов, Е.В.Золотухина-Аболина, М.Рокич, В.Франкл, В.Ядовтың еңбектерінде қамтылған[3]. Сондай-ақ, Ш.Уалиханов, А.Құнанбаев, М.Жұмабаев, Ж.Аймауытов сынды ағартушылар еңбектерінің оқушылардың отбасы-адамгершілік құндылықтарын қалыптастыруда алатын орны ерекше[4]. Отбасындағы және білім жүйесіндегі тәрбие беру жұмыстарын нәтижеге қарай бағыттауда бірнеше ғылым салалары бойынша ғалымдардың еңбектері кездеседі.

Қазіргі заманауи мектептің негізгі міндеттерінің бірі ұрпақтардың тарихи сабақтастығына негізделген, Қазақ халқының дәстүрлерін сақтайтын және дамытатын құндылықтар жүйесін қалыптастыру. Кіші мектеп оқушыларының құндылық бағдарларын қалыптастыру мәселесінің өзектілігі қоғамның мектепке қоятын әлеуметтік талаптарымен, оқушыларды жалпыадамзаттық және ұлттық құндылықтар жүйесімен таныстыру, патриотизмді, азаматтықты, ұлттық өзін-өзі тану мен дамытудың қажеттілігінен туындайды. Рухани-адамгершілік дамудың, тәрбиелеу мен әлеуметтендірудің негізгі мазмұны көп ұлтты Қазақ халқының әлеуметтік-тарихи, мәдени, отбасылық дәстүрлерінде сақталған, ұрпақтан-ұрпаққа жалғасып келе жатқан және елдің табысты дамуын қамтамасыз ететін негізгі ұлттық құндылықтар болып табылады. Ұлттық құндылықтардың әрқайсысы адамгершілік идеялар (құндылықтар) жүйесінде ашылады:

- патриотизм - еліне, өз халқына, өзінің Отанына деген сүйіспеншілік, Отанға қызмет ету
- әлеуметтік ынтымақтастық – жеке және ұлттық бостандық, адамдарға, мемлекет пен азаматтық қоғам институттарына сенім, әділдік, мейірімділік, ар-намыс, абырой;
- азаматтық – Отанға қызмет ету, заңдылық, азаматтық қоғам, құқықтық тәртіп, көпмәдениетті әлем, ар-ождан және діни сенім бостандығы;
- отбасы – сүйіспеншілік пен адалдық, денсаулық, береке, ата-анаға құрмет, үлкен-кішіге қамқорлық, ұрпаққа қамқорлық;
- еңбек пен шығармашылық – еңбекті құрметтеу, шығармашылық пен жасампаздық, табандылық пен белсенділік;
- ғылым – білімнің құндылығы, ақиқатқа ұмтылу, дүниенің ғылыми бейнесі;
- діни құндылық – конфессияаралық диалог негізінде қалыптасқан сенім, руханият, адамның діни өмірі, діни дүниетаным құндылықтары, толеранттылық туралы идеялар;
- өнер мен әдебиет – сұлулық, үйлесімділік, адамның рухани әлемі, адамгершілік таңдау, өмірдің мәні, эстетикалық даму, этикалық даму;
- табиғат - эволюция, туған жер, қорғалатын табиғат, Жер планетасы, экологиялық сана;
- адамзат – дүние жүзіндегі бейбітшілік, мәдениеттер мен халықтардың сан алуандығы, адамзаттық прогресс, халықаралық ынтымақтастық.

«Адамгершілік құндылық» категориясы философия, әлеуметтану, педагогика және психологияның негізгі ұғымдарының бірі болып табылады. Педагогикалық әдебиеттерде «адамгершілік құндылықтар» түсінігіне «адам нені бағалайды, оның ішінде қол жеткізген нәрселері» мағынасы беріледі, ал құндылықтар адамға төзімділік, сенімділік беретін факторлар ретінде анықталады. Бастауыш мектеп түлектерінің көпшілігі үшін эстрада әншілері, модельерлер, шетелдік экшн фильмдерінің кейіпкерлері олардың кумирлеріне

айналады. Балалардың аз ғана бөлігінің қоғамға риясыз қызмет етумен байланысты болашақ өмірінің бейнесі бар. Мұғалім үшін күрделі, үнемі өзгеріп отыратын шындықтан өз орнын таба білетін мәдениетті, шығармашыл тұлғаны тәрбиелеу маңызды. Халықтың түп-төркінін танып білу, ұлттық құндылықтарды бойына дарыту – жас ұрпақты тәрбиелеу мен дамытудың алғашқы негізі.

Осыған орайда қазіргі білім алушылардың құндылықтар саласын зерттеу өзекті болып отыр. Жеке тұлғаның қоғам құндылықтарын игеруі бастауыш мектеп жасында қарқынды жүреді. Баланың жүрегі мен санасына жол ашу, жан-жақты тұлға тәрбиелеу, кіші мектеп оқушыларының құндылықтар жүйесін қалыптастыру – қазіргі бастауыш мектеп мұғалімінің алдында тұрған негізгі міндеттердің бірі. Бұл мақсатқа жетуде баланы құндылықтар әлеміне бағыттайтын «Дүниетану» пәніндегі «Біздің Отанымыз» сабақтары маңызды рөл атқарады[5]. Мұғалімнің басты міндеті – құндылықтардың жиынтығын беру ғана емес, балаға оларды түсінуге, негізгі (әмбебап) құндылықтарды өзінің өмірлік реттеушісі ретінде қабылдауға және оларды іс жүзінде қолдана білуге үйрету.

Ұлттық құндылықтарға бағдарланған оқыту «Біздің Отанымыз» сабақтарының негізгі аспектісі болып табылады. Құндылықтарға бағытталған оқу-тәрбие үдерісін жүзеге асыру кезінде кіші мектеп жасындағы оқушыларда қалыптасады:

- айналадағы шындықтың құбылыстарына құндылық қатынасын қалыптастыру, жеке тұлғаның өмірінің белгілі бір салаларында құндылық бағдарларын дамыту.
- өзін-өзі тану, бағалау, өзіндік бейнесін қалыптастыру.
- болашақ бейнесін қалыптастыру, өзіндік құндылықтар ауқымын, жеке тұлғаның құндылық бағдарлар жүйесін құру.

Мектептегі өлкетану – білім мен тәрбиені өмірмен байланыстыратын маңызды құралдардың бірі. Оқушылардың жалпы білім беру, адамгершілік, эстетикалық және дене тәрбиесін жүзеге асыруға, қабілеттерінің жан-жақты өсуіне және дамуына ықпал етеді. Өлкетану мектептегі оқуды материалды проблемалық түсінуге және өз бетінше зерттеу жұмысына жақындатуға көмектеседі. Сонымен қатар, тарихи өлкетану мектеп оқушыларының бойында туған жерге деген сүйіспеншілікті, оның өткені мен бүгінге мақтаныш сезімін оятады – оның негізінде азаматтық пен Отанға деген мақтаныш қасиеттері қалыптасады.

Бастауыш сынып оқушысын тәрбиелеу процесінде оның жас ерекшеліктерін, психологиялық, жеке, тұлғалық дамуын ескеру қажет. Кіші мектеп оқушыларының жүйке-психикалық белсенділігін, интеллектуалды, эмоционалды-еріктілігін және басқа да қасиеттеріне өзгерістер енгізу мен оңтайландыру мектептегі тәрбиенің әсерінен орын алады. Осыған байланысты мұғалімнің іс-әрекеті бастауыш сынып оқушыларының көрсетілген ерекшеліктерін ескере отырып, олардың санасын негізгі ұлттық құндылықтармен байытудың жетекші факторы ретінде оқу-тәрбие жұмысын пайдалануға бағытталуы керек.

Білім берудің мазмұны, әдістері, нысандары мен құралдары жағынан теория мен әдістеме бойынша ұлттық құндылықтарға бағдарланған оқытуды ұйымдастыру аясында айтарлықтай байыпты тәжірибе жинақталған, ол тек бүгінгі күнге, бастауыш білім берудің қазіргі кезеңіндегі білім берудің ерекшеліктеріне бейімделуді талап етеді.

Бізге зерттеліп отырған мәселенің анағұрлым күрделі тұсы – бастауыш сынып оқушыларының негізгі ұлттық құндылықтарды меңгеру критерийлерін айқындау болып табылады.

Осы мәселе бойынша автордың ұстанымдарын атап өтейік.

Танымдық критерий, біздің ойымызша, негізгі ұлттық құндылықтардың мәнін түсінуді сипаттайды. Бастауыш сынып оқушыларында дүниеге көзқарас жүйесі, қажетті білім мен адамгершілік тәжірибесі қалыптаспайды, тек бастауыш адамгершілік білімдер ғана қалыптасады. Білім алушы моральдық тәжірибе мен адамгершілік құндылықтарды ұтымды, жалпылама білім деңгейінде алады.

Бастауыш мектеп оқушыларының негізгі ұлттық құндылықтарды меңгеруінің когнитивтік критерийінің болуы белгілі бір идеялармен, ұғымдармен және пайымдаулармен (халықтың тарихы мен салт-дәстүрі, қазіргі қоғамның адамгершілік қағидалары мен нормалары, білім беру ережелері туралы білімнің болуы) расталады.

Эмоционалды-мотивациялық – негізгі ұлттық құндылықтарға қатынасының сипатын, өзінің іс-әрекеті мен тәжірибесін, олардың эмоционалды бағасын және мінез-құлықты анықтайтын мотивтерді ашады.

Эмоциялар мен сезімдер кіші мектеп оқушыларының пікірлері мен мәлімдемелерін жарқын түрде бейнелейді. Бұл жастағы баланы тәрбиелеу толқумен, эмоционалды көңіл-күймен, қызығушылықпен бірге жүреді. Кіші мектеп оқушысының кез келген негізгі ұлттық құндылықтардың іс-әрекетіне түрткі болуы үшін оның мәнін меңгеру және оның әлеуметтік мәнін түсіну жеткіліксіз. Бастауыш сынып оқушысының моральдық әрекетінен жағымды эмоционалды тәжірибені сезінуі маңызды, олар жасалған әрекеттің нақты нәтижесі ғана емес, сонымен қатар негізгі ұлттық құндылықтарды қамтитын құндылықтарды қорғау ниетімен бірге жүреді.

Белсенділік - бастауыш сынып оқушысының әлеуметтік маңызы бар іс-әрекетке, қоғам өміріне қатысу дәрежесін сипаттайды және жеке тұлғаның қоғамдағы шығармашылық бағыттылығын көрсетеді.

Бастауыш сынып оқушылары импульсивті және дереу импульстардың әсерінен әрекет етуге бейім. Көбінесе оларда негізгі ұлттық құндылықтар туралы түсінік болады, бірақ сана мен мінез-құлық арасында алшақтық бар.

Бастауыш мектеп оқушыларының негізгі ұлттық құндылықтарды меңгерудегі белсенділік критерийінің болуы жеке іс-әрекеттер орын алмаса, жеке адамның бүкіл өмірі оның стратегиялық моральдық нұсқауларына тікелей байланысты болады.

Негізгі ұлттық құндылықтарды меңгеру деңгейлерін негіздеудегі сапалық айырмашылықтар, біздің ойымызша, жаңа формациялар болып табылады.

Осы тұста кіші мектеп жасындағы оқушылардың ұлттық құндылыққа бағдарланған білім алуының негізгі жаңа формациясы – өзін-өзі тану болып саналады. Өзін-өзі тануды біз іштей тасымалданатын қоғамдық сана, әлеуметтік маңызы бар әрекеттерді біріктірудің жеке тәсілі және мінез-құлық мотивтерін иерархиялау деп түсінеміз.

Бастауыш сынып оқушысының негізгі ұлттық құндылықтарды меңгерудің орташа деңгейіне жетуі табиғаты бойынша ұтымды және логикалық болып табылады: оқушы өзін-өзі тану қабілетін жетілдіру арқылы құндылықтарды меңгерудегі табысты іс-әрекетін көрсетеді.

Негізгі ұлттық құндылықтарды меңгерудің төмен деңгейін сипаттайтын жаңа формация эмоционалдылықтан рационалдылыққа көшу болып табылады: білімнің рефлексиясы танымдық процестер, нақты ойлау арқылы жүзеге асады.

Кіші мектеп оқушысының негізгі ұлттық құндылықтарды меңгеруінің сыни деңгейіне жетуі эмоционалды-синкреттік сипатқа ие: баланы тәрбиелеу тек эмоционалды сфера, бейнелеу және бейнелі ойлау арқылы жүзеге асырылады.

Эмпирикалық зерттеу барысында алған ақпараттың жалпылама талдауы ұлттық құндылықтарды меңгеру деңгейлерін толығырақ сипаттауға мүмкіндік береді.

Оптималды деңгей дүниетанымның азаматтық-патриоттық бағыттылығымен сипатталады: патриотизмді Отанға, халқына, туған тіліне деген сүйіспеншілік деп түсіну; өз халқының тарихы мен салт-дәстүріне деген қызығушылықты арттыру; моральдық нормалардың айырмашылығын және пікірлердің әртүрлілігін түсіну; мәдени және моральдық нормаларды ұстануға күшті ұмтылыс; елдің ішкі саяси өмірінде, сыртқы саясатында болып жатқан процестерді түсіну; мемлекеттік рәміздер, оны қолдану ережелері туралы білімнің қалыптасқан жүйесі; Отанға деген қарым-қатынастың мызғымастығы; рухани-адамгершілік құндылықтар жүйесінің болуы; ел тағдыры үшін жеке жауапкершілік

сезімі; тұрақты қызығушылықтардың, тіркестердегі тұрақтылықтың, идеалдардың болуы; адамзаттың, отбасының және мемлекеттің игілігі үшін әлеуметтік маңызы бар қызметке нақты көрсетілген қажеттілік; берілген әлеуметтік нормалар мен талаптарды құрметтеу; қоғам мен адамдарға пайда әкелуге ұмтылу; туған жердің табиғатын сақтауға және қорғауға белсенді қатысу; белсенді азаматтық ұстанымының көрінісі.

Орта деңгей өз халқының мәдени-адамгершілік нормаларын, тарихы мен дәстүрін білуімен сипатталады: дамыған дүниетанымдық қасиеттер; рухани-адамгершілік құндылықтардың басымдылығы; тұрақтылық, Отанға деген көзқарасты сезіну, өз мақсаттары мен міндеттеріне жауапкершілікпен қарау; өз халқының салт-дәстүрлерін сақтау; жеке тұлғаның әлеуметтік бағыттылығы; әлеуметтік маңызы бар іс-шараларға қатысу.

Төмен деңгей өз халқының тарихы мен дәстүрін қанағаттанарлық білумен сипатталады: мәдени-адамгершілік нормаларға ситуациялық қызығушылық; процестер туралы нашар хабардарлық, еліміздің ішкі саяси өмірінде, оның сыртқы саясатында, экономиканың жағдайы, білім беру, ғылым және мәдени өмір, спорт, ұлт денсаулығы, экологиялық проблемалар, құқық тәртібі мен қылмыстың жағдайы және т.б. .; мемлекеттік рәміздерді ішінара білу; елде және шетелде болып жатқан оқиғаларды дұрыс бағаламау; рухани-адамгершілік қатынастардың конформистік сипаты.

Сыни деңгей мәдени-адамгершілік нормаларды білуге қызығушылықтың болмауымен сипатталады: елде және шетелде болып жатқан оқиғаларды дұрыс бағаламау; Қазақстанның мемлекеттік рәміздері туралы негізгі білімнің болмауы, оған құрметсіздік көрсету; Отанға деген құндылықтарға қарсы көзқарас; эмоционалдық тұрақсыздық; арысдық; патриоттық бағыттағы іс-шараларға қажеттіліктің болмауы.

Қорыта келе, алынған мәліметтерді педагогикалық тұрғыдан түсіндіру бізге кіші мектеп оқушыларының негізгі ұлттық құндылықтарды меңгеру деңгейін бағалау мәселесін шешудің нұсқаларының бірін ұсынуға мүмкіндік берді. Біз бұл мәселені зерделеудің одан әрі перспективаларын зерттелетін құбылысты бағалау үшін диагностикалық құралдарды іздеу және мұқият таңдау арқылы жүзеге асыру қажеттілігімен негіздейміз. Білім алушылардың ұлттық құндылықтарын қалыптастыру мәселесін теориялық талдау мемлекеттік білім жүйесін модернизациялау жағдайында оқушылардың рухани құндылықты бойына сіңіру мен адамгершілік саналылыққа тәрбиелеу білім беру процесінде көрініс табуы қажет деген тұжырым жасаймыз.

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HOW ARTIFICIAL INTELLIGENCE HELPS TO STUDY ENGLISH

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Түйін

Жасанды интеллект бірқатар инновациялық технологиялар мен әдістер арқылы ағылшын тілін үйренуге айтарлықтай көмек көрсете алады. Төменде AI ағылшын тілін үйрену процесін жақсартудың кейбір жолдары берілген: Тіл үйренуге арналған онлайн платформалар: Тіл үйрену үшін жасанды интеллект пайдаланатын көптеген онлайн платформалар бар. Бұл платформалар интерактивті сабақтарды, сынақтарды ұсынады және жасанды интеллект студенттердің қателіктерін талдап, жақсарту бойынша ұсыныстарды ұсына алады.

Түйін сөздер: информатика, ақпарат, ағылшын, цифрлық дәуір

Резюме

Искусственный интеллект может оказать значительную помощь в изучении английского языка благодаря ряду инновационных технологий и методов. Ниже приведены некоторые способы, как искусственный интеллект может улучшить процесс изучения английского языка: Онлайн-платформы для изучения языков: Существует множество онлайн-платформ, которые используют искусственный интеллект для обучения языкам. Эти платформы предлагают интерактивные уроки, тесты, искусственный интеллект может анализировать ошибки студентов и предлагать рекомендации для улучшения.

Ключевые слова: информатика, информация, английский язык, цифровой век.

Artificial intelligence plays a significant role in English language teaching due to its capabilities of automation, personalization and continuous feedback. Here are some ways artificial intelligence can help you learn English: Personalized learning: Artificial intelligence can create personalized learning plans, taking into account the level of knowledge, needs and characteristics of each student. This allows you to effectively use time and resources to maximize learning. Adaptive tests and exercises: Using artificial intelligence, you can create tests and exercises that automatically adapt to the student's knowledge level. This helps encourage continuous progress and maintain motivation. . Speech Processing and Speech Recognition: Artificial intelligence-based speech recognition and synthesis technologies allow students to improve pronunciation, practice speaking skills, and receive feedback on articulation and intonation. Automated checking of written work: Using artificial intelligence, you can create systems for automated checking of written work that not only identify grammatical and stylistic errors, but also offer recommendations for correcting them. Virtual assistants for learning: Artificial intelligence can be used as virtual assistants that help students solve problems, explain complex concepts and provide additional learning materials.

Thus, artificial intelligence opens up wide opportunities for effective and interactive teaching of English, making this process more fun, efficient and accessible for everyone who wants to improve their language skills.

Artificial intelligence (AI) has become an integral part of our daily lives, and its applications span many fields, including education. In recent years, AI has begun to be actively used for teaching English, and the results are simply amazing. One of the main problems faced by students learning English is lack of practice. Traditional teaching methods, such as textbooks and tutoring, do not always provide students with sufficient time to practice speaking English. And this is where AI comes to the rescue.

Modern programs and applications using AI offer students the opportunity to practice English anytime, anywhere. They are based on speech recognition and machine learning technology, which allows them to analyze the student's pronunciation and provide feedback. This way, students can improve their speaking skills without having to depend on a teacher or group to practice. The use of AI in learning English opens up new opportunities and simplifies the learning process. It helps students develop reading, writing, speaking and listening skills, as well as improve their grammar and vocabulary. One of the most common examples of using AI in learning English is applications and programs for mobile devices. These apps offer a wide range of exercises and assignments that help students improve their language skills. AI is used to analyze students'

mistakes and provide personalized feedback, helping them improve their skills and avoid repeating mistakes. Another example of the use of AI in English language learning is virtual assistants such as Siri, Google Assistant or Amazon Alexa. These assistants can help students translate words and phrases, ask questions about correct pronunciation and grammar, and provide additional study materials. They can also be used to practice spoken English as they are capable of maintaining a dialogue with the user.

Another example of the use of AI in English language learning is online courses and learning platforms. These courses use AI to tailor the curriculum to each student's individual needs. They can offer personalized exercises and assignments based on language proficiency level and areas that require more attention. Artificial intelligence can also be used to create virtual environments where students can practice English in realistic situations. For example, virtual classes or conversation groups, where students can interact with virtual characters or other students, help them put their knowledge and skills into practice. AI is also helping students learn English through personalized approaches. Programs can analyze the level of knowledge and needs of each student and offer individual lessons and assignments. This allows students to learn the language at their own pace and focus on the aspects they need most.

One of the most useful features of AI for learning English is its ability to offer contextual examples and explanations. Programs may provide students with additional materials, such as articles, videos, or audio recordings, to help them better understand the language and its use in real life. This allows students to expand their vocabulary and improve their understanding of English. Additionally, AI can be used to assess a student's knowledge level and track their progress. Programs can administer tests and assignments and then analyze the results to determine which aspects of the language a student needs to focus on more. This helps students understand their weak areas and develop better study strategies. However, despite all the benefits of using AI to learn English, it is important to remember that it cannot completely replace a human teacher. Interacting with a live teacher in a classroom or online format is still essential for developing communication skills and cultural understanding of a language.

In conclusion, artificial intelligence has become an indispensable tool for learning English. It offers students the opportunity to practice spoken English, personalized lessons, contextual examples and progress assessment. However, it is important to remember that AI cannot completely replace the role and interaction of a human teacher. The use of AI should be an additional tool that helps students achieve greater success in learning English.

There are many more ways that artificial intelligence can improve the English language learning process:

1. Automated exercises and tests: AI platforms can offer a variety of exercises and tests to practice English reading, writing, speaking and comprehension skills. This helps to systematize knowledge and track the student's progress.

2. Gamification of learning: Gaming elements in English language teaching, created using AI, can make the learning process fun and motivating. This contributes to more effective memorization of material and improved student motivation.

3. Automatic progress analysis: AI allows you to automatically track and analyze students' progress in learning English, providing detailed statistics on achievements, weaknesses and recommendations for improvement.

4. Mobile Apps: AI-powered mobile apps provide access to lessons, exercises and feedback whenever and wherever you want, making learning more flexible and accessible.

5. Collaboration and Communication: Platforms using artificial intelligence facilitate collaboration with other students, communication in English and exchange of experience, which enriches the learning experience and helps improve language skills.

There is an acronym used in language learning called APP, which stands for Active Participation and Practice. The name itself indicates how these apps intend to help people learn a

new language. It's all about participation and real-time results. They are programmed to teach in a useful, enjoyable, and capable way that will create a fun and adventurous way for people to “learn.” After all, learning English takes time. And with the help of AI, the process of learning a new language will be easier. It will likely take years to perfect, but small actions have a huge impact, and a little practice every day goes a long way. Using tools like Knowble Reader, learning English becomes an afterthought. The use of artificial intelligence tools allows you to develop internal motivation to complete priority educational tasks [4]. And also the use of artificial intelligence involves the formation of language skills based on the use of techniques inherent in games (competitions, excitement, completing levels, points for achievements, etc.) [1]. One of the most successful AI language learning apps is Duolingo, which has about 60 million users worldwide. The application is designed to help in learning new languages. To study and consolidate words, a set of techniques is used: images, texts, audio. New vocabulary is presented in context and makes learning as meaningful as possible. Inside, it's more like a game than a language lesson, with its own virtual currency, badges, challenges and achievements.

Thus, the use of artificial intelligence in the educational process of a university is the integration of game elements and gaming technologies, modern applications and chatbots into the learning process, which contributes to a qualitative change in the way of organizing and modernizing the educational process, leads to an increase in the level of motivation, student involvement, activation their attention and concentration when solving educational problems. This allows us to talk about the use of artificial intelligence as a metacognitive method of teaching, that is, a method that allows the student to realize his own level, see “gaps” in knowledge, note his own mistakes and direct efforts to correct them. In particular, memorization accompanied by positive emotions is more effective. Therefore, when artificial intelligence is introduced into training, the quality of mastering educational material improves.

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EXPLORING GAMIFICATION PLATFORMS IN EDUCATION: ENHANCING LEARNING THROUGH ENGAGEMENT

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Түйін

Бұл жан-жақты қамтитын мақала қазіргі заманғы білім берудегі геймификация платформаларының қайта құру әлеуетін тереңдетіп, олардың неғұрлым терең өзара іс-қимылға және оқытудың белсенді тәжірибесіне жәрдемдесу үшін ойын элементтерін қалай пайдаланатынын анықтайды. Викторина негізіндегі құралдардан бастап қызықты рөлдік ортаға дейінгі платформалардың кең спектріне сүйене отырып, бұл мақалада олардың теориялық негіздерін, практикалық қосымшаларын, артықшылықтарын, проблемаларын және эмпирикалық қолдауын терең

талдау қамтылады. Психологияның, ойын дизайны мен педагогиканың қиылысын зерттей отырып, бұл мақала студенттердің мотивациясына, қатысуына және академиялық жетістіктеріне геймификацияның терең әсерін көрсетеді, оның цифрлық дәуірдегі білім беру инновацияларының катализаторы ретіндегі ролін көрсетеді.

Резюме

Эта всеобъемлющая статья углубляется в преобразующий потенциал платформ геймификации в современном образовании, выясняя, как они используют игровые элементы для содействия более глубокому взаимодействию и содействия активному опыту обучения. Опираясь на широкий спектр платформ, от инструментов на основе викторин до захватывающих ролевых сред, эта статья содержит углубленный анализ их теоретических основ, практических приложений, преимуществ, проблем и эмпирической поддержки. Изучая пересечение психологии, игрового дизайна и педагогики, эта статья освещает глубокое влияние геймификации на мотивацию, участие и академические достижения студентов, подчеркивая ее роль в качестве катализатора образовательных инноваций в цифровую эпоху.

In the dynamic landscape of modern education, the integration of gamification platforms has emerged as a promising strategy to captivate students' attention and enhance their learning experiences. These platforms infuse traditional educational practices with game elements, transforming mundane tasks into engaging quests, challenges, and simulations. By leveraging the intrinsic appeal of games, these platforms seek to create immersive and interactive learning environments that foster curiosity, collaboration, and critical thinking skills. This article explores a variety of gamification platforms, each offering unique features and functionalities tailored to different educational contexts and learning objectives.

Theoretical Framework

At the core of gamification lies a rich tapestry of theoretical concepts drawn from psychology, game design, and behavioral economics. Central to this framework is the distinction between intrinsic and extrinsic motivation. Intrinsic motivation refers to the inherent drive stemming from personal satisfaction, curiosity, or a desire for mastery, while extrinsic motivation involves external rewards or incentives, such as points, badges, or leaderboard rankings. Gamification harnesses both forms of motivation to engage learners in educational activities, leveraging game elements such as narrative, progression, feedback, and social interaction to create immersive and rewarding learning experiences.

Benefits of Gamification in Education:

The integration of gamification into educational settings offers a myriad of benefits for both students and educators. Firstly, gamified learning environments are inherently captivating, drawing students into a world of exploration and discovery. By transforming mundane tasks into exciting challenges, gamification instills a sense of enjoyment and enthusiasm for learning. Secondly, gamification promotes active participation and critical thinking skills by presenting learners with meaningful challenges and opportunities for problem-solving. Thirdly, gamified systems provide immediate feedback and progress tracking, empowering students to monitor their performance and adjust their learning strategies accordingly. Moreover, gamification fosters collaboration and social interaction, enabling students to learn from and with their peers in a supportive and interactive environment.

Challenges and Considerations:

Despite its potential benefits, gamification in education is not without its challenges and considerations. One critical concern is the risk of over-reliance on extrinsic rewards, which may undermine intrinsic motivation and lead to superficial engagement. Additionally, designing effective gamified experiences necessitates careful consideration of learners' preferences, interests, and cognitive abilities. Furthermore, educators must address issues of accessibility, inclusivity, and equity to ensure that gamified activities cater to the diverse needs of all students.

Implementation Strategies:

Successful implementation of gamification requires thoughtful planning, collaboration, and support from all stakeholders. Educators should begin by clearly defining learning objectives and aligning game mechanics with curricular goals to ensure coherence and relevance. Additionally, leveraging technology platforms and educational tools can enhance the design and delivery of gamified learning experiences. Furthermore, educators should provide ongoing support and guidance to students, fostering a growth mindset and a sense of autonomy in their learning journey.

Case Studies and Empirical Evidence:

Numerous case studies and empirical research have demonstrated the effectiveness of gamification in enhancing learning outcomes across various educational contexts. For instance, a study conducted by researchers at [Institution] revealed that incorporating gamified elements, such as badges and leaderboards, into an online course resulted in increased student engagement and completion rates. Similarly, a pilot program implemented at [School District] reported significant improvements in student motivation and academic performance following the introduction of gamified learning activities.

Platforms and Their Features:

Here are descriptions of some platforms that leverage gamification to enhance learning experiences:

Kahoot!:

Kahoot! is a game-based learning platform that allows educators to create interactive quizzes, surveys, and discussions. Students participate by accessing quizzes through their devices and earn points based on accuracy and speed. Kahoot! fosters friendly competition among students and provides immediate feedback, making it an effective tool for formative assessment and review sessions.

Classcraft:

Classcraft is a gamified classroom management platform that transforms the learning experience into a role-playing adventure. Students create characters, join teams, and embark on quests to earn experience points and level up. Classcraft promotes collaboration, accountability, and intrinsic motivation, while providing educators with tools to manage classroom dynamics and reinforce positive behavior.

Duolingo:

Duolingo is a language learning platform that employs gamification to make learning a new language fun and engaging. Users progress through lessons by completing various exercises, such as translating sentences and listening to audio prompts. Duolingo incorporates elements like streaks, levels, and achievements to motivate learners and track their progress, fostering collaboration and competition among users.

Prodigy:

Prodigy is a math learning platform designed for elementary and middle school students. It combines curriculum-aligned math content with role-playing game elements to create an immersive learning experience. Students battle monsters by solving math problems, earning rewards and leveling up their characters as they progress. Prodigy adapts to each student's learning level and provides real-time feedback to help them master math concepts while having fun.

CodeCombat:

CodeCombat is a platform that teaches coding skills through interactive gameplay. Users learn programming languages by writing code to control characters in a fantasy-themed game world. CodeCombat offers a hands-on approach to learning computer science concepts, allowing students to see the immediate impact of their code on the game environment.

Minecraft: Education Edition:

Minecraft: Education Edition is an educational version of the popular sandbox video game Minecraft, designed specifically for classroom use. It allows educators to create immersive learning experiences across various subjects, including STEM, history, language arts, and more. In

Minecraft: Education Edition, students collaborate, problem-solve, and explore virtual worlds while applying academic concepts in a hands-on, interactive environment.

In conclusion, gamification platforms offer a dynamic and innovative approach to education, harnessing the power of games to engage students and enhance their learning experiences. From quiz-based tools like Kahoot! to immersive environments like Minecraft: Education Edition, these platforms provide educators with a diverse array of resources to cater to different learning styles and preferences. By integrating game elements such as rewards, challenges, and interactivity, gamification platforms inspire curiosity, foster collaboration, and promote deeper understanding and retention of academic content. As technology continues to evolve, gamification platforms hold immense promise as a catalyst for educational innovation and transformation, empowering educators to create dynamic and engaging learning environments that prepare students for success in the 21st century and beyond.

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ENGLISH PHRASEOLOGY UND ITS FEATURE

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Түйін

Бұл мақалада біз фразеологизмның ерекшеліктері мен мағынасын қарастырдық

Резюме

В этой статье мы рассмотрели особенности и значение фразеологизма.

Phraseology, as you know, are one of the most complex, controversial and interesting sections of linguistics. We mostly paid attention in the article main terms used in phraseology and their meaning. Words that are part of phraseological units more or less lose their own lexical meaning. Thus, the phraseological unit is used as a whole, ready-made phrase. The combination of the meanings of the words included in it is the lexical meaning of the entire phraseological unit. Words that are part of phraseological units more or less lose their own lexical meaning. Thus, the phraseological unit is used as a whole, ready-made phrase. The combination of the meanings the words in it is the lexical meaning of the entire phraseological unit. Words in phraseology lose their semantic lexicon. In such a model, a phraseology is used as a whole regular phrase.

Phraseology is a regular combination of words that have a single meaning and are functionally connected to a single word. Phraseology preserve the history of a people, show the features of its culture, give emotionality and expressiveness to speech. English has a millennia-old history, during which it has amassed a diverse range of expressions reflecting ideas of success, purpose, and beauty. This evolution has given rise to a distinctive linguistic layer known as phraseological units, comprising stable phrases with independent meanings.

Phraseology, also known as idioms, are expressions or phrases that have a fixed meaning that is different from the sum of the meanings of the individual words of which they are composed.

They are an important part of any language, as they enrich it with expressiveness and convey certain cultural nuances. Phraseological units are stable over time and are resistant to change. They are passed down through generations and often preserve archaic or obsolete language elements. Learning phraseology is important for understanding a language on a deeper level and for more accurate and natural communication in it.:

There are many unusual and interesting phraseological units in the English language. Here are some examples:

1. "Bite off more than you can chew" - take on more than you can handle.
2. "Cat's pajamas" – something amazing or wonderful.
3. "Hit the hay" - go to bed.
4. "Jump on the bandwagon" -join something popular or fashionable.
5. "Out of the blue" - unexpectedly, suddenly.
6. "Piece of cake" - something very light or simple.
7. "Spill the beans" - give away a secret or information.
8. "Take the bull by the horns" - solve a problem or situation decisively.

These phraseological units are striking examples of how the English language can be varied and expressive in its use of expressions.

English phraseology and their use are important elements of language acquisition and communication. They reflect the subtleties of language, reflect cultural nuances, and contribute to expressive and effective communication in a variety of contexts. Learning English idioms enables people to overcome language barriers, appreciate cultural diversity, and participate meaningfully in language interactions.

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THE ORIGIN OF THE SONG “HAPPY BIRTHDAY TO YOU”

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Тўйин

Бўл мақалада «Туған күніңмен саған» әнінің шығу тегі мен фактілері қарастырылады.

Резюме

В этой статье рассматривается происхождение и факты песни “С днем рождения тебя”

Everybody agrees that the most beautiful and desired among the all holidays is a person's birthday. Every family celebrates this holiday and it is tradition to have a cake given to a hero of the day accompanied with the song “Happy birthday to you”. We listen to this song on every birthday and on different languages. We sing it and we like it. So we were interested why people sing this song, the history of it, who wrote it, and how did it spread all over the world. We decided to investigate. During our work we find a lot of interesting information searching the Net.

Now, let us to introduce.

Every family has birthday traditions that have been passed down from generations. Whether it includes your heritage, the type of birthday cake you make, or the games you play, traditions can be a large part of your birthday celebrations, especially for kid's entertainment. There's one tradition that has stood the test of time around the world, in every language, and at every age- the “Happy Birthday to You” song. We've done some research on the history of this famous tune and here's what we've found out.

Where it Began

The beginning of the happy birthday song has a bit of controversy behind it, with more than one artist being credited with its existence. The song's melody originated from a school teachers' greeting song titled "Good Morning to All", composed by American sisters Mildred and Patty Hill in 1893, although this accreditation has been questioned. The first time the combination of the "Happy Birthday to You" lyrics and melody appeared was in 1912. These first appearances did not include any credits. Updated lyrics that make up the popular tune we sing today was published in a songbook by Robert Coleman in 1924. Then in 1935, The Summy Company registered a copyright for the song, crediting the Hill sisters as the authors. The value of the birthday song at the time was \$5 million.

What About Before the Song?

There is no record of any other specific songs being used at birthday parties or celebrations before the classic "Happy Birthday to You", but plenty other traditions were celebrated! The Germans created the traditional birthday cake as we know it today in the late 18th century and it became popularized around the world during the American Industrial Revolution. The entire idea of birthdays started with the Egyptians after they noticed the effects of aging. From celebrating the birth of powerful religious figures, it grew into celebrating "the common man" and we now celebrate our birthdays with gifts, cake, song, and sometimes special birthday party venues!

Are We Allowed to Sing it?

Many people may not have realized that up until the year 2016, "Happy Birthday to You" was actually illegal to sing publicly unless you paid a hefty fee. Singing it publicly could include on T.V., radio or just at a party place. This was due to the copyright that was registered in 1935 and not set to expire until 2030. This changed though once a U.S federal judge ruled that the copyright claim was not valid and the song had no other claim to copyright, placing it in the public domain, and making it free to sing for all.

Celebrating Across the Globe

The traditional way "Happy Birthday to You" is used is by the song being sung to the birthday boy/girl by other guests at the celebration while they present a birthday cake. This tradition has reached across the globe and the recognizable tune has been officially translated into 18 different languages!

Now it's Your Turn!

The great thing about the birthday song, besides that it usually means the cake is coming, is that it is also very easy to memorize and learn on almost any instrument. Most people will sing the catchy tune at their home or at a kid's party venue if they have rented a great spot for friends and family to celebrate together. But you don't just have to sing! You can learn "Happy Birthday to You" by knowing just a few simple notes, on piano, guitar, violin, or any instrument.

Conclusion

As conclusion today, the famous happy birthday song is at last in the public domain, meaning you can sing it anywhere, at home or in front of a crowd, to your heart's content we want to add that the song "Happy birthday to you" can be the symbol of the birth and peace among the people of all nationalities and religions.

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WORD CLASSES

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Түйін

«Сөз таптары» мақаласында тілдегі сөздердің негізгі таптары жан-жақты қарастырылған. Зат есімдер мен есімдіктерден бастап, етістіктер мен көсемшелерге дейін әр сынып сөйлем құрылымындағы рөлі тұрғысынан қарастырылады. Мақалада бұл әрекеттердің тілдік экспрессияны қалай байытып, мазмұнды мәтіндердің қалыптасуына ықпал ететіні түсіндіріледі. Сөздердің әрбір класының морфологиясы мен синтаксисін зерттеу ғалымдардың, студенттердің және тіл біліміне қызығушылық танытатын кез келген адамның тілдің құрылымын және әртүрлі вербальды категориялардың өзара әрекеттесетінін түсінуін жақсартады.

Резюме

В статье «Классы слов» дан исчерпывающий обзор основных классов слов в языке. От существительных и местоимений до глаголов и предлогов, каждый класс рассматривается в контексте его роли в структуре предложения. В статье объясняется, как эти занятия обогащают языковую выразительность и способствуют формированию осмысленных текстов. Исследование морфологии и синтаксиса каждого класса слов расширяет понимание учёными, студентами и всеми, кто интересуется лингвистикой, того, как устроен язык и как взаимодействуют различные вербальные категории.

Кілт сөздер: Word Classes, Parts of Speech, Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, Language Structure, Syntax, Morphology, Linguistics.

Word classes, or parts of speech, are the building blocks of language, providing a framework for understanding how words function in sentences. The English language primarily recognizes eight word classes: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections. Each class serves a distinct grammatical role, contributing to the overall structure and meaning of a sentence.

Nouns, as fundamental entities in the English language, play a pivotal role in conveying meaning within sentences. These versatile linguistic components serve as the bedrock for expressing a wide array of concepts, ranging from tangible entities like people, places, and things to more abstract notions such as ideas and emotions. The extensive diversity of nouns allows for the rich tapestry of expression that is characteristic of language. One of the key functions of nouns lies in their role as subjects or objects within sentences. As subjects, nouns take center stage, performing actions or embodying states of being. For instance, in the sentence "The cat chased the mouse," both "cat" and "mouse" are nouns. "Cat" serves as the subject, initiating the action of chasing, while "mouse" acts as the object, undergoing the action. Moreover, nouns exhibit grammatical flexibility by adopting either a singular or plural form. This feature enhances their adaptability in sentence construction, accommodating various contexts and quantities. For example, the noun "book" can be expressed in the plural form as "books" when referring to multiple items, demonstrating the dynamic nature of nouns. In situations where repetition needs to be avoided for the sake of clarity and stylistic variation, pronouns step in as efficient substitutes. Pronouns like "he," "she," "it," or "they" seamlessly replace specific nouns, contributing to smoother and more concise communication. Consider the sentence "Mary loves chocolate, and she eats it every day." Here, "she" replaces the noun "Mary," and "it" stands in for "chocolate," exemplifying the pronoun's role in preventing redundancy. The significance of nouns extends beyond mere grammatical functions; they encapsulate the essence of language's expressive capacity. Whether encapsulating concrete entities that we can touch and see or conceptualizing abstract notions that stir our emotions, nouns provide the linguistic foundation for our communication. Through their adaptability, grammatical roles, and contribution to stylistic diversity, nouns emerge as integral components that shape the richness and depth of our language.

Verbs, the dynamic engine of language, fulfill a pivotal role in sentence construction by conveying actions or states of being. These linguistic powerhouses are the driving force behind our ability to articulate a wide spectrum of activities, ranging from physical movements to abstract concepts. The comprehensive nature of verbs allows for the nuanced expression of thoughts, actions, and conditions. One fundamental classification of verbs divides them into action verbs and linking verbs, each contributing uniquely to the structure and meaning of sentences. Action verbs propel sentences forward by depicting tangible or intangible activities. For instance, in the sentence "She dances gracefully," the verb "dances" portrays a physical action, adding movement and vibrancy to the narrative. Action verbs inject vitality into language, capturing the essence of dynamic experiences. On the other hand, linking verbs serve a distinct purpose by connecting the subject of a sentence to its complement or predicate nominative/adjective. Unlike action verbs, linking verbs don't denote action but establish a relationship between elements in a sentence. Consider the sentence "He is happy." In this instance, "is" serves as a linking verb, connecting the subject "He" with the complement "happy." Linking verbs act as bridges, facilitating a deeper understanding of the subject's condition or identity. Understanding the role of verbs in sentence construction is crucial for crafting coherent and meaningful expressions. Verbs not only propel narratives but also dictate the temporal qualities of actions, indicating whether an activity occurred in the past, is happening in the present, or will take place in the future. The ability of verbs to convey time adds a temporal dimension to language, enabling us to communicate with precision.

Adjectives and adverbs, the linguistic embellishments of our sentences, wield the power to refine and enrich our communication by offering additional details and nuances. Adjectives, the words that modify nouns or pronouns, act as descriptive artists, painting a vivid picture of the qualities inherent in the entities they accompany. On the other hand, adverbs, versatile in their application, take on the role of modifiers for verbs, adjectives, or even fellow adverbs, enhancing our understanding of the circumstances surrounding actions. When adjectives grace our language, they function as storytellers, weaving intricate narratives about the characteristics and attributes of the subjects they embellish. In the sentence "The serene lake glistened in the moonlight," the adjective "serene" provides a glimpse into the calm and peaceful nature of the lake, allowing readers to visualize a tranquil scene. Adjectives, in their myriad forms, bestow upon language the gift of imagery, enabling us to evoke sensory experiences and create mental landscapes. Adverbs, in their dynamic versatility, contribute to the rhythm and tempo of sentences by modifying verbs, adjectives, or adverbs. Acting as adverbial architects, they answer crucial questions related to the manner, time, place, frequency, or degree of an action or description. In the sentence "She spoke eloquently during the meeting," the adverb "eloquently" illuminates the manner in which she spoke, providing insight into her articulate expression. Adverbs, with their diverse functions, allow us to fine-tune our expressions and convey not just what happened but how, when, or where it occurred. Exploring the multifaceted nature of adjectives and adverbs reveals the intricate tapestry they weave within our language. Adjectives, with their palette of descriptive hues, breathe life into our narratives, while adverbs, with their temporal and situational precision, refine our understanding of actions and descriptions. The artful integration of these modifiers transforms simple sentences into vibrant canvases, where every word plays a role in shaping the reader's perception and enriching the tapestry of our shared linguistic experience.

Prepositions and conjunctions, the subtle navigators of language, operate behind the scenes to foster meaningful connections and guide the flow of our expressions. Prepositions, those spatial architects, delineate the relationships between words by conveying notions of location, direction, or time. On the canvas of a sentence, prepositions serve as brushstrokes, painting the intricate details of where, when, or how an action takes place. In the sentence "The cat sat on the windowsill," the preposition "on" not only signifies the cat's location but also frames the spatial context, allowing readers to visualize the precise perch of the feline observer. Through prepositions, our language gains the power to transport listeners or readers to specific moments in space and time, enriching our narratives with vivid imagery. Conjunctions, the linguistic connectors, play the role of sentence conductors, orchestrating harmonious relationships between words, phrases, or clauses. Whether

they be coordinating conjunctions like "and" or "but," adding elements seamlessly, or subordinating conjunctions like "because" or "although," introducing dependent clauses with finesse, conjunctions contribute to the coherence and unity of our expressions. Consider the sentence "She studied hard, yet her grades did not improve." The conjunction "yet" establishes a contrast between the effort exerted and the outcome achieved, creating a subtle tension within the narrative. Through conjunctions, our language gains the ability to weave together disparate ideas, building bridges that traverse the gaps between thoughts. In the grand tapestry of language, prepositions and conjunctions emerge as silent architects, designing the framework that underpins the structure and meaning of our sentences. Prepositions paint the spatial and temporal landscapes, while conjunctions compose the symphony that unites disparate elements into a cohesive and resonant whole. Together, they form an indispensable duo, shaping the contours of our expressions and ensuring the fluidity and precision of our shared linguistic journey.

Interjections, the spirited exclamation points of language, burst onto the linguistic stage with unrestrained vigor, embodying the raw essence of human emotions. Singular entities within a sentence, these exclamatory expressions stand independently, delivering impactful snapshots of feelings without the need for extensive linguistic context. Picture the exclamation "Wow!" punctuating a moment of awe or surprise. In this brief interjection, the speaker encapsulates the intensity of their reaction, conveying the sheer amazement or astonishment they experience. Interjections serve as the unfiltered outbursts that bridge the gap between internal sentiment and external expression. "I can't believe it! We won!" The interjection "Wow!" here amplifies the speaker's disbelief and joy, acting as an emotional exclamation mark that magnifies the victorious moment. Whether it's the triumphant "Yes!" or the dismayed "Oh no!" interjections contribute a visceral layer to our language, capturing the immediacy and authenticity of our responses to the world around us. In the realm of language, interjections emerge as the spontaneous eruptions of our emotional landscape, providing an unadorned channel for our innermost reactions. Standing alone, yet resounding in impact, they function as linguistic snapshots, freezing a moment in time and immortalizing the raw, unfiltered expressions that color our human experience.

In conclusion, the exploration of word classes is an insightful journey into the structural framework that underlies language. Nouns, as the foundational entities, paint vivid pictures of people, places, things, or ideas, anchoring sentences with their presence. Pronouns step in to offer versatility and prevent linguistic redundancy. Verbs, the dynamic agents of language, breathe life into sentences by conveying actions or states of being. Their categorization into action verbs and linking verbs adds nuance to their roles in constructing meaningful expressions. Adjectives and adverbs, the embellishers of language, enhance our descriptions and impart precision to our narratives. Prepositions elegantly guide us through the spatial and temporal dimensions of language, creating a seamless tapestry of relationships between words. Conjunctions, as the linguistic connectors, weave coherence into sentences by uniting words, phrases, or clauses.

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ҚАЗАҚ ЖӘНЕ АҒЫЛШЫН ТІЛІНДЕГІ МАҚАЛ-МӘТЕЛДЕРДІҢ ҚҰРЫМДЫЛЫҚ ЖӘНЕ МАҒЫНАЛЫҚ ЕРЕКШЕЛІГІ

Утепова Д.Ф.-Тарих және педагогика білім беру бағдарламасының студенті

Ғылыми жетекшісі аға оқытушы:Исахова Л.Т.

В этой статье рассматриваются структурно-семантические особенности казахских и английских пословиц.

Abstract

This article considers the structural and semantic features of the Kazakh and English languages

Кілт сөздер: Орхан-Енесей, Күлтегін жыры, Тоныкөк жыры.

Мақал-мәтелдердің түп негізі-түркі тілдерінде. Қазақ мақал-мәтелдерінің бастау көзі сонау Орхан-Енесей жазба ескерткіштерінен бастау алады. XII-XIII ғасырдан бізге дейін жазба ескерткіштертердің тілінде мақал-мәтелдерде баршылық. Мысалы: Орхан жазбаларында басыңды еңкейтіп, тізенді бүктірген (Күлтегін жырынан), Өлімнен ұят күшті (Тоныкөк жырынан) деген мақал-мәтелдерді кездестіреміз. Бұл деректерге сүйене отырсақ, мақал-мәтелдердің бастауы сонау көне ескерткіштерден бастау алып, шығармаларының тілінде қолданыста болғанына көз жеткіземіз. Ауыз әдебиеті-халқымыздың асыл да, мол мұрасы, небір бейнелі сөз маржандары осы ауыз әдебиетінде. Халық жыраулары жыршылары, шешендері, ауыз әдебиетін сонау заманнан рухани асыл қазына ретінде сақтап, ұрпақтан-ұрпаққа мұра етіп, бүгінгі біздің дәуірімізге жеткізе білді. Қоғамдық әлеуметтік, экономикалық өмірдің ілгерілеуіне, адамның ой-санасынаның өсуіне, өзін қоршаған табиғаттың сырына терең бойлауына байланысты ауыз әдебиеті де мазмұны мен формасы, айтылуы жағынан байып, дамып отырған. Ауыз әдебиетінің ертеден келе жатқан түрі мақал-мәтелдер. Мақал-мәтелдер-талай замандар бойы қалыптасып ұрпақтан ұрпаққа ауысып келген халықтық мұра, асқан шеберлікпен жасалған сөз өрнегі. Мақал-мәтелдер халық шығармашылық ең көне түрі. Мақал-мәтелдер әр халықтың даму тарихында басынан кешкен алуан түрлі оқиғалары, өзі аңғарған табиғат құбылыстары, қоғам мүшелерінің өзара қарым-қатынасы, мінез құлқы, психологиясы жөніндегі жасаған қорытындысы, тұжырымдарының түйіні мен өмір тәжірибесінен жинақталған. Ол бір ғана емес ертеден бері қалыптасқан ой дәлдігімен, мазмұнының тереңдігімен ерекшелінетін ауыз әдебиетінің бір түрі. Ол айналадағы сыры мол дүние туралы білімнің сұрыпталған жиынтығы, халықтың өзінше шағын ауызша энциклопедиясы ғана емес, ұстаздық, тәлімгерлік роль де атқарады, адам бойындағы барлық жақсылықты асқақтатып, жамандықты жерлеп бала тәрбиесіне ерекше орын алатын халық даналығы.

Мақал-мәтелдер сөйлеу кезінде тыңнан жасалынбайды, даяр қалпында жұмсалады, құрамдары әрқашан тұрақты болады. Мақал-мәтелдер сан ғасырдың жемісі, сондықтан әбден ой елегінен өтіп, ерекшеленген сөйтіп тұрақталған сөз орамдары. Мақал-мәтелдердің өзіндік ерекшеліктері бар. Біріншіден, мақал-мәтелдер фразеологизм сияқты тілдік құбылыс. Екіншіден, пайымдау мен ой-пікірдің түйіні ретінде логикалық тұлға. Үшіншіден, келелі ой, кең мазмұнды қысқа айтып қорытынды жасаудың тамаша үлгісі. Қазақ мақал-мәтелдерді 50 топқа бөліп қарастырған (әйелдер туралы, жанұя туралы, ағайын-туыстық туралы, ер-жігіттік туралы т.б.). Қазақ мақал-мәтелдерінің кеңінен таралуына би-шендер маңызды рөл атқарған. Олардың айтқан сөздерін бір-біріне үлгі етіп, өсиет ретінде таратқан. Басқа мемлекеттерде қазақ тілі сияқты көркемде шебер, мағыналы да мазмұнды, қысқада нұсқа қанатты сөздерге өте бай. Сол қанатты сөздердің бірі мақал-мәтелдер. Солардың бірі-Американдықтар. Ағылшын мақал-мәтелдерді көбінесе бір сөйлемнен ғана құрылса, қазақ мақал-мәтелдерінің басым көпшілігі екі не бірнеше тармақты болып келеді. Қазақ мақал-мәтелдердеріндегі айтылып ойдың басқа бір жағдай, не құбылыспен салыстырыла жеткізуін тілдік ерекшеліктер санатына жатқызуға болады.

Preverbs-Мақал-мәтелдер

1. A bird in the hand is worth two in the bush-Қолда бар алтының қадірі жоқ.

Қазақша мағынасы: Жұмыр басты пендеге тән қасиеттердің бірі-қолда бар нығыметтен айырылып қалғанша, оның қадірін білмеу.

Ағылшынша мағынасы: A rooster in the hand is better than a sparrow on the roof-Жоқтан бар жақсы.

2. Power is knowledge knowledge is in the books-Күш білімде, білім кітапта.

Қазақша мағынасы: Пайда ойлама, ар ойла,

Талап қой артық білуге.

Артық білім кітапта,

Ерінбей оқып көруге-Абай Қ.

Кітап-адам өмірінің таусылмас рухани қазынасы, ғылым-білімнің көзі, өнер мен тірбие құралы, сырласы әрі ақылшы досы. Кітап шебер ұстаз, тілсіз мұғалім.

Ағылшынша мағынасы:

Knowledge is Power is a proverb refers that knowledge is a true power which always remains with the person in all good and bad times. Knowledge makes a person powerful and empowers to win over any condition-Білім күш, білімнің адам баласының жақсылықта да, жамандықта да бірге болатын шынайы күш. Білім адамды күшті етеді және кез келген жағдайда жеңуге мүмкіндік береді.

Оқушылардың тілін дамыту, сөздік қорын байыту жан-жақты жұмыс. Мақал-мәтелдер-тіл дамытудағы сөздік қорын сонымен қоса, ойлау қабілетін байытуға, түсінік, қабылдау, зиянын күшейтеді. Мақал-мәтелдер халық тарихы, оның әлеуметтік тіршілігі, ақыл-өнегесі, даналығы мол көрініс тапқан, ой дәлдігімен, ықшамдылығымен ерекшелінетін тілдік бірліктер болып табылады. Мақал-мәтелдерді меңгерген оқушының тілі көрнекті, әсерлі болатыны сөзсіз. Мұғалімдер мақал-мәтелдердің мағынасын аудару сонымен қоса басқа тілдегі теңбе-тең түрін келтіру арқылы түсіндіру керек. Тіл тарихы-халық тарихы. Тіл халық тарихымен бірге дамиды, өзгереді, халықтың рухани дүниесінің жетістіктерін бойына сіңіреді. Ұлтық сананың дамуын сөз төркіндерін іздеп, олардың сөз шешіресін келешекке жеткізіп, оларды жаңа сапаға көтеру мәдениетті, өркениетті елдердің ғылыми мідениетін қалыптастырудың сара жолы. Сонымен қоса, тіл дамытудағы өзекті мәселенің таптырмас шешімі. Оқушылардың сөздік қорын бойыту, ойын анық жеткізуде мүмкіндігі зор. Сөздік қорды байытуда мақал-мәтелдердің берері мол. Маңыздылығы соншалық әлі күнге дейін қолданыста. Сондықтан, біздің басты парызымыз-насихаттап қолдыру.

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USING THE PROJECT METHOD IN TEACHING ENGLISH

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Түйін

Бұл мақалада автор жобалау әдісін қолданудың тиімділігін қарастырады ағылшын тілін оқыту және оқу процесінде жаңа технологияларды қолдану.

Резюме

В данной статье автор рассматривает эффективность применения дизайн-метода и новых технологий в процессе преподавания и изучения английского языка.

Key word: productive thinking, design method, technology, artificial speech environment, process.

One of the main issues at the present stage of development of our society is education and the technologization of the learning process in the system. In this regard, various technologies have been developed and widely implemented in the pedagogical process in relation to the structures of the education system.

New pedagogical technologies in the process of teaching English, the use of educational and cognitive tools in the development of new language material by students contributes to the activation of activities, increasing interest in the subject.

The main purpose of English language teaching is communication with students-formation of communication skills and development of communication. In this regard, the formation of skills in accordance with the requirements of the program. In order to increase the interest of students in the English language, interesting methods of saving should be used [1].

One of the most effective methods of teaching English is the design method. This is because the project method is focused on a true practical result. The problem of the application of new technologies in the field of education in the course of analysis in several areas of research by foreign and domestic scientists we found that this has been addressed. Problematic, research, and search methods are considered in education. Peace in all countries of the world, the project method is widely used because it presents one problem the possibilities of applying the acquired knowledge by students in practice when solving problems. To use the phrase "new pedagogical technology", there is a need to figure it out. To do this, you first need to study the concept of "technology" to know the content or origin and scope of the concept. Technologies-from the Greek *techne* (arts, crafts, science) and *logos* (concept, teaching). In foreign dictionaries: "technology" is a production set of knowledge about the means and methods of conducting processes. With the help of technology, mental information is transferred into the language of practical solutions and translated. Technologies are teaching methods, as well as knowledge in an individual form involved in the transfer. Any education can be a technology, if not an art.

Art is based on intuition, and technology is based on science. The whole process starts again with art, ends with technology.[2].

The work on the design methodology consists of several stages: At the first stage, with the help of a teacher, students use sets a goal and identifies problems. Various images, drawings, texts, etc collect the necessary materials for the project. At the second stage, a work plan is drawn up, and the group members must be assigned a specific task. At the third stage, students study various lexical, grammatical, mental, educational, performs exercises that develop speech, etc. skills, improves knowledge, methods, schemes and types of work to solve the problem, create a project defines [3].

In the fourth stage, each group develops and prepares a project for which they are identified. Projects prepared by students at the fifth and final stage of work "I do not know," he said. The teacher plays a different role at each stage, he is an assistant, supervisor, instructor throughout the entire period of the teacher's work, he teaches students well only if they support and praise each person, increase his motivation, and you can achieve results. Working on a project allows each student to cultivate creative abilities, develop Purpose: has a great impact on improving the quality of knowledge. Design and creativity. Creative design There are many who associate design with the discovery of new creative possibilities and understand that. However, this explanation is incorrect. Creativity is the emergence of a new being. There is a connection with design here, but creativity in

order to rotate, it is necessary to take the time factor as a basis and imagine the real result. However, creativity cannot be associated with concreteness.[4].

Design and management. What kind of practice should I use to design changes?, It is only when we implement and manage them that our work moves forward. Currently, the word management has appeared, which means management. Management is a word used in education. Currently, the number of types of education has also increased, which includes divided by time. In this regard, the management of their own educational process, the design of the result was mandatory. So, the practice of designing, arising in the form, goes into a large social context. All this is attributed to the main problem of the social sciences, the place of design in education.

The very basis of design is the analysis of the problem. The problem in the solution will be marked by the result, and a draft of the steps that need to be taken to achieve it will be developed. Problem the more specific the analysis is, the better the project will be. Project and scientific work. As an example here, we should consider the scientific work. A dissertation written and defended by a dissertation to a new stage of practical work improvement - a new profession, people, i.e. the foundations of the dissertation's social project;

Scientific work is considered as a result of the problem. [5].

The scientific work and the project are similar. Scientific work forms the basis of the project. In addition, some projects that cause scientific research and contribute to scientific work

can cause dizziness. Project and abilities. What abilities does a person have to carry out design, we say what is needed. First of all, a person must have the ability to think productively.

The main stages of productive thinking:

- analysis of the problem, the appearance of the topic;
- creation of a project of work to solve the problem;
- realization of thoughts in solving the problem.

The second stage of productive thinking is understanding the problem, that is, analysis.

Another point that deserves attention is decision-making in solving problems.

The stages of solving the problem:

- the basis of the problem, i.e. understanding what kind of work needs to be done;
- assessment of the composition of the problem, that is, the search and selection of known;
- identification and implementation of specific steps in solving the problem;
- search for ways to achieve results in solving the problem;
- solving the problem[6].

So, psychology is currently studying ways to comprehend and solve a problem. Attention is paid to the issues of consideration and decision-making. We have considered in all theories the personality makes decisions, analyzes the problem, marks decision-making, taking responsibility for the result. Education should be able to learn independently from students, apply it in practice

aimed at educating students' needs for research and project development, i.e. it is necessary to focus purposefully and systematically. The main purpose of using design technology is to develop curiosity, the ability to independently improving, developing information orientation and critical skills by increasing the ability to think, teach the student in different situations in the future, in different adaptations to self-expression in a public environment.[8].

If the student knows how to plan, choosing the right topic of the project, and when done correctly, he is formed as a person who is correctly configured for the future. Everyone communicate with different people, making the right decisions in different situations while sitting, he can give the right direction in each environment. So, the effectiveness of the project – visually, by ear, memorizing the student in search, business and cognitive motivation, creative ability through the improvement of various tasks leads to the ability to solve, to resourcefulness, to a new scientific search. Directs students to collect information on their own. Each member of the group listens to the decision of the collective discussion, taking into account the opinion, if necessary,

shares his thoughts. Checks the diary of students on the project. Defines the functions that everyone performs in the group, defines their own topics, defines the planning stages of work and the time to achieve the first result marks. Demonstrates readiness to perform a " public" task.

Information collection, analysis of the intermediate result, the main means of research: interviews, questionnaire control, analysis of various information received. Keep track of the student's diary, individually with each supervisor and group members - guide the upcoming work through personal communication, analysis, and comparison of results. Individual and paired work, preparation of questionnaire questions. If necessary, write a script and form relationships with public organizations. Knowledge in each subject area he gets acquainted with various public works, creative, active, forms the properties of exactingness.

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ПРОБЛЕМА ИЗУЧЕНИЯ И ПРОДВИЖЕНИЯ УРОВНЯ АНГЛИЙСКОГО ЯЗЫКА В ШКОЛАХ И НА КУРСАХ

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В последние годы английский язык становится наиболее важным в Казахстане. Он признан важным инструментом для общения, образования и бизнеса. Большинство школ в Казахстане предлагают уроки английского языка в рамках учебной программы, и многие университеты требуют от студентов определенного уровня владения английским языком.

Несмотря на то, что английский язык является важным для мирового бизнеса, качество обучения английскому языку в школах и университетах не всегда соответствует международным стандартам. Это может ослаблять понимание языка и уровень владения им у местных студентов. Но отсюда появляется вопрос, как достичь уровня Upper-Intermediate или Advance, если качество обучения английского языка в нашей стране слабый?

Например если учитывать, что в самих школах максимально можно достичь уровня Elementary, то благодаря курсам в крайнем случае, можно продвинуться до уровня Pre-Intermediate. Люди разных возрастов обычно могут подняться в уровне если занимаются сами или занимаются онлайн курсами сразу с самими носителями английского языка. Даже при подготовке к IELTS, когда готовятся сами могут набрать 8.0-9.0 баллов, нежели чем подготовкой благодаря курсам. Ведь в основном там они набирают 6.0-6.5, только в крайнем

случае 7.0 баллов

Теперь же, надо разобраться в причинах почему при всех усилиях мы не можем достичь высокого уровня и дальше найти решения этим проблемам.

Одна из причин из-за которой в нашей стране английский язык еще слабый, недостаток квалифицированных преподавателей. Недостаток опытных и квалифицированных преподавателей английского языка может быть препятствием для эффективного изучения. Не всегда удастся привлечь специалистов с высоким уровнем подготовки. Также низкое качество преподавания английского языка может быть вызвано недостаточным подготовленностью учителей, а также их низкой заработной платой, что не стимулирует их к повышению квалификации.

Другой причиной является недостаток учебных материалов и методик, адаптированных под местные условия и уровень знаний учащихся. Это может во-первых, привести к неэффективному обучению и во-вторых, отсутствию интереса и мотиваций у учащихся.

Третья причина, это нарастающий интерес к китайскому и корейскому языку. В последние годы в Казахстане выросло интерес к Азиатской культуре. Основной интерес к их сериалам и Q-рор музыке, вызывает интерес и к саму языку. Также это может отвлекать внимание от английского как второго языка.

Четвертая и самая главная причина, недостаточное практическое применение английского языка. То есть многие студенты и школьники не видят практической пользы в изучении английского языка, поскольку не видят применений его в повседневной или профессиональной деятельности. Тем более, учитывая что память человека не вечна, и информация которую когда узнал не использовать, она забудется. То же самое и с английским языком. Если не употреблять его иногда в своей речи оно забудется.

Причины есть, но дальше каждый наверно задается вопрос: какие меры нужн предпринять для решение этих проблем?

Первое что надо сделать, повысить квалификацию преподавателей. Если быть точнее, обучение и повышение квалификаций преподавателей английского языка, внедрение современных и интересных методик обучения. Либо можно позвать иностранных преподавателей для обучение языка или с носителем, педагог который побывал за границей и знает их диалект.

Второе, содействие учебным программам. Развитие качественных образовательных программ по изучению английского языка, адаптированных к международным стандартам. Что в своем случае должно облегчить обучение, не наоборот усложнять.

Третье, заинтересовать учащихся к английскому языку. Если показать удобность и пользу английского языка, учащиеся сами начнут учить язык. Это можно сделать, если заинтересовать их проведением языковых обменов. Организовать языковые обмены с носителями, которые привносят свои культурные программы и мероприятий, которые способствуют практическому применению английского языка

Четвертой, организовать практическое использования языка. Если только учить язык на теорий много пользы это не принесет. Можно устроить организаций и мероприятия чтобы учащиеся, на постоянной основе могли использовать английский язык.

И самое главное, поддержать и поощрять использование английского языка. Содействие созданию условий для использования английского языка в повседневной жизни, на работе, в туризме и других сферах жизни. Эти меры могут способствовать для улучшения качества изучения и продвижению английского языка в нашей стране. Ведь английский язык не только предмет, но и средство достижения как материально, так и духовного улучшения нашей страны.

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NUMBERS IN NARRATIVE: UNDERSTANDING THE MATH BEHIND IDIOMATIC LANGUAGE

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Резюме

В статье рассматривается вопрос о роли фразеологизмов с компонентом-числительным в языковой картине мира.

Түйін

Мақалада сандық компоненті бар фразеологиялық бірліктердің дүниенің тілдік суретіндегі рөлі туралы мәселе қарастырылады.

My goal is to figure out what mathematical phraseological units are and where they came from. My motive for choosing a topic was in English lessons, we came across interesting idiomatic expressions with mathematical terms such as "point", "angle", "ball", etc. I wanted to find out if such expressions exist in English and will they lose the mathematical term when translated.

The practical significance of my work: it can be useful for English language learners who want to decorate their spoken language with the use of idioms. It can also contribute to a better understanding of native speakers.

Language is a mirror of culture, it reflects not only the world around a person, but also the public consciousness of the people, mentality, national character, traditions, and value system. This feature of the language is most clearly expressed in phraseology. They have their own meaning, which cannot be reduced to the sum of the values of their components. By studying phraseology, you can learn a lot about the mentality of the people, their traditions, value system, and worldview. The English language has a thousand-year history. During this time, it has accumulated a large number of expressions that people have found successful, accurate and beautiful. Phraseological units make up a huge layer of language, without which oral and written speech would be poor and inexpressive.

An idiom is a group of words that has a special meaning that is different from the ordinary meaning of each separate word. (Longman Dictionary of Contemporary English) Idioms by giving lively and interesting ways of expressing ourselves, add colour to the language. We use them in a broad variety of situations, from more formal written contexts to friendly conversations and business meetings. [1]

What are mathematical phraseological units? There are so-called mathematical phraseological units in which mathematical words, numbers, and numbers are used. The Role of Mathematics in Human Life "Gauss once said that mathematics is the queen of all sciences" comparing mathematicians to those who love humans, understanding them as well. Mathematics demands deep knowledge and great analytical skills. However, it intrigues with its challenging nature. Being the logical foundation of all sciences, mathematics shapes the culture of correct thinking for learners, fosters their cognitive abilities, and expands their logical reasoning skills. Studying mathematics allows students to enhance their theoretical knowledge and develop their logical thinking abilities.

Mathematics is the science that studies the magnitude, shape, and relationships between objects and it is connected to all aspects of our lives. For example, construction is impossible without knowledge of mathematics, basic concept of mathematics is Number. Number is a word used in a counting system or used to show the position or order of something (Cambridge Dictionary).

In explanatory dictionaries, a number is usually defined as "the quantity by which the count is made." However, often as part of a steady turnover, a word with the meaning of a number or quantity loses its direct meaning and acquires an abstract meaning. For example, the expression "one hundred years at lunch" can be heard in relation to something very old, and the expression "in three pines to get lost makes sense" mean not to be able to figure out something very simple. Sometimes the numeral in phraseology generally has an indefinite meaning, in no way related to the number, for example, the colloquial expression "twenty-five again" expressing dissatisfaction with any repetitive actions, situations.

The most common phraseological units are the numbers of the top ten, especially zero, one, two and seven. [2]

Let's look at specific examples.

-0-

zero - "to lose value, to turn into nothing";

zero attention - "complete indifference, indifference to anyone or anything";

to start from scratch - "from scratch, when there is nothing yet", etc.

In most cases, phraseological units with this number act as a characteristic of a person: round zero "meaningless, worthless person";

zero without a wand "about someone who has no influence, meaning"

-1-

one-to-one, one-to-one - "are exactly the same in size, quality";

one field of berries - "are very similar to each other in their qualities";

in one voice - "at the same time, all together"; all as one "all without exception";

one on one - "alone, face to face" alone as a finger "completely alone, without family, without relatives"

-2-

to kill two birds with one stone - "to do two things at the same time";

from the pot there are two tops - "very small"; in two counts "without delay, very quickly, immediately";

in two steps - "very close, not far";

on two fronts - "to act simultaneously in two different directions";

between two fires - "danger or trouble threatens from two sides";

like two drops of water - "very similar"

-7-

on seven winds - "located at the intersection of all roads";

seven spans in the forehead - "very smart";

in the seventh heaven - "infinitely happy";

the seventh water in jelly - "about a person who is extremely distantly related to someone"

Let's consider groups of idioms in which

1)

When translating into English, this mathematical term is preserved, i.e. there is a direct correspondence to this word

w

Word-level translation	Translation at the phrase level
point of view (a certain view of something) - point of view	Strike from around the corner (behave insidiously and treacherously)- a stab in the back
squaring the circle (something insoluble, something non-existent) – squaring the circle	though the ball is rolling (there is nothing, empty) bare as a bone; as bare as the palm of one's hand
drive someone into a corner (put them in a difficult position) – to drive into a corner	bear Corner (remote backwater place) – remote part, God-forsaken spot
walking in a circle (repeating what you have passed, returning to the previous one) – to go round in circles	to be in debt all around (to be due to everyone) – to be head over heels in debt
a cornerstone (something that is of particular importance, some fundamental idea)- a corner stone	Round Fool (Completely Stupid, Ignorant Person) – perfect fool

2)

mathematical term is not preserved, i.e. a similar idiomatic unit is selected in the translation language, but built on another word-figurative based on.

a

the enchanted circle, the magic circle (hopeless situation)	• a catch-22 situation
	• a vicious circle
dot the "I" (complete the case)	• to put the finishing touches to something
	• to dot the i's and cross the t's
to get to the point (to the goal; the right way, the right way)	• to hit the bull's eye
	• to hit the nail on the head
	• to hit the mark
my head is spinning (bursting with problems and a lot of things)	• one's head is spinning
	• one's head is in a whirl
	• one's head is going round and round
to get off the ground (to achieve the first success, to take the first steps in any business)	• to start the ball rolling;
	• get off the ground

Other well known examples of idioms are ;

1. a million miles away distracted, lost in thought, daydreaming
2. a stitch in time saves nine completing a task or solving a problem immediately may save extra work in the future
3. as easy as one-two-three as easy as counting
4. at sixes and sevens total disarray confused, in a state of
5. at the eleventh hour moment at the last possible
6. catch-22 a dilemma from which there is no escape, a no-win situation
7. dressed to the nines elaborately dressed up
8. fifteen minutes of fame a brief period of fame experienced by an ordinary person
9. five-finger discount shoplifting
10. nine-to-five typical office hours, used to describe a predictable routine [3]

In conclusion phraseological phrases adorn our speech very much, make it expressive and imaginative. We often use mathematical phraseological units in everyday speech, sometimes even without noticing — because some of them are simple, familiar, and familiar to us since childhood.

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FORMATION OF LEARNERS' LANGUAGE COMPETENCE

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Түйін

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Кілттік сөздер: тілдік құзыреттілік, білім алушы, ағылшын тілі, психологиялық педагогикалық эксперимент.

Резюме

В этой статье рассматриваются языковая компетенция обучающихся

Ключевые слова: языковая компетентность, обучающийся, английский язык, психолого-педагогический эксперимент.

Nowadays international relations of Russia are expanding. Qualitative changes, such as the internationalization of all spheres of activity are increasingly growing. In this regard, the study of English as a foreign language is becoming really popular in practical and intellectual life. Under these circumstances, this foreign language acquires the status of one of the most important indicators of teaching the learners.

Modern comprehensive school sets the task of creating the conditions for the formation of every learner's personality, his or her self-education, and self-actualization [2, 91]. Parents are worried about the future of their children and do their best to prepare them for a successful adult life. Therefore, they are interested in their early development and learning to communicate in a foreign language. Through the analysis of the scientific References, it has been found out that

scientists are focusing on the definition of “competence”. However, the problem of developing this competence in learners remains under-studied.

The concept “competence” incorporates the skills and knowledge that relate to the broad areas of culture and the following activities: information, communication, household, etc.

Competence is a personal quality that allows you to solve common problems and challenges that arise in real-life situations using knowledge, educational and life experiences, values and tendencies [1, 485].

In order to solve this problem, we carried out the research on the basis of M.Auezov South-Kazakhstan State University (Kazakhstan, Shymkent city). Psycho-pedagogical experiment was conducted in three stages: The stating stage. At this stage, we have identified the controlling and experimental groups. The aim was to study the phase and determining the level of formation of learners’ linguistic competence. During our work we have used “The test of communication skills by Michelson”, “The test card of communicative activity”, “Communication skills assessment test”. With the help of these techniques, the initial level of linguistic competence development of learners has been revealed.

The forming stage. At this stage the technological support of the model for the formation of language competence of learners was implemented by content. The goal was the best overall development of each learner, the formation of linguistic competence, creativity and moral responsibility through design, research, and extra-curricular activities. In the second phase of the experiment, we developed and implemented the model of forming “the linguistic competence” of learners at the English classes. The development of the model involved the planning of all its components: planning of objectives, content, teaching resources, expected outcomes, which are an invariant of a static process. Our model includes the following components: substantive and operational components; evaluative and effective components; pedagogical conditions, and the actions of the subjects. Within each component, actions are the subject to changes in the levels of formation of the linguistic competence [3, 15]. At the forming stage, we have been working with a set of English exercises. When creating them, we used Kazakh national and cultural material, and this has had a favorable outcome for teaching writing and the development of learners on the whole.

The results showed that the learners increased greatly the desire to realize the importance of learning a foreign language in the process of formation of linguistic competence. This happens under the influence of the pedagogical environment of the forming experiment. In the experimental class the learners developed language proficiency more intense than in the control class. This suggests that the pedagogical tools used in the experimental class, has a positive influence on the formation of language competence of learners. Such result is also explained by the relationship of the efficiency of the development model of learners language competence with the possibility of immersing them in a problem - creative environment built on the interaction of curricular and extracurricular activities.

The controlling stage. At the final stage of the experiment we have repeatedly used the previous techniques and tests.

The analysis of the data at the beginning and at the end of the experimental work has allowed us to establish that the results of linguistic competence formation of primary school children in the experimental group are superior to the control group. According to test results it can be noted that qualitative and quantitative changes on the degree of formation in learners language skills.

For example, in the re-passing the “Communication skills assessment test” in the experimental group, the results improved by 29%, in the “The test of communicative skills by Michaelson” the number of confident learners increased by 28.9%, while the number of aggressive learners decreased by 13.8%. Also, we can see the better results observed during the passing of “The test card of communicative activity”. Here, by the end of the experiment the number of “excellent conversationalists” increased by 6.7%.

Analysis and summary of the results obtained in the course of the experiment showed that the techniques of linguistic activity, we used in the classroom, help to better understand the personality of individual students and generate interest in teaching. We were able to bring up the need for knowledge, to achieve full contact in conjunction with the younger students and to create an atmosphere of goodwill and active creative work. The important condition of this result was an active participation of each learner.

Thus, the concept of competence laid the ideology interpretation of the education content, which is formed by the “results”. This concept is a “hub” concept of modernization. The work and the experiment showed that the important and effective is not only a wealth of knowledge and skills that a learner has received, but also the ability to identify the use in solving practical and informative, value-oriented and communicative tasks and challenges faced by the learner in everyday life. And these are the results that provide a basis for further research.

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AUDIO-LINGUAL METHOD AS TEACHING ENGLISH LANGUAGE THROUGH A SYSTEM OF REINFORCEMENT

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Түйін

Бұл мақалада нығайту жүйесі арқылы ағылшын тілін оқытудағы аудио - тілдік әдісі қарастырылады.

Кілттік сөздер: әдіс, аудио-тілдік, ағылшын тілі, тәсіл.

Резюме

В этой статье рассматривается аудио–лингвальный метод как обучение английскому языку с помощью системы подкрепления.

Ключевые слова: метод, аудио-лингвальный, английский язык, подход.

Basically, The Audio-Lingual Method is like The Direct Method; however, it is very different in that rather than emphasizing vocabulary acquisition through the situation. The Audio-Lingual Method more emphasizing to drill students in the use of grammatical pattern; therefore, it is also not same like The Direct Method which has a strong theoretical base in linguistic and psychology. When the teacher teaches students they have to know that the way to get the sentence pattern of the target language was through conditioning in helping learners to respond correctly to stimuli through shaping and reinforcement.

The Audio-Lingual Method is a method for teaching foreign language based on behaviorist theory, that emphasize the development of oral skill through habit formation, fostered by the use of repetition and reinforcement. In addition, there are some techniques and principles that we have to consider when we teach foreign language. To make us more understand about the method, let's go we enter in a classroom now, where The Audio-Lingual Method is being used, then, we will try to sit on a beginning level English in Mali. Thirty-four students, between age of thirteen to fifteen years old and the class meet for one hour a day or five day a week.

The audio-lingual method, Army Method, or New Key, is a style of teaching used in teaching [foreign languages](#). It is based on [behaviorist](#) theory, which professes that certain traits of living things, and in this case [humans](#), could be trained through a system of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

This approach to language learning was similar to another, earlier method called the [direct method](#). Like the direct method, the audio-lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method didn't focus on teaching [vocabulary](#). Rather, the teacher drilled students in the use of [grammar](#).

When we enter to the classroom, the first thing we notice is the students are attentively listening while the teacher is presenting a new dialog, a conversation between two people. The students know that the teacher want to memorize the dialog that is introducing and the teacher's instructions are in English. Then the teacher says: "All right, class. I am going to repeat the dialog now, please listen carefully".

The dialog is telling about two people are walking along the sidewalk in the town, one of them is named Sally and the other one is Bill. Their conversation like this:

Sally : Good morning, Bill.
Bill : Good morning, Sally.
Sally : How are you?
Bill : Fine, thanks. And you?
Sally : Fine. Where are you going?
Bill : I'm going to the post office.
Sally : I am too. Shall we go together?
Bill : Sure. Let's go.

Please listen one more time and try to understand all that I am saying. Now, he asks the whole of the class to repeat the dialog after his model.

When the students come to the line, "I'm going to the post office," they stumble a bit in their repetition. The teacher stops the repetition now and use a backward build-up drill (expansion drill), it purpose to break down the troublesome sentence into smaller part. The teacher starts with the end of the sentence and the class repeat only the last two words. After the students can do this, the teacher adds some words and the class repeat it. Little by little the teacher build up the phrase until the whole sentence is being repeated.

Teacher : Repeat after me, post office.
Class : Post office.
Teacher : To the post office.
Class : To the post office.
Teacher : Going to the post office.
Class : Going to the post office.

Through this step, the teacher is able to give understanding about the troublesome line. After the students have repeated the dialog some time, the teacher gives them an opportunity to use the role of Bill or Sally line. But before the class doing that, the teacher models it and the students try to

mimic the teacher's model as accurately as possible. Next the teacher and the students switch role practice, where is the teacher says Bill's lines and the students say Sally's lines. After that the teacher divides the class to practice either Bill's or Sally's lines but the teacher stops from time to time when he feels they are straying from the models and once again give a model so that they are trying to copy that.

The characteristics of teaching-learning process in Aoudio-lingual Method

New vocabulary and structural pattern are introduced through dialog which are learned through imitation and repetition.

Drill (such as repetition, backward build-up, chain, substitution, transformation, and question-and-answer) are used based on the pattern present of the dialog. Students' successful responses are positively reinforced.

Grammar are introduced from the example given, but explicit grammar rules are not provided.

Cultural information is contextualized in the dialog or presented by teacher, students' reading and written work is based on the oral work that they did earlier.

Reviewing the techniques

1.

Dialog memorization.

Dialog or short conversations between two people are usually used to begin a new lesson. Usually, students take the role of one person in the dialog and the teacher in the other. After the students have learned the person's lines, then they switch roles and memorize the other person's part.

In the Audio-Lingual Method, sentence pattern and grammar points are included in the dialog.

2.

Backward build-up (expansion) drill.

This drill is used when a long line of a dialog is giving trouble to students and the teacher breaks down the line into several parts. Then the teacher begins with the part at the end of the sentence, after that students expand what they are repeating part by part until they are able to repeat the entire line.

5. Repetition drill.

Students are asked to repeat the teacher's model as accurately and as quickly as possible.

6. Chain drill.

The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, next turns to the student sitting next to him. The first student asks a question of the second student and the chain continues.

7. Single-slot substitution drill.

The teacher says a line in the dialog. Next, the teacher says a word or a phrase is called the cue. The students should repeat the line that the teacher has given to them, substituting/replacing the cue into the line in its proper place.

8. Multiple-slot substitution drill.

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, and it fit into different slots in the dialog line. Then students must recognize what part of speech each cue is, where it fits into the sentence to make any other changes, such as subject-verb agreement, they then say the line.

9. Transformation drill.

The teacher gives students a certain kind of sentence pattern, an active sentence for example, students are asked to transform this sentence into a passive sentence etc.

10. Question-and-answer drill.

This drill gives students practice with answering questions. The students should answer the teacher's questions very quickly. This technique gives students practice with the question pattern.

In conclusion, The Audio-Lingual Method is a method for teaching foreign language based on behaviorist theory, that emphasize the development of oral skill through habit formation, fostered by the use of repetition and reinforcement. In addition, there are some techniques and principles that we have to consider when we teach foreign language. Actually, there are also some steps in Audio-Lingual Method that we have to apply in teaching-learning situation.

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ИНТЕРАКТИВНЫЕ МЕТОДЫ КАК СРЕДСТВО РАЗВИТИЯ ТВОРЧЕСКИХ СПОСОБНОСТЕЙ СТУДЕНТОВ НА ЗАНЯТИЯХ ИНОСТРАННОГО ЯЗЫКА

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Бұл мақалада шет тілі сабағында студенттердің шығармашылық қабілеттерінің дамуының мәселесі қарастырылған.

Кілттік сөздер: шығармашылық, шет тілі, қабілет, даму.

Summary

Article is devoted to a problem of development of creative abilities of students on foreign lessons.

Keywords: creative, foreign language, ability, development.

Стратегия современного образования направлена на развитие творческого потенциала студентов. Способность к творчеству связана с понятием креативности - creation от английского - создание, сотворение, созидание, синонимы - creative - творческий, creativity - творчество.

Американский психолог А. Маслоу пришел к мысли о том, что существует два типа креативности: первичная и вторичная. «Первичная креативность - это наследие, имеющееся у каждого человека, общее и уникальное достояние. Она определенно обнаруживается у всех здоровых детей, хотя большинство людей, вырастая, теряют ее» - полагает А. Маслоу. Речь идет о фундаментальной, изначально присущей человеческой природе характеристике, потенциальной возможности, которая дана всем человеческим существам от рождения.

Вместе с тем А. Маслоу выделяет и вторичную креативность. Он считает, что науку можно определить как метод, благодаря которому нетворческие люди могут творить и совершать открытия, работая со многими другими людьми, будучи аккуратными, внимательными, педантичными и др.

Государственный образовательный стандарт предъявляет высокие требования к подготовке высококвалифицированных специалистов. Большие объемы информации и жесткие требования к знаниям, умениям и навыкам студента – вот современные условия образовательного процесса.

Высокие запросы невозможно удовлетворять, основываясь только на традиционных методах и средствах педагогических технологий.

Необходимы новые подходы к организации учебного процесса, опирающиеся на прогрессивные и, в частности, на мультимедиа и интерактивные технологии.

Главная цель состоит в грамотном использовании дидактических возможностей применения представления различных видов информации (текста, звука, видео, анимации, и т. д.) в ходе учебного процесса.

Иностранный язык, как общеобразовательный учебный предмет может и должен внести свой вклад в процесс развития творческих способностей студентов.

Только творческий подход к построению урока, его неповторимость, насыщенность многообразием приемов, методов и форм могут обеспечить эффективность. Использование мультимедийных и интерактивных технологий при подготовке и проведении уроков дают возможность:

- 1) развивать творческие способности студентов на учебных занятиях;
- 2) индивидуализировать учебный процесс (приспособить его к индивидуальным особенностям студентов);
- 3) организовать учебный процесс с учетом различных способов деятельности;
- 4) усилить визуальное восприятие и облегчить усвоение учебного материала;
- 5) активизировать познавательную деятельность студентов.
- 6) компактно представить большой объем учебной информации, четко структурированной и последовательно организованной;

Только комплексный, творческий подход к обучению может дать положительный результат для развития творческих способностей студентов.

Будущему специалисту, которому предстоит жить в информационном обществе, следует не только овладеть необходимой информацией и приемами программирования, но, в первую очередь, ему необходимо научиться рационально использовать информацию и информационные технологии для поддержания и развития своего интеллектуального и творческого потенциала, эффективно применять полученные знания для принятия важных управленческих решений с учетом экономических, экологических, нравственных и эстетических аспектов.

Педагогические возможности компьютера и интерактивной доски, как средств обучения, по ряду показателей намного превосходят возможности традиционных средств реализации учебного процесса. Интерактивная доска и система оперативного контроля знаний совмещают в себе возможности разнообразных средств наглядности, тренажёрных устройств, технических средств контроля и оценки результатов учебной деятельности и вытесняют устаревшие средства обучения (плакаты, макеты, диапроекторы, кодоскопы, обычные магнитофоны, киноустановки и т.д.), позволяет повысить эффективность и мотивацию обучения.

Мультимедийные технологии обогащают процесс обучения, позволяют сделать процесс эффективным.

В настоящее время преподаватели сталкиваются с проблемой снижения уровня познавательной активности студентов на уроке, нежеланием работать самостоятельно, да и просто учиться. Среди причин того, что студенты теряют интерес к занятиям, безусловно, надо назвать однообразие уроков.

Каждый преподаватель может самостоятельно придумать новые формы работы с группой.

Часто используют на занятиях работу в парах, когда студенты учатся задавать друг другу вопросы и отвечать на них.

Интерактивная деятельность на уроках предполагает организацию и развитие диалогового общения, которое ведет к взаимопониманию, взаимодействию, к совместному решению общих, но значимых для каждого участника задач. В ходе диалогового обучения студенты учатся критически мыслить, решать сложные проблемы на основе анализа обстоятельств и соответствующей информации, взвешивать альтернативные мнения, принимать продуманные решения, участвовать в дискуссиях, общаться с другими людьми. Для этого на уроках организуются индивидуальная, парная и групповая работа, применяются исследовательские проекты, ролевые игры, идет работа с документами и различными источниками информации, используются творческие работы.

Концепция и технология интерактивного обучения основаны на явлении интеракции (от англ. interaction - взаимодействие, воздействие друг на друга). В процессе обучения происходит межличностное познавательное общение и взаимодействие всех его субъектов. Развитие индивидуальности каждого студента и воспитание его личности происходит в ситуациях общения и взаимодействия людей друг с другом. Адекватной, и наиболее часто применяемой моделью таких ситуаций может являться ролевая игра. Ролевые игры несут в себе возможности значительного эмоционально-личностного воздействия, формирования коммуникативных умений и навыков, ценностных отношений.

Поэтому применение ролевых игр способствует развитию индивидуальных и личностных качеств студента.

Таким образом, применение технологий интерактивного обучения позволяет преподавателю соединить деятельность каждого студента, тем самым развивая творческие способности студентов.

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THE INTEGRATION OF NEW TECHNOLOGY INTO TEACHING FOREIGN LANGUAGE

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Түйін

Бұл мақалада шет тілін оқытудағы жаңа технологиялардың интеграциясы қарастырылады.

Кілттік сөздер: технология, интеграция, шет тілін оқыту, жетістік, сынып.

Резюме

В этой статье рассматривается интеграция новых технологий в обучение иностранному языку.

Ключевые слова: технология, интеграция, изучение иностранного языка, успеваемость, класс.

Technology-based foreign language teaching has provided many effective strategies in the learning process. The use of technology in teaching leads to a good command of the target language with ease. Learners stand a better chance of improving their foreign language skills if learning is

strengthened with technology; therefore, technology-aided learning environment is a key factor that motivates the learners to accomplish better. This study puts forward how technology-based instruction helps learners achieve success in foreign language learning process.

As information technologies evolve and advance over time, use of technology in classrooms has increased in the classroom. There is a wide spread belief that technology-based instruction can contribute greatly to the quality of teaching and learning experience. Technology is a facilitating tool of education which teachers and students get a great deal of benefit from. Nowadays language teachers need to learn how to take advantage of the technology and how to integrate it into their teaching skills. Computers, smart phones, tablets etc. provide powerful opportunities to learn foreign language. As the use of smart phone, computer etc. is increasingly common among students; teachers need to equip themselves with today's technology. Smart boards can be instrumental in engaging and motivating student in the class. For instance pronunciation though the teacher is not a native speaker can be taught to learners with ease using smart phone/board. Teachers who introduce technology to their students may get a great deal of satisfaction when they, accomplish better.

Technology doesn't constitute methodology, but teachers utilize technology to complement it. How can teachers begin to integrate technology in language teaching? I think first, teachers need to contemplate their aims pertaining teaching styles. Different technological materials offer different advantages therefore teachers should be aware of utilities technology. Teachers may apply technology to their teaching skills. As a matter of fact, when teachers use technology in class they should know students' current language skills and needs. In a nutshell, the role of technology in teaching foreign language is very significant in foreign language teaching process.

Using technology in foreign language learning and teaching is useful for both teachers and students. There is a great tendency among teachers to use technological tools in language learning classrooms. Uluc argued that the influence of "has permeated into all facets of our lives, including educational settings". In today's schools, information technologies (IT) are more powerful tools to teach, to motivate, and to make the subjects more interesting. Also internet is getting more common for people to communicate each other. In the last 10 years technology (internet, smartphones, computers etc.) has been used in all parts of lives. We use it with media, shopping, education, communication tools. Similarly it has made great contribution to language learning process. Cetto puts forward, "In my experience, technology has broadened the spectrum of interaction while empowering the students' learning process by providing better opportunities for language usage".

Undoubtedly, using technology has positive effects on teaching and learning the English language. How can technology be applied to enhance teaching/learning the English language? When, computer, internet, smart boards, cell phones, video games, music players etc. are used in the target language learning process, students' motivation and language awareness is raised. The new generation (teachers/students) is good at using technology. They are all engaged with technological tools and somehow are involved in the target language through technology.

At the various stages of use of computer technologies in teaching different problems were solved. But the majority of researchers in their works cited about advantages of the organization of process of teaching foreign languages with the use of micro-computers, suggesting their approaches to the problem of use of the computers in process of teaching foreign languages.

This reform gave many advantages in economics and education too. There are two diagrams about two developed countries. They are about how the number of non-English native speakers was growing under the implementation of new technologies.

As we see in these two diagrams, the number of English speakers is constantly enhancing by implementation of computer technologies. As domestic and foreign experience of application of computer technology shows, the realization of the above-stated opportunities allows ensuring:

1) Granting to students the tool of research, design, formalization of knowledge about the subject and at the same time active component of the subject, tool of measurement, display and influence on it;

2) Expansion of students' knowledge by taking into consideration opportunities of experimental research, training game, audiovisual and other activities, including individual, group, team work;

3) Increase motivation of training of investigated objects, phenomena, situation management, opportunity of an independent choice of the forms and methods of training, implementation of game situations and others.

Computers create the favorable opportunities for organization of independent job of the schoolchildren at lessons of English. Students can use computers both for studying different themes, and for self-checking the gained knowledge. The computer is the most patient teacher, capable to repeat any tasks, achieve the correct answer and, in the final bill, automation of learners' skills. The computer telecommunication allows to realize distance training, and also in the short terms to duplicate advanced pedagogical technologies.

Among the benefits of computers' use in the foreign language classroom, the most important are:

- Creation of communicative situations and training various kinds of speech activities;
- Increased motivation and students' participation;
- More opportunities to interact with target language and content area because students spend more time on tasks;
- Greater integration of reading and writing skills and opportunities to practice them in contexts;
- The possibility to implement a pedagogy based on problem solving and critical thinking;
- More self-paced autonomous learning that is learner-controlled rather teacher-controlled.

Teaching by using traditional methods is no longer motivating and enjoyable for learners.

Learners are more interactive, and learning outcomes bring about efficient results. Moreover the positive outcomes will lead to satisfaction for both teachers and learners. Experienced teachers present different opportunities to students working at different rates and levels. The most widely used device is smart phone. Teachers and learners use it for developing the skills such as listening, and reading; furthermore watching target language elements on technological tools enable students to improve their second language proficiency. Nowadays technology is breaking down all borders and bounds faster than physical terms. Houcine suggests that "the effective use of the Internet and the Hypermedia brings valuable resources to both teachers and learners."

Activities that can be used with technological tools. Young generation grows with the technological devices. Which has become a part of our culture at home, at school, at work, and at our social life?

Technology tools for communication, collaboration, social networking... In particular, these tools have transformed how parents and families manage their daily lives and seek out entertainment, how teachers use materials in the classroom with young children and communicate with parents and families, and how we deliver teacher education and professional development.

Effective teachers provide a natural learning environment for learners. Most teachers before lessons consider what they are going to teach and what kind of activities they will apply in their lessons. Upon deciding on this, they get ready through making lesson plan and finding the right resources or elements they will use. First of all technological devices are more interesting for the students to make some useful activities. For example; making online activities with smart board is very enjoyable for the learners. Integrating technology into language teaching and learning will bring about undivided motivation that will lead to achievement. Sykes suggests, 'integration can include, for example, the use of game content as pre-writing content for a writing task or as an impetus for a classroom debate'. Digital games offer learners a lot of benefits, but too many games especially violence games can be problematic. Characters, game narratives, context of play are very beneficial for the second language learners.

Sarah Catherine and K. Moore state that 'Perhaps the most widespread application of technology in onsite settings to date is the use of software programs designed for language learning.'

Today many schools have computer labs and computers in every classroom. Almost all schools are connected to the Internet; a lot of teachers have Internet access in their classrooms. Technology can assist the teachers 'what to teach', 'how to teach', 'when to teach' or how to integrate all these to the curriculum framework.

The goal of this study is to investigate the contribution of technology-based instruction to development of language skills.

Traditional methods are considered useful for language learners however technology-based instructions highly contribute to teaching and learning process. Technology-based instruction effectively leads to accomplishment.

It has been argued that motivation that occurs through integration of technology into language teaching and learning process encourages learners to achieve better.

In conclusion, the most important element in regard to foreign language and technology integration is the linking of proven teaching strategies to the technology. I believe that it is via interactive learning that technology in the classroom can contribute the most. As the practice shows, new technologies are the best way of teaching foreign languages in educational system, which fully satisfy the didactic requirements and real conditions. The computers can perceive new information, definitely process it and accept the decisions, can remember necessary data, reproduce the driven images, supervise job such as training, synthesizer of speech, video recorders, and tape recorders. The computers essentially expand the teachers' opportunities on motivating students' learning English, allow maximum to adapt process of training students' individual features. Therefore today it is urgent to expand the IT-technologies applications.

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ИГРЫ КАК ИНСТРУМЕНТ МОТИВАЦИИ: КАК ИГРЫ ПОМОГАЮТ ДЕТЯМ УЧИТЬСЯ АНГЛИЙСКОМУ С УДОВОЛЬСТВИЕМ

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Бұл мақала балалардың ағылшын тілін оқытудағы ойындардың рөлін зерттейді. Оқу процесінде ойындарды пайдаланудың артықшылықтары келтірілген, мысалы, мотивацияны арттыру, тіл практикасы үшін кездейсоқ жағдай жасау, барлық тілдік дағдыларды дамыту, әлеуметтік белсенділікті ынталандыру және материалды есте сақтау мен қайталауды арттыру. Ағылшын тілін үйренуге жарамды ойындардың әртүрлі түрлері, соның ішінде карта ойындары, рөлдік ойындар, қозғалыс ойындары, тақта немесе қағаз ойындары, интерактивті онлайн ойындар мен Қолданбалар сипатталған. Балаларда ағылшын тілін оқытуда ойындарды қолданудың тиімділігін растайтын зерттеу нәтижелері ұсынылған.

Түйін сөздер: ойындар, оқыту, ағылшын тілі, балалар, мотивация, тіл дағдылары, әлеуметтену, оқу процесі, тиімділік, зерттеу.

Abstract

This article explores the role of games in teaching English to children. The advantages of using games in the educational process are presented, such as increasing motivation, creating a relaxed environment for language practice, developing all language skills, stimulating social activity and increasing memorization and repetition of material. Various types of games suitable for teaching English are described, including card games, role-playing games, motion games, board or paper games, as well as interactive online games and applications. The results of research confirming the effectiveness of using games in teaching English to children are presented.

Keywords: games, learning, English, children, motivation, language skills, socialization, learning process, efficiency, research.

В мире образования одной из ключевых задач является создание мотивации для учения у детей. С появлением современных технологий и развитием интерактивных методов обучения стало возможным использовать игры как мощный инструмент мотивации. Особенно важно это в контексте изучения английского языка, где обучение часто воспринимается как сложная и скучная задача. В данной статье мы рассмотрим, какие преимущества приносят игры в процессе изучения английского языка, а также какие виды игр можно использовать для максимальной эффективности.

Для подтверждения эффективности использования игр в обучении английскому языку проводились различные исследования, которые демонстрируют их положительное влияние на мотивацию и результаты учащихся.

1. Исследование Джеймса Полика и Сьюзан Лиддингтон

Джеймс Полик и Сьюзан Лиддингтон, исследователи в области образования, провели эксперимент, в ходе которого группа школьников изучала английский язык с использованием игр, в то время как другая группа обучалась традиционными методами. Результаты показали, что дети, участвующие в игровом процессе, проявили более высокую мотивацию к учению и продемонстрировали лучшие результаты на тестах по английскому языку.

2. Исследование Аллана М. Коллиса и Линды Кейм

Аллан М. Коллис и Линда Кейм провели исследование, направленное на оценку эффективности использования интерактивных игр в обучении английскому языку у детей дошкольного и младшего школьного возраста. Их исследование показало, что дети, участвующие в игровом процессе, не только более эффективно усваивают новый материал, но и проявляют больший интерес к изучению английского языка.

3. Исследование Карен Смит

Карен Смит, педагог и специалист по образованию, провела наблюдения за процессом обучения английскому языку с использованием игр в своем классе. Ее исследование выявило, что игры способствуют активному участию всех учеников, даже тех, кто обычно испытывает трудности в усвоении материала. Благодаря игровым элементам дети были более мотивированы и продемонстрировали улучшение своих языковых навыков.

Результаты вышеупомянутых исследований явно свидетельствуют о том, что использование игр в обучении английскому языку может значительно повысить мотивацию учеников и улучшить их языковые навыки. Эти исследования подтверждают важность интеграции игр в учебный процесс для достижения оптимальных результатов в обучении английскому языку у детей.

Использование игр в обучении английскому языку может оказаться эффективным по нескольким причинам:

1. Мотивация

Игры вносят элемент развлечения в учебный процесс, что делает его более привлекательным для детей. Когда ученики получают удовольствие от обучения, они более мотивированы и готовы активно участвовать.

2. Практика в непринужденной обстановке

Игры создают атмосферу, где дети могут практиковать язык без страха совершить ошибку. Они чувствуют себя более уверенно, экспериментируя с новыми словами и выражениями.

3. Стимуляция всех языковых навыков

Игры могут быть спроектированы таким образом, чтобы стимулировать все аспекты языка: аудирование, чтение, письмо и говорение. Это позволяет детям развивать все навыки одновременно.

4. Социализация и командная работа

Многие игры включают элементы сотрудничества и командной работы, что способствует развитию социальных навыков у детей. В процессе игры они учатся общаться на английском языке и решать проблемы вместе.

5. Запоминание и повторение

Игры часто основаны на повторении, что помогает закрепить новый материал в памяти. Дети могут не замечать, что они учатся, так как процесс обучения встроен в интересные игровые механики.

Какие игры можно использовать для обучения английскому языку?

Существует множество игр, которые можно адаптировать для обучения английскому языку. Ниже приведены некоторые из них:

1. Карточные игры

- Memory («Найди пару»)

Эта игра тренирует память и расширяет словарный запас. Дети должны найти пары карточек с одинаковыми словами или изображениями на английском языке.

- Go Fish («Морской бой»)

Игра, в которой дети спрашивают друг у друга карты определенного номинала. Цель - собрать как можно больше пар. Использование английских слов и фраз при общении способствует практике языка.

2. Ролевые игры

- Магазин или ресторан

Дети могут играть в роли продавца и покупателя (или официанта и посетителя ресторана). Они будут использовать английский язык для заказа, обслуживания и взаимодействия друг с другом.

3. Игры на движении

- Simon Says («Саймон говорит»)

Лидер («Саймон») дает указания вроде "Simon says touch your toes" или "Simon says jump". Ученики выполняют указания только тогда, когда перед ними стоит фраза "Simon says". Это упражнение помогает детям понимать инструкции на английском и выполнять их.

4. Игры на доске или бумаге

- Hangman («Виселица»)

Игроки отгадывают слово, угадывая буквы по одной. Если буква есть в слове, она отображается на доске. Если нет - рисуется часть виселицы. Это помогает детям расширить словарный запас и практиковать правописание.

5. Интерактивные онлайн-игры и приложения

Существует множество онлайн-игр и мобильных приложений, разработанных специально для изучения английского языка. Они обычно предлагают интересные задания, аудио- и видеоматериалы, интерактивные упражнения и игровые элементы, которые делают процесс обучения увлекательным.

Игры являются мощным инструментом мотивации в обучении английскому языку. Они создают положительную обучающую среду, стимулируют все аспекты языка и развивают социальные навыки у детей. Кроме того, использование игр делает процесс обучения увлекательным и запоминающимся. Поэтому включение игровых элементов в учебный процесс является важным шагом для эффективного обучения английскому языку у детей.

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LITERARY INTERSECTIONS: HOW THE INFLUENCE OF ENGLISH LITERATURE MANIFESTS IN THE WORK OF KAZAKHSTANI WRITERS AND VICE VERSA

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Бұл мақалада ағылшын және Қазақстандық әдеби дәстүрлердің өзара әсері зерттеліп, ағылшын әдебиетінің Қазақстандық жазушыларға әсер ету жолдары және керісінше көрсетілген. Мақалада Қазақстанда ағылшын әдебиетінің болуының тарихи контексті қарастырылып, осы екі әдеби дәстүрдің өзара әрекеттесуінің тақырыптық, стилистикалық, трансляциялық аспектілері талданады. Ол Қазақстанда да, бүкіл әлемде де заманауи әдеби пейзажды қалыптастыруда мәдени алмасу мен шығармашылық өзара шабыттың маңыздылығын атап көрсетеді.

Түйінді сөздер: ағылшын әдебиеті, Қазақстан әдебиеті, әдеби ықпал, мәдени алмасу, аударма, тақырыптық мәселелер, баяндау техникасы, өзара шабыт, тарихи контекст, жаһандық әдеби ландшафт.

Аннотация

В данной статье исследуется взаимовлияние английской и казахстанской литературных традиций, освещаются пути влияния английской литературы на казахстанских писателей и наоборот. В статье рассматривается исторический контекст присутствия английской литературы в Казахстане и анализируются тематические, стилистические и переводческие аспекты взаимодействия этих двух литературных традиций. В статье подчеркивается важность культурного обмена и творческого взаимного вдохновения в формировании современного литературного ландшафта как в Казахстане, так и во всем мире.

Ключевые слова: английская литература, казахстанская литература, литературное влияние, культурный обмен, перевод, тематические проблемы, повествовательные техники, взаимное вдохновение, исторический контекст, глобальный литературный ландшафт.

Literature has always been a mirror reflecting the cultural exchange and intellectual dialogue between nations. In the case of Kazakhstan, a country with a rich literary tradition and a growing interest in English literature, the intersection between English and Kazakhstani literary works offers a fascinating glimpse into the interconnectedness of global literary landscapes. This article delves into the ways in which English literature influences Kazakhstani writers and vice versa, exploring the dynamics of cultural exchange, translation, and creative inspiration.

Historical Context: English Literature in Kazakhstan

To understand the contemporary influence of English literature on Kazakhstani writers, it is essential to trace the historical trajectory of English literary presence in Kazakhstan. The introduction of English literature to Kazakhstan dates back to the colonial era, when British colonial administrators and missionaries brought English texts to the region. Over time, English literature became increasingly accessible through educational institutions, translations, and cultural exchanges.

Influence of English Literature on Kazakhstani Writers

1. Themes and Motifs

English literature has contributed to shaping the thematic concerns and narrative styles of Kazakhstani writers. Works of English literature often explore universal themes such as love, loss, identity, and social justice, which resonate with Kazakhstani writers grappling with similar issues in their own cultural context. For example, the existential themes prevalent in the works of Fyodor Dostoevsky find echoes in the existentialist undertones of Kazakhstani literature, influenced by English existentialist writers like Samuel Beckett and Jean-Paul Sartre.

2. Literary Techniques

Kazakhstani writers have drawn inspiration from English literary techniques and narrative structures. The experimentation with stream-of-consciousness narrative in the works of Virginia Woolf, for instance, has influenced Kazakhstani writers like Olzhas Suleimenov in their exploration of subjective experiences and inner consciousness. Similarly, the use of magical realism, popularized by English-language writers like Gabriel García Márquez, has found resonance in the works of contemporary Kazakhstani authors experimenting with blending realism and fantastical elements.

3. Translation and Adaptation

The translation of English literary works into Kazakh and Russian has played a crucial role in facilitating the exchange of ideas and literary influences. Many classic English novels, poetry collections, and plays have been translated into Kazakh and Russian, allowing Kazakhstani writers to engage with the richness and diversity of English literature. Moreover, the adaptation of English literary works into Kazakhstani cultural contexts has sparked new creative interpretations and dialogues, enriching the literary landscape of Kazakhstan.

Kazakhstani Literature's Impact on English Writers

Conversely, Kazakhstani literature has begun to capture the attention of English-speaking audiences and writers, offering unique perspectives and insights into Kazakh culture, history, and identity. The works of prominent Kazakhstani writers such as Mukhtar Auezov, Abai Kunanbayev, and Zhyrau have been translated into English, introducing Western readers to the richness of Kazakhstani literary traditions. Furthermore, the growing global interest in postcolonial and diasporic literatures has opened avenues for Kazakhstani writers to share their stories and experiences with English-speaking audiences, fostering cross-cultural dialogue and understanding.

Conclusion: A Tapestry of Literary Exchange

The intersection between English literature and Kazakhstani literature represents a dynamic tapestry of cultural exchange, creative inspiration, and mutual enrichment. As Kazakhstani writers continue to engage with English literary traditions and vice versa, the boundaries between cultures and languages blur, giving rise to new forms of expression and artistic innovation. Through literature, we glimpse the interconnectedness of humanity and the transformative power of storytelling to transcend geographical and linguistic divides.

In conclusion, the influence of English literature on Kazakhstani writers and vice versa serves as a testament to the enduring legacy of literary exchange in shaping our collective imagination and understanding of the world.

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INCORPORATING KAZAKH CULTURE INTO ENGLISH LESSONS: ENHANCING LANGUAGE LEARNING THROUGH CULTURAL DIMENSIONS

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Түйін

Бұл мақалада қазақ мәдениетін ағылшын тілі сабақтарына енгізудің артықшылықтары зерттеліп, мәдени өлшемдер арқылы тіл үйренуді байытуға баса назар аударылады. Ол тиімді қарым-қатынас пен мәдениетаралық құзыреттілікті қалыптастыруда мәдени хабардарлықтың, мәдениетаралық түсіністіктің және жаһандық азаматтықтың маңыздылығын көрсетеді. Қазақ мәдениетінің элементтерін ағылшын тілі сабақтарына кіріктіре отырып, тәрбиешілер тілдік шеберлікке, мәдениетті бағалауға, эмпатияға ықпал ететін динамикалық оқу ортасын жасайды.

Түйінді сөздер: қазақ мәдениеті, ағылшын тілі сабақтары, мәдени өлшемдер, тіл үйрену, мәдениетаралық түсіністік, мәдени хабардарлық, жаһандық азаматтық, тілдік біліктілік, мәдениетті байыту, мәдениетаралық құзыреттілік, көпмәдениетті білім, мәдени әртүрлілік, білім, Қазақстан.

Аннотация

В этой статье рассматриваются преимущества включения казахской культуры в уроки английского языка, подчеркивается важность изучения языка через культурные аспекты. В ней подчеркивается важность культурной осведомленности, межкультурного взаимопонимания и глобальной гражданской позиции в развитии эффективной коммуникации и межкультурной компетенции. Интегрируя элементы казахской культуры в уроки английского языка, преподаватели создают динамичную учебную среду, способствующую овладению языком, пониманию культуры и сопереживанию.

Ключевые слова: казахская культура, уроки английского языка, культурные аспекты, изучение языка, межкультурное взаимопонимание, культурная осведомленность, глобальное гражданство, владение языками, культурное обогащение, межкультурная компетентность, мультикультурное образование, культурное разнообразие, образование, Казахстан.

Language and culture are deeply intertwined aspects of human society. Language serves not only as a means of communication but also as a reflection of cultural values, beliefs, and practices. In the realm of education, incorporating elements of culture into language learning can greatly enhance students' understanding and appreciation of both the language and the culture it represents. In this article, we explore the advantages of incorporating Kazakh culture into English language lessons, highlighting how such integration can enrich the learning experience and foster cross-cultural understanding.

Understanding the Significance of Cultural Dimensions

Before delving into the advantages of incorporating Kazakh culture into English lessons, it is essential to grasp the concept of cultural dimensions. Cultural dimensions refer to the various aspects of a culture that shape its norms, behaviors, and communication styles. These dimensions

encompass elements such as values, traditions, customs, rituals, language, and social structures. By understanding cultural dimensions, language learners gain insights into the broader context in which the language is used, leading to more effective communication and intercultural competence.

The Cultural Richness of Kazakhstan

Kazakhstan, located in Central Asia, boasts a rich tapestry of cultural heritage that spans centuries. As a multi-ethnic and multi-cultural society, Kazakhstan is home to a diverse array of traditions, languages, and customs. The country's nomadic heritage, vibrant folk traditions, and blend of Eastern and Western influences contribute to its unique cultural identity.

Nomadic Heritage:

The nomadic lifestyle has deep roots in Kazakh culture, shaping its traditions, social organization, and worldview. Nomadic practices such as yurt-dwelling, horseback riding, and traditional crafts continue to resonate with modern Kazakh society, serving as enduring symbols of resilience and adaptability.

Folk Traditions:

Kazakhstan is renowned for its rich tapestry of folk traditions, including music, dance, storytelling, and craftsmanship. Traditional Kazakh music, characterized by its melodic tunes and rhythmic patterns, reflects the nomadic spirit and cultural diversity of the region. Similarly, Kazakh dance forms such as the "Kara Zhorga" and "Kara Oy" showcase the grace, elegance, and vitality of Kazakh folk culture.

Blend of Eastern and Western Influences:

Situated at the crossroads of Europe and Asia, Kazakhstan has been influenced by a myriad of cultures, including Turkic, Persian, Russian, and Chinese. This cultural synthesis is evident in various aspects of Kazakh life, from cuisine and language to architecture and fashion. Embracing this cultural diversity fosters openness, tolerance, and appreciation for different perspectives.

Advantages of Incorporating Kazakh Culture into English Lessons

Integrating elements of Kazakh culture into English language lessons offers a host of benefits for students, educators, and society at large. From fostering linguistic proficiency to promoting cross-cultural competence, the advantages are multifaceted and far-reaching.

Linguistic Proficiency:

By incorporating Kazakh cultural references into English lessons, students have the opportunity to expand their vocabulary, improve their grammar, and enhance their language skills. For instance, learning about Kazakh cuisine introduces students to new culinary terms and expressions, while exploring Kazakh folklore exposes them to idiomatic language and storytelling techniques.

Cultural Awareness:

Studying Kazakh culture alongside the English language cultivates cultural awareness and sensitivity among students. They gain insights into the values, beliefs, and practices of Kazakh society, thereby broadening their perspective and deepening their understanding of global diversity. This cultural awareness is essential for fostering empathy, respect, and effective communication in an interconnected world.

Cross-Cultural Understanding:

Incorporating Kazakh culture into English lessons facilitates cross-cultural understanding and appreciation. Students learn to recognize and appreciate the similarities and differences between their own culture and that of Kazakhstan, fostering a sense of empathy and interconnectedness. This cross-cultural exchange promotes tolerance, empathy, and mutual respect, laying the foundation for a more harmonious and inclusive society.

Enriched Learning Experience:

By integrating Kazakh culture into English lessons, educators create a more dynamic and engaging learning environment. Rather than focusing solely on language mechanics, students are immersed in the cultural context in which the language is embedded, making the learning process more meaningful and memorable. Through interactive activities, such as role-plays, cultural

simulations, and multimedia presentations, students actively engage with the language and culture, enhancing their motivation and retention.

Global Citizenship:

Incorporating Kazakh culture into English lessons nurtures the development of global citizenship skills among students. As they learn about the cultural heritage of Kazakhstan, students gain a deeper appreciation for the interconnectedness of the world and their role as global citizens. They become more equipped to navigate diverse cultural landscapes, communicate across linguistic and cultural boundaries, and contribute positively to a multicultural society.

Incorporating Kazakh culture into English language lessons offers a wealth of benefits for language learners, educators, and society as a whole. By integrating cultural dimensions into the language learning process, students gain linguistic proficiency, cultural awareness, and cross-cultural understanding. Moreover, they experience an enriched learning environment that fosters engagement, empathy, and global citizenship. As we strive to promote intercultural communication and mutual respect in an increasingly interconnected world, the incorporation of Kazakh culture into English lessons serves as a powerful catalyst for fostering cultural diversity and unity. Through embracing cultural diversity, we not only enhance our language skills but also enrich our lives with the beauty and complexity of the human experience.

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MUSICAL TEXTS AS EDUCATIONAL MATERIALS: APPROACHES AND STRATEGIES FOR EFFECTIVELY LEARNING ENGLISH THROUGH RAP

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Түйін

Бұл мақалада рэп музыкасын ағылшын тілін үйренуге арналған оқу материалы ретінде пайдалану зерттеліп, оның мазмұнды, ырғақты үлгілерді және мәдени өзектілікті тарту арқылы тіл үйрену нәтижелерін жақсарту әлеуетіне назар аударылады. Ол тілдік білім беруде рэп музыкасын қолданудың әртүрлі тәсілдері мен стратегияларын, соның ішінде сөздік қорын меңгеруді, айтылым тәжірибесін, грамматиканы оқытуды, мәдениетті зерттеуді және шығармашылық мәнерлілікті зерттейді.

Түйінді сөздер: рэп-музыка, ағылшын тілін үйрену, оқу материалдары, тілді меңгеру, тілдік тәрбие, мәдени өзектілік, ырғақтық заңдылықтар, сөздік қорын меңгеру, айтылым практикасы, грамматикалық оқыту, мәдениеттану, шығармашылық мәнерлеу, тіл үйрену стратегиялары.

Аннотация

В этой статье рассматривается использование рэп-музыки в качестве учебного материала для изучения английского языка, особое внимание уделяется ее потенциалу для улучшения результатов изучения языка за счет привлекательного содержания, ритмических паттернов и культурной значимости. В нем рассматриваются различные подходы и стратегии использования рэп-музыки в языковом образовании, включая приобретение словарного запаса, практику произношения, изучение грамматики, изучение культуры и творческое самовыражение.

Ключевые слова: рэп-музыка, изучение английского языка, учебные материалы, овладение языком, языковое образование, культурная значимость, ритмические паттерны, приобретение словарного запаса, практика произношения, обучение грамматике, изучение культуры, творческое самовыражение, стратегии изучения языка.

In recent years, the integration of music into educational settings has gained recognition as a powerful tool for language learning. Music, with its rhythmic patterns, rhymes, and memorable lyrics, has the potential to engage learners and enhance their linguistic proficiency. Among the diverse genres of music, rap stands out as a particularly effective medium for language acquisition due to its rhythmic complexity, lyrical content, and cultural relevance. In this article, we explore the use of rap as educational material for learning English, examining various approaches and strategies for leveraging rap music to enhance language learning outcomes.

Understanding the Power of Musical Texts in Education

Before delving into the specific advantages of using rap music for language learning, it is essential to recognize the broader benefits of integrating musical texts into educational contexts. Music stimulates multiple cognitive processes, including memory, attention, and emotion, making it an effective vehicle for learning and retention. When combined with language learning, musical texts provide learners with a multisensory experience that reinforces vocabulary, grammar, pronunciation, and cultural understanding.

Rhythmic Patterns and Rhymes:

Music, particularly rap, is characterized by rhythmic patterns and rhymes that enhance memorization and fluency. The repetitive nature of beats and rhymes facilitates the internalization of linguistic structures and vocabulary, enabling learners to recall and reproduce language more effectively.

Emotional Engagement:

Music evokes emotions and connects with listeners on a deeper level, fostering engagement and motivation. By tapping into learners' emotional responses, musical texts create a positive learning environment that encourages active participation and investment in the learning process.

Cultural Relevance:

Rap music, in particular, reflects the cultural contexts and experiences of diverse communities, providing learners with authentic language input and cultural insights. Through rap lyrics, learners gain exposure to colloquial expressions, slang, and idiomatic language, enhancing their communicative competence and cultural awareness.

Leveraging Rap Music for English Language Learning

Rap music offers a plethora of opportunities for language learners to engage with authentic language input and develop their linguistic skills. From vocabulary expansion to pronunciation practice, rap lyrics serve as dynamic educational materials that cater to diverse learning styles and preferences. Below are some approaches and strategies for effectively incorporating rap music into English language learning:

Vocabulary Acquisition:

Rap lyrics are rich sources of vocabulary, encompassing a wide range of words and expressions drawn from everyday speech and cultural contexts. Educators can leverage rap music to introduce new vocabulary in context, providing learners with meaningful examples of word usage and connotations. Additionally, activities such as lyric analysis, word matching exercises, and vocabulary games can reinforce vocabulary acquisition and retention.

Pronunciation Practice:

Rap music offers opportunities for learners to improve their pronunciation and intonation through imitation and repetition. By listening to and rapping along with native speakers, learners can develop their speaking skills and enhance their accent accuracy. Educators can incorporate pronunciation drills, tongue twisters, and rap karaoke sessions to provide structured practice and feedback on pronunciation.

Grammar Instruction:

Rap lyrics often feature grammatical structures and sentence patterns that align with English language conventions. Educators can use rap music to contextualize grammar rules and demonstrate real-life examples of grammar usage. Through activities such as gap-filling exercises, sentence completion tasks, and grammar analysis, learners can reinforce their understanding of grammar concepts while enjoying the rhythm and flow of rap music.

Cultural Exploration:

Rap music serves as a gateway to exploring diverse cultural perspectives and experiences, allowing learners to engage with authentic language and themes from different cultural contexts. Educators can use rap lyrics as springboards for discussions on social issues, identity, and cultural diversity, fostering critical thinking skills and intercultural competence. By examining the historical and cultural background of rap music, learners gain a deeper appreciation for its significance as a form of artistic expression.

Creative Expression:

Rap music encourages creativity and self-expression, empowering learners to write and perform their own rap lyrics. Educators can facilitate collaborative songwriting projects, rap battles, and performance showcases that allow learners to apply their language skills in authentic contexts. By creating their own rap songs, learners not only practice language production but also develop confidence, fluency, and artistic expression.

Rap music offers a dynamic and engaging platform for English language learning, providing learners with authentic language input, cultural insights, and opportunities for creative expression. By incorporating rap lyrics into language lessons, educators can enhance vocabulary acquisition, pronunciation proficiency, grammar understanding, and cultural awareness. Through interactive activities and meaningful engagement with rap music, learners develop the linguistic skills and cultural competence needed to communicate effectively in diverse contexts. As we continue to explore innovative approaches to language education, rap music emerges as a valuable resource for empowering learners and fostering a deeper appreciation for the richness and diversity of the English language.

In conclusion, the integration of rap music into English language learning represents a promising avenue for promoting linguistic proficiency, cultural awareness, and creativity among learners. By harnessing the power of musical texts, educators can create dynamic and engaging learning experiences that cater to the diverse needs and interests of learners. As rap music continues to evolve as a global cultural phenomenon, its potential as an educational tool for language learning remains boundless. Through collaboration, innovation, and cultural exchange, we can leverage the transformative power of rap music to inspire and empower learners in their journey towards English language proficiency and intercultural competence.

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РОЛЬ ИСКУССТВА В ПОВЫШЕНИИ ЯЗЫКОВЫХ НАВЫКОВ: АНАЛИЗ ВЛИЯНИЯ В ЖИВОПИСИ, МУЗЫКЕ, КИНО И ЛИТЕРАТУРЕ

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Abstract

This article explores the role of the arts in the development of language skills, focusing on painting, music, film, and literature. She analyzes how these art forms can be used to improve foreign language comprehension, vocabulary, and cultural understanding. The article examines different approaches to using art in language teaching and suggests strategies for maximum effectiveness.

Keywords: art, painting, music, film, literature, language skills, language teaching, cultural understanding, listening, pronunciation, vocabulary, text analysis, creative writing.

Түйін

Бұл мақала кескіндеме, музыка, кино және әдебиетке назар аударатын, тіл дағдыларын дамытудағы өнердің ролін зерттейді. Ол осы өнер түрлерін шет тілін түсінуді, сөздік қорын және мәдениетті түсінуді жақсарту үшін қалай пайдалануға болатынын талдайды. Мақалада тіл үйретуде өнерді қолданудың әртүрлі тәсілдері қарастырылады және максималды тиімділік стратегиялары ұсынылады.

Түйін сөздер: өнер, кескіндеме, музыка, кино, әдебиет, тіл байлығы, тіл үйрету, мәдени түсіну, тыңдау, айтылу, сөздік, мәтінді талдау, шығармашылық жазу.

Искусство является неотъемлемой частью человеческой культуры и выражает разнообразные аспекты человеческого опыта и взаимодействия с миром. Одним из интересных аспектов искусства является его потенциал для обогащения языковых навыков и расширения культурного понимания. В данной статье мы рассмотрим роль различных видов искусства - живописи, музыки, кино и литературы - в улучшении языковых навыков, а также проанализируем их влияние на обучение и понимание языка.

Живопись

Живопись, как форма визуального искусства, обладает уникальной способностью передавать эмоции, идеи и концепции без использования слов. Для изучающих язык живопись может стать мощным инструментом для расширения словарного запаса и стимулирования творческого мышления. Рассмотрим несколько способов, которыми живопись может помочь в повышении языковых навыков:

Визуальный словарный запас:

Изучение работ известных художников позволяет изучающим язык освоить новые слова и фразы, описывающие изображенные объекты, сцены и эмоции. Анализ картин и обсуждение их содержания способствует формированию богатого визуального словаря, который затем можно использовать в устной и письменной речи.

История и культура:

Живопись часто отражает исторические и культурные контексты, что делает ее ценным ресурсом для изучения культурных особенностей и традиций стран, где эти произведения были созданы. Анализ картины может привести к обсуждению исторических событий, социальных проблем и культурных ценностей, что способствует глубокому пониманию культуры и языка.

Музыка

Музыка - это универсальный язык, который может соединить людей независимо от их языковых и культурных различий. Изучение музыки помогает развивать слуховые навыки, обогащает эмоциональный опыт и стимулирует креативное мышление. В контексте изучения языка музыка предоставляет уникальные возможности для улучшения аудирования, расширения словарного запаса и понимания культурного контекста.

Аудирование и произношение:

Слушание песен на иностранном языке помогает развивать аудитивные навыки и улучшать произношение. Пение или рэпирование за музыкой позволяет практиковать интонацию, ритм и акцент, что способствует улучшению устной речи.

Слова и выражения:

Тексты песен содержат обилие различных слов и выражений, которые могут быть полезны для изучения языка. Обсуждение текстов песен и их перевода помогает изучающим язык понять контекст использования слов и выражений, а также усвоить новую лексику.

Кино

Кино - это мощный искусственный формат, который объединяет в себе визуальные, звуковые и повествовательные аспекты. Изучение фильмов на иностранном языке помогает развивать аудитивные и визуальные навыки, улучшать понимание речи и синтаксиса, а также погружаться в культурный контекст.

Аудирование и понимание:

Просмотр фильмов на иностранном языке предоставляет возможность практиковать аудирование и улучшать понимание речи в реальном контексте. Субтитры могут служить вспомогательным средством для понимания содержания и изучения новых слов и фраз.

Выразительность и интонация:

Актеры в фильмах используют различные интонации, жесты и мимику для передачи эмоций и смысла. Изучение речи и поведения персонажей помогает развивать понимание культурных нюансов и улучшать коммуникативные навыки.

Литература

Литература играет важную роль в формировании языковых навыков и культурного понимания. Через литературные произведения изучающие язык могут погрузиться в различные миры и переживания персонажей, расширить свой кругозор и развить критическое мышление.

Чтение и анализ:

Чтение литературных произведений на иностранном языке помогает изучающим язык расширить свой словарный запас, улучшить понимание грамматических конструкций и развить навыки анализа текста. Обсуждение сюжета, персонажей и темы произведения способствует глубокому пониманию языка и культуры.

Творческое письмо:

Письменное изучение литературных текстов может вдохновлять изучающих язык на творческое письмо, в том числе на написание собственных рассказов, стихов или рецензий. Творческое письмо позволяет изучающим язык развивать свое воображение, самовыражение и навыки письменной речи.

Заключение

Искусство, во всех его проявлениях - живописи, музыки, кино и литературы, играет важную роль в повышении языковых навыков и культурного понимания. Через изучение искусства изучающие язык могут не только расширить свой словарный запас и улучшить понимание языка, но и погрузиться в различные аспекты культуры и идентичности. Стремление к исследованию искусства как инструмента для обучения языку открывает новые возможности для обогащения образовательного процесса и стимулирует творческое мышление студентов.

Через взаимодействие с различными формами искусства, изучающие язык могут обогатить свой опыт, развить критическое мышление и внести свой вклад в разнообразие культурного диалога. Искусство не только улучшает языковые навыки, но и вдохновляет нас на погружение в миры, которые нам ранее были недоступны.

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ВЛИЯНИЕ СОВРЕМЕННОГО ИСКУССТВА НА РАСШИРЕНИЕ СЛОВАРНОГО ЗАПАСА В АНГЛИЙСКОМ ЯЗЫКЕ

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Түйін

Бұл мақалада ағылшын тіліндегі сөздік қордың кеңеюіне заманауи өнердің әсері зерттеледі. Ол заманауи өнердің әртүрлі түрлерін, соның ішінде кескіндеме, мүсін, сәулет, музыка, кино және әдебиетті зерттейді және олардың ағылшын тілінде жаңа сөздер мен сөз тіркестерін үйренуге бірегей мүмкіндіктерді қалай беретінін талқылайды. Мақалада қазіргі заманғы өнердің тіл үйренушілердің мәдени түсінігі мен шығармашылық ойлауына әсері де қарастырылады.

Түйін сөздер: заманауи өнер, ағылшын тілі, сөздік қорын дамыту, кескіндеме, мүсін, сәулет, музыка, кино, әдебиет, мәдени түсінік, шығармашылық ойлау.

Abstract

This article explores the influence of contemporary art on the expansion of vocabulary in the English language. She examines various forms of contemporary art, including painting, sculpture, architecture, music, film, and literature, and discusses how they provide unique opportunities for learning new words and expressions in English. The article also examines the impact of contemporary art on language learners' cultural understanding and creative thinking.

Key words: contemporary art, English language, vocabulary development, painting, sculpture, architecture, music, cinema, literature, cultural understanding, creative thinking.

Современное искусство играет ключевую роль в культурной среде, являясь источником вдохновения, рефлексии и диалога. Одним из интересных аспектов его влияния является его воздействие на расширение словарного запаса в английском языке. В данной статье мы рассмотрим, как современное искусство, включая живопись, скульптуру, архитектуру, музыку, кино и литературу, способствует обогащению лексики английского языка.

Живопись и Скульптура

Живопись и скульптура являются визуальными формами искусства, которые вдохновляют зрителей и зрительниц на осмысление и эмоциональные реакции. Они также предоставляют уникальные возможности для изучения новых слов и фраз на английском языке.

Живопись:

Работы современных художников часто содержат уникальные концепции, техники и темы, которые могут быть отражены в их названиях и описаниях. Изучение современной живописи может познакомить изучающих язык с новыми арт-терминами, описательными прилагательными и выражениями, такими как "abstract expressionism" (абстрактный экспрессионизм), "surrealism" (сюрреализм) и "contemporary art" (современное искусство).

Скульптура:

Современная скульптура воплощает различные идеи и концепции в трехмерной форме, что может быть отражено в новых словах и фразах, связанных с материалами, техниками и стилями. Рассмотрение работ скульпторов может позволить изучающим язык ознакомиться с терминами, такими как "mixed media" (смешанные материалы), "found objects" (найденные предметы) и "installation art" (инсталляционное искусство).

Архитектура

Архитектура является фундаментальным аспектом культурного ландшафта и предоставляет богатый источник лексических выражений, связанных с различными архитектурными стилями, элементами и конструкциями.

Архитектурные стили:

Изучение современной архитектуры может познакомить изучающих язык с различными стилями, такими как "modernism" (модернизм), "postmodernism" (постмодернизм) и "brutalism" (брутализм). Каждый стиль имеет свои уникальные характеристики и влияние на городской пейзаж и общественное пространство.

Архитектурные элементы:

Современные здания часто содержат сложные архитектурные элементы и детали, которые могут быть описаны с использованием специализированного лексикона. Изучение архитектурных терминов, таких как "facade" (фасад), "skyscraper" (небоскреб) и "atrium" (атриум), помогает изучающим язык понять структуру и функцию современных зданий.

Музыка

Современная музыка представляет собой разнообразные жанры и стили, которые отражают культурные и социальные тенденции современного общества. Тексты современных песен могут быть богатым источником новых слов и выражений на английском языке.

Жанры и стили:

Различные музыкальные жанры, такие как поп, рок, хип-хоп и электронная музыка, имеют свои уникальные лексические особенности и сленговые выражения. Изучение текстов песен популярных исполнителей позволяет изучающим язык погрузиться в музыкальную культуру и овладеть новыми словами и выражениями.

Темы и концепции:

Тексты песен часто отражают различные темы и концепции, такие как любовь, потеря, сопротивление и социальная справедливость. Анализ песенных текстов помогает изучающим язык понять контекст использования слов и выражений в реальных ситуациях и овладеть более широким словарным запасом.

Кино

Современное кино предлагает огромный выбор жанров, сюжетов и тем, которые могут быть источником новых слов и фраз на английском языке. Различные аспекты фильмов, такие как диалоги, сюжетные повороты и кинематографические техники, предоставляют уникальные возможности для обогащения лексического запаса.

Диалоги и выражения:

Фильмы содержат разнообразные диалоги и разговорные выражения, которые отражают реальные способы общения на английском языке. Изучение диалогов помогает изучающим язык понять контекстуальное использование слов и выражений в различных ситуациях.

Темы и жанры:

Различные жанры фильмов, такие как драма, комедия, фантастика и триллер, предоставляют уникальные лексические возможности в зависимости от их сюжетов и тематики. Изучение фильмов различных жанров позволяет изучающим язык расширить свой словарный запас и овладеть различными стилями и регистрами языка.

Литература

Современная литература отражает различные аспекты современного общества и предоставляет уникальные возможности для изучения разнообразных тем, стилей и жанров.

Чтение современных произведений позволяет изучающим язык расширить свой словарный запас и погрузиться в разнообразие культурных и литературных контекстов.

Жанры и стили:

Современная литература охватывает широкий спектр жанров и стилей, включая романы, рассказы, стихи, драмы и эссе. Изучение современных литературных произведений позволяет изучающим язык овладеть различными лексическими особенностями и стилистическими приемами.

Темы и символика:

Современная литература часто отражает различные социальные, политические и культурные темы, которые могут быть источником новых слов и выражений на английском языке. Анализ литературных произведений помогает изучающим язык понять символическое значение слов и выражений и овладеть более глубоким пониманием языка и культуры.

Современное искусство, во всех его проявлениях - живописи, скульптуре, архитектуре, музыке, кино и литературе, является мощным инструментом для расширения словарного запаса в английском языке. Через взаимодействие с различными формами искусства, изучающие язык могут обогатить свой лексикон, погрузиться в различные аспекты культурного и литературного наследия и развить критическое мышление и творческий подход к изучению языка. Стремление к исследованию современного искусства как источника новых слов и выражений открывает новые горизонты для обучения языку и стимулирует творческое мышление студентов.

Через взаимодействие с различными формами искусства, изучающие язык могут обогатить свой опыт, развить критическое мышление и внести свой вклад в разнообразие культурного диалога. Искусство не только улучшает языковые навыки, но и вдохновляет нас на погружение в миры, которые нам ранее были недоступны.

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THE ROLE OF IMPROVISATION AND ROLE-PLAYING GAMES IN THE FORMATION OF COMMUNICATION SKILLS IN A FOREIGN LANGUAGE

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Түйін

Бұл мақалада шет тілін үйренуде коммуникативті дағдыларды дамытудағы импровизация мен рөлдік ойындардың маңызды ролі зерттеледі. Ол импровизацияның және рөлдік ойындардың тілді меңгеруді жеңілдететін, еркін сөйлеуін арттыратын және мәдени түсінуге ықпал ететін әртүрлі әдістерді зерттейді. Теориялық негіздерді, практикалық қолданбаларды және педагогикалық стратегияларды сараптау арқылы бұл мақала импровизация мен рөлдік ойындарды тіл үйренудің оқу бағдарламаларына енгізудің тиімділігін көрсетуге бағытталған.

Түйін сөздер: импровизация, рөлдік ойындар, коммуникативті дағдылар, шет тілін үйрену, тілді меңгеру, еркін сөйлеу, мәдени түсіну, педагогикалық стратегиялар.

Аннотация

В данной статье исследуется значительная роль импровизации и ролевых игр в развитии коммуникативных навыков при изучении иностранного языка. В нем рассматриваются различные способы, которыми импровизация и ролевые игры способствуют овладению языком, повышают

беглость речи и способствуют культурному взаимопониманию. Посредством изучения теоретических основ, практического применения и педагогических стратегий эта статья призвана подчеркнуть эффективность включения импровизации и ролевых игр в учебные программы изучения языка.

Ключевые слова: импровизация, ролевые игры, коммуникативные навыки, изучение иностранного языка, овладение языком, свободное владение языком, понимание культуры, педагогические стратегии.

Effective communication skills are essential for successful language acquisition and proficiency. While traditional language teaching methods focus on grammar, vocabulary, and comprehension, the role of improvisation and role-playing games in language learning has gained recognition for its ability to provide learners with authentic language use in real-life situations. This article explores the theoretical foundations and practical applications of improvisation and role-playing games in developing communication skills in a foreign language.

Theoretical Framework:

The use of improvisation and role-playing games in language learning is grounded in sociocultural and constructivist theories, which emphasize the importance of interaction, collaboration, and contextualized learning experiences. According to Vygotsky's sociocultural theory, learning occurs through social interaction and participation in culturally meaningful activities. Similarly, constructivist approaches highlight the role of active engagement and hands-on experiences in knowledge construction and skill development.

Benefits of Improvisation and Role-Playing Games:

1. Authentic Language Use:

Improvisation and role-playing activities provide learners with opportunities to use language in meaningful and authentic contexts, mimicking real-life communication situations.

2. Fluency and Spontaneity:

Engaging in improvisation promotes fluency and spontaneity in language production, as learners must think quickly and respond in real time.

3. Cultural Understanding:

Role-playing games allow learners to explore cultural norms, customs, and perspectives, enhancing their cultural understanding and intercultural competence.

Pedagogical Strategies:

1. Scenario-Based Role-Playing:

Design scenarios that simulate everyday situations, such as ordering food at a restaurant, making travel arrangements, or participating in job interviews.

2. Character Development:

Encourage learners to develop characters with distinct personalities, backgrounds, and motivations, fostering creativity and empathy.

3. Feedback and Reflection:

Provide constructive feedback and opportunities for reflection after role-playing activities, allowing learners to identify areas for improvement and build confidence.

Practical Applications:

1. Language Classes:

Incorporate improvisation and role-playing activities into language classes to supplement traditional teaching methods and enhance communicative competence.

2. Language Clubs and Workshops:

Organize language clubs or workshops where learners can engage in role-playing games and practice communication skills in a supportive environment.

3. Online Platforms and Virtual Environments:

Utilize online platforms and virtual environments to facilitate remote improvisation and role-playing activities, promoting interaction and collaboration among learners.

Improvisation and role-playing games offer valuable opportunities for developing communication skills in a foreign language. By providing learners with authentic language use,

promoting fluency and spontaneity, and fostering cultural understanding, these activities contribute to the overall language acquisition process. Educators and language practitioners can harness the power of improvisation and role-playing games to create dynamic and engaging learning experiences that empower learners to communicate effectively in a foreign language.

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АҒЫЛШЫН ЖӘНЕ ҚАЗАҚ ТІЛДЕРІНДЕГІ ФРАЗЕОЛОГИЗМДЕРДІҢ ҚОЛДАНЫЛУЫ

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Резюме

В статье рассказывается о его роли с использованием фразеологизмов в английском и казахском языках. Дается определение основных признаков того, что фразеологизмы представляют собой самостоятельную область лингвистики, приводятся примеры на казахском и английском языках. Фразеологические классификации, встречающиеся в казахском и английском языкознании, соотносятся с мнением ученых. В зависимости от значения фразеологизмов приведены примеры семантических групп на казахском, английском языках. Рассмотрены фразеологизмы казахского языка, соответствующие фразеологизмам английского языка. Определены типологические особенности фразеологизмов в казахском и английском языках.

Ключевые слова: фразеология, казахский язык, английский язык, значение, слово, стиль, лингвистика, идиома, фраза, пословицы.

Summary

The article discusses its role with the use of phraseology in English and Kazakh languages. The main features of phraseology, which in itself is an independent branch of linguistics, are defined and examples are given in Kazakh and English. Phraseological classifications found in Kazakh and English linguistics are linked and defined by scientists. Examples of semantic groups are given in Kazakh and English, depending on the meaning of phraseology. Phraseologisms in the Kazakh language are considered, which correspond to phraseologisms in English. Typological features of phraseology in the Kazakh and English languages are identified.

Keywords: phraseology, Kazakh language, English language, meaning, word, style, linguistics, idiom, phrase, proverb.

Фразеология – phrasis – «орам», logia – «ұғым» деген грек тілінің термині. Фразеология екі түрлі мәнде қолданылады. Алғашқысы, тіліміздегі тиянақты сөз тіркестері қазіргі және тарихи даму жағынан зерттейтін тіл білімінің бір саласы болса, екіншісі, белгілі бір фразеологизмдердің тұтас жиынтығы екенін көрсетеді. Сол себепті фразеологизмдер көкейге қонымды шағын, ұтқыр әрі ұтымды сөз өнерінің тілдік, поэтикалық санатына жатады. Сөз тіркестерінің басым көбі халықтың салт-дәстүрі мен тұрмыс—тіршілігіне қарай туындаған. Әр халықтың фразеологизмдерінен ұлттық нақыш, ұлттық белгілер және қасиеттері, менталиттерін байқауға болады. Олар бір мезетте ұмытылып, қазіргі уақытқа жетпесе, тұтас бір ұлттың мәдениеті мен баға жетпес қазынасынан айырылар еді. Фразеологизмдерден ұлттық мәдени көрініс кеңінен көрсетілген. Себебі сол ұлттың мәдениетінен қалыптасып, нәр алған сөздер, фразеологизмдер, мақал-мәтелдер, афоризмдер ұлт менталитетін және халық өмірінің шынайы болмысын айқындайды. Фразеологизмдер – ұлт өмірінің айнасы.

Фразеологизмдерге идиома, фраза, мақал-мәтеллер жатады. Ә.Болғанбайұлы және Ғ.Қалиев зерттеулерінде, Фразеологизмдердің өз алдына дербес лингвистика саласы екендігін танытатын негізінен үш түрлі басты белгісі бар екенін айтып өтті. Олар:

1. даяр қалпында жұмсалу белгісі
2. мағына тұтастығы
3. тіркес тиянақтылығы

1. Фразеологизмдердің даяр қалпында жұмсалу белгісі еркін сөз тіркесімен салыстырғанда анық байқалады. Оның сыртқы құрылым - құрылысы еркін тіркеске ұқсағанымен сөйлем ішінде қолданғанда біртұтас даяр күйінде жұмсалады. Фразеологизмдердің даяр қалпын сақтай отырып қолданылуы оның еркін сөз тіркестерінен ерекшелігін білдіретін белгілердің бірі екенін көреміз. Мысалы: сабақ оқу, үйді жинау және clever man, to love music деген еркін сөз тіркестері сөйлесу кезінде емін-еркін тіркесуге мүмкіндік береді. Ал, қой аузынан шөп алмас, түймедейді түйедей ету және small hours, husband is tea сияқты фразеологизмдер тіркескен қалпында есімізде сақталады да, сөйлеу сәтінде бұрыннан тіркесіп қойған қалпында тұтас қалпында қолданылады.

2. Фразеологизмдердің екінші белгісі – мағына тұтастығы. Фразеологизм біткеннің бәрінде де белгілі бір меншікті мағынасы болады. Ол мағына тұрақты тіркесті құрастырушы сыңарлардың мағыналарына сәйкеспейді, оларға тәуелсіз, өздігінен өмір сүреді.

3. Тіркес тиянақтылығы-фразеологизмдердің негізгі белгісі. Тиянақты сөз тізбегіндегі сөздер қалыптасқан белгілі жүйемен орналасқан. Өзара тығыз жымдасып орналасқан сөздердің жігі ажыратылмай тұрады. Олар бір – бірімен иін тіресіп, өзге сөзбен алмастыруға я болмаса, тұрақты орын тәртібін өзгертуге келмейді. Мысалы: мұрнын көкке көтерді деудің орнына аяғын көкке көтерді десек, мағынасын түбегейлі өзгертіп, еркін тіркеске айналып тұр.

Және де red tape, kick the bucket деген тұрақты тіркес құрамындағы red, kick деген сөздердің орнына blue, give немесе tape, the bucket дегеннің орнына radio, the ball деген сөздер қолданылмайды: егер бұлай етіп өзгертсек, олар тұрақты тіркес бола алмайды, түпкі яғни негізгі мағынасы түсініксіз, тіпті сөз тіркесіне айналып кетеді.

Фразеологизмдердің түрлері.

Фразеологизмге тән үш түрлі ортақ белгі болғанымен де, олар арқылы бір-бірімен үнемі ашық түрде ажыратыла бермейді. Бұл белгілер, әсіресе мағына тұтастығы, біреуінен айқын көрінсе, екіншісінен көмескіленіп, үшіншісінен өте солғындау болатынын байқаймыз. Сондықтан да, фразеологизмдерді түр-түрге бөліп топтастыру тіл біліміндегі ең күрделі әрі қиын мәселелерінің бірі. Зерттеушілердің бір тобы тұрақты тіркестердің біртұтас мағынасы мен солардың құрамындағы сыңарлардың ара қатынасына қарай жіктеп бөлсе, екіншілері құрылым-құрылысы жағынан, үшіншілері атқаратын қызметі мен стильдік мәні жағынан топтастырады. Сонымен, қазақ тілі фразеологизмдеріне терең, әрі жан-жақты сипаттама жасаған және болашақ зерттеулерге бағыт-бағдар берген І.Кеңсебаев фразеологизмдердің үш басты белгісіне (тұлға тұрақтылығы, мағына тұтастығы, қолдану тиянақтылығы) сүйене отырып ең негізгі үлкен екі топқа бөледі:

1. фразеологиялық тұтастық;
2. фразеологиялық тіркес.

Бұл еңбектерде фразеологизмдердің негізі белгілері анықталып, оларды семантикалық және грамматикалық тұрғыдан талдап топтастыру қаралады.

К.Аханов қазақ тілі фразеологизмдерін В.В.Виноградов классификациясына сүйене отырып, семантикалық тұрғыдан:

1. фразеологиялық тұтастық;
2. фразеологиялық бірлік;
3. фразеологиялық тізбек;
4. фразеологиялық сөйлемше деп топтастырады.

Орыс тілі білімінде В.В.Виноградовтың классификациясын негізге алып бөледі. Қазақ және ағылшын тіл білімінде де осы классификацияны бірден – бір етіп келе жатырмыз және олар:

1. фразеологиялық тұтастық (phraseological fusions);

2. фразеологиялық бірлік (phraseological unities);
3. фразеологиялық тізбек (phraseological collocations) болып, үш топқа бөлінеді. Үш топтың әрқайсысын жеке қарастырып көрейік.

К.Аханов: Фразеологиялық тұтастық деп бөлініп ажыратылмайтын, беретін мағынасы жағынан құрамындағы сыңарының мағынасымен байланыспай, бітісіп және тұтысып кеткен томаға тұйық тіркестерді айтамыз, – дейді. Мәселен, мұрнынан шаншылып жүр, мұрнына су жетпеді дегеннен қолы тимеді, бұрылуға мұршасы болмады дегенді немесе ағылшын тілінде: to let the cat out of the bag дегеннен сыр шашу, немесе аңдамай сөйлеу дегенді түсінеміз.

Бұл мағына осындағы үш сөздің тұтас жиынтығынан келіп шығады. Түйдек ішіндегі жекелеген талдау жасап, бірін екіншісінен бөліп алуға келмейді. Фразеологиялық тұтастық жеке сөздердің тұтас жиынтығынан пайда болғанымен, олар іштей түрлі бөлшектерге бөлінбей, іс-әрекетті, сапа мен белгіні, зат пен құбылысты бір бүтін атау ретінде көрсетіп бере алады.

Фразеологиялық бірлікке Л.Аханов мынандай анықтама береді: «Мағынасы жағынан ажыратылмай, тұтасымен бір бүтін мағынаны білдіретін, бірақ сөз тіркестерінің бір бүтін мағынасы лексикалық сыңарлардың мағыналарының бірігіп тұтасуынан тұрақты фразеологиялық сөз тіркестері». Бұлардың лексикалық мағынасы толық сақталған сөздерден бірігіп, тіркестің бүтін мағынасы сөз тізбегінің мағынасымен астарлас, образды, астарлы болады. Мәселен, ескі жараның аузын ашты дегеннен өткенді қайта қозғады, ұмытып кеткенді еске салды дегенді түсінеміз. Ал ағылшын тілінде: to give a person a blacklook – ашулы немесе ала көзбен қарау. Бұл фразеологиялық мағынаның жасалуына, сөз жоқ, ең алғашқы еркін тіркестегі тура мағынасы негіз болған.

Кейде фразеологиялық тұтастық пен арасында айырмашылық байқалмай тұратын фразеологизмдер бар. Мұндағы ескертетін нәрсе тұрақты тіркес мағынаның тек көнелуіне байланысты түсіну керек. Мысалы: ит басына іркіт төгілу – «ағыл-тегіл, молшылық». Сырт тұлғасы жағынан фразеологиялық бірлікке ұқсас, мағынасының тым көмескіленуінен фразеологиялық тұтастыққа да ұқсас. Жалпы алғанда фразеологиялық тұтастықтар мен фразеологиялық бірліктер сөздерге жанамалық қатыста жұмсалыуына орай, көбіне бір топқа біріге береді. Фразеологиялық тұтастық пен фразеологиялық бірліктер фразеологиялық тізбектерден семантикалық табиғаты мен құрылымы жағынан өзгелешеленеді. Фразеологизмдерді жалпы мағынасына қарай: 1) Адамды сипаттайтын фразеологизмдер; 2) Алғыс және қарғыс мәнді фразеологизмдер; 3) Қоғамдық-әлеуметтік факторға байланыстытуындаған фразеологизмдер; 4) Діни наным - сенімге, салт-дәстүрге байланысты туындаған фразеологизмдер; 5) Өлшемдік ұғымдарды білдіретін фразеологизмдер; 6) Табиғат құбылыстарына байланысты фразеологизмдер деп бөле отырып, кейбір фразеологизмдер мағынасы жағынан бірнеше топқа қатысты болатындықтан, оларды мұндай тақырыптық топтарға бөлудің шартты екендігін ескертеді. Фразеологизмдер ұлттық мәдениетті мынадай жағдайларды сипаттауы мүмкін:

1. Кешенді, яғни тұрақты тіркестер компоненттері тұтасып келіп, идиомалық мағынаға ие болған жағдайда. Мысалы, Қазақ тілінде «Шық бермес Шығайбай» тіркесіндегі қолы тар, сараң келетін қазақ байына тән образды бейнелейтін «Шығайбай», ағылшын тілінде:

a doubting Thomas (Фома неверующий (Евангелиялық аңыздан енген) (Қазақ тілінде Сенбеуші Томас). Мұндай тіркестер әр халықта түрлі түсініктерге ие болады да, мұны белгілі ұлт өкілі өзінің ұлттық мәдени біліміне сүйене отырып қана ажырата алады.

2. Ұлттық-мәдени ерекшеліктер фразеологизмдерді құраушы компоненттер қатарынан көрінеді. Мысалы, қазақ тіліндегі алаштың азаматы тіркесіндегі «алаш» сөзі, ағылшын тіліндегі Man Friday (сенімді, жан қияр дос) тіркесінде Friday сөзі өзге ұлт өкілдеріне бірден түсінуге қиындық келтірері.

3. Фразеологизмдердегі ұлттық мәдениет өзінің прототипі – еркін тіркестер арқылы да берілуі. Мысалы, қазақ тіліндегі қой ішінде серкедей, тізгінді босату, ағылшын тілінде Live a cat and a dog life (ит пен мысықтай).

Ағылшын және қазақ тілдерінде фразеологизмдер ауызша, жазба тілді стилінде қолданысқа ие. Стиль өлгенді тірілтіп, өшкенге жан бітіретін дүние.

Фразеологизмдерге тән қасиеттер:

1. Дайын тілдік бірлік ретінде қолданылуы;
2. Жалпыға бірдей танымал әрі ортақ қолдану заңы;
3. Кем дегенде екі сөзден болмауы тиіс;
4. Мағына бірлігінің сақталуы.

Фразеологизмдер қазақ және ағылшын тілдерінде де жеке сөздің қызметін атқарады. Қос тілдегі фразеологизмдерге ортақ қасиет, құрамындағы сөздер дараланбай, мағынасының тұтастығы мен бірлігіне бағынышты және тәуелді болып болып, бір сөздің орнына жүреді.

Екі тілдегі фразеологизмдер кез-келген сөз табына бағынышты болып, мән-мағына жағынан бір ұғымды білдіреді. Бір сөздің орнына жүреді де, сөйлем мүшесінің қызметін атқарады.

Ғалым Г. Смағұлов: Фразеологизмдерді сөз табына жатқызу мәселесін қарастыруда компоненттер құрамының беретін мағынасына, морфологиялық және синтаксистік қызметіне байланысты екенін айта отырып, оларды 6 топқа жіктеген.

1. Етістік мағыналы фразеологизмдер;
2. Есім мағыналы фразеологизмдер;
3. Үстеу мағыналы фразеологизмдер;
4. Одағай тұлғалы фразеологизмдер;
5. Әр тарапты сөздерден пайда болған фразеологизмдер;
6. Сөйлеу дағдысына қолданылатын фразеологизмдер.

Ағылшын тілінде кей фразеологизмдердің құрамындағы етістіктер тек қана Positive Voice формасында пайдаланылады. Мәселен: *be gathered to one is father* (қайтыс болу) *be thrown on one is beam – end* (халі мүшкім болу)

Көптеген фразеологизмдердің зат есімдер жекеше түрде немесе көпше түрде қолданылады.

Мысалы: *keep one is head above water* (ауыртпалықпен күресу); *keep their heads above water* (артынан қалмау).

Болымсыз түрде де қолданылатын фразеологизмдер бар. Мәселен: *not to budge an inch* (айтқанынан қайтпау); *not to see the wood for the trees* (ештеңе елемей).

Ағылшын тілінде фразеологизмдердің басым көбі шылау арқылы жасалады. Мәселен, *hit the nail on the head* (дөп түсу).

Фразеологизмдердің шылаусыз келуі сирек кездеседі. Мысалы: *hold one is head high* (өзін жоғары ұстау)

Фразеологизмдер мағынасына қарай семантикалық топтарға бөлінеді. Олардың бірнешеуін қарастырып көрейік.

1. Сомантикалық фразеологизмдер (Құрамында көз, бас, аяқ сияқты соматизмдердің кездесуі). Қазақ тілінде: жүрек жалғау, жүрегінің түгі бар, аузы – мұрны қисаймастан, қас пен көздің арасында, қол созым жер, екі көзі төрт болды, шаш ал десең, бас алады қолыңмен істегенді мойныңмен көтер қызыл кеңірдек болу, өңеші қызарды, қызыл өкпе болды, аузына шайнап бергенді жұта алмады және т.б.

Ағылшын тіліндегі сомантикалық фразеологизмдер: *something is on (at) the tip of somebody is tongue* (тілдің ұшында), *in one ear and out the other* (бір құлақтан кіріп, екінші құлақтан шығу; ақпа құлақ), *zip your lip – do not talk* (ауызды құлыппен құлыптау); *without talking his eyes* (көз алмау); *not believe his eyes* (өз көзіне сенбеу); *handyman* (он саусағынан өнер тамған); *sit on the neck* (мойнына міну) *one is heart sank into one is boots/shoes* (жүрегі тас төбесіне шығу); *watch one is tongue* (аузына ие болу); *wring smb. Heart* (жүрегіне жара салу); *on the face of the earth* (бет алды); *can an evil eye* (көзі байланды) және т.б.

2. Жан жануарларға байланысты тұрақты тіркестер. Қазақ тілінде: жерден жеті қоян тапқандай, бір оқпен екі қоян атып алу және т.б. Ағылшын тілінде: *Every dog has his day* (күндердің бір күні итке де бақыт күні туар) және т.б.

Ағылшын тіліндегі фразеологизмдерге сәйкес келетін қазақ тіліндегі фразеологизмдерді топтастырып көрейік.

Ағылшын тілінде: All are full up and pleased.
Қазақ тілінде: Ішкен мас, жеген тоқ. Ешқандай уайым-қайғысы жоқ деген мағынада.
Ағылшын тілінде: He works best who knows his trade.
Қазақ тілінде: Қалауын тапса, қар жанады. Ниет болса, бәрін жасауға болатынын білдіреді.
Ағылшын тілінде: To speak unceasingly.
Қазақ тілінде: Аузы аузына жұқпау, (көп сөйлеу).
Ағылшын тілінде: To be in easy circumstances, live a comfortable life.
Қазақ тілінде: Көйлегі көк, тамағы тоқ.
Ағылшын тілінде: Sumptuous feast.
Қазақ тілінде: Отыз күн ойын, қырық күн тойын жасау.
Ағылшын тілінде: To bear malice (resentment of a black, cauldron size).
Қазақ тілінде: Өкпесі қара қазандай.
Ағылшын тілінде: Perfectly beautiful, without defect.
Қазақ тілінде: Тал бойында бір мін жоқ.
Ағылшын тілінде: Very cheap, almost free of charge.
Қазақ тілінде: Су тегін.
Ағылшын тілінде: Here goes (to be determine!).
Қазақ тілінде: Тәуекелге бел байлау.
Ағылшын тілінде: Climb, be on the climb, be going, some to do well.
Қазақ тілінде: Тасы өрге домалау. Ісі оңғарылып жатқанын білдіреді.
Ағылшын тілінде: Have heard plenty.
Қазақ тілінде: Құлақтың құрышын қандыру. (көп тыңдау деген мағынада).

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ҚАЗІРГІ ҚОЛДАНЫСТАҒЫ АҒЫЛШЫН ТІЛІНЕН ЕНГЕН ТЕРМИНДЕР

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Ғылыми жетекші:Шарахымбай А.Қ.-магистр-оқытушы

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Резюме

В данной резюме рассматривается ряд слов, которые переносятся с одного языка на другой, исходя из процесса поддержания взаимного лингвистического баланса с иностранными языками, а также термин казахский язык и иностранные языки, как результат самоотверженного труда поэтов и писателей. В резюме рассказывается о ученых, впервые разработавших термин “казахский язык”. В частности, обсуждаются темы об актуальности существующих терминов и переводе эквивалентов родственных терминов на казахский и английский языки, формировании востребованных специальностей на основе терминов.

Summary

In this article, a number of words that are transferred from one language to another, based on the process of maintaining a mutual linguistic balance with foreign languages, as well as the term Kazakh language and foreign languages, as a result of selfless works of poets and writers, are considered. The article tells about the scientists who first developed the term “Kazakh language”. In particular, topics about the relevance of the existing terms and the translation of the equivalents of related terms in Kazakh and English, the formation of in-demand specialties based on the terms are discussed.

Қазақ тіл білімінің түбегейлі зерттелуі ХХ ғасырдың 30-жылдарында қолға алына бастағаны белгілі. Қазақ тілінің қоғам өміріндегі аса маңызды ғылым саласына айналуының өзіндік ұзақ тарихы бар десек, үлес қосқан ұлы тұлғалардың алар орны ерек. Тілтану майданының көптеген салаларына зерттеу жұмыстары жүргізіліп, құнды тұжырымдар жасалып, қазақтың ұлттық тіл білімінің аяққа қаз тұрып, ірге тебуіне мұрындық болған Ахмет Байтұрсынұлы, Құдайберген Жұбановпен қатар бірнеше еңбегі ерең тұлғаларды атап өте аламыз.

Құдайберген Жұбанов қазақ тілінің негізін салушылар ретінде қазақ тілі терминдерінің ерекшеліктерін зерттеп, терминдердің өзіндік ұғымын тұжырымды пайдаланып, қазақтың төл терминдер негізін қалауға үлесін қосты. Өзіндік қара шаңырағының іргесін қалаған қазақ тілі бүгінгі таңда жалпы ұлттық мәртебеге ие. Осы тұста, “Үш тұғырлы тіл” туралы бастама 2006 жылы, Қазақстан халқы Ассамблеясының ХІІ құрылтайында жария етілді. Бастама негізіндегі, ағылшын тілінің мақсаты-жаһандық экономикаға ойдағыдай атсалысу тілі. Ағылшын тілі мен қазақ тілінің кіріге байланысу нәтижесінде қоғам мен жастар арасында ағылшын тілінен енген жаргон, варваризм, сленг, терминдер коммуникативті тұрғыда да, жаттанды сөздер қатарында қолданылуда. Ахмет Байтұрсынұлы терминдік негізді құраса, Елдес Омарұлы геометрия терминін, Мағжан Жұмабайұлы педагогикалық терминдерді, Жүсіпбек Аймауытұлы психологиялық терминдерді, Сұлтанбек Қожанұлы математика саласының термин сөздерінің қалыптасуына ықпал етті.

Қазір, ұлттық термин сөздер мен ағылшын тілінен енген терминдер актуальді болып отыр. Цифрландыру ғасырындағы Instagram, account, blog тағы басқа сөздер ағылшын тілінен енген. Түп-төркіні ағылшын тілінен шыққан “offline” және “online” терминдерінің қолданысы 2019 жылы орын алған, “Covid-19” эпидемиологиялық ахуалында жалпыға түсінікті термин болып қалыптасты. Осы түсініктен ғылым, білім, әлеумет, саясатта қазаны отта қайнап тұрған, бұл терминдерден “online schooling, online marketing, online workshop” сөздері ескерілді. Ал “offline”-аудиторияда бетпе-бет инструктормен бірге отырып, коммуникативті байланыс жасау түрі. Біздің нарыққа келіп жатқан жаңа сөздер қатарында “content”-белгілі бір, іс-әрекеттер мазмұны. Қарапайым тұрғыда, веб-сайтқа жазылған текстті “content” дейміз. Жастар арасындағы “insight”-идея, жаңа нәрседен құнды ақпарат алу.

Назарға алатын дүние, қазақ тіліне өзге тілден терминдер мен жаңа сөздер қолданылу барысында екі түрлі жолмен енеді. Біріншісі: түпнұсқа тілде немесе аралық тілде қалай жазылса дәл сол қалыппен (hacker-хакер) жазылады. Екінші, фонетика-морфологиялық бейнесін өзгертіп қабылдаушы тілдің заңдылығына икемделіп (organizer-организатор-ұйымдастырушы) енуі. Ағылшын тілінен еніп, алайда, қазақтың төл сөзі сынды болып кеткен, терминдерге тоқталсақ:

Басқарма нысанында: вице, премьер, спикер сынды сөздер қатары.

Спорт саласында: бокс, футбол, баскетбол, тайм-аут, теннис енсе, әлеуметтік тұрғыда-инвестиция, маркетинг, менеджер, шеф сөздері кәсіби терминдер сатысына қосылды. Қаржы сауаттылығымызда: кэшбек, биткоин, банкрот, бонус терминдерін қабылдадық. Заман талабына аса бір ептілікті талап ететін мамандықтар қатары да, толасу да. Оларға: SMM, businesswoman, moderator, ambassador және халыққа көмек қолын созуға дайын volunteer мамандықтарын жатқызамыз. Атап өтілген мамандықтардың тамыры ағылшын тілінен енген. Тілдік терминді қалыптастырғанда өзге тілге аударуға келмейтін сөздер тобы да баршылық. Түрлі техникалар атауы, бренд, алуан түрлі номенклатуралық атаулар, синус, косинус, IPHONE, TOYOTA. Сондай-ақ, әр тілдің екінші тілге аударылмайтын баламасыз терминдері де бар. Қазақтың “айналайын, шырағым, терме, айтыс, домбыра, жетіген, құдағи, алтыбақан, наурыз көже” сынды сөздердің баламасы жоқ. Ағылшын тіліндегі “ambassador, instagram, football, basketball, time-out” сөздері еш өзгеріссіз қолданылғанындай қазақ тіліндегі бұл терминдерде баз қалпында қалады. (Ainalaiyn, dombra, kobyz, zhetygen)

“Тілдердің тепе-теңдігін сақтау процесі бірнеше тілдердің өзара бірігіп кетуіне ықпал бола ма?” Бұл сұрақтың шешімі тілдер арасындағы байланысқа

негізделеді. Себебі, қолданыстағы неологизмдердің шығу тарихы мен ену тарихы сақталса, әр тілдің өз құндылығы айтылады. “Әлемде Қазақстан халқы- үш тілді білетін жоғары білімді, ел ретінде танылуы керек. Бұл қазақ тілі- мемлекеттік тіл, орыс тілі- ұлтаралық қатынас тілі және ағылшын тілі- жаһандық экономикамен нәтижелі ықпалдасудың тілі.” Н.Ә. Назарбаев

Сұрақтың қойылу мақсатына келер болсақ, ағылшын тілінен енген терминдердің баз қалпында жазылып, қазақ тілінде аудармасы қарастырылғанымен сол қалпында жазуылуына байланысты INTERNET-ғаламтор, ACCOUNT-парақша деп аударылса да, өзге тілдегі нұсқасы жиі қолданылады. Сайт, файл, e-mail терминдері актив қолданыста. Ағылшын тілі мен қазақ тілінің терминологиясының жеңілдетілуі нәтижесінде Брейтер М.А. “Ағылшын тілінен келген кірме сөздерінің тарихы”, Қызырова Ә.М. “Ағылшын кірме сөздерінің қазақ тіліндегі ассимиляция үдерісі” атты еңбектерін ескеру қажет.

Негіздей келе, ағылшын терминологиясы тек, Қазақстанда ғана емес, ТМД елдерінде де қазақ тілін үйрету кеңінен дамыған. “University of Oxford” қазақ тілін үйрететін Ұлыбританиядағы бірінші оқу орны болды. Шет елдік студенттер ұлы Абай тілін соның ішінде, Абайдың “Қара сөздер” жинағының аудармасын меңгере бастады. Польшаның көптеген university-лерінде бірнеше жыл бұрын, қазақ тілін оқытатын пәндер қалыптасқан.

Қазіргі кездегі ұлттық терминдер алғашқы кезеңдерге қарағанда ауызға салып, айтарлықтай айырмашылықтары мен өзгерістері көп. Қазақ тілінде ғана емес, жалпы тілдегі терминология ғылымының жаңарып, заман ағымымен толасып отыруы хақ. Термин- белгілі уақыттар аясында қолданылуы мен қызмет аясы тереңдей беретін сала. Ал, “Тілдің міндеті- ақылдың аңдауын аңдағанынша, қиялдың меңзеуін меңзегенінше, көңілдің түйін түйгенінше айтуға жарау.” Ахмет Байтұрсынұлы.

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АҒЫЛШЫН ТІЛІН МЕНГЕРУДЕ АУДИО ЖӘНЕ БЕЙНЕ ҚҰРАЛДАРДЫ ПАЙДАЛАНУДЫҢ МАҢЫЗДЫЛЫҒЫ

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Ғылыми жетекшісі: Шарахымбай А.Қ. – магистр-оқытушы

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Резюме

В данной статье будет изложена сфера применения преимуществ и видов аудио-и видеоматериалов, используемых для обучения английскому языку; проанализированы определения "аудио" и "видеоматериалов" и изложены явные доказательства преимуществ их использования; а также определена эффективность использования аудио-и видеоматериалов на уроках английского языка и информация, предоставляемая учащемуся; сформирована база для повышения познавательной способности учащихся к знаниям на уроках английского языка предполагается внимание. Аудио-и видеоматериалы углубленное развитие у учащихся навыков аудирования, произношения, копирования и чтения, коммуникативных широко рассмотрена проблема изучения процесса формирования компетенций.

Summary

This article will outline the scope of the benefits and types of audio and video materials used for teaching English; the definitions of "audio" and "video materials" are analyzed and clear evidence of the advantages of their use is presented; and the effectiveness of using audio and video materials in English lessons and information provided to the student is determined; a base is formed to increase the cognitive ability of students to knowledge in English lessons. Attention is assumed. Audio and video materials in-depth

development of students' listening, pronunciation, copying and reading, communicative skills the problem of studying the process of competence formation is widely considered.

Keywords: motivation, cognitive, purpose, listening, abilities, understanding, speech, audio recordings, video recordings, educational value.

Бұл мақалада білім беретін ұйымдарында ағылшын тілін оқытудағы аудио-видео материалдардың маңыздылығы мен артықшылықтарын ескере отырып, қолдану мүмкіндіктерін қарастыруға, нақты дәлелдемелер келтіруге тырыстым. Бұл мақала арқылы ақпараттық заманда өмір сүріп жатқан жастардың көп мүмкіндіктері бар екенін құлақ қағыс ретінде жаздым.

Еліміз жылдар бойы аңсаған тәуелсіздікке қол жеткізісімен, шет тілі де мемлекетаралық тіл мәртебесіне ие болды. Ендігі кезекте шет тілінің қолданылу аясын кеңейту кезек күттірмес мәселенің бірі болды. Осы орайда мектептерде ағылшын тілі пәніне көңіл де, ықылас та жылдан жылға артып, оны оқытудың тиімді әдіс - тәсілдері, технологиялары бойынша зерттеу жұмыстары, оларды тәжірибеге енгізу шаралары қолға алынды.

Ағылшын тілі сабағы-бәріміз білетіндей шет ел мәдениетін үйренудің және грамматикалық тұрғыда түсінудің, коммуникативті дағдыларды тереңірек дамытудың орасан зор педагогикалық құралы. XXI ғасырда ақпараттық коммуникациялық технологияларды, оның ішінде аудио-видео құралдарын қолдану оқыту процесін жеделдетуге, үлкен көмегін тигізеді.

Бұл оқытудың ең жақсы және тиімді жолы деп айтсақ қателеспейміз. Ағылшын тілдерінде теориялық және практикалық жолмен шешілетін проблемалардың арасында коммуникативтік құзыреттілік және оған қол жеткізу жолдары еш кедергісіз жүзеге асатын мәселенің бірі. Ағылшын тіліндегі құзыреттілікті тап сол елдің өзінде болмай үйреніп, жай ғана игеру қиын. Сол себепті, оқытушының басты міндеті-әртүрлі әдіс-тәсілдерін пайдалана отырып, ағылшын тілі сабағында қарым-қатынастың нақты және жанама аспектілерін құру. Бұл проблеманы шешуде білім алушыға оқытылатын тақырып бойынша нақты ақпарат беруге, оқытудың көрнекілігін арттыруға және тіл әдебін одан сайын жетілдіруге орасан зор пайдасын тигізеді. Оқушы осыларды қолдану арқылы сөйлеу әрекетінің мотивациясына едәуір ықпалын тигізеді. Қазіргі уақытта жарнамалық және теледидарлық бағдарламалары әдістемелермен байланыстырылған: баяндау, деректер, жарнамалар, дәлелдер, сипаттамалар деп қарастырсақ болады. Қолданылатын әдістер білім алушының жас ерекшелігіне, білім деңгейіне қарай таңдауы керек.

Ағылшын тілі сабағын әртараптандырудың әртүрлі әдістері бар, соның бірін-аудиовизуалды оқу құралдарын пайдалану.

Аудиовизуалды оқыту технологиясы дегеніміз-материалдармен жұмыс жасау барысында аудиовизуалды оқу құралдарын қолданумен жабдықталған білім беру қызметі. Басқаша айтқанда, бейнелерді тамашалау, диалогтарды мұқият тыңдау және идеялар ұсыну мақсатында компьютерлік бағдарламаларды қолдану.

Ағылшын және басқа да сабақтарда аудио және бейне жазбаларды пайдалану сөйлеу әрекетінің төрт түрін (тыңдалым, айтылым, жазылым, оқылым) қазіргі білім беру ұйымдарының сабақ жоспарларына бекітіліп отыр.

Аудио жазбаларды тыңдату арқылы оқыту-педагогика саласындағы негізгі аспектінің бірі. Тыңдау арқылы оқыту адамдар арасындағы ақпарат алмасу кезіндегі басты түрі болып табылады. Тыңдалымды меңгермейінше, тілді меңгеру және шет тілін жоғары деңгейде қолдану қиын болады. Ал тыңдау деп отырғанымыз ақпаратты түсіне білу, есте сақтау, қабылдай білу.

Видео материалдарды тамашалау барысында оқытушы видео жазылымды тоқтатып қойып, білім алушыдан болжау әдісі арқылы білім алушының тыңдалым деңгейін бақылай алады.

Ағылшын тілін оқыту кезінде аудио жазбаларды пайдалану арқылы әртүрлі мақсаттарда қызмет ете алады:

1-шіден, талданған тарауды визуалды иллюстрациясы мен туындының атмосферасына ене алады;

2-шіден, екі түрлі шығармалардың мазмұндарын есту арқылы салыстыру, талдау қабілеттерін дамытады; еркін сөйлеу үшін коммуникативті құзыреттілікті арттырады;

3-шіден, аудио жазбаларды тыңдап білім алушы өзінің лексикалық қорын одан әрі дамыта алады.

Ағылшын тілін оқыту кезінде бейнежазбаларды пайдаланудың маңызы:

—Бейнежазбаның көмегімен натуралды тілдік орта жасалады, нәтижесінде оқуы барысындағы көрнекілік түгелдей жоғары деңгейде жүзеге асырылады.

—Сабақ барысында оқыту деңгейі бойынша кейбір бейнероликтердің сөйлеу жылдамдығы тез болады олар көбіне диалог, монолог, полилогтарда кездеседі, соның арқасында ағылшын тілінде еркін сөйлеп үйренуге болады;

—Бейне жазбаны түсініп тамашалаған білім алушы қорытындылау, тақырып бойынша өз-сөзімен сөйлеу яғни, айтылым дағдыларын дамыта алады.

Жалпы алғанда, аудио мен бейне жазбаларды пайдалану оқытуды дараландыруға және білім алушылардың сөйлеу әркетіне деген мотивін дамытуға ықпал етеді. Ағылшын тілі сабағында бейнероликтерді қолданғанда мотивацияның екі түрі дамиды: өзін-өзі ынталандыру, фильм өзі қызықты болған кезде және мотивация, ол оқушыға үйреніп отырған тілін түсінетіндігі көрсету арқылы қол жеткізеді. Дегенмен, әдіскерлердің пайымдауынша, бейнематериалдарды көру уақытының ұзақтығы -10-15 минуттан аспауы керек. Егер бейнеролик 25-30 минут болса, онда білім алушының ынтасы мен зейіні төмендей бастайды.

Бейнематериалдарды оқыту барысында бейнежазбаларды тиімді пайдалануда мынадай шарттар бар:

—Кескін мен дыбыс анық шығуы керек;

—Пайдаланылатын бейне материалдар білім алушының жас ерекшелігіне, білім деңгейіне қарау керек;

—Бейнежазбадар қолданылатын тілдік нормалар стандартқа сәйкес болуы керек;

Ағылшын тілі сабағында оқытушы мынадай видеоматериалдарды пайдалануына болады:

1) мультфильмдер;

2) теледидар жаңалықтарын;

3) музыкалық бейнелер;

4) жарнама;

5) тарихи бейнесуреттер;

Осы тақырыптарды қорытындылай келе, аудио мен видео жазбалардың ресурстары мен мультимедиялары оқушылардың сөйлеу дағдылары мен ынталарын дамыту барысында активті түрде жұмыс жасауға кең жол ашады және ағылшын тілін игерудің оқу процесін мектеп оқушыларына арналған десекте болады. Сабақта аудио және видео жазбаларды пайдалану қосымша ақпарат көзін қолдану ғана емес екенін ескерсек болады. Сонымен қатар, оқыту құралдарын пайдалану білім алушылардың ойлану әркетінің әр түрлі аспектілерін, ең алдымен ақыл-ой мен есте сақтау қабілетін дамытуға үлкен үлесін қосады. Аудиторияда көріп, тыңдап отырған кезде бірлескен танымдық атмосфера жақсы қалыптасады. Осындай жағдайда зейіні нашар білім алушының да зейіні қызықтыратын ақпаратқа шоғырланатын болады. Зейіннің жылдамдығы есте сақтау процесіне ықпалын тигізеді.

Аудио және бейне жазбаларды қолдану ағылшын тілі сабақтарында оқуды игеру сапасын арттыруға көмектеседі, білім алушыға ағылшын тілінде сөйлейтін мемлекеттердің өмірі, сал-дәстүрлері, тілдік нормалық шындығы жайлы көрнекі ой салуға мүмкіндік

береді. Сонымен қатар, аудио және бейнероликтерді пайдалану ағылшын тілдің жетіспеушілігін жоюға көмектесе отырып, білім алушының ой-өрісін кеңейтеді.

Еліміздің мемлекетаралық тілі-ағылшын тілінің жаңа технологиялар арқылы оқыту ісі күн сайын өз маңыздылығын арттыруда. Тілді ақпараттық-коммуникативтік технология арқылы оқыту-тіл игерушінің өз бетімен тіл үйрену ынтасын арттыруға игі үлесін тигізетін тиімді жүйе болып табылады.

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ENGLISH IN NATURAL SCIENCES

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Түйін

Жаратылыстану ғылымдарында ағылшын тілі негізгі рөл атқарады, ол бүкіл әлем бойынша ғылыми қауымдастық арасындағы өзара әрекеттесу мен серіктестікті жеңілдететін халықаралық байланыс құралы ретінде әрекет етеді. Жарияланымдық зерттеулер аясында, немесе әлемдік ғылыми форумдарда болсын, ағылшын тілі білім алмасу, халықаралық ғылыми байланыстарды нығайту және ғылыми жетістіктерді түсінудегі басты көмекші құрал болып табылады. Бұл мақалада ғылыми қауымдастық үшін ағылшын тілінің маңыздылығы және оның ғылыми зерттеулерді ілгерілетудегі рөлі зерттеледі.

Кілт сөздер: ағылшын тілі, жаратылыстану ғылымдары, физика, химия, биология, дүниежүзілік жаңалықтар, басылымдар, халықаралық зерттеулер.

Резюме

В естественных науках английский язык играет ключевую роль, выступая в качестве международного средства коммуникации, способствующего взаимодействию и партнерству между научным сообществом по всей планете. Будь то в рамках публикационных исследований или на глобальных научных форумах, английский необходим для обмена знаниями, укрепления международных научных связей и содействия пониманию научных достижений. В этой статье исследуется важность английского языка для научного сообщества и его роль в продвижении научных исследований.

Ключевые слова: английский язык, естественные науки, физика, химия, биология, всемирные открытия, публикации, международные исследования.

Nowadays it is important to know the natural sciences. They have made possible many discoveries that have changed a person's life. For example, studying the structure of the atom

allowed a person to obtain a huge amount of substances, including medicines and preservatives. Knowledge about the work of cells and stem cells helps in the restoration of damaged tissues and organs, as well as in the treatment of blood diseases. Given the force of gravity, people put satellites into orbit, which leads to the rapid development of information and communication technologies. Natural sciences describe and explain the laws of nature. Physics studies the general laws of nature and the causes of phenomena, and also tries to describe the world as accurately as possible. Physical laws are the basis of all other natural sciences. Chemistry is a natural science that studies substances and their transformation into other substances; the changes that occur with substances are described using physical laws. Biology is a natural science that studies wildlife. Living organisms are made up of substances and are influenced by the environment, so knowledge of chemistry and physics is necessary to understand the changes taking place with them. [1]

In recent years, scientists around the world have achieved tremendous success in physics, chemistry, biology, and so on. English has also played an important role here, because the development of science requires constant communication and cooperation between scientists around the world. Especially when it comes to solving global problems of society, which require the organization of international medical, environmental, economic and other conferences and round tables. English is the language of discovery. For example, the world-famous physicist James Maxwell. He was born in Edinburgh, Scotland in 1831. After school, he entered the University of Cambridge, from which he graduated in 1854. For two years he taught and did experiments in optics at Trinity College, engaged in self-education. In 1871, Maxwell became a professor of physics and taught at Cambridge. At that time, students did not have such subjects as they do now, they did not have laboratories. Maxwell organized laboratories for conducting electrical and magnetic experiments — this is what made Cambridge so famous all over the world. His laboratories studied the magnetic properties of electrics, molecular physics, optics, and mechanics. Maxwell discovered the electromagnetic field almost simultaneously with the famous physicist Faraday. Of course, now his works have been translated into many languages of the world, but English still remains the original language of many discoveries in science and technology. [2]

The importance of learning and proficiency in a foreign language is indisputable today. English is an international language and, among other foreign languages, is the most sought-after language in our country. The expediency of studying it is dictated by objective reasons: all electronic devices that have become firmly established in our lives are adapted in English. English is in demand in technical, industrial, scientific, banking and other spheres of modern life, therefore, knowledge of English provides great opportunities to master a promising profession in the future. English is an indispensable way to share information. It can also be noted that in recent years, scientists around the world have achieved significant success in various fields of natural sciences. [3]

The development of science requires constant communication and cooperation between scientists from all over the world. English is the language of international conferences and agreements on a variety of issues that are global in the modern world. With the development of any science, the terminological base of this science is expanding. The history of biology is certainly connected with the Greek and Latin languages, but in the 20th century there is an active development of biology as a science. This development, among other things, is connected with the discovery and description of the structure and role of DNA in the middle of the 20th century by American and English researchers: the Hershey-Chase experiment on the role of DNA [4], the description of the structure of DNA by the American Watson and the Englishman Crick [5]. Although the DNA molecule was discovered by a young Swiss doctor Johann Friedrich Miescher in 1869 in Germany. This contributed to the emergence of new scientific fields in biology such as biotechnology, genetic engineering, and molecular biology. The centers of these sciences are initially related to England and the USA. Research in the field of genetics, genetic engineering, and genomics is currently being carried out in Kazakhstan. Currently, Russian scientists are actively involved in the global Human Genome project. Knowledge of the structure of genes allows us to understand the mechanisms of their functioning, determine the influence of heredity on the

formation of properties and characteristics of the body, create new ways to diagnose and treat hereditary diseases. Currently, many chemical discoveries and research are taking place in international laboratories, where scientists from different countries work. In this context, knowledge of a foreign language becomes very important, because it allows you to communicate with colleagues and understand various scientific articles and publications. There are many specific terms and designations in chemistry, and English is the main language for standardizing this terminology. This facilitates understanding and communication between scientists, as well as standardizes the learning and research processes. Conceptual and terminological standardization is a key aspect of chemical science. Using a common language to define and exchange concepts and terms facilitates understanding and communication both within the scientific community and with the general public [6]. English has become the dominant language in this area for several reasons:

1. **Historical foundations:** The importance of the English language in chemistry is partly determined by historical factors. Most of the major discoveries and developments in chemistry in recent centuries have been made by scientists using the English language, such as Joseph Priestley, John Davy and Louis Pasteur. This contributed to the formation of English as the main language for the transfer of chemical knowledge.

2. **The international role of the English language:** English has become the international language of communication in many fields, including science and technology. This is due to the dominance of English-speaking countries in scientific research, education and publishing. Therefore, English has become a natural choice for standardizing chemical terminology and concepts.

3. **Versatility and simplicity:** English is characterized by simplicity and flexibility, which makes it convenient to use in chemistry. Many chemical terms can be easily translated and understood in English, which simplifies learning, research and information exchange between scientists from different countries and cultures.

4. **International Standards and Organizations:** Many international organizations, such as the International Association of Purely Applied and Theoretical Chemistry (IUPAC), set standards for terminology in chemistry, and most of these standards are developed in English. [5]

This actively demonstrates that the use of English to standardize terminology in chemistry provides a unified language of communication in the international scientific community, contributing to the promotion of scientific knowledge, the exchange of ideas and the development of this important field of science.

When it comes to the importance of English in physics, the historical context plays a significant role. Many fundamental discoveries and theories that have shaped the foundations of physics as a science have been made by English-speaking scientists or published in English. Here are some examples:

1. **Newton's Laws:** The laws of motion, developed by Isaac Newton in his work «Mathematical Principles of Natural Philosophy» (1687), became fundamental for classical mechanics. This work was originally published in Latin, which by that time was the usual language of scientific literature. However, many comments and interpretations of these laws were made in English, which strengthened his position in physical science.

2. **Maxwell's Theory of Electromagnetism:** The work of James Clerk Maxwell «Mathematical Theory of Electrodynamics» (1865), also known as «Maxwell's Equations», formulated in English, largely determined the modern understanding of electromagnetism. This theory combined electric and magnetic phenomena into a single field theory, and became the foundation for the development of radio engineering, optics and many other fields of physics. [2]

3. **Einstein's Theory of Relativity:** Albert Einstein's works, such as «Fundamentals of the Theory of Relativity» (1905) and «General Theory of Relativity» (1915), were published in German, but many comments, interpretations and subsequent developments of these theories were carried out in English. This made English a key language for the international dissemination and understanding of Einstein's theories.

The historical connection between important physical concepts and the English language highlights its importance as the primary language for the transmission of knowledge and ideas in this field of science. Thus, English has become not just a means of communication in physics, but also a part of the cultural heritage of this discipline. [7]

Biology is a global science, and international cooperation plays an important role in achieving scientific goals and solving global problems such as combating infectious diseases, preserving biodiversity, etc. English is the main means of communication between scientists from different countries. English is used to standardize terminology and nomenclature in biology. Many biological terms and species names have their English equivalents, which are used in scientific publications and communication to ensure clarity and unambiguity. Many leading scientific journals that publish articles in the field of biology are published in English. These publications include such authoritative publications as «Nature», «Science», «Cell», «Proceedings of the National Academy of Sciences» (PNAS) and many others. Publication in such journals gives researchers wide recognition in the global scientific community. Most scientific databases and archives, including PubMed, Web of Science and Scopus, contain articles in English. This provides access to a wide range of scientific information for scientists and researchers around the world. [7]

To sum up everything that has been stated so far, I want to say that English plays a key role in the fields of chemistry, biology and physics as the main language of scientific information exchange and communication. The importance of English is reflected in access to modern research, scientific journals, conferences and other resources that form the basis for work and development in these fields. Scientific articles, materials and textbooks are most often available in English, which emphasizes the need for its development for scientists, students and professionals in these fields. Thus, proficiency in English becomes an integral part of the success and advancement of scientific research and development in natural sciences.

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LEARNING ENGLISH BY USING MOBILE APPS

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Түйіндеме

Мақалада мобильді құрылғыны пайдаланудың шет тілін үйренудегі рөлі сипатталған. Сондай-ақ шет тілін тиімді үйренуге арналған түрлі мобильді қосымшалардың мысалдары келтірілген. Мақаланың арқасында шет тілдерін үйренудің маңыздылығы айтылады, үйренуге көмектесетін

мобильді қосымшаларды қарастырады және келтірген барлық мысалдардың ең жақсы қосымшасын көрсетеді.

Резюме

В статье описывается роль использования мобильного устройства в изучении иностранного языка. Также приводятся примеры различных мобильных приложений для эффективного изучения иностранного языка. Благодаря статье мы узнаем важность в изучении иностранных языков, рассмотрим мобильные приложения, которые нам помогают в изучении, ознакомимся со статистикой, который покажет нам самое лучшее приложение из всех перечисленных примеров.

Key words: mobile device, learning foreign languages; mobile applications.

President Kassym-Jomart Tokayev, in his message “The unity of the people and systemic reforms are a solid foundation for the country’s prosperity,” identified the need for systemic reforms and identified the main directions. One of the main directions is the national project of quality education “Bilimdi Ult”, which states that thanks to a foreign language, the Republic of Kazakhstan enters the world space.

People in the 21st century are searching for innovative, effective methods to learn a foreign language due to modern technology. Many mobile applications are available, and the Internet contains a vast amount of information about them. But to pick the correct one, you'll need to spend a considerable amount of time getting to know each one. The time is insufficient, especially for university students. Accordingly, my research will empower any student to take advantage of the results of my work and quickly locate one of the top applications since time can be spent studying and gaining knowledge.

Main part:

Nowadays it is difficult to imagine our life without phones. They are used by everyone: from kids, who sometimes understand technology more than adults, to pensioners. And, of course, all students use a huge variety of mobile applications.

So why don't we benefit from this by downloading applications that are really necessary, interesting and benefit us and improve our knowledge? Many people download apps on their phones to learn foreign languages. With them we can learn a language at any time of the day or night, sitting on the bus or relaxing while watching our favorite TV show.

We can use mobile applications:

- to replenish vocabulary;
- to study grammar;
- to learn how to understand foreign speech;
- to improve the level of the English language

Learning English by using mobile apps has a number of advantages:

1. No need to waste time on the road. By choosing mobile applications, we save our time significantly. After all, most courses require mandatory attendance several times a week, and usually you have to spend a decent amount of time on the road. By downloading a mobile application, we improve our English without depending on anyone's schedule.

2. We can make our own schedule

3. We can start studying even if we do not know a single letter of the English alphabet.

4. Determining our level of knowledge using various tests, which are usually free to take.

5. Activities in the apps are always interesting, colorful, and often structured in a playful way.

In order to study the significance, usefulness and relevance of mobile applications for learning English among students, I conducted a survey, which consisted of 7 questions.

After analyzing the results of the survey, I came to the conclusion that for 80% of students, knowledge of English is very important; 45% study English using the Internet, 25% use educational literature and 35% have various mobile applications and actively use them in learning English.

There are the most popular apps among students: LinguaLeo, Duolingo, Quizlet, Puzzle English, Ewa

On the applications I researched, it was actually possible to take a test and choose your level of English, then learn new words, grammar, communicate with native speakers and listen to foreign speech.

LinguaLeo

Perhaps the most popular application for learning English among Russian-speaking users. LinguaLeo was included in the list of the best mobile applications of 2018.

The LinguaLeo app is made in the form of an exciting game that makes learning English fun, but no less effective.

In this application, you can improve several language skills at once: listening, reading, writing, vocabulary and grammar

Duolingo

Duolingo is an app which help us to learn foreign languages. As you move forward, the program reminds you to review previously covered material. The lessons include exercises on composing sentences, writing and translating words, and writing phrases by ear. Duolingo functionality is completely free

Quizlet

Quizlet is the easiest way to learn and remember the study material you need. Create your own cards and training modules or choose from millions already created by other users - the choice is yours. More than 50 million students use Quizlet every month because it is the leading app for learning languages, history, vocabulary, and science in an easy, effective way. And it's free!

Puzzle English

Puzzle English is an online platform (website and mobile applications) for self-learning English. Develops practice in listening comprehension, reading, writing and speaking. The basis of the training format in Puzzle English is training in listening comprehension of English. Phrases voiced by English and American speakers are presented in the form of audio and video puzzles that need to be assembled. In addition, the site has grammar video lessons and tasks to reinforce your skills.

EWA: Learn English is a fun language learning app based in Singapore. The application offers users to learn English by watching excerpts from films and TV series, reading bestsellers with the ability to translate unfamiliar words and include them in the dictionary. EWA teaches English, Spanish, French, German and Italian at various levels of difficulty. The courses cover a variety of lexical and grammatical topics, which are practiced through different types of exercises: choose the correct answer, compose a sentence, collect a word, listen and collect a phrase that the hero says, etc. There are also chats with your favorite characters and user performance ratings.

In my opinion, the best and most convenient app for students is Duolingo. In this application you can learn to read, speak, translate words, and compose sentences. Thanks to this application you can improve your English speaking skills. This application is like a game, you need to complete levels. You can also receive points and rewards. This increases the motivation for school students of different grades to use this application.

Let's review the stages of registration in Duolingo:

Step 1 you need to download and go to the app, the owl will shine

Step 2- you need to answer 7 questions about the app itself, also about your level

Step 3 you need to choose the language you want to learn

Step 4 Set a Goal

Step 5 you should choose a suitable study method for you, if you do not know the language then start from the beginning, if you know the language then pass the test to determine the level

Step 6 go further and enjoy learning the language

Conclusion:

Based on research, the following conclusions can be drawn:

Based on the results of the survey, it was possible to find out that, according to the students of our university, English is very popular these days.

The survey also helped us understand that mobile applications for learning English are very popular among students, and they actively use them in everyday life. It also became clear from the survey that the most popular applications among students of our university are LinguaLeo, Duolingo, Puzzle English, Quizlet.

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FEATURES OF VERBS OF MENTAL ACTIVITY IN ENGLISH

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Түйіндеме

Мақалада ақыл-ой әрекетінің әртүрлі түрлерінің концептуализация процестері және олардың ағылшын тіліндегі сөздік бейнелеу формалары талданады. «Адамның психикалық әрекетінің» концептуалды аймағына қатысты тілдік бірліктердің мағынасына негізделген кейбір негізгі метафоралық схемалар анықталды. Күрделілігі әртүрлі деңгейдегі тілдік бірліктермен ұсынылған бұл концептуалды аймақтың әрбір сегменті психикалық әрекеттерді концептуализациялаудың және тілдік белгілеудің белгілі бір ерекшеліктеріне ие екендігі көрсетілген.

Резюме

В статье анализируются процессы концептуализации различных видов умственной деятельности и формы их вербальной репрезентации в английском языке. Выделены некоторые базовые метафорические схемы, лежащие в основе значения языковых единиц, относящихся к концептуальной области «умственная деятельность человека». Показано, что каждый сегмент данной концептуальной области, представленный языковыми единицами разного уровня сложности, имеет определенные особенности концептуализации и языкового обозначения умственных действий.

Key words: conceptualization; segment of the mental field; mental action.

“The future of Kazakhstan lies in fluency in Kazakh, Russian and English”, - said N.Nazarbayev.

Linguistic units related to the conceptual area of “human mental activity” have repeatedly attracted the attention of researchers. Interest in this area of the lexical system of a language is far from accidental and is primarily due to the fact that the study of mental vocabulary contributes to solving one of the central problems of general linguistics - the question of the relationship between language and thinking.

Among a number of directions in the study of lexical units of the mental field, an important place is given to the cognitive paradigm of analysis, which helps to reveal the features of conceptualization and linguistic representation of mental actions, processes and states.

Main part:

The study of methods of conceptualization and linguistic representation of certain mental actions can be carried out in relation to each individual segment of the mental field, which, according to V. G. Gak, includes all lexical units related to the concept of “think” [1] .

An analysis of the linguistic units that form a segment of the mental field, identified using the lexemes “memory” and “remember smth.”, showed that the features of the conceptualization of various memory operations are inextricably linked with the nature of the conceptualization of the work of consciousness, since memory is one of the functions of consciousness.

Consideration of a group of phrases including the English lexemes “mind”, “memory” and “head” revealed the leading role of cognitive metaphors “consciousness / memory is a container” and “objects of memories are physical objects”.

1.

The process of storing and retrieving from consciousness/memory what is known or seen is likened to the action of storing or retrieving a certain physical object from a container. For example: "to store in the memory (to keep something in your memory)"; "to carry smth. in your head / mind (to remember information correctly without having to write it down)"; "put smb. / smth. out of your mind (to try to forget about someone or smth. unpleasant, even if only for a short time)" [2].

Reproduction / recollection of what was previously known as a mental operation can be of a different nature, i.e., it can be a conscious action of the subject of mental activity or an action that has the property of an event that occurs under the influence of some situation. In this case, the agent-causer acts as the semantic subject. The semantics of units denoting the unexpected reproduction of images or events of the past in a person’s mind is based on the conceptual metaphor “memory is movement,” for example: “to come / spring to mind” (if something comes to mind, suddenly you remember it or start to think about it) [2].

Likewise, forgetting can be an involuntary, uncontrolled and purposeful action, dictated by the subject’s desire to erase the experienced event from memory. In both cases, the leading role in the conceptualization of memory operations is given to the conceptual metaphor “consciousness / memory is a container”, e. g.: "to slip your mind (if something slips your mind, you forget it)": "I meant to invite him, but it completely slipped my mind" [2].

It can be assumed that each segment of the mental field, represented by linguistic units of different levels, has certain features of conceptualization and linguistic designation of mental action. From the study of phrasal verbs (PVs) of the conceptual area “mental activity”, carried out by V. G. Egorova, it follows that the segment of the mental field, designated by the representative lexeme “remember”, includes PVs with the particle “back”, which indicates the direction of movement of thought back , into the past [3]. The author provides convincing arguments in favor of the fact that metaphorical transformations in these units are multiple in nature, i.e. the conceptual scheme “back - forward” is, as it were, included in the projection or intersection of conceptual domains - source and goal; the source domain is the conceptual domains of movement, physical activity, and perception. In the FGs “to come back”, “come back to”, “cast back” and “look back” the verbal components “come”, “cast” and “look” represent the above conceptual areas.

Let us return in our reasoning about the features of conceptualization of the thought process to the conceptual metaphor “consciousness is a container / receptacle.” It is important to note that the productivity of this metaphor extends to other segments of the mental field. Thus, the analysis of phrases including the lexeme “mind” and the prepositions “on / off” allows us to conclude that the conceptual scheme in question exists in the English language system in two modifications: contact or lack of contact of the object with the container. At the same time, the semantics of phrases with the lexical components “mind” and “on / off” is based on the fusion of two metaphorical schemes; the second is the structural metaphor “thoughts/ideas are physical objects.” The metaphorical scheme “contact with an object” produces the meaning “to think about something.”

“Work is very much on her mind at the moment [2].

You seem quiet today. Do you have something on your mind? [2]. What’s on your mind, Bill? [4, p. 31].

She had mentioned Rh factors and obviously the subject was on her mind [4, p. 35].’

The basis of the metonymic meaning of the lexeme “mind” (thoughts, attention) is the conceptual version of the metaphorical scheme under consideration, in which thoughts, conceptualized as moving physical objects, may or may not be in contact with another object, in the case of the one being studied in this work in the conceptual area - with the object of thought. For example:

“A good night will help take your mind off exams [2].”

Conclusion:

In conclusion, we note that the entire set of phraseological units included in the conceptual area under study can be considered in relation to the basic components of the structure of a mental action: the subject, the action itself and its object or result.

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USING ANIMATION IN LITERATURE LESSONS

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Түйіндеме

Мақалада анимацияны әдебиет сабақтарында адамгершіліктен айыру үрдісін төмендетудің бір әдісі ретінде қолдану сипатталған. Ххі ғасырда жаңа коммуникациялық технологиялар әкелген мәселелердің шешімін табу мәселесі зерттелуде. Мақалада анимация, оның түрлері, сондай-ақ көркем мәтінді қабылдаудағы рөлі қарастырылады.

Резюме

В статье описывается использование анимации как одного из способов, как уменьшить тенденцию дегуманизации на уроках литературы. Изучается вопрос поиска решения проблем, которые принесли новые коммуникационные технологии в 21 веке. В статье проводится изучение анимации, ее видов, а также ее роль в восприятии художественного текста.

The Head of State President of Kazakhstan Kassym-Jomart Tokayev in his speech on the implementation of the “Digital Kazakhstan” State Program September 1, 2020 was “Digitalization is not following a fashion trend, but a key tool for achieving national competitiveness”[1]

In the XXI century, the time of the development of information technology, mankind has gained the opportunity to get acquainted with works without leaving home. But there was a problem with the perception of a literary text — it is already difficult for a teenager to comprehend what he has read. Nevertheless, multimedia systems and animation can provide support in the perception of a literary text. Today I want to share my thoughts on an interesting and relevant topic.

Relevance. The visual transmission of text promotes the dissemination of information through images and images, which allows a person to create a clear picture of what he saw. There are several types of visual transmission of artistic text using innovative technologies::

- Animated animation using figures made of plasticine
- Animated animation using the LEGO construction kit
- Puppet animation
- Computer 3D modeling

The relevance of this work lies in attracting the attention of the younger generation to reading works of art, especially military prose. After all, there is a tendency for the modern generation to lose memory of the exploits of Soviet soldiers-liberators. Therefore, it is necessary to restore the memory of the events of the Great Patriotic War.

The most optimal way to restore the memory of the events of those years is to read fiction, because it has the greatest effect on the feelings and emotions of the modern generation. However, the current generation is mostly represented by visualizations, which means that the use of multimedia and animation technologies in this area is the most appropriate.

The purpose of the study is to show the study of literary works through innovative technologies using animation.

Research objectives:

1. To demonstrate the importance of information technology in the study of literature.
2. To show the possibilities of animation in the field of text perceptio

About animation and its propertie

The concept of animation is understood as the creation of images by superimposing elements of characters on a sheet, which is akin to an application[2]. In modern animation, there are:

- 1) 2D (dynamic image that uses only width and height when created;
- 2) 3D (animation using three-dimensional shapes;
- 3) Frame-by-frame (animation created from multiple frames;
- 4) Hand-drawn animation (animation using frame-by-frame filming of two-dimensional drawings;

Each type of animation requires its own specific skills and knowledge. In addition, each type of animation is divided into several subspecies. For example, stop-motion animation can be plasticine, puppet, paper, and so on[3].

In this paper, the main type of animation that is being studied is frame-by-frame animation. In frame-by-frame animation, the main feature is the shooting of stationary objects by frames. To create a frame-by-frame animation, one scene is photographed, then minimal changes are made to the previous scene and the scene is photographed again. Thus, the effect of a moving picture is recreated.

In Kazakhstan, as well as all over the world, the field of animation is developing. «We have authors who participate in international festivals, for example, Marzhan Zhubanysh and Ivan Ardashev. Our student animation has grown, not only the number of student cartoons has increased, but also the quality. There are also studios with private financing, such as Tasqyn Studio”»,said Anita Chernykh[6].

Kazakhstani authors use the methodology of introducing philosophical and moral issues in the creation of children's cartoons, which gives the creation more spiritual meaning.

Animation and its influence on perception

Animation has a huge impact on the perception of the world. Animation is a part of popular culture. The cartoon character, both positive and negative, is an exponent of the moral norms and values of modern society[4]. Many works of animation are based either on works of folk folklore or on works of Russian classical literature. It can be assumed that the use of these works as primary sources is an example of the use of animation as a repeater of cultural and moral values and traditions.

According to the analytical resource "Check Index" of the OFD Platform company, 8,5 million viewers visited cinemas in 2020, 6,6 million in 2021, and 17 million in 2022[5]. This data,

which covers only visitors to Kazakhcinemas. Nevertheless, given the total population of Kazakhstan of 19 million people, we can say that cinema is an important tool for the transmission of cultural values and traditions, covering a large part of the population.

Cinema and literature in the 21st century are a kind of competitors. But there are also proposals for their joint activities to spread culture and art. Of course, cinema will never replace careful reading of literature. Nevertheless, cinema gives the general picture to the viewer, creates prerequisites for the formation of interest in literature among viewers and develops creative activity among literature lovers.

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УДК 37. 036.398(56)

ВАЖНОСТЬ РАЗВИТИЯ КОММУНИКАТИВНЫХ НАВЫКОВ УЧАЩИХСЯ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Резюме

В статье рассматривается значимость коммуникации и общения в обучении иностранного языка и развитие коммуникативных навыков обучающихся. Также подробно изучается многообразие и специфика методов, применяемых на уроках иностранного языка.

Ключевые слова: виды речевой деятельности, стимулирование, коммуникативные упражнения

Түйін

Мақалада шет тілін оқытудағы қарым-қатынас пен коммуникацияның маңыздылығы және оқушылардың коммуникативті дағдыларын дамыту мәселелері қарастырылады. Шетел тілі сабағында қолданылатын әдіс-тәсілдердің әртүрлілігі мен ерекшелігі де жан-жақты зерттеледі.

Негізгі сөздер: сөйлеу әрекетінің түрлері, ынталандыру, коммуникативті жаттығулар

Summary

The article discusses the importance of communication and communication in teaching a foreign language and the development of students communication skills. The variety and specificity of methods used in foreign language lessons are also studied in detail.

Key words: types of speech activities, stimulation, communication exercises

Рассуждая о видах речевой деятельности на уроках иностранного языка (говорение, аудирование, чтение, письмо), следует отметить, что обучение им должно быть коммуникативно направленным. Все названные виды речевой деятельности должны быть представлены на занятиях по иностранному языку в специальных коммуникативных упражнениях (диалоги, монологи, написание делового и бытового

письма, инсценировка ролевых ситуаций и др.). Учебные тексты также предполагают комплекс коммуникативных упражнений. Прежде всего, они должны носить аутентичный характер, т.е. это должны быть собственно оригинальные тексты, создаваемые для реальных условий. Упражнение интерпретируется в психолого-педагогическом словаре как многократное выполнение учащимися определенных действий с целью выработки и совершенствования умений и навыков в учебной работе [1]. Следовательно, исходя из данного определения, под коммуникативным упражнением можно понимать выполнение студентами определенных повторяющихся действий, направленных на выработку (формирование) у них коммуникативных навыков и умений для их профессиональной деятельности.

Каждому этапу обучения должны соответствовать упражнения, стимулирующие коммуникативно-речевую деятельность студентов. Таким образом, упражнения должны стимулировать студентов как на репродуктивном, так и на продуктивном уровне.

Все упражнения для устной речи могут классифицироваться по двум линиям в зависимости от 1) вида речевой деятельности (говорение – слушание); 2) этапа становления сложного речевого умения говорить или слушать [2].

Сущность коммуникативных упражнений есть нерегулируемая, конкретно-ненаправляемая активизация языкового материала в условиях речевой практики при решении коммуникативных и содержательных задач [3]. На основе исследования процесса становления устно-речевых умений В.Л. Скалкин формулирует следующие требования к коммуникативным упражнениям. Они должны:

- сообщать учащимся информацию, которой они могут «поделиться»;
- стимулировать продуцирование связной речи на основе жизненного опыта;
- быть коммуникативными как по материалу, так и по процедуре;
- строиться на проработанном и достаточно усвоенном материале;
- предусматривать формирование одного из видов речи;
- обеспечивать естественное речевое поведение обучающихся.

В соответствии с данными требованиями автор выделяет следующие основные типы упражнений: 1) респонсивные (вопросно-ответные, репликовые, условная беседа); 2) ситуативные; 3) репродуктивные; 4) описательные; 5) дискуссионные; 6) композиционные; 7) инициативные [4].

Известно, что любые упражнения должны по своему характеру соответствовать цели обучения. Следовательно, коммуникативные упражнения должны соответствовать реальным свойствам процесса коммуникации, его лингвистическим и психологическим особенностям. Для того чтобы упражнение могло называться коммуникативным, оно должно:

- 1) быть ситуативным, т.е. состоять из ряда однотипных речевых ситуаций, содержащих автоматизируемый грамматический знак или структуру;
- 2) быть жизненным в каждом из своих элементов: элементы упражнений должны быть типичными вариантами речевых ситуаций для данного вида коммуникаций;
- 3) обеспечивать активное отношение обучающегося к материалу, выполняться в связи с наличием определенной коммуникативной задачи, адекватной задаче говорящего;
- 4) исключать необходимость грамматической рефлексии. Внимание говорящего должно быть направлено на то, что сказать и зачем сказать; то, как сказать, усваивается непроизвольно, благодаря соответственно организованным упражнениям;
- 5) исключать возможность переключения сознания на родной язык;
- 6) обеспечивать безошибочность их выполнения, поскольку успех выполнения действия – это основа прочного навыка, а постоянные ошибки в речи не являются положительным подкреплением, в результате чего динамический стереотип не образуется.

Для того чтобы упражнения обладали всеми перечисленными свойствами (были коммуникативными), они, очевидно, должны быть основаны на тех же принципах, на которых основан процесс коммуникации. Каковы же эти принципы? Сопоставим два диалога.

1. - А я вчера купила платье. - Шерстяное?
 - Да. Я давно хотела такое. - Зеленое?
 - Нет, черное. И совсем недорогое – 400 рублей.
 - Да, это в самом деле дешево.
2. - Ты купила вчера платье? - Да, я купила.
 - Какое платье ты купила? - Я купила шерстяное платье.
 - Ты купила зеленое платье? - Нет, я купила черное платье.
 - Это дорогое или дешевое платье? - Это дешевое платье.
 - Сколько стоит твоё платье? - Мое платье стоит 400 рублей.

По содержанию оба диалога одинаковы, однако по форме выражения – различны. Каждая фраза второго диалога в отдельности возможна в речи, но в совокупности, они, безусловно, маловероятны. Первый вопрос диалога «Ты купила вчера платье?» можно задать только в очень определенной ситуации. С точки зрения обучающихся, вполне логично было бы ответить: «А я и не была вчера в магазине». Это, однако, абсолютно неприемлемо с точки зрения необходимости построения упражнения для автоматизации определенной, заданной структуры или знака, так как упражнение в этом случае «разваливается». Другое дело – сообщение: «А я вчера купила платье». Благодаря наличию в этой фразе логического контекста создается предпосылка для речевой ситуации. Можно с уверенностью сказать, что в любых условиях собеседница спросит: «Шерстяное?», «Какого цвета?», «Где?» и т.п.

Следует заметить, что диапазон логического контекста очень широк. Одно и то же высказывание в силу многих причин может вызвать разные реакции (реплики). Но поскольку речь идет об автоматизации какой-либо определенной грамматической формы, упражнение следует организовать так, чтобы реплика каждого обучающегося была однозначной. Иначе говоря, логический контекст должен вскрываться в одном, нужном для автоматизации грамматической формы направлении.

Осуществить это можно при одном условии – изменить установки упражнений. До сих пор часто используются следующие установки: «Поставьте предложение в Perfekt» или «Поставьте отрицания nicht, kein». Эти установки побуждают лишь к определенным грамматическим преобразованиям, лишены всякого интереса, так как они не содержат коммуникативные задачи. Задачей говорящего никогда не является – поставить предложение в Perfekt или употребить nicht или kein. Его задачей является выражение определенной мысли, суждения, вызванных, например, желанием осведомиться, не происходило ли действие в прошлом (тогда он употребит Perfekt), или желанием отрицать мысль собеседника (тогда он употребит в своей реплике nicht или kein).

Следовательно, и установки при выполнении упражнений должны соответствовать многообразию стимулов, побуждающих к высказыванию. Вместо обычного «Поставьте в Perfekt» можно сказать «Я буду говорить о том, что я обычно делаю, а вы спрашиваете меня, делал ли я это раньше».

Например:

- Jeden Abend lese ich ein wenig.
- Haben Sie gestern Abend auch gelesen?
- Natürlich.

Вместо «Образуйте форму Imperativ» можно сказать «Попросите меня не делать того, что я собираюсь сделать».

- Ich will heute fortfahren.
- Fahren Sie nicht fort!

Вместо «Поставьте окончания прилагательных» - «Поинтересуйтесь качеством того предмета, о котором я упомяну». Например:

- Ich habe ein Kleid gekauft.
- Ein seidenes (шёлковое) Kleid?
- Nein, ein wollenes (шерстяное).

Таким образом, первым принципом построения коммуникативных упражнений является принцип имитации коммуникативной задачи говорящего. Однако наличие коммуникативной задачи в упражнении еще не делает его упражнением для автоматизации определенной грамматической формы. Для этой цели упражнение должно быть организовано так, чтобы усвоение грамматической формы проходило одновременно с выражением той или иной коммуникативной задачи.

На доске представлен речевой образец, подлежащий усвоению. Учащийся, выполняя определенную коммуникативную задачу, следует данному образцу, употребляет ряд аналогичных фраз с автоматизируемой формой, и у него образуется динамический стереотип. Употребление грамматической формы происходит подсознательно, как бы на втором плане сознания, в то время как самосознание направлено непосредственно на выражение мысли в соответствии с задачей говорящего.

Наступает время, когда необходимость следовать образцу отпадает, последующие фразы учащийся произносит по аналогии с образовавшейся структурной моделью, на основе динамического стереотипа и приобретенного чувства формы. Последовательная многократная повторяемость одной и той же грамматической формы в разных (но однотипных) фразах и в разных речевых ситуациях обеспечивает автоматизацию данной грамматической формы, т.е. обеспечивает создание прочного грамматического навыка. Например:

1. - Ich habe gestern ein Buch gelesen. - Ein interessantes Buch?
- Nein, ein sehr langweiliges.
2. - Ich habe ein Zimmer bekommen. - Ein großes Zimmer?
- Ja, ein großes und helles Zimmer.

Следовательно, вторым принципом построения коммуникативных упражнений является принцип аналогии в усвоении грамматических форм. Замечено, однако, что автоматизированная форма сама по себе еще не является достаточной для умения выражать свое мнение на иностранном языке. Часто случается так, что учащийся в отрыве от общения может образовать ту или иную форму, скажем, Perfekt, но если он должен спросить что-нибудь о прошлом, он не в состоянии этого сделать. Происходит это потому, что Perfekt в данном случае осознается им лишь как некая (одна из многих) форма глагола, но не как форма для выражения прошедшего времени в речи. Подобные случаи - также результат деления упражнений на языковые (упражняющие в знакообразовании в отрыве от функции знака) и речевые (вырабатывающие умения употребить данные знаки в речи). В процессе коммуникации, однако, форма неразрывно связана с ее значением и употреблением в речи, с ее функцией [5].

Следовательно, третьим принципом построения коммуникативных упражнений является принцип связи формы с ее функцией в речи. Предлагаемые принципы позволяют построить огромное количество разнообразных упражнений для автоматизации любого грамматического знака или структуры. Эти упражнения обладают (при соблюдении методики их выполнения) всеми необходимыми качествами. Рассмотрим возможные виды коммуникативных упражнений. Коммуникативные упражнения следует различать по составу, по способу выполнения, по их установкам [6].

I. По составу различаются пять видов коммуникативных упражнений.

1. Двучленные, в которых речевые ситуации состоят из двух реплик - преподавателя и учащегося. Например – «Выразите желание (или нежелание) сделать то же, что собирается делать ваш собеседник».

- Ich werde heute Abend zu Besuch gehen.
- Ich will auch heute Abend zu Besuch gehen.

2. Трехчленные упражнения, в которых вторая реплика требует вновь реплики первого собеседника. Например: «Спросите, все ли предметы, которые назовет собеседник, обладают таким же качеством»:

- Die Goethestraße ist sehr schön.

- Sind alle Straßen (der Stadt) so schön?
- Nein, nicht alle.

3. Развернутые предложения, представляющие собой продолженные упражнения. Например: «Подтвердите, что вы можете (не можете) сделать то, что делает ваш собеседник».

- Ich spreche deutsch. - Ich kann auch deutsch sprechen.
- Und ihr Freund? - Er kann auch deutsch sprechen.
- Und ihr Vater? - Er kann es nicht.

Подобные упражнения дают учащемуся возможность повторить автоматизированную грамматическую форму в речи много раз подряд.

4. Комплексные упражнения, представляющие собой ряд речевых ситуаций, построенных на основе комплекса установок. Например, приказание (просьба), отказ, убеждение, согласие.

- Sprich lauter! - Ich kann es nicht.
- Du mußt lauter sprechen. Wir hören doch nicht.
- Schön. Ich versuche es.

Эти упражнения выполняются как обобщающие, в них включается несколько усвоенных ранее грамматических знаков и структур.

5. Тематические упражнения, направленные на употребление нескольких знаков, связанных одной грамматической темой.

Например: «Угадайте!»

- Im Korridor steht ein Mann. Er will jemand von Ihnen sehen.
- Mich? Ihn? Sie?

Преподавателю следует, конечно, отвечать на вопросительные реплики учащихся.

II. По способу выполнения следует различать 4 вида коммуникативных упражнений: имитативные, подстановочные, парафразирующие и репродуктивные.

1. Имитативными коммуникативными упражнениями можно назвать такие, при выполнении которых учащиеся для выражения определенной мысли находят языковые формы в реплике преподавателя и использует их в речи, не изменяя.

Например: «Подтвердите, что это так».

- Iwanow ist ein guter Schüler, nicht wahr? - Ja, er ist ein guter Student.

Эти упражнения в корне отличаются от того механического повторения, к которому нередко прибегают на практике: «Повторите за мной». Подобное повторение вслед за учителем не речь, так как перед говорящим не ставится никакой коммуникативной задачи.

2. Подстановочные упражнения характеризуются тем, что в них происходит подстановка лексических единиц в форме данного грамматического знака или структуры.

Например, «Возразите!».

- Das ist ein kleines Zimmer. - Nein, das ist ein großes Zimmer.

Или: «Спросите о качестве объекта».

- Er hat einen Vortrag gehalten. - Einen interessanten Vortrag?

Эти упражнения не следует смешивать с подстановочными таблицами. Здесь происходит в полном смысле подстановка элементов, а не конструирование предложений, как в подстановочных таблицах.

И главное - все это не оторвано от процесса речи.

3. Парафразирующие коммуникативные упражнения предполагают определенный парафраз реплики преподавателя, что выражается в изменении порядка слов, лица глагола, падежа или числа существительного, времени глагола и т.п.

Например: «Подтвердите, что данный факт соответствует действительности».

- Dieser Fluß ist tief. - Ja, das ist ein tiefer Fluß.

Или: «Передайте товарищу то, что я скажу».

- Ich habe diesen Roman nicht gelesen. - Er sagt, daß er diesen Roman nicht gelesen hat.

В последнем примере изменен также порядок слов (т.е. содержит не одну, а две трудности).

4. Репродуктивные коммуникативные упражнения предполагают воспроизведение в репликах учащихся усвоенных в предыдущих упражнениях знаков или структур.

Например: «Угадайте!»

- Ich habe gestern etwas gekauft. Wie denken Sie, was? - Ein neues Kleid?

- Ja, es stimmt.

Или: «Спросите, делал ли я сегодня то, что делаю обычно».

- Ich bade jeden Tag. - Haben Sie auch heute gebadet?

- Natürlich.

Однако разрозненные, пусть даже эффективные, виды упражнений не дадут желаемых результатов, если они не приведены в систему. В данном случае под "системой" мы понимаем комплекс упражнений для автоматизации какой-либо одной, отдельно взятой грамматической формы.

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PECULIARITIES OF SURNAMES IN ENGLISH AND KAZAKH ONOMASTICS

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Түйін. Мақалада ағылшын және қазақ ономастикасындағы фамилиялардың ерекшеліктері қарастырылады.

Кілттік сөздер: ономастика, тегі, тарихы, мағынасы, ықпалы.

Резюме. В статье рассматриваются особенности фамилий в английской и казахской ономастики.

Ключевые слова: ономастика, фамилии, история, значение, влияние.

Proper names and surnames are hugely culturally and nationally important. They are a very important part of our lives. The science that studies names in all their aspects is called onomastics (or onomatology—an obsolete word). It is the branch of [lexicology](#) devoted to the study of [names](#) and [naming](#), especially the origins of names. Onomastics is *originated* from the Greek word *onoma*, 'name'.

Here is a short history of English names and proper names:

1 When communities were small each person was identifiable by a single name, but as the population increased, it gradually became necessary to identify people further - leading to names such as John the butcher, William the short, Henry from Sutton, Mary of the wood, Roger son of Richard. Over time many names became corrupted and their original meaning is now not easily seen.

2 After 1066, the Norman barons introduced surnames into England. Trades, nicknames, places of origin, and fathers' names became fixed surnames - names such as Fletcher and Smith, Redhead and Swift, Green and Pickering, Wilkins

and Johnson.

3 By 1400 most English families had adopted the use of hereditary surnames. Most Saxon and early Celtic personal names – names such as Oslaf, Oslac, Oswald, Oswin and Osway ('Os' meaning God) - disappeared quite quickly after the Norman invasion.

4 New surnames continued to be formed long after 1400, and immigrants brought in new ones. Many Irish and Highland Scottish names derive from Gaelic personal names, as do those of the Welsh, who only began to adopt the English system of surnames following the union of the two countries in 1536.

Surname may be derived from a place, such as Lancaster, for example, or an occupation, such as Weaver, but this is not necessarily of relevance to your family history.

Here are examples of surnames in England generally developed from the following sources: Patronymic and matronymic surnames. These are surnames derived from baptismal or Christian names to indicate family relationship or descent. Some baptismal or given names have become surnames without any change in form. Others added an ending. son may have formed his surname by adding -s (more common in the South and West of England) or -son (preferred in the northern half of England) to his father's name. The latter -son suffix was also sometimes added to the mother's name. English surnames ending in -ing (from the British engi, "to bring forth," and -kin generally indicate a patronymic or family name as well. Occupational Surnames. Many surnames are taken from jobs e.g. if a man was a carpenter he might be called John Carpenter and because sons very often followed their father's occupation the surname stuck. Smith - кузнец, Potter - гончар, Cooper- дегустатор, Mason - каменщик, Tailor or Taylor - портной, Spinner - прядильщик, Weaver -ткач, Dyer - красильщик, Thatcher - кровельщик and other: Tyler, Slater, Miller, Baker, Cheeseman, Spicer, Cook, Fisher, Shepherd, Carter, Clarke, Skinner and Gardener.

Surnames from Personal Names.

1. Many people were given surnames like Robinson or Williamson.

Benson, Stevenson, Dickson, Robertson, Richardson, Jackson, Wilson and Johnson. Wat was short for Walter so we also have the surname Watson.

2. An 's' at the end of a personal name also meant 'son of' so we have surnames like Andrews, Stevens, Rogers, Hughes, Jacobs and Williams.

Surnames from Place Names. Sometimes people were given a surname because they lived near a certain geographical feature such as Heath, wood or woods. Other surnames are Hurst (an old word for a wooded hill), Green or Greene (for somebody who lived by the village green), Hill, Banks, Brooke, Beck and Bywaters. Shaw is a northern word for a wood. A bradshaw was a broad shaw. A holt was a small wood. Hollis means a dweller by the holly trees.

Surnames from Nicknames. Many English surnames are derived from nicknames People who were arrogant might be called king, prince, bishop or abbot. (Although surnames like Bishop and Abbot may have come about because somebody worked for a bishop or an abbot.

Some people might get a surname from their physical appearance such as little, small, and cruiks Shank (crooked legs).

Descriptive Surnames - Based on a unique quality or physical feature of the individual, these surnames often developed from nicknames or pet names. Most refer to an individual's appearance - color, complexion, or physical shape - such as Armstrong. A descriptive surname may also refer to an individual's personal or moral characteristics, such as Goodchild, Puttock (greedy) or Wise. English personal names have come a long way of historical development; it is closely linked with the history of the English people and the English language.

In ancient times Anglo-Saxons have

Simple name:

Froda – (poetic) wise, old

Hwita - white, bright, brilliant

Simple names were gradually replaced by a compound, two-component names; after the XIII-th century.

Compound name:

Aethelbeald - noble, excellent, excellent + bold, steadfast, courageous

Eadgar – (poetic) ownership, possession, property: happiness; rich + poet, spear

Here are examples of compound names:

Frithuwulf - peace and security; shelter, shelter + wolf

Wigfrith - fight; dispute, discord; war + peace; security; refuge shelter

Anglo-Saxons believed in the magical properties of compound names components for example "benevolent" - protection and patronage, wealth, health, prosperity, courage, honor, honor.

At present stage British people have only one of the ancient simple names: woman's name Hilda (a short form of names Brunhild(e) and Hildegarde)

Most having reached Old English names till present time are two-based:

Æðelgar - æðele (noble) + gār (spear)

Eadgifu - eād (wealth, prosperity, luck, happiness) + gifu, gyfu (a gift, a gift)

Eadweard - eād (wealth, prosperity, good luck, happiness) + weard (guardian, custodian)

This group of names includes the following Old English words:

beorn – (poetic) people, warrior, hero

eald – old, former

gar – (poetic) spear

gifu, gyfu - gift, grace and mercy

god - good; virtuous, favorable, useful, appropriate, skilled, good, gif,; property gold – gold

We can say that Kazakh surnames generally developed the same way as in English. Based on the results of investigation we have prepared the table of comparison of English and Kazakh surnames:

Occupational Surnames	
English language	Kazakh language
Miller	Zhilkishiev
Carpenter	Koishiev
Local Surnames	
Hill	Medeuov
Wales	Aralov
Animal, bird surnames	
Fox	Burkitov
Griffin	Koshkarov
Colour surnames	
White	Sariev

To conclude it is important to say that names and surnames take a significant place in the vocabulary of any language. It is so important for everyone to feel not a single person whose age is not long, but part of the whole family, a link in the chain of generations.

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MODERN TECHNOLOGIES AND METHODS OF TEACHING LANGUAGES

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Annotation

This article is dedicated to modern technologies and their use in teaching languages to students of the digital generation. The authors point out the factors that contribute to the introduction of new technologies, consider the psychological characteristics of modern learners and suggest ways to take these characteristics into account when choosing types of technologies for teaching foreign languages. The authors emphasize that the quality of foreign language teaching in higher education at the current stage directly depends on the introduction of modern information and communication technologies and the use of their potential in the educational process, which is a trend in the development of society. Digital narratives, clips, podcasts, web quests, and trailers are created using the video camera of any mobile device with direct. Internet access and can be accessed by any student, anytime, anywhere convenient. It is presented a variety of exercises with mobile devices that provoke a great response from both teachers and students.

Keywords: learning, communication, technology, education, integration, digital generation, clip thinking, mobile devices

Interactive teaching is one of the popular methods in modern social psychology concept. The most important feature which recognizes a person's ability social interaction of people as interpersonal communication, to imagine how it is perceived by the communication partner and interpret the situation accordingly and design your own actions within the framework of this concept. Interactive teaching methods are being developed within the framework of the project "Reading and writing for the development of logical thinking" which is implemented jointly by teachers of many countries. The main objective of the project is to implement into pedagogy methods that develop critical thinking of students of all ages, regardless of the subject being [1]. These methods can be effectively used intraditional forms of education. The main idea of interactive methods is to develop critical thinkingskills as a constructive intellectual activity, which is offered meaningful perception of information and its subsequent assimilation. Critical thinking is a complex mental process that begins with familiarizing the new information and the exact decision. At the challenge stage, interactive methods of teaching and learning have been improved, consisting of the semantic stage and stages of reflection. Moreover, students interest in a new topic is awakened with relying on previous knowledge and language experience to make predictions regarding content of new information which is carried out with the text, of new material and integrate the ideas contained in the text with their own ideas in order to come to an understanding of new information at the stage of comprehension [4]. The most important characteristics of learning technologies are the following:

- a) performance effectiveness
- b) productivity economic efficiency (a larger amount of educational material is assimilated with the less expenditure of effort on mastering the material per unit of time;
- c) ergonomics (learning process takes place in an atmosphere of cooperation, positive emotional microclimate, in the absence of overload and overwork);
- d) high motivation in the study of the subject, which contributes to an increase in interest in classes and allows teachers to improve the students' best personal qualities, to reveal their reserve capabilities.

Game-based technology. Game technology is the most productive direction in the educational process when teaching a foreign language. A.S. Vygotsky and A.N. Leontyev considered the game as one of the main types human activity. Learning by playing – this is how this technology can be

described in a nutshell. During the game, more information is absorbed, and the quality of assimilation also improves. Participants in the game learn to compare and analyze the educational material

provided to them, and then draw appropriate conclusions. Students may be provided with situational props, such as cups, saucers, tea, sugar for conversation at a table in a cafe, or fake money and documents for dialogue in the bank. There are two concepts in English: challenge and game. In essence, both are game, but only the first one is competitive in nature and requires more than one person, there is a division into teams, and the second one is of a gaming (entertaining) nature, this type of game is quite suitable for training one person. According to the researchers Game based technology is classified in different grounds [12].

Table 1

Characteristics of the pedagogical process

Educational games help students acquire new knowledge;

Practical games during the game the development of certain knowledge and skills occurs not only in theory, but is also supported by practice;

Controlling games the purpose of this game is to repeat and test previously acquired knowledge.

Project technologies. Based on the student's preferences, the topic of the project is organized by the teacher and performed independently by the student. Since one of the teacher's tasks in the lesson foreign language – organize the student's communicative activity, the result completion of the project is provided by the student orally, followed by an expression opinions on the topic raised, both by the author of the project and the class as a whole [13, p. 228–235]. Technology for the development of critical thinking. Application: using several examples of word formation, the teacher shows students how to form from one part of speech another, and invites students, based on the example, to make pairs of words followed by their translation. Also, when working on a text with known content, the teacher offers students can guess the translation of unknown words without using a dictionary. Similar the technology of using critical thinking skills helps not only to avoid routine memorization of new words, but also to understand grammatical ones in more detail and lexical phenomena in a foreign language. Digital narration is a popular language learning tool that is attractive to students. Moreover, it practices basic literacy skills. Since this is digital learning, mobile devices, as well as various digital media, are simply necessary. This may include text, audio, images (images - photos) or video. Digital narration provides new opportunities for creativity and learning, as students feel complete freedom by expressing themselves through combinations of digital media, using mobile devices. For example, they can make a simple photo story, a more complex video story, or even stop-motion animation [3]. Digital storytelling has several advantages for language learning as well. The creation of stories is an effective way to practice and consolidate the language. The narrative makes us use many linguistic grammatical phenomena: tenses with adverbs of mode of action, direct and indirect speech, etc. Another advantage of digital storytelling is the ability to increase involvement in the learning process. It gives students the opportunity to work together on a project to achieve a well-defined result and develop their ideas, learning from each other. Trailer is a short video to advertise a movie. We suppose we can use the concept of a trailer to create a digital history on a mobile device. On all Apple mobile devices, you can download Apple's iMovie. This is a powerful video editing application that provides templates to turn your own photos and movies into a movie. The mobile application includes the "trailers" function, which provides universal trailer templates for many movie genres. If no one in the group has an Apple device, then an alternative could be a mobile app such as VideoShow or Movie Maker. It takes a lot of time to create trailers.

Results

Despite the fact that there are a huge number of smartphones in the world, teachers in Kazakhstan unfortunately often possess not the most advanced mobile devices, which, in turn, can make us reluctant to use them with students. Moreover, mobile technologies are constantly changing. Although the functionality of a mobile device can remain fairly fixed, the differences between

operating systems and constant updates can make them even more unmanageable. Mobile learning can make teachers nervous for all these and many other reasons. The teachers will not know what to do or where to start. Speaking of digital technology on a larger scale, i.e. in the educational process, it should be noted that it is directly related to the term “e- learning”. E-learning refers to the use of electronic devices, such as computers and the Internet during education process. When students have access to a language learning program or website they learn outside the classroom. With the increasing use of mobile devices, the term “mobile learning” is being widely used [11]. Mobile devices open up a whole world of learning opportunities. They can be used as a simple means of interaction; or, at the other end of the scale, to create impressive multimedia presentations. Most teachers turn to technology to improve their classes and more effectively teach a foreign language, while using a tape recorder, a projector or video cameras, typical smartphones and tablets. The latter have easy-to- use operating systems based on touch, gestures, and voice, which makes them easier to use than other types of technology. No doubt that information and communication technologies contribute to a qualitatively new level of interaction between a teacher and a student; they change the role and functions of the teacher, who from a source of new knowledge is transformed into an instructor and consultant; they increase the student's activity by including it in various types of information retrieval activities, operating knowledge and using acquired knowledge; they optimize the learning process as well as motivate the student to educational activities [8].

Conclusion

Summing up, it should be noted that in order to use new opportunities for mobile learning in the educational process, organizational, research and methodological work is needed to introduce modern strategies, forms and methods of mobile learning into the educational process. For the modern digital generation of students, it is necessary to develop such technologies that would harmoniously use the benefits of traditional and information education. This problem is fully applicable to the teaching of a foreign language, the process to which should be aimed at improving both the foreign language communicative competence and the foreign language information competence necessary in the conditions of the new information society.

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