Қазақстан Республикасы Ғылым және жоғары білім министрлігі
Өзбекәлі Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті

«CHATGPT АЯСЫНАН ТЫС: АКАДЕМИЯЛЫҚ ЖӘНЕ ТІЛДІК ОРТАДАҒЫ ЖАСАНДЫ ИНТЕЛЛЕКТ» атты ғылыми-практикалық конференциясының ҒЫЛЫМИ МАҚАЛАЛАР ЖИНАҒЫ

СБОРНИК НАУЧНЫХ СТАТЕЙ
Международной научно-практической конференции
«ЗА ПРЕДЕЛАМИ CHATGPT: ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ В АКАДЕМИЧЕСКОЙ И ЯЗЫКОВОЙ СРЕДЕ»

COLLECTION OF SCIENTIFIC ARTICLES
Of the International Scientific and Practical Conference
«BEYOND CHATGPT: ARTIFICIAL INTELLIGENCE IN ACADEMIC AND LINGUISTIC ENVIRONMENTS»

Шымкент 2026

УДК 004.8
ББК 32.813
С42

Ұйымдастыру алқасының төрайымы

Нұртаев Әлібек Нұрбайұлы	**Өзбекәлі Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университетінің Басқарма төрағасы-Ректордың у.м.а.**

Ұйымдастыру алқасы

Исабек Баршагүл Қашқынқызы	**Басқарма мүшесі – Стратегиялық Даму және әлеуметтік істер жөніндегі проректор**
Керімбеков Ержан Рахымжанұлы	**Басқарма мүшесі – ғылыми жұмыстар және инновациялар жөніндегі проректор**
Сансызбаев Алтынбек Серікұлы	**Ғылыми зерттеулер офисінің басшысы м.а.**
Куралбаева Жулдызай Шынжигитқызы	**Ғылыми зерттеулер офисінің маманы**
Маханова Жанна Кудайбергеновна	**«Ағылшын тілі» кафедрасының меңгерушісі**
Абдукаримова Айгул Ахметовна	**«Ағылшын тілі» кафедрасының аға оқытушысы**
Жұмаділда Шапағат Азаматқызы	**«Ағылшын тілі» кафедрасының оқытушысы**

«ChatGPT аясынан тыс: академиялық және тілдік ортадағы жасанды интеллект» атты ғылыми-практикалық конференциясының ғылыми мақалалар жинағы. Шымкент, 2026

Сборник научных статей международной научно-практической конференции «За пределами ChatGPT: искусственный интеллект в академической и языковой среде». Шымкент, 2026

Collection of Scientific Articles of the International Scientific and Practical Conference «Beyond ChatGPT: Artificial Intelligence in Academic and Linguistic Environments». Shymkent, 2026

ISBN 978-601-7968-71-7

Жинаққа Қазақстандық және шетелдік ғалымдардың ғылыми-зерттеу жұмыстарының нәтижелері ендірілді. Барлық жарияланымдар авторлардың редакциясымен берілген.

© Өзбекәлі Жәнібеков ат. Оңтүстік Қазақстан педагогикалық университеті, 2026

CHATGPT ШЕҢБЕРІНЕН ТЫС ГЕНЕРАТИВТІ AI-ДІҢ АКАДЕМИЯЛЫҚ ЖӘНЕ ТІЛДІК БІЛІМ БЕРУДЕГІ РӨЛІ

THE ROLE OF GAMIFICATION IN INCREASING STUDENT ENGAGEMENT IN EFL LISTENING LESSONS IN SECONDARY SCHOOLS

Arzimatov R.
arizmatovrozmatovich@gmail.com
Research Supervisor: PhD, Acting Professor M.M.Duisenova
Duisenova.marzhan@okmpu.kz
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Abstract

This study investigates the role of gamification in enhancing student engagement in English as a Foreign Language (EFL) listening lessons in secondary schools. Listening comprehension is often perceived as a difficult and passive skill, leading to low motivation among learners. To address this issue, gamified digital platforms such as Kahoot, Quizizz, and Nearpod were integrated into listening instruction for secondary school students.

The study adopts a mixed-methods approach, combining quantitative performance data and qualitative feedback. The findings indicate that gamification significantly increases student engagement, improves listening comprehension, and reduces anxiety. However, its effectiveness depends on proper instructional design and contextual factors.

Keywords: gamification, EFL listening, engagement, motivation, secondary school

Listening is one of the most demanding skills in foreign language learning. It requires learners to process spoken language in real time, which involves decoding phonological input, understanding vocabulary, and constructing meaning simultaneously. In secondary school contexts, students often struggle with listening due to limited exposure to authentic input and lack of engaging learning environments.

Traditional listening instruction typically involves playing an audio recording followed by comprehension questions. While this method may develop basic skills, it often results in passive learning. Students become disengaged, and their motivation decreases over time.

Gamification has emerged as a solution to this problem. It integrates game elements into educational activities, transforming routine tasks into interactive experiences. Research shows that gamification increases motivation, engagement, and learning outcomes in EFL contexts [5].

However, the effectiveness of gamification is not universal. Some studies indicate that its impact may depend on contextual factors such as learner age, teacher competence, and technological resources [6]. Therefore, this study aims to examine how gamification influences student engagement specifically in EFL listening lessons.

The literature indicates that gamification can meaningfully enhance secondary EFL listening engagement when appropriately designed, though effects depend on context, age, and implementation conditions.

Systematic reviews demonstrate that gamification elements such as points, badges, leaderboards, and feedback significantly increase motivation and engagement [5]. These

elements create a sense of achievement and competition, which encourages learners to participate actively.

Empirical studies in different contexts report improved listening-related outcomes. For example, gamified learning environments have been shown to reduce anxiety and increase motivation among learners [1; 2].

Additionally, digital games have been found to improve language learning outcomes such as vocabulary and grammar acquisition, which indirectly supports listening comprehension [3].

However, the literature also highlights limitations. Teacher beliefs, lack of technological infrastructure, and high-stakes testing environments may limit the effectiveness of gamification [4]. Furthermore, excessive competition may negatively affect some learners [6].

The findings confirm that gamification significantly enhances student engagement in EFL listening lessons.

First, behavioral engagement increased dramatically. Students participated actively and showed enthusiasm during lessons. This aligns with Zhang & Hasim (2023), who found that gamification increases participation through competition and rewards [5].

Second, emotional engagement improved. Students reported enjoying listening tasks and feeling less anxious. This supports findings on learner emotions in technology-enhanced learning environments [6].

Third, cognitive engagement improved as students processed information more actively. Gamified tasks required immediate responses, encouraging deeper listening.

However, some challenges were identified:

weaker students felt pressure in competitive settings

technical issues occasionally disrupted lessons

teacher training is essential for effective implementation

This study set out to examine the role of gamification in increasing student engagement in EFL listening lessons in secondary schools. The findings provide strong evidence that gamification is not merely a motivational add-on, but a pedagogically meaningful tool that can transform the nature of listening instruction from passive reception to active participation.

First, the results demonstrate that gamification significantly improves students' listening comprehension. The increase in test scores indicates that students were not only more engaged but also more cognitively involved in processing auditory input. Gamified listening tasks required learners to actively interpret, analyze, and respond to spoken information, which contributed to deeper understanding and retention. This confirms that engagement and comprehension are closely interconnected, and that improving one positively affects the other.

Second, the study highlights the critical role of gamification in enhancing behavioral engagement. Students participated more actively in classroom activities, completed tasks more consistently, and maintained higher levels of attention during listening exercises. This shift from passive to active learning is particularly important in EFL contexts, where listening is often perceived as monotonous and challenging. Gamification created a structured yet dynamic learning environment that encouraged participation and sustained focus.

Third, the findings emphasize the importance of emotional factors in listening instruction. A significant number of students reported increased interest, higher confidence, and reduced anxiety. These emotional changes are not secondary outcomes but central components of effective learning. Listening anxiety has long been recognized as a barrier in language acquisition, and the reduction of this anxiety through gamified activities represents

a major pedagogical advantage. When learners feel comfortable and motivated, they are more willing to engage with challenging material.

Importantly, the study also reveals that the effectiveness of gamification depends on its implementation. Gamification is not inherently beneficial; its success is determined by how well it is aligned with instructional objectives, learner needs, and assessment practices. Poorly designed gamified activities may lead to superficial engagement or excessive competition, which can negatively impact some learners. Therefore, teachers must adopt a balanced approach that combines competition with collaboration and ensures that game elements support, rather than distract from, learning goals.

From a pedagogical perspective, this study suggests several practical implications. First, gamified platforms such as Kahoot, Quizizz, and Nearpod can be effectively integrated into the post-listening stage to reinforce comprehension and provide immediate feedback. Second, listening tasks should be designed to require active participation, such as answering questions, making predictions, or solving problems based on the audio input. Third, teachers should monitor student responses and provide scaffolding to support learners with different proficiency levels.

The study also underscores the importance of teacher readiness. As highlighted in previous research, the successful integration of technology in education requires not only technical skills but also pedagogical competence. Teachers need to understand how to design meaningful gamified activities, manage classroom dynamics, and evaluate learning outcomes. Professional development programs focusing on techno-pedagogical skills are therefore essential.

Despite its contributions, the study has certain limitations. The research was conducted within a limited time frame and with a specific group of students, which may affect the generalizability of the findings. Additionally, the study focused primarily on short-term outcomes, and did not examine the long-term impact of gamification on listening development. Future research should address these limitations by conducting longitudinal studies and exploring different educational contexts.

Furthermore, future studies should investigate the interaction between gamification and other emerging technologies, particularly artificial intelligence. The combination of AI-generated listening materials and gamified learning environments may offer even greater potential for enhancing listening skills. In addition, researchers should explore the relationship between learner emotions, anxiety, and engagement in more depth, as current findings in this area remain mixed.

In conclusion, gamification represents a powerful and flexible approach to improving EFL listening instruction in secondary schools. When implemented thoughtfully, it enhances not only students' listening performance but also their motivation, engagement, and emotional well-being. As education continues to evolve in response to technological advancements, integrating gamification into language teaching can contribute to more effective, inclusive, and student-centered learning environments.

References:

1. Aal-Asheakh H., Saud W. The impact of gamification on developing foreign language within elementary students' speaking skills: an experimental study // Journal of Learning and Development Studies. – 2024. – Vol. 4, № 3. – P. 1–16. – DOI: 10.32996/jlds.2024.4.3.1

2. Al-Jamili O., Aziz M., Mohammed F., Almogahed A., Alawadhi A. Evaluating the efficacy of computer games-based learning intervention in enhancing English speaking proficiency // Heliyon. – 2024. – Vol. 10, № 16. – Article e36440. – DOI: 10.1016/j.heliyon.2024.e36440

3. Castillo-Cuesta L. Using digital games for enhancing EFL grammar and vocabulary in higher education // International Journal of Emerging Technologies in Learning (iJET). – 2020. – Vol. 15, № 20. – P. 116–129. – DOI: 10.3991/ijet.v15i20.16159
4. Dewi W., Santosa M. A systematic review: the implementation of MALL toward students' reading skill // Jurnal Pendidikan Bahasa Inggris Undiksha. – 2022. – Vol. 10, № 2. – P. 219–225. – DOI: 10.23887/jpbi.v10i2.47928
5. Zhang S., Hasim Z. Gamification in EFL/ESL instruction: a systematic review of empirical research // Frontiers in Psychology. – 2023. – Vol. 13. – Article 1030790. – DOI: 10.3389/fpsyg.2022.1030790
6. Zhang S., Liu X. Learner emotions in AI-assisted English as a second/foreign language learning: a systematic review of empirical studies // Frontiers in Psychology. – 2025. – Vol. 16. – DOI: 10.3389/fpsyg.2025.1652806

IMPROVING EFL LISTENING SKILLS THROUGH AI-GENERATED VIDEO AND GAMIFIED PLATFORMS IN SECONDARY SCHOOLS

Nigmatullaeva M.
nigmatullaevaaa@gmail.com
Research Supervisor: PhD, Acting Professor M.M.Duisenova
Duisenova.marzhan@okmpu.kz
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Abstract

The rapid development of artificial intelligence (AI) and digital learning technologies has transformed foreign language education, particularly in enhancing listening comprehension skills. This study investigates the effectiveness of integrating AI-generated video content and gamified learning platforms in teaching English listening skills to secondary school students. The research was conducted with Grade 10 learners within the thematic unit "Capabilities of the Human Brain" from the textbook Action for Kazakhstan. Grade 10. Student's Book (Science Schools).

An AI-generated listening video was developed using Grok Video tools and implemented during the while-listening stage of instruction. The video was combined with gamified platforms such as Kahoot, Quizizz, and Nearpod to reinforce comprehension and engagement. The findings demonstrate that AI-generated multimodal input significantly improves listening comprehension, while gamification enhances motivation, participation, and retention.

The study contributes to the growing body of research on AI in EFL education by providing practical pedagogical strategies for integrating AI-generated materials and gamification into listening instruction.

Keywords: artificial intelligence, gamification, listening comprehension, EFL, secondary education, digital pedagogy

Listening comprehension is a fundamental yet challenging skill in English as a Foreign Language (EFL) learning, especially in secondary school contexts. Unlike reading or writing, listening requires real-time processing of language, which involves decoding sounds, understanding vocabulary, and interpreting meaning simultaneously. Many learners struggle

with these demands due to limited exposure to authentic spoken English and insufficient contextual support.

Traditional approaches to teaching listening often rely on textbook-based audio recordings, which may lack authenticity, interactivity, and engagement. Such materials typically present monologic speech and do not adequately prepare students for real-life communication. Consequently, there is a growing need for innovative approaches that provide richer input and foster active learner engagement.

Artificial intelligence (AI) has emerged as a powerful tool in education, offering opportunities to create adaptive, personalized, and context-specific learning materials. AI-generated video content, in particular, allows educators to design multimodal learning experiences that combine audio, visual, and textual information. According to Dantas, Estrela, and Yuan, AI technologies can bridge the gap between pedagogical knowledge and technological innovation, enhancing learning outcomes when effectively integrated [1].

In parallel, gamification has gained significant attention as a pedagogical strategy that incorporates game elements such as points, badges, and leaderboards into learning environments. Research shows that gamification increases motivation, engagement, and learning outcomes in EFL contexts [2]. By transforming traditional tasks into interactive activities, gamification encourages active participation and sustained attention.

This study aims to explore the combined effect of AI-generated video and gamified learning platforms on students' listening comprehension. Specifically, it addresses the following research questions:

How does AI-generated video influence students' listening comprehension in EFL classrooms?

What is the impact of gamified platforms on student engagement and motivation?

How does the integration of AI and gamification support effective listening instruction?

AI in Language Learning. Artificial intelligence has increasingly been applied in language education to enhance teaching and learning processes. AI-based tools enable the creation of adaptive learning environments, personalized feedback, and intelligent tutoring systems. In the context of listening instruction, AI-generated content provides authentic and diverse input, which is essential for developing comprehension skills.

Dantas et al. emphasize that AI-generated multimodal materials expose learners to varied pronunciation patterns and dialogic structures, improving their ability to process spoken language [1]. Such materials also allow for contextualized learning, where language is embedded in meaningful situations.

Multimodal Learning Theory. The effectiveness of AI-generated video can be explained through multimodal learning theory, which suggests that learning is enhanced when information is presented through multiple channels (visual and auditory). This dual-channel processing reduces cognitive load and facilitates deeper understanding.

In listening instruction, multimodal input helps learners connect spoken language with visual cues, making it easier to comprehend complex content. This is particularly important in academic contexts where specialized vocabulary is used.

Gamification in EFL Education. Gamification has been widely recognized as an effective strategy for increasing student motivation and engagement. Zhang and Hasim, in their systematic review, highlight that gamified learning environments improve listening and speaking skills by providing structured practice and immediate feedback [2].

Gamification also supports intrinsic motivation by making learning enjoyable and interactive. Elements such as competition, rewards, and instant feedback encourage students to actively participate in learning activities.

Smart Pedagogy and Autonomous Learning. The integration of AI and gamification aligns with the concept of smart pedagogy, which emphasizes learner-centered, technology-enhanced instruction. Ma and Xu argue that smart learning environments support autonomous and self-paced learning while maintaining alignment with educational objectives [3].

However, successful implementation requires teachers to possess techno-pedagogical skills. As noted by Asad et al., teachers must be able to integrate technology effectively into their teaching practices to maximize its benefits [4].

Methodology

This study employed a quasi-experimental design to investigate the impact of AI-generated video and gamified learning on listening comprehension. The research was conducted in secondary school English classes with Grade 10 students.

The participants were secondary school students studying English as a foreign language. The learners had an intermediate level of English proficiency and were familiar with digital learning tools.

The main instructional material was an AI-generated video titled "Capabilities of the Human Brain." The video was designed based on the thematic unit from the textbook Action for Kazakhstan. Grade 10. Student's Book (Science Schools). The video included: a structured dialogue between a teacher and a student academic vocabulary related to neuroscience visual illustrations of brain processes Kazakh subtitles

Procedure. The experimental lessons were structured as follows:

Pre-listening stage: Introduction of topic and vocabulary

While-listening stage: Watching the AI-generated video

Post-listening stage: Gamified activities using Kahoot, Quizizz, and Nearpod

The video was integrated into the while-listening stage to enhance comprehension.

Results and Discussion

Improvement in Listening Comprehension. The results indicate a significant improvement in students' listening comprehension. Students were better able to identify main ideas, understand specific details, and interpret meaning from spoken language.

The use of AI-generated video provided exposure to authentic speech patterns and contextualized language, which enhanced comprehension. These findings are consistent with Dantas et al., who emphasize the role of multimodal AI input in improving listening skills [1].

Enhanced Engagement and Motivation. Gamified platforms significantly increased student engagement. Students actively participated in activities and showed enthusiasm for learning.

The use of points, leaderboards, and immediate feedback created a dynamic learning environment. This supports the findings of Zhang and Hasim, who highlight the motivational benefits of gamification [2].

Development of Autonomous Learning Skills. Students demonstrated increased independence in learning. The ability to replay the video and receive immediate feedback allowed them to learn at their own pace. This aligns with the principles of smart pedagogy, where technology supports self-directed learning.

Pedagogical Implications. The findings suggest several important implications: AI-generated videos should be integrated into listening lessons gamification should be used to reinforce comprehension teachers should provide scaffolding to support learning training in techno-pedagogical skills is essential [4].

This study demonstrates that the integration of AI-generated video and gamified learning platforms significantly enhances listening skills in EFL secondary education. AI provides rich, multimodal input, while gamification increases engagement and motivation.

The combination of these approaches creates an effective learning environment that supports comprehension, participation, and autonomy. However, successful implementation

requires careful instructional design and teacher training. Future research should explore long-term effects, adaptive learning systems, and broader applications of AI in language education.

References:

1. Dantas, L., Estrela, E., & Yuan, Z. (2022). What Can AI Learn from Teachers and Students? A Contribution to Build the Research Gap Between AI Technologies and Pedagogical Knowledge. European Journal of Education and Pedagogy, 3(6), 189-198.

2. Zhang, S. and Hasim, Z. (2023). Gamification in EFL/ESL instruction: A systematic review of empirical research. Frontiers in Psychology, 13.

3. Ma, R. and Xu, J. (2023). Construction of Smart Education Evaluation System: A Case Study of International Chinese Language Education. International Journal of Information and Education Technology, 13(2), 279-288.

4. Asad, M., Aftab, K., Sherwani, F., Churi, P., Moreno-Guerrero, A., & Pourshahian, B. (2021). Techno-Pedagogical Skills for 21st Century Digital Classrooms: An Extensive Literature Review. Education Research International, 2021, 1-12.

CLIL АЯСЫНДА ЖАСАНДЫ ИНТЕЛЛЕКТ НЕГІЗІНДЕГІ БАҒАЛАУ ЖӘНЕ КЕРІ БАЙЛАНЫС ЖҮЙЕЛЕРІН ҚОЛДАНУ

Алпысбай Дана Ержанқызы
2-курс магистранты
danaalpysbay.2000@gmail.com
Ғылыми жетекші: ф.ғ.к., аға оқытушы Мақұлбек Азамат Болатбекұлы
azeke_k.f.n@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Аңдатпа

Бұл мақалада CLIL аясында жасанды интеллектті бағалау мен кері байланыс беруде қолдану қарастырылады. Зерттеудің мақсаты – осы құралдардың пәндік білім мен тілдік дағдыларды қатар бағалауда қаншалықты пайдалы екенін анықтау. Зерттеу барысында отандық және шетелдік ғылыми еңбектерге талдау жасалды. Нәтижесінде CLIL сабақтарында бағалау әдеттегі бағалаудан күрделірек екені анықталды. Себебі мұнда оқушының тек пәнді білуі емес, оны екінші тілде түсінуі, қолдануы және жеткізуі де бірге ескеріледі. Осы жағдайда жасанды интеллект құралдары грамматика, сөздік қор, мәтін құрылымы сияқты тұстарды тез тексеріп, оқушыға дер кезінде кері байланыс бере алады. Бұл оқушының қатесін тез көруге, өз жұмысын жақсартуға және оқу ынтасын арттыруға көмектеседі. Бірақ жасанды интеллект бәрін толық шеше алмайды. Ол көбіне тілдік қателерді жақсы байқайды, ал мазмұнның тереңдігін бағалауда мұғалімнің рөлі әлі де маңызды. Сондықтан жасанды интеллект мұғалімді алмастырмайды, тек оның жұмысын жеңілдететін көмекші құрал ретінде қарастырылады.

Кілт сөздер: CLIL, жасанды интеллект, бағалау, кері байланыс, пәндік білім, тілдік дағды, көптілді білім беру, оқыту, цифрлық технологиялар

Қазіргі кезде білім беру саласы цифрландыру әсерімен өзгеріп жатыр. Бұл өзгеріс тек техникалық жаңарумен шектелмейді. Ол оқыту мазмұнына да, оны ұйымдастыру жолдарына да ықпал етуде. Цифрлық технологиялар мұғалімге сабақты икемдірек

құруға көмектеседі, оған қоса оқушының жеке ерекшелігін ескеруге, оқу жетістігін уақытында бақылауға және сапалы кері байланыс беруге мүмкіндік береді. Осы үдерісте жасанды интеллект құралдарының маңызы артып келеді. Олар әсіресе бағалау мен кері байланысты жетілдіруде тиімді болып отыр. Бұл бірнеше дағдыны қатар дамытуды көздейтін заманауи оқыту әдістері үшін өзекте мәселе болып тұр. Осындай әдістердің бірі – CLIL технологиясы. Қазақстандық зерттеуші Ляззат Қарабасова бұл әдісті пән мен тілді кіріктіре оқытатын тәсіл ретінде сипаттайды. Бұл тәсілде оқушы пәндік білімді меңгереді. Сонымен бірге оны шетел тілі арқылы түсініп, қолдануға үйренеді [1]. Мұндай оқыту академиялық сөздік қорды дамытады. Сондай-ақ оқушыларды пәнді басқа тілде қабылдап, сол тілде ойын жеткізуге баулиды. Бірақ CLIL жағдайындағы бағалау күрделірек. Себебі мұнда тек пәндік білім емес, сол білімді екінші тілде түсіну, қолдану және жеткізу де бағаланады. Сондықтан мұғалімге мазмұн мен тілді қатар қамтитын икемді бағалау құралдары қажет. Дәстүрлі бағалау тәсілдері бұл міндетті толық орындай бермейді. Мысалы, бизнес бағытындағы CLIL курсында 205 студент қатысқан 15 апталық тәжірибеде ChatGPT негізіндегі критерийлік кері байланыс мәтінді қайта өңдеуге және өзін-өзі реттеуге оң әсер еткені анықталған [2, 5 б.]. Бұл CLIL ортасында жедел әрі нақты кері байланыстың маңызды екенін көрсетеді. Осы жағдайда жасанды интеллектке негізделген бағалау мен кері байланыс жүйелері ерекше назар аударады. Мұндай жүйелер оқушы жұмысын жылдам талдайды, қателерін нақты көрсетеді және жеке ұсыныстар береді. Одан бөлек оқу жетістігін жүйелі бақылауға көмектеседі. Әсіресе CLIL сабақтарында бұл өте өзекті. Өйткені пәндік мазмұн мен тілдік дамуды қатар бақылау оңай емес. Жасанды интеллект осы екі бағытты бірге қадағалауға мүмкіндік береді. Бұл мұғалім жұмысын жеңілдетеді. Ал оқушыға өз оқу бағытын анық көруге көмектеседі. Яғни бағалау тек қорытынды шығару құралы емес. Ол оқушының қай жерде қиналып тұрғанын көрсететін қолдау тетігіне айналады. Сондықтан CLIL аясында пәндік және тілдік жетістіктерді қатар бағалау қиындығы, дәстүрлі тәсілдердің шектеулілігі және жасанды интеллект құралдарының мүмкіндігі бұл тақырыптың өзектілігін күшейтеді. Бұл зерттеу ғылыми еңбектерді жүйелеуге, осы жүйелердің ерекшеліктерін анықтауға, оларды CLIL үдерісіне енгізудің педагогикалық мүмкіндіктерін сипаттауға және артықшылықтары мен шектеулерін айқындауға бағытталады.

Зерттеу әдісі

Бұл зерттеу сапалық тәсілмен жүргізілді, яғни негізгі назар мәселені тереңірек түсіндіруге аударылды. Зерттеудің мақсаты – CLIL аясында жасанды интеллектке негізделген бағалау мен кері байланыс жүйелерінің мүмкіндіктерін, ерекшеліктерін және білім берудегі орнын анықтау болды. Осы мақсатта теориялық шолу, салыстыру, жүйелеу және сипаттамалық талдау әдістері қолданылды. Бұл әдістер CLIL, бағалау, кері байланыс және жасанды интеллекттің өзара байланысын түсінуге мүмкіндік берді. Зерттеу барысында отандық және шетелдік ғылыми еңбектер қарастырылып, CLIL технологиясының мазмұны, жасанды интеллекттің білім берудегі рөлі, бағалау мен кері байланыс жүйелерінің ерекшеліктері талданды. Жүйелеу әдісі әртүрлі пікірлерді ретке келтіруге көмектессе, сипаттамалық талдау зерттеліп отырған мәселені нақтырақ ашуға жағдай жасады. Соның нәтижесінде бұл тақырыптардың білім беру ісіндегі маңызы айқындалды. Дереккөз ретінде CLIL, білім берудегі жасанды интеллект, бағалау және кері байланысқа арналған отандық және шетелдік ғылыми мақалалар пайдаланылды. Негізінен соңғы жылдардағы еңбектерге басымдық берілді, өйткені олар тақырыптың қазіргі жай-күйін дәлірек көрсетеді.

Зерттеу нәтижелері

Зерттеулер көрсеткендей, CLIL аясындағы бағалау күрделі үдеріс болып табылады. Себебі мұнда оқушының тек пәндік білімін емес, сол білімді екінші тілде

түсінуі, қолдануы және жеткізуі де бірге бағаланады. Қазақстанда М. Сатаев, С. Варис, Е. Әшірбаев, З. Қошанова және Н. Балта жүргізген 2024 жылғы шолу зерттеуінде 26 еңбек қарастырылып, CLIL бағытының маңызы артып келе жатқаны анықталған [3]. Испаниядағы зерттеулерде де CLIL-дің оң әсері байқалған: Барселонадағы 13–15 жастағы екі топқа жүргізілген зерттеуде әр топта 50 оқушы болып, CLIL тобында оқу, жазу және тілдік дәлдік нәтижелері жоғары болған [4]. Алайда Испаниядағы MON-CLIL зерттеуінде 232 оқушының нәтижесі қарастырылып, CLIL тиімділігі барлық жағдайда бірдей емес, ол оқу деңгейі мен жағдайға тәуелді екені көрсетілген [5]. Италияда Джоанна Айелло, Эмилия Ди Мартино және Бруна Ди Сабато еңбектерінде мұғалімнің тілдік және бағалау құзыретінің шешуші маңызы атап өтіледі. Камбоджада жүргізілген зерттеуде 10 қатысушы CLIL-дің пайдалы екенін айтқанымен, сөздік қордың шектеулілігі, пәндік терминдердің қиындығы және оқу ортасының ерекшелігі сияқты қиындықтар да анықталған [6]. Бұған қоса, жасанды интеллектке негізделген бағалау жүйелері грамматика, сөздік қор және мәтін құрылымы сияқты тілдік қырларды жедел анықтап, оқушыға дербестендірілген қолдау бере алатыны белгілі болды. Мысалы, 205 студент қатысқан 15 апталық зерттеуде ChatGPT негізіндегі критерийлік кері байланыс мәтінді қайта қарауға және өзін-өзі реттеуге оң әсер еткен. Дегенмен бұл құралдар мазмұнның тереңдігін, логикалық тұтастықты және контекстке сәйкестікті толық бағалай алмайды [2, 5 б.]. Сондықтан AI мұғалімді алмастырмайды, тек оның жұмысын жеңілдететін көмекші ресурс ретінде қарастырылуы тиіс. Осы зерттеулер саралай келе төмендегідей қорытындыға келуге болалды (Кесте 1).

Кесте 1. – CLIL аясындағы AI-негізіндегі бағалау мен кері байланыстың негізгі ерекшеліктері

Бағыт	**Негізгі сипаттама**	**Білім беру үдерісіндегі маңызы**
CLIL бағалауының сипаты	Пәндік білім мен тілдік дағды қатар бағаланады	Оқушының тек мазмұнды меңгеруі емес, оны мақсатты тілде түсінуі, қолдануы және жеткізуі де ескеріледі
Қалыптасты рушы бағалау	Үздіксіз, кезең-кезеңмен бақылауға негізделеді	Оқушының ілгерілеуін уақытында анықтауға және дер кезінде қолдау көрсетуге мүмкіндік береді
Жиынтық бағалау	Оқу нәтижесін қорытындылайды	Қажет болғанымен, CLIL жағдайында жалғыз өзі жеткіліксіз
Дербестенді рілген қолдау	Оқушы деңгейіне сай түсіндіру мен кері байланыс береді	Жекелендірілген оқытуды күшейтеді
AI-дің тиімді жақтары	Мотивацияны арттырады, өзін-өзі реттеуді дамытады, мұғалім жүктемесін азайтады	Бағалау сапасын күшейтіп, оқыту үдерісін икемдірек етеді
AI-дің шектеулері	Техникалық тәуелділік, мазмұн тереңдігін толық бағалай алмау, этикалық мәселелер	Мұғалімнің бақылауы мен педагогикалық сараптамасының маңызын сақтайды

Талқылау

Жинақталған зерттеулер CLIL аясындағы бағалаудың күрделі әрі көпқырлы үдеріс екенін көрсетеді, өйткені бұл тәсілде білім алушының тек пәндік білімін ғана емес, сол білімді екінші тілде түсіну, қолдану және жеткізу қабілетін де қатар бағалау қажет. Сондықтан CLIL жағдайында бағалау мазмұндық және тілдік нәтижелерді

кіріктіре қарастыратын икемді жүйе болуы тиіс. Қазақстандағы 2024 жылғы шолу зерттеуінде 26 еңбектің қарастырылуы бұл бағыттың ел ішінде өзектілігі артып келе жатқанын дәлелдейді [3, 201 б.]. Дегенмен бұл зерттеулерде бағалау мен тілдік қолдау мәселелері жалпы сипатта талданып, жасанды интеллектке негізделген бағалау мен кері байланыс жүйелерінің мүмкіндіктері жеткілікті ашылмаған. Бұл аталған бағыттың Қазақстанда әлі де толық зерттелмегенін және оның эмпирикалық негізін күшейту қажет екенін көрсетеді. Халықаралық тәжірибе де CLIL тиімділігінің барлық жағдайда бірдей болмайтынын аңғартады. Испаниядағы зерттеулерде CLIL тобының оқу, жазу және тілдік дәлдік көрсеткіштері жоғары болғаны анықталған [4, 11 б.], алайда MON-CLIL зерттеуінде 232 оқушының нәтижелерін талдау бұл тиімділіктің оқу деңгейіне, мектеп жағдайына және бағалау тәсілдеріне тәуелді екенін көрсеткен [5, 55 б]. Бұл CLIL нәтижесін тек әдістің өзімен түсіндіруге болмайтынын, оның табысты болуы нақты педагогикалық орта мен іске асыру сапасына байланысты екенін білдіреді. Италиядағы зерттеулерде мұғалімнің тілдік және бағалау құзыретінің шешуші маңызына ерекше назар аударылуы да осы ойды растайды. Яғни CLIL-дің нәтижелілігі мұғалімнің кәсіби дайындығына, бағалау сауаттылығына және тілдік қолдау көрсету қабілетіне тікелей байланысты. Камбоджадағы зерттеу де осы тұжырымды толықтырады: қатысушылар CLIL-дің пайдалы жақтарын мойындағанымен, сөздік қордың жеткіліксіздігі, пәндік терминдердің қиындығы және оқу ортасының ерекшелігі сияқты кедергілерді атап көрсеткен [6, 76 б.]. Бұл деректер CLIL-дің әлеуеті жоғары болғанымен, оның тиімділігі тілдік орта мен оқу контексіне тәуелді екенін байқатады.Осы жағдайда жасанды интеллектке негізделген бағалау мен кері байланыс жүйелері CLIL үдерісін жеңілдететін құрал ретінде қарастырылады. Зерттеулер AI-дің грамматика, сөздік қор және мәтін құрылымы сияқты тілдік қателерді тез анықтап, білім алушыға жедел әрі жеке қолдау көрсете алатынын дәлелдейді. 205 студент қатысқан 15 апталық зерттеуде ChatGPT негізіндегі критерийлік кері байланыстың мәтінді қайта қарауға және өзін-өзі реттеуге оң әсер еткені анықталған [2, 6 б.].

CLIL аясында жасанды интеллектке негізделген бағалау мен кері байланыс жүйелері қазіргі білім берудегі маңызды бағыттардың бірі саналады. Зерттеу CLIL-де пәндік мазмұн мен тілдік құзырет қатар дамитынын көрсетті. Сондықтан мұнда дәстүрлі бағалау жеткіліксіз. Осындай жағдайда жасанды интеллект құралдары оқу жетістігін жедел бақылауға көмектеседі. Олар тілдік қателерді уақытында анықтайды. Оқушыға жеке ерекшелігіне сай кері байланыс береді. Қалыптастырушы бағалаудың сапасын да арттырады. Екінші тілдегі жазылым мен автоматтандырылған кері байланысқа қатысты зерттеулер де осыны дәлелдейді. CLIL контексіндегі еңбектер AI-негізіндегі кері байланыстың өзін-өзі реттеуге, мәтінді қайта қарауға және академиялық тілді жетілдіруге оң әсер ететінін көрсетеді. Бұл жасанды интеллектіні тек техникалық құрал емес, педагогикалық ресурс ретінде де қарастыруға болатынын білдіреді. Әртүрлі елдердің тәжірибесі CLIL мен AI құралдарының тиімділігі нақты жағдайға тәуелді екенін көрсетеді. Испаниядағы зерттеулер CLIL-дің тілдік нәтижелерге оң әсерін дәлелдейді. Италиядағы еңбектер мұғалімнің тілдік және бағалау құзыретінің маңызын айқындайды. Қазақстандағы зерттеулер бұл бағыттың әлі даму кезеңінде екенін аңғартады. Сондықтан оны цифрлық құралдармен ұштастыру үшін әдістемелік және институционалдық қолдау қажет. Демек, AI-негізіндегі жүйелерді CLIL сабақтарына енгізу жай ғана технология қолдану емес. Оларды нақты білім беру ортасына бейімдеп пайдалану керек.

Зерттеу нәтижелері жасанды интеллектіні толық шешім деп қарастыруға болмайтынын да көрсетті. Ол мұғалімді алмастырмайды. Керісінше, оның жұмысын толықтыратын құрал қызметін атқарады. Мазмұнның тереңдігін бағалау, пәндік дәлдік, сыни ойлау, академиялық адалдық және этика мәселелерінде мұғалімнің рөлі

сақталады. Сондықтан CLIL аясында AI-ді тиімді қолданудың басты шарты – технологиялық мүмкіндік пен педагогикалық бақылауды қатар ұстау.

Әдебиеттер:

1. Karabassova L. Teachers' conceptualization of content and language integrated learning (CLIL): Evidence from a trilingual context // International Journal of Bilingual Education and Bilingualism. 2018. Vol. 21, No. 7. P. 1–13. DOI: 10.1080/13670050.2018.1550048.
2. Campos, M. AI-assisted feedback in CLIL courses as a self-regulated language learning mechanism: students' perceptions and experiences // European Public & Social Innovation Review. 2025. Vol. 10. P. 1–14. DOI: 10.31637/epsir-2025-1568.
3. Satayev, M., Varis, S., Ashirbayev, Y., Koshanova, Z., Balta, N. Content and language integrated learning in Kazakhstan: A scoping review // Journal of Immersion and Content-Based Language Education. 2025. Vol. 13, Iss. 2. P. 193–215. DOI: 10.1075/jicb.23034.sat.
4. Castellano-Risco I., Alejo-González R., Piquer-Píriz A. CLIL in context: Profiling language abilities // Language Teaching Research. P. 1-14. 2016.
5. Hughes, S. P., Madrid, D. The effects of CLIL on content knowledge in monolingual contexts // The Language Learning Journal. 2020. Vol. 48, Iss. 1. P. 48–59. DOI: 10.1080/09571736.2019.1671483.
6. Aiello, J., Di Martino, E., Di Sabato, B. Preparing teachers in Italy for CLIL: reflections on assessment, language proficiency and willingness to communicate // International Journal of Bilingual Education and Bilingualism. 2017. Vol. 20, Iss. 1. P. 69–83. DOI: 10.1080/13670050.2015.1041873.

TBLT ӘДІСІ АРҚЫЛЫ ГЕНЕРАТИВТІ AI-ДІ ҚОЛДАНУДЫҢ АКАДЕМИЯЛЫҚ ЖӘНЕ ШЕТЕЛ ТІЛДЕРІН ОҚЫТУДАҒЫ РӨЛІ

Аманжол Айдана Ерланқызы
aidana131018@gmail.com
Ғылыми жетекші: ф.ғ.к., аға оқытушы Мақұлбек А.Б.
azeke_k.f.n@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Аңдатпа

Бұл мақалада шетел тілдерін оқытуда TBLT (Task-Based Language Teaching) әдісін және генеративті жасанды интеллект (AI) технологияларын ықпалдастыра қолданудың маңызы талқыланады. Білім беру саласындағы цифрландыру үдерісінің қарқынды дамуы мен жасанды интеллект құралдарының қолданылуы оқу процесін жаңартып, білім алушылардың қажеттіліктеріне бейімделген оқыту модельдерін қалыптастыруға ықпал етуде. Генеративті AI тілдік дағдыларды дамыту, оқу мотивациясын арттыру және шынайы коммуникативтік жағдаяттарды моделдеуге мүмкіндік береді. TBLT әдісімен үйлескенде, AI білім алушыларға жекелендірілген қолдау көрсету, мәтін құрастыру және жедел кері байланыс беру арқылы шетел тілін үйренудің жаңа мүмкіндіктерін ашады.

Кілт сөздер: генеративті жасанды интеллект, TBLT әдісі, шетел тілдерін оқыту, тілдік дағдылар, оқу мотивациясы, жедел кері байланыс, білім беру цифрландыру, тіл үйрену, инновациялық технологиялар, педагогикалық құралдар.

Қазіргі білім беру жүйесінде цифрландыру үдерісінің қарқынды дамуы мен жасанды интеллект технологияларының кеңінен қолданылуы оқыту үдерісін жаңартып, білім алушылардың қажеттіліктеріне бейімделген икемді, интерактивті және нәтижеге бағытталған модельдер қалыптастыруға мүмкіндік береді. Әсіресе шетел тілдерін оқытуда инновациялық технологиялар білім алушылардың тілдік дағдыларын дамытуға, оқу мотивациясын арттыруға және шынайы коммуникативтік жағдаяттарды моделдеуге септігін тигізеді. TBLT (Task-Based Language Teaching) әдісі нақты тапсырмалар арқылы тіл үйретуді мақсат етіп, білім алушыны тек теориялық емес, практикалық тұрғыдан да тіл меңгеруге бағыттайды. Осы әдістің басты артықшылығы – білім алушының белсенді қатысуы мен тілдік ортада еркін ой жеткізу қабілетін дамыту. Зерттеуші Ликсяң Лоу (Lixiang Law) генеративті жасанды интеллектінің тілдік білім берудегі мүмкіндіктерін талдай отырып, оның білім алушыларға жекелендірілген қолдау көрсету, жедел кері байланыс беру және оқу үдерісін тиімді ұйымдастыруда үлкен рөл атқаратынын атап көрсетеді. Генеративті AI мен TBLT әдісін ықпалдастыра қолдану шетел тілдерін оқытудың жаңа мүмкіндіктерін ашады, бұл құрал білім алушыларға идеяларды ұсыну, мәтіндер құрастыру, тілдік қателерді түзету және жеке оқу траекториясын қалыптастыруда маңызды артықшылықтар ұсынады [1]. Сонымен қатар, қазіргі таңда генеративті AI-дің білім беру саласындағы қолданылу аясы кеңейгенімен, оны TBLT әдісімен үйлестіру бойынша зерттеулер жүйеленбеген және ғылыми әдебиеттерде бірізді тұжырым жоқ. Генеративті AI-дің тілдік және академиялық дағдыларды дамытуға ықпал ететінін көрсеткен зерттеулер де, оның қолданылуында тәуекелдер мен шектеулерге назар аударған зерттеулер де бар. Осыған байланысты, генеративті AI мен TBLT әдісінің үйлесімін зерттеу қажет.Зерттеу мақсаты.

Осыған дейін жарияланған ғылыми еңбектерді талдау негізінде TBLT әдісі арқылы генеративті AI-ді қолданудың академиялық және шетел тілдерін оқытудағы рөлін анықтау.

Зерттеу міндеттері:

– TBLT әдісінің мәні мен негізгі ерекшеліктерін айқындау;

– генеративті AI-дің білім беру саласындағы мүмкіндіктерін сипаттау;

– осы бағыттағы бұрынғы ғылыми зерттеулерге салыстырмалы талдау жасау;

– генеративті AI мен TBLT өзара байланысының тиімді және әлсіз тұстарын анықтау;

– академиялық және шетел тілдерін оқытудағы практикалық маңызын негіздеу.

Зерттеу сұрағы.

Бұрынғы ғылыми зерттеулерде TBLT әдісі арқылы генеративті AI-ді қолдану академиялық және шетел тілдерін оқыту контексінде қалай сипатталады?

Зерттеу әдісі

Зерттеу жұмысы барысында бірнеше әдіс қолданылды. Алдымен, ғылыми әдебиеттерді талдау әдісі арқылы зерттеу тақырыбына қатысты теориялық еңбектер қарастырылды. Әртүрлі зерттеушілердің пікірлері мен нәтижелерін салыстыру үшін салыстырмалы талдау әдісі қолданылды. Генеративті AI-дің академиялық және шетел тілін оқытудағы қызметтерін жүйелеу үшін жүйелеу әдісі пайдаланылды. Сонымен қатар, зерттеу нәтижелерін жинақтау әдісі негізінде жалпы қорытындылар жасалып, тақырып бойынша тұжырымдар шығарылды. Зерттеу барысында бірнеше негізгі өлшемдер бойынша салыстыру жүргізілді. Олардың арасында генеративті AI-дің

қолданылу мақсаты, оның TBLT әдісімен байланысы, академиялық дағдыларға әсері, тілдік дағдыларға ықпалы, сондай-ақ оның артықшылықтары мен шектеулері қарастырылды.

Нәтиже

Жүргізілген ғылыми зерттеулер генеративті AI-дің тіл үйрету үдерісінде үлкен әлеуетке ие екенін көрсетеді. Қазақстанда жүргізілген эксперименттік зерттеу нәтижесінде AI мен цифрлық құралдарды қолданған студенттердің мотивациясы мен оқу жетістігі дәстүрлі оқыту әдістерімен салыстырғанда жоғары болды. Бұл генеративті AI құралдарының тапсырмаға негізделген оқыту тәсілдерімен бірге білім алушының белсенділігін арттыратынын дәлелдейді. Азия елдерінде жүргізілген зерттеу студенттердің ChatGPT-ті жазу тапсырмаларын орындау кезінде пайдалы көмекші ретінде қабылдағанын көрсетті. Олар оны идея жинақтау, мәтін жоспарлау және түзету жұмыстарында қолданған. Үндістандағы зерттеу көрсеткендей, ChatGPT-ті кері байланыс құралы ретінде қолдану студенттердің академиялық жазылым көрсеткіштерін жақсартқан. Әлемдік деңгейде ChatGPT студенттер арасында кең таралған және көбіне ақпарат жинау, мәтінді қысқарту сияқты оқу тапсырмаларында қолданылған. Бұл генеративті AI-дің оқу мотивациясын арттырып, дербес жұмысты қолдауда маңызды құрал болатынын көрсетеді. Сонымен қатар, TBLT әдісін қолданған зерттеулер генеративті AI-дің тіл үйрену үдерісіне оң ықпал ететінін дәлелдеді, алайда оның тиімділігі білім алушының AI технологиясын меңгеру деңгейіне, тапсырманың дұрыс жоспарлануына және мұғалімнің бағалау рөліне байланысты екені көрсетілген. Зерттеу негізінде төмендегі кесте жасалды (Кесте 1).

Кесте 1. Генеративті AI қолданудың тіл үйренушілерінің мотивациясы, оқу жетістіктері және тапсырма тиімділігіне әсері туралы зерттеулер

Зерттеу бағыты	**Ел/аймақ**	**Статистика / іріктеу**	**Негізгі нәтиже**
Генеративті AI тіл үйренуде мотивация мен қызығушылықты арттырады	Қазақстан	64 студент (32 эксперимент, 32 бақылау), 8 апта	AI мен цифрлық құралдарды жобалық оқыту тәсілінде қолданған эксперимент тобының мотивациясы мен оқу жетістігі бақылау тобынан жоғары болды [2].
Генеративті AI білім алушыларға идея ұсыну мен жазуды ұйымдастыруда көмектеседі	Тайланд және Вьетнам	357 сауалнама қатысушысы, 16 сұхбат алушы	Студенттер ChatGPT-ті L2 жазу үшін оң қабылдаған; олар оны көбіне идеяларды жинақтау, реттеу, жоспарын құру және мәтінді түзету үшін пайдаланған. Вьетнамдық қатысушылардың қабылдауы тайлықтарға қарағанда жоғары болған [3].
Генеративті AI академиялық жазылым мен кері байланыста тиімді	Үндістан	134 студент: 78 эксперимент, 56 салыстыру тобы	ChatGPT-ті кері байланыс құралы ретінде қолданған топтың академиялық жазу көрсеткіштері сынақ нәтижелері бойынша жақсырақ болған, ал

			студенттердің қабылдауы «өте оң» деп сипатталған [4].
Генеративті AI-дің тілдік білім берудегі таралуы мен қызығушылық ауқымы кең	109 ел мен аумақ	23 218 студент	Ерте 2024 жылғы ауқымды зерттеу студенттердің ChatGPT-ті негізінен идея жинақтау, мәтінді қысқарту және дерек іздеу үшін қолданғанын көрсетті; бұл оның оқу мотивациясы мен практикалық сұранысының жоғары екенін көрсетеді [5].
TBLT аясында AI қолдану тапсырма сапасы мен нәтиженің тиімділігін арттыруы мүмкін	Халықаралық шолу	144 peer-reviewed мақалаға жүйелі шолу	2023–2024 жылдардағы зерттеулердің шолуы жазылым, кері байланыс және тапсырмаларды орындау бағыттарының күшейгенін көрсетті. TBLT мен GenAI туралы meta-analysis оның тіл үйренуге оң әсерін растады, бірақ нәтиже AI білім деңгейі, тапсырма жоспарлау және мұғалімнің бағалауы сияқты факторларға тәуелді екені анықталған [6].

Талқылау

Жүргізілген зерттеулер генеративті жасанды интеллектінің шетел тілін оқыту мен академиялық мақсатта тиімді қолданылуының елеулі мүмкіндіктерін көрсетеді. Бұл технология студенттердің мотивациясын арттырып, оқу тапсырмаларын жеңілдетіп, тілдік дағдыларды дамытуға ықпал етеді. Жасанды интеллект пен цифрлық құралдарды қолдану нәтижесінде студенттердің мотивациясы мен оқу жетістіктері дәстүрлі оқыту әдістерімен салыстырғанда жоғары деңгейде болды. Бұл AI құралдарының тапсырмалық оқыту әдістерімен үйлескен кезде білім алушылардың белсенділігін арттырып, оқу үдерісін жеңілдетуге мүмкіндік беретінін дәлелдейді. Дегенмен, зерттеу нәтижелерін тек оң жақтарымен ғана қарастыру жеткіліксіз. Генеративті AI тек техникалық көмекші ғана емес, сонымен қатар когнитивтік және ұйымдастырушылық қолдау көрсететін ресурсқа айналды. Бұл технологияның қолданылуы сыни ойлау дағдыларының әлсіреуі, дайын жауаптарға тәуелділік пен академиялық адалдық мәселелерін туындатуы мүмкін. Осыған байланысты, AI оқыту үдерісінде толық алмастырушы құрал емес, мұғалімнің бақылауымен қолданылатын көмекші ресурс болуы тиіс. AI құралдары тек техникалық көмек көрсетіп қана қоймай, идея ұсыну, мәтін ұйымдастыру және өңдеу сияқты тапсырмаларды орындауға да қолдау көрсетеді. Бірақ бұл технологияның тиімділігі студенттің AI literacy деңгейі мен тапсырманың дұрыс құрылымына тікелей байланысты. Мұғалімнің бағалаушы рөлі мен тапсырманың құрылымы AI-дің тиімділігін айқындайтын маңызды факторлар болып табылады.

Генеративті AI мен тапсырмалық оқыту әдісінің ықпалдастығы шетел тілін оқытудағы перспективалы бағыттардың бірі болып табылады. Бұл екі құралдың үйлесімділігі тіл үйрету сапасын арттыруға, академиялық жазылымды жетілдіруге және білім алушының белсенді қатысуын қалыптастыруға ықпал етуі мүмкін. Алайда, бұл бағыттың жүзеге асуы мұғалімдердің бақылауымен және оқыту үдерісінің дұрыс құрылымымен тікелей байланысты.

TBLT (тапсырмалық оқыту әдісі) әдісін қолдану арқылы генеративті жасанды интеллект (AI) шетел тілдерін оқыту мен академиялық дағдыларды дамытуды тиімді ете алады. Генеративті AI білім алушылардың мотивациясын арттырып, тілдік тапсырмаларды жеңілдетуге, идеяларды ұсынуға, мәтіндер құрастыруға және жедел кері байланыс беруге көмектеседі. Оның шетел тілінде жазу дағдыларын дамытуда айтарлықтай мүмкіндіктері бар. Тайланд, Вьетнам, Үндістан және Қазақстанда жүргізілген зерттеулер AI құралдарының түрлі оқу жағдайларында тиімді болатынын көрсетті, ал халықаралық зерттеулер генеративті AI-ге деген қызығушылықтың артып келе жатқанын байқатады. Алайда, генеративті AI-ді оқыту үдерісіне енгізу тек педагогикалық мақсаттарға сай дұрыс ұйымдастырылған жағдайда ғана тиімді болады. TBLT әдісі осы тұрғыда маңызды, себебі ол AI мүмкіндіктерін нақты тапсырмалар мен коммуникативтік жағдайлармен байланыстырады. Дегенмен, генеративті AI қолдану барысында академиялық адалдық, дайын жауапқа тәуелділік және мұғалім бақылауының әлсіреуі сияқты тәуекелдер туындауы мүмкін. Сондықтан AI-ді оқыту сапасын арттыруға көмектесетін қосымша құрал ретінде пайдалану орынды.

Әдебиеттер:

1. Law L. Application of generative artificial intelligence (GenAI) in language education: A scoping review // Computers and Education: Artificial Intelligence. – 2024. https://doi.org/10.1016/j.caeo.2024.100174
2. Azamatova, A., Bekeyeva, N., Zhaxylikova, K., Sarbassova, A., & Ilyassova, N. The effect of using artificial intelligence and digital learning tools based on project-based learning approach in foreign language teaching on students' success and motivation // International Journal of Education in Mathematics, Science, and Technology (IJEMST). – 2023. – Т. 11, № 6. – P. 1458–1475. https://doi.org/10.46328/ijemst.3712
3. Meniado, J. C., Duong Thi Thu Huyen, Panyadilokpong, N., Lertkomolwit, P. (2024). Using ChatGPT for second language writing: Experiences and perceptions of EFL learners in Thailand and Vietnam // Computers and Education: Artificial Intelligence. – Vol. 7. – P. 100313. https://doi.org/10.1016/j.caeai.2024.100313
4. Mahapatra, S. Impact of ChatGPT on ESL students' academic writing skills: a mixed methods intervention study // Smart Learning Environments. – 2024. – Vol. 11, No. 9. https://doi.org/10.1186/s40561-024-00295-9
5. Wang, J., Fan, W. The effect of ChatGPT on students' learning performance, learning perception, and higher-order thinking: insights from a meta-analysis // Humanities and Social Sciences Communications. – 2025. – Vol. 12, No. 621. DOI: 10.1057/s41599-025-04787-y.
6. Song, C., Song, Y. Enhancing academic writing skills and motivation: assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students // Frontiers in Psychology. – 2023. – Vol. 14, Article 1260843. DOI: 10.3389/fpsyg.2023.1260843.

UDC 881.21

THE IMPACT OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES ON THE DEVELOPMENT OF STUDENTS' LANGUAGE SKILLS

Dosova Aydana *– 4th-year student*
Scientific supervisor: Candidate of Philological Sciences,
Associate Professor Abramova G.I.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Түйіндеме

Бұл зерттеу шет тілін оқыту үдерісінде жасанды интеллект (ЖИ) технологияларының оқушылардың тілдік дағдыларының дамуына әсерін қарастырады. Зерттеу барысында ЖИ негізіндегі құралдарды енгізуге дейінгі және енгізгеннен кейінгі сөздік қор, грамматика, айтылым және жазылым көрсеткіштері талданды. Зерттеу нәтижелері жасанды интеллект технологияларының дараланған кері байланыс ұсыну, бейімделген оқу траекторияларын қалыптастыру және интерактивті жаттығу ортасын қамтамасыз ету арқылы тілдік құзыреттілікті айтарлықтай арттыратынын көрсетті. Алынған деректер ЖИ қолдану оқушылардың тілдік біліктілігі мен оқу үдерісіне қатысу белсенділігінің өлшенетін деңгейде жақсарғанын дәлелдейді.

Кілт сөздер: жасанды интеллект, тілдік дағдылар, сөздік қорды дамыту, айтылым дағдылары, жазылым құзыреттілігі, бейімделген оқыту, цифрлық білім беру.

Аннотация

В данном исследовании рассматривается влияние технологий искусственного интеллекта (ИИ) на развитие языковых навыков учащихся в процессе обучения иностранному языку. В работе анализируются показатели владения лексикой, грамматикой, устной и письменной речью до и после внедрения инструментов на основе ИИ.

Результаты исследования демонстрируют, что технологии искусственного интеллекта существенно повышают уровень языковой подготовки за счёт предоставления персонализированной обратной связи, формирования адаптивных траекторий обучения и создания интерактивной образовательной среды. Полученные данные подтверждают, что использование ИИ способствует измеримому росту языковой компетенции и вовлечённости учащихся.

Ключевые слова: искусственный интеллект, языковые навыки, развитие словарного запаса, навыки говорения, письменная компетенция, адаптивное обучение, цифровое образование.

Artificial intelligence (AI) technologies are increasingly integrated into modern educational systems, particularly in foreign language instruction. AI-powered tools such as adaptive learning platforms, speech recognition systems, chatbots, and automated writing assistants offer personalized, real-time feedback and interactive learning experiences. Language skill development requires consistent practice, corrective feedback, and learner engagement. Traditional teaching methods sometimes limit individualized instruction due to time constraints and classroom size. AI technologies address these challenges by enabling

tailored exercises and immediate performance analysis. This study investigates how AI tools influence the development of core language skills among university students.

Methodology

The study involved 40 undergraduate students with intermediate English proficiency. The research was conducted over a two-week instructional period.

Students used:

1. AI-based vocabulary and grammar applications
2. Speech recognition tools for pronunciation practice
3. AI chatbots for conversational simulations
4. Automated writing assistants for grammar and style correction

Performance was measured before and after AI integration through standardized assessments evaluating:

1. Vocabulary knowledge
2. Grammar accuracy
3. Speaking fluency
4. Writing quality

Results

The collected data demonstrate clear improvements in all four language skills after AI implementation.

Key findings:

1. Vocabulary improved from 62% to 78%
2. Grammar improved from 58% to 74%
3. Speaking improved from 55% to 72%
4. Writing improved from 60% to 80%

The greatest improvement was observed in writing skills, likely due to continuous automated feedback and revision suggestions.

Language Skill	Before AI (%)	After AI (%)	Improvement (%)
Vocabulary	62	78	+16
Grammar	58	74	+16
Speaking	55	72	+

Table 1. Language Skill Development Before and After AI Integration

The graph visually demonstrates consistent improvement across all measured skills. The performance increase ranges from 16% to 20%, indicating a significant positive effect of AI-supported learning.

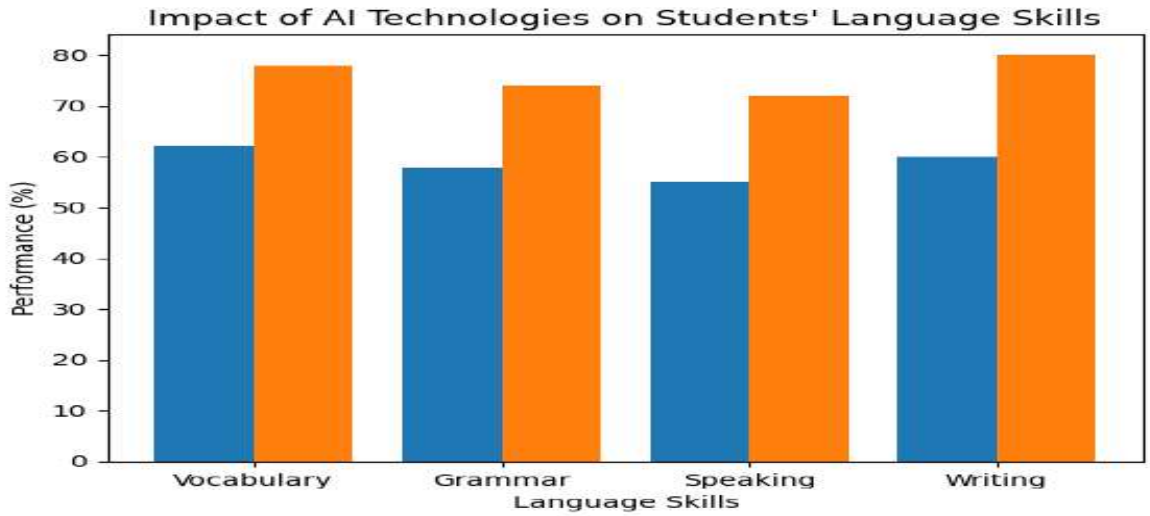


Figure 1. Impact of AI Technologies on Students' Language Skills

Discussion

The results indicate that AI technologies positively influence language skill acquisition. Several factors contributed to this improvement:

1. Immediate Feedback: Students received instant corrections, which accelerated error recognition and correction.
2. Personalized Learning: Adaptive systems adjusted difficulty levels according to individual performance.
3. Increased Practice Opportunities: AI tools allowed unlimited repetition without fear of judgment.
4. Enhanced Engagement: Interactive interfaces and gamified elements maintained motivation.

Speaking skills showed noticeable growth due to speech recognition tools that improved pronunciation and fluency. Writing skills demonstrated the highest improvement because AI assistants provided structured revision support. However, AI technologies should complement rather than replace traditional teaching methods. Teacher guidance remains essential for contextual explanation, cultural nuances, and communicative interaction.

The integration of artificial intelligence technologies significantly enhances students' language skill development. The study confirms measurable improvements in vocabulary, grammar, speaking, and writing performance following AI-supported instruction.

AI tools create a learner-centered environment that promotes autonomy, confidence, and continuous practice. Their adaptive and interactive features contribute to both cognitive development and motivational growth.

While AI cannot replace human educators, it serves as a powerful supplementary tool that enhances instructional effectiveness. Future research may explore long-term impacts of AI integration, differences across proficiency levels, and the development of intercultural communicative competence through AI-supported platforms.

References:

1. Blin, F., & Appel, C. (2020). Artificial Intelligence and Second Language Learning: Opportunities and Risks. *Language Learning & Technology*.
2. Jones, M. (2021). AI in the Classroom: Exploring the Benefits for Language Education. *Educational Technology Review*, 38(2), 55–68.
3. Luo, H., & Yang, L. (2022). Speech Recognition Tools for ESL Learners: A New Frontier. *Journal of English Language Teaching*, 10(1), 25–40.

4. Smith, A., & Kumar, R. (2023). Gamification and AI in Language Learning: Duolingo Case Study. *International Journal of Educational Innovation*, 9(3), 102–117.
5. Zhang, Y. (2024). ChatGPT in ESL Classrooms: Opportunities and Ethical Considerations. *Journal of EdTech Research*, 15(1), 88–104.

THE EFFECT OF AI-GENERATED MULTIMODAL MATERIALS ON LISTENING COMPREHENSION IN EFL SECONDARY EDUCATION

Efimov M.S
mikhail.efimov@gmail.com
Research Supervisor: PhD, Acting Professor M.M.Duisenova
Duisenova.marzhan@okmpu.kz
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Abstract

The integration of artificial intelligence (AI) and multimodal learning materials has significantly transformed English as a Foreign Language (EFL) instruction, particularly in developing listening comprehension skills. This study investigates the effectiveness of AI-generated multimodal materials in improving listening comprehension among secondary school students. The research focuses on Grade 10 learners and examines how AI-based video content, combined with visual and textual support, influences comprehension, engagement, and emotional response.

A mixed-method approach was employed, incorporating pre- and post-tests, classroom observations, and student feedback. The findings indicate that AI-generated multimodal input enhances listening comprehension, supports vocabulary acquisition, and reduces listening anxiety. Additionally, the study reveals that emotional engagement plays a crucial role in learning outcomes.

The study contributes to the growing body of research on AI-assisted language learning and provides practical implications for integrating multimodal materials into EFL classrooms.

Keywords: artificial intelligence, multimodal learning, listening comprehension, EFL, secondary education.

Listening comprehension remains one of the most challenging skills for learners of English as a Foreign Language (EFL). Unlike reading or writing, listening requires real-time processing of spoken language, which involves decoding phonological input, recognizing vocabulary, and constructing meaning simultaneously. Secondary school learners often struggle with listening tasks due to limited exposure to authentic language input and insufficient instructional support.

Traditional listening instruction relies heavily on audio recordings, which often lack contextual support and fail to engage learners effectively. As a result, students frequently experience difficulties in understanding spoken English, particularly in academic contexts.

The emergence of artificial intelligence (AI) offers new possibilities for addressing these challenges. AI-generated multimodal materials, including videos, animations, and subtitles, provide learners with rich input that combines auditory, visual, and textual elements. Such materials align with multimodal learning theory, which suggests that learning is more effective when information is presented through multiple channels.

Recent studies emphasize the importance of integrating skills and using technology to enhance language learning outcomes. For instance, integrated skills approaches have been shown to improve overall language proficiency by connecting listening with other language skills [2]. Similarly, mobile learning and digital tools provide flexible and accessible learning environments that support language acquisition [3].

Furthermore, emotional factors play a significant role in language learning. Research indicates that learner emotions, such as anxiety and motivation, significantly influence learning outcomes, particularly in AI-assisted environments [5].

This study aims to investigate the effect of AI-generated multimodal materials on listening comprehension in secondary school EFL learners.

Artificial intelligence has increasingly been integrated into language education, offering new tools for creating interactive and adaptive learning environments. AI-generated materials enable the development of customized content tailored to learners' needs and proficiency levels.

Multimodal learning theory suggests that combining visual, auditory, and textual input enhances comprehension by reducing cognitive load and supporting dual-channel processing. In the context of listening instruction, multimodal materials help learners connect spoken language with visual representations, facilitating understanding.

Mobile learning and digital platforms further support multimodal learning by providing flexible access to educational content. Rafiq et al. highlight that mobile-assisted language learning enhances accessibility and promotes continuous learning beyond the classroom [3].

The integrated skills approach emphasizes the interconnection between listening, speaking, reading, and writing. Neupane argues that integrating language skills leads to more effective learning outcomes, as learners develop language competence holistically [2].

In listening instruction, integrating skills allows learners to reinforce comprehension through speaking and writing activities, thereby deepening their understanding.

Effective teaching strategies play a crucial role in language learning. Research on teaching practices indicates that teachers' beliefs and instructional approaches significantly influence learning outcomes [1; 4].

For example, pronunciation teaching and speaking strategies demonstrate the importance of interactive and communicative approaches in language classrooms [1; 4]. These findings suggest that listening instruction should also incorporate interactive elements to enhance effectiveness.

Learner emotions are critical in determining the success of language learning. Zhang and Liu emphasize that positive emotions such as interest and confidence enhance learning outcomes, while negative emotions such as anxiety hinder performance [5].

AI-assisted learning environments have the potential to reduce anxiety by providing supportive and engaging learning experiences.

The findings of this study provide substantial evidence that AI-generated multimodal materials play a significant role in enhancing listening comprehension in EFL secondary education. However, the effectiveness of such materials cannot be explained solely by technological innovation; rather, it is the interaction between cognitive, pedagogical, and emotional factors that determines learning outcomes.

First, the improvement in listening comprehension can be attributed to the multimodal nature of the instructional input. The integration of auditory, visual, and textual elements allowed learners to process information through multiple cognitive channels. This aligns with multimodal learning theory, which posits that dual-channel processing reduces cognitive load and enhances comprehension. In this study, students were able to associate spoken language with visual representations, which facilitated the understanding of complex concepts and

unfamiliar vocabulary. Unlike traditional audio-only materials, AI-generated videos provided contextual cues that supported meaning-making processes.

Second, the findings highlight the importance of integrating language skills in listening instruction. As noted by Neupane, the integration of listening with other language skills leads to more effective language acquisition [2]. In the present study, students were not only exposed to listening input but also engaged in follow-up activities that required speaking, interpreting, and responding. This integration reinforced comprehension and promoted deeper cognitive engagement. It suggests that listening should not be treated as an isolated skill but as part of a broader communicative competence framework.

Third, the role of learner emotions emerged as a critical factor in the success of AI-assisted learning. The reduction in anxiety and the increase in confidence observed in this study support the findings of Zhang and Liu, who emphasize the impact of emotional variables in language learning [5]. Listening anxiety is a well-documented barrier in EFL contexts, often leading to avoidance and disengagement. The use of AI-generated multimodal materials created a supportive learning environment in which students felt more comfortable engaging with listening tasks. The presence of visual aids and subtitles reduced uncertainty and helped learners feel more in control of the learning process.

Moreover, the findings suggest that AI technologies can contribute to the personalization of learning experiences. Although this study did not implement fully adaptive systems, the use of AI-generated materials allowed for greater flexibility in content design. Teachers were able to tailor materials to students' proficiency levels and curricular needs. This aligns with the broader trend toward learner-centered education, where technology is used to accommodate individual differences in learning styles and pace.

At the same time, the study reveals that the effectiveness of AI-based multimodal learning is contingent upon pedagogical design. Technology alone does not guarantee improved learning outcomes. As highlighted by Algethami and Kamli, teachers' cognition and instructional practices play a decisive role in shaping classroom experiences [1]. If teachers lack the necessary techno-pedagogical skills, the potential of AI tools may not be fully realized. Therefore, teacher training is essential for successful implementation.

In addition, the study underscores the importance of accessibility and infrastructure. While mobile learning and digital tools offer significant advantages, as noted by Rafiq et al. [3], their effectiveness depends on students' access to devices and stable internet connections. In contexts where technological resources are limited, the implementation of AI-based approaches may face practical challenges.

Another important consideration is the balance between technological innovation and pedagogical coherence. While AI-generated materials can enhance engagement, they must be aligned with learning objectives and assessment criteria. Without clear instructional goals, there is a risk that technology may become a distraction rather than a learning tool. Therefore, educators must ensure that AI integration supports, rather than replaces, pedagogical principles.

Finally, it is important to note that the findings of this study are consistent with broader research on interactive and communicative teaching strategies. Studies on speaking instruction, for example, emphasize the importance of active participation and meaningful interaction in language learning [4]. Similarly, the use of multimodal AI materials encourages interaction and engagement, which are essential for developing communicative competence.

This study aimed to investigate the effect of AI-generated multimodal materials on listening comprehension in EFL secondary education. The findings provide strong evidence that such materials can significantly enhance students' listening performance, engagement, and emotional well-being.

One of the key contributions of this study is the demonstration that multimodal input is more effective than traditional audio-based instruction. By combining auditory, visual, and textual elements, AI-generated materials create a rich learning environment that supports comprehension and reduces cognitive load. This approach enables students to process language more effectively and develop stronger listening skills.

Another important finding is the role of emotional factors in language learning. The study shows that AI-assisted multimodal learning can reduce anxiety and increase confidence, which are critical for successful listening comprehension. These findings highlight the need to consider not only cognitive but also affective dimensions in language instruction.

The study also emphasizes the importance of integrating listening with other language skills. The use of follow-up activities that involve speaking and interpretation reinforces learning and promotes communicative competence. This supports the view that language skills should be taught in an integrated manner rather than in isolation.

From a pedagogical perspective, the study suggests that AI technologies should be used as supportive tools rather than replacements for teachers. Effective implementation requires careful instructional design, alignment with curriculum objectives, and consideration of learners' needs. Teachers play a crucial role in facilitating learning, guiding students, and ensuring that technology is used meaningfully.

In addition, the study highlights the importance of teacher training and professional development. As educational technologies continue to evolve, teachers must develop the necessary skills to integrate these tools into their teaching practices. This includes not only technical proficiency but also an understanding of how to design effective learning experiences.

Despite its contributions, the study has several limitations. The sample size was relatively small, and the study was conducted within a specific educational context. Therefore, the findings may not be generalizable to all settings. Future research should explore the application of AI-generated multimodal materials in different contexts and with larger populations.

Furthermore, the study focused on short-term outcomes and did not examine the long-term impact of AI-assisted learning. Longitudinal studies are needed to assess the sustainability of the observed improvements. Future research should also investigate the integration of AI with other pedagogical approaches, such as gamification, to explore their combined effects on language learning.

In conclusion, AI-generated multimodal materials represent a promising approach to improving listening comprehension in EFL secondary education. When implemented effectively, they enhance cognitive processing, increase engagement, and support positive emotional experiences. As technology continues to advance, the integration of AI into language education has the potential to create more effective, inclusive, and learner-centered environments.

References:

7. Algethami G., Kamli H. Pronunciation teaching in English language classrooms in Saudi Arabia: teachers' cognition and practice // Sage Open. – 2025. – Vol. 15, № 1. – DOI: 10.1177/21582440251321299

8. Neupane B. Effectiveness of integrated skills approach in improving English language proficiency // English Language Teaching Perspectives. – 2024. – Vol. 9, № 1–2. – P. 77–91. – DOI: 10.3126/eltp.v9i1-2.68722

9. Rafiq K., Hashim H., Yunus M. Sustaining education with mobile learning for ESP // Sustainability. – 2021. – Vol. 13, № 17. – 9768. – DOI: 10.3390/su13179768

10. Widiati U., Khoiri N., Nindya M., Sharif T. Exploring strategies of teaching speaking // Register Journal. – 2023. – Vol. 16, № 2. – P. 286–300. – DOI: 10.18326/register.v16i2.286-300

11. Zhang S., Liu X. Learner emotions in AI-assisted EFL learning // Frontiers in Psychology. – 2025. – Vol. 16. – DOI: 10.3389/fpsyg.2025.1652806

DIDACTIC TEXT AS A UNIQUE COMMUNICATIVE FORM IN THE STUDY OF LANGUAGE AND CULTURE WITHIN THE CONTEXT OF ARTIFICIAL INTELLIGENCE

Aibekova Kymbat - 4th-year students
Scientific supervisor: PhD, Acting Professor Makhanova Zh.K.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Түйіндеме

Мақалада педагогикалық дискурстың стратегиялары қарастырылады, олар студенттерді тіл мен мәдениет мәтіндері арқылы әлеуметтендіруге бағытталған. Отандық лингвистикада оқу материалдарының типологиясына баса назар аударылып, олар қарым-қатынастың әлеуметтік салаларына негізделеді. Осы процесте жасанды интеллектінің (ИИ) қолданылуы оқу мәтіндерін бейімдеуге және студенттердің тіл мен мәдениет нормаларын меңгеруін жақсартуға көмектеседі. ИИ оқу жағдайларын модельдеуге және студенттердің коммуникативтік дағдыларын интерактивті оқу арқылы дамытуға мүмкіндік береді.

Кілт сөздер: әлеуметтену, дидактикалық мәтін, жасанды интеллект, мәдениет, персонализирленген оқу.

Аннотация

В статье рассматриваются стратегии педагогического дискурса, направленные на социализацию студентов через изучение языковых и культурных текстов. В отечественной лингвистике акцент сделан на типологии учебных материалов, ориентированных на социальные сферы общения. Использование искусственного интеллекта (AI) в этом процессе улучшает адаптацию материалов и позволяет создавать персонализированные учебные тексты, которые способствуют лучшему усвоению языка и культурных норм. AI помогает моделировать учебные ситуации и улучшать коммуникативные навыки студентов через интерактивное обучение и анализ текстов.

Ключевые слова: социализация, дидактический текст, искусственный интеллект, культура, персонализированное обучение.

The study of language and culture has always been an integral part of foreign language education. Didactic texts, as specialized forms of communication, are essential for imparting both linguistic knowledge and cultural understanding. Traditionally, these texts have been used in classrooms to expose students to the nuances of language, from vocabulary to syntax, as well as to the cultural contexts that shape language use. However, with the advent of Artificial Intelligence (AI), the role and impact of didactic texts in language learning have expanded significantly.

AI technologies, such as Natural Language Processing (NLP) and machine learning algorithms, allow for a more personalized and adaptive approach to studying didactic texts.

AI-powered tools can analyze and adjust the difficulty of texts based on a learner's proficiency level, offering a more tailored learning experience. These tools provide real-time feedback on vocabulary usage, sentence structures, and cultural references, helping students grasp the cultural and linguistic subtleties embedded in the text. Moreover, AI can facilitate the creation of interactive didactic materials. For instance, AI-powered chatbots and virtual assistants can simulate conversations based on the content of didactic texts, giving learners the opportunity to practice language and culture in dynamic, real-world contexts. This technology enables students to engage in dialogues that reflect cultural nuances, reinforcing their understanding of how language is used in different social and cultural settings.

Furthermore, AI can assist in the analysis of didactic texts to highlight key cultural elements and linguistic features. Through sentiment analysis and contextual interpretation, AI tools can offer deeper insights into the cultural messages conveyed within a text. This not only enriches the linguistic learning process but also fosters cultural awareness, which is essential for effective communication in a foreign language. AI enhances the traditional role of didactic texts by offering more interactive, personalized, and contextually rich learning experiences. By integrating AI into language and culture education, teachers can provide students with more engaging and effective methods of acquiring both linguistic skills and cultural insights.

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.

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.

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.

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 29 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.

References:

1. Biryukova M.S. Linguistic and cultural competence: content and theoretical foundations / M.S. Biryukova // Scientific notes. Electronic scientific journal of the Kursk State. university. – 2016. – 1-7 p.

2. Bragina A.A. Vocabulary of the language and culture of the country in the linguistic and cultural aspect: textbook. allowance / A.A. Bragina - Moscow: Academy, 2011. - 180 p.

3. Galperin, I.R. Text as an object of linguistic research / I.R. Galperin. – Ed. stereotype. – Moscow: URSS, 2020. – 144 p.

THE ROLE OF ARTIFICIAL INTELLIGENCE IN IELTS PREPARATION

Медетова Ж.А.
medetovaa08@icloud.com
Ғылыми жетекші: оқытушы Аширова Д.А.
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент. Қазақстан

Annotation

This article will talk about how artificial intelligence can help you prepare for the IELTS exam. The study shows how artificial intelligence tools affect the improvement of

language skills – reading, writing, listening and speaking. Artificial intelligence allows for individual learning, fast feedback, and ease of learning. The results of the study show that artificial intelligence can make IELTS exam preparation more effective when used in conjunction with traditional methods.

Keywords: Artificial intelligence, IELTS, preparation, language skills.

In recent years, artificial intelligence has become an integral part of modern education. From personalized learning platforms to automated feedback systems, artificial intelligence is changing the way students prepare for exams. One of the most important areas affected by artificial intelligence is preparation for IELTS. The International English Language Testing System is a widely recognized test for English proficiency, and many students around the world rely on it for academic and professional purposes.

Preparation for IELTS exam demands strong abilities in the four main language skills: listening, reading, writing and speaking. Many students relied on textbooks, language courses and teacher reviews while preparing for the IELTS exam. Despite their widespread use, textbooks and courses often do not provide flexible and personalized learning. With the advent of artificial intelligence – based tools, students now have access to adaptive learning system that provide fast feedback and customized study plans.

This article discusses the contribution of artificial intelligence to IELTS preparation, addressing its strengths, real-world applications and limitations. Notably, it highlights platforms like *ielts.gg,* an artificial intelligence-powered tool designed by young specialists in Kazakhstan, demonstrating the potential of local innovations in global education.

Summarizing the benefits of artificial intelligence in IELTS learning. Artificial intelligence has transformed the learning process, making it more adaptive and personalized. Artificial intelligence-driven platforms asses student's progress and adjust the learning experience based on their performance. As a result, each student receives an individualized training plan tailored to their abilities and areas of improvements. For example, when a student struggles with written assignments, the system provides additional exercises, sample answers and specific recommendations. Likewise, if the goal is to improve listening skills, artificial intelligence can recommend suitable audio materials at different levels of difficulty. This adaptive approach allows students to focus on the areas that require the most attention, making the learning process more time-efficient and effective.

In addition, artificial intelligence tools recreate the real-life condition of the exam. The structure of the practice tests follows the format of the IELTS exam, allowing students to become more familiar with it. This helps to reduce anxiety and increase confidence on the day of the exam.

Next, let's talk about the benefits of artificial intelligence in the IELTS speaking and writing section. One of the most challenging pats of IELTS preparation is improving your speaking and writing skills. Artificial intelligence has made significant advancements in these parts by creating automated assessment system. In writing tasks, artificial intelligence evaluates grammar, vocabulary, execution sequence and response to the assignment. It provides instant feedback and suggestion for improvement. This allows students to identify and correct their mistakes, as well as gain a clearer understanding of their weaknesses without waiting for a teacher's response. And if we talk about speaking part, artificial intelligence uses speech recognition systems to assess pronunciation, intonation and fluency. Students can practice speaking at any time, which is especially useful for those who don't have opportunities to native speakers or professional teachers. These systems not only improve skills, but also increase self-confidence. Constant practice with artificial intelligence helps students express their ideas in English more easily.

A prime example of the application of artificial intelligence into IELTS preparation is *ielts.gg,* an innovative platform developed by young authors from Kazakhstan. This project highlights the growing contribution of local talent to the global tech industry.

The website and the application *ielts.gg* from the team Aleem uses artificial intelligence to help students prepare for the exam with personalized recommendations, instant assessment of the speaking and writing sections, ensuring accuracy of feedback at the level of certified examiners and automatic feedback [1, 3 б.]. The platform focuses on developing writing and speaking skills by offering in-depth analysis and practical suggestions. A distinctive feature of *ielts.gg* is its accessibility and relevance for learners from the regions. The platform is designed with the challenges faced by learners in Central Asia in mind, such as language barriers and limited access to high-quality educational resources. Also, anyone can buy this platform services, as training courses for the IELTS are not available for everyone in a world where every undergraduates, students and job seekers needs it. In my opinion, this is a great achievement for young Kazakh innovators, as many students now prepare for IELTS exam effectively using *ielts.gg* and achieve high results. I believe it represents Kazakhstan's contribution to global artificial intelligence development, and thanks to such initiatives, the country can compete with leading nations in the tech field.

Advantages of using artificial intelligence in IELTS preparation. Integrating artificial intelligence into IELTS preparation offers several notable advantages. Firstly, it provides greater flexibility, allowing students to study anytime and anywhere using apps or online platforms. Additionally, artificial intelligence offers instant feedback. Unlike traditional methods that require students to wait for teacher assessments, artificial intelligence tools provide immediate results, accelerating learning and enabling more effective improvements.

Artificial intelligence also helps make education more accessible. Many platforms are either free or reasonably priced, making high-quality training accessible to a wider range of learners, especially in developing countries. Finally, artificial intelligence encourages self-paced learning. Learners take greater responsibility for their progress and develop self-discipline, which is a key factor.

Despite its advantages, artificial intelligence also has certain drawbacks. The main issue is the lack of human interaction. While artificial intelligence can provide expert guidance, it cannot fully offer the emotional support and encouragement that teachers provide.

Accuracy is another limitation. While artificial intelligence systems are constantly evolving, they may not always be able to assess complex written or oral tasks with the same accuracy as human examiners, which can sometimes lead to inaccurate feedback. In addition, excessive reliance on technology can hinder the development of critical thinking. Students may become too dependent on automated corrections instead of improving their analytical skills.

Therefore, artificial intelligence should be used as an additional tool rather than a complete replacement for traditional teaching methods.

This brings up an important question: could artificial intelligence completely replace teachers one day? The question of whether artificial intelligence will replace teachers in the future is complex and the answer is likely to be «no», at least not entirely. While artificial intelligence has made significant strides in education, there are several reasons why human teachers remain indispensable.

Firstly, artificial intelligence provides instant feedback, personalized practice and structured learning path. When preparing for IELTS, artificial intelligence tools can quickly assess grammar, vocabulary, pronunciation and even essay structure, helping students identify weaknesses and effectively track progress. They can simulate exam conditions, offer an

unlimited number of practice tests and even adapt exercises based on students' performance. Human teachers cannot match this level of accessibility and efficiency on a large scale.

However, artificial intelligence has significant limitations when it comes to emotional and motivational aspects of learning. Preparing for IELTS can be stressful and students often face anxiety and self-doubt. Teachers play a crucial role in addressing these emotional needs. They provide encouragement, give feedback with empathy and can explain the nuances of language that artificial intelligence may not fully understand. For example, while artificial intelligence can point out grammatical errors, it may not be able to explain the subtle stylistic or cultural context that makes one phrase more appropriate than another in academic writing or speaking. Another important factor is critical thinking and creativity. Artificial intelligence can make suggestions and corrections, but it cannot guide students to develop original ideas or think independently. In IELTS writing and speaking tasks, students are often required to express their opinions, provide convincing arguments or think critically. Teachers can model these skills, provide detailed feedback and engage students in discussions, which artificial intelligence cannot fully replicate.

Moreover, excessive reliance on artificial intelligence can even have drawbacks. Students who rely solely on automatic corrections may struggle to learn rules, understand context or develop self-discipline. Teachers provide accountability, encourage active learning and help students set realistic goals, skills that are essential for long-term success in any language exam.

In response to this question, in my point of view that although artificial intelligence will continue to transform education and become an invaluable tool for IELTS preparation, it is unlikely to completely replace human teachers. The most effective approach is a hybrid model, in which artificial intelligence handles repetitive tasks, provides practice and delivers instant feedback, while teachers offer guidance, motivation and support for developing critical thinking. As a result, students can benefit from both artificial intelligense advantages and human expertise, achieving the best possible outcomes.

In conclusion, artificial intelligence has become a key tool in modern IELTS preparation, making learning more personalized and efficient. Artificial intelligence-powered platforms help students improve their language skills through adaptive learning, flexible learning and instant feedback. Platforms like *ielts.gg* highlight the power of local innovation in educational industry. Created by young professionals from Kazakhstan, this platform demonstrates how regional efforts can have a significant impact on global academic achievements. I believe that such successes reflect the talent and potential of Kazakhstan's youth, showing that the country can compete with leading countries in the educational sectors.

However, artificial intelligence is most effective when used in conjunction with traditional teaching methods. Combining artificial intelligence with human guidance provides the best path to achieving high IELTS scores. As artificial intelligence continues to evolve, its impact on education will grow, making the way students prepare for exams worldwide.

Әдебиеттер:

1. ielts.gg: Terms of service. Official website. – URL: [https://ielts.gg]
2. International English Language Testing System. Official website. – URL: [https://www.ielts.org]
3. British Council. IELTS preparation resources. – URL: [https://www.britishcouncil.org]

GENERATIVE AI IN THE EDUCATIONAL ECOSYSTEM: A TOOL FOR DEVELOPING ACADEMIC WRITING AND LANGUAGE COMPETENCE

Мүсілім Т.
mussilimtogzhan@gmail.com
Scientific supervisor: master of pedagogical sciences Litvinova E. A.
e.litvinova1@mail.ru
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

In modern times, education has become one of the main factors determining each person's future. Maintaining a high level of education is a priority for every society as it strives to ensure its scientific and technological progress, economic development, and the well-being of its citizens. task. In this regard, the use of modern technologies, particularly artificial intelligence (AI), to transform the educational process has become relevant. AI in education is opening up new opportunities for learners of all ages. The integration of AI and education has brought a new concept of learning to this field. Rapid growth of generative artificial intelligence (GAI) has transformed many aspects of modern life, and education is one of the most affected fields. Given the pervasiveness of digital technologies in all spheres of life, it is not surprising that AI powered tools should have a significant impact on the process of foreign language acquisition. Over the centuries, scholars and teachers have endeavoured to find the most efficient methods and techniques to teach writing skills to their foreign language learners. Generative AI tools - capable of producing text, images, audio, and even code - are reshaping how students learn, practice, develop academic and language skills. All recent improvements in AI technologies have brought new opportunities both for academic teachers and learners to apply the AI tools and strategies in the process of developing their writing competence. [1, 15 p.]

Generative AI in Business English Education. A Tool for Domain-Specific Writing The integration of generative AI into business English education is particularly pertinent, considering the complex expectations for business students to demonstrate both language proficiency and domain-specific expertise. Generative AI applications effectively address these dual requirements by generating vocabulary and contextually accurate references aligned with business discourse, a crucial function given the field’s stringent demands for precise terminology, persuasive language, and structured logic, as confirmed by Kumar et al., who explored the perspectives of academicians and researchers regarding AI usage in higher education in India. A global survey conducted by Cardon et al. identified essential competencies for business professionals in the AI driven era, highlighting that generative AI is widely applied in research, ideation, drafting business communications, and summarizing or revising texts. In line with these findings, Khalil and Pipa examined the practical use of GPT models in business writing, demonstrating that such models generate grammatically accurate, topic-relevant text, thus enhancing the writing process by leveraging extensive data. For international students in Thailand, the challenge of expressing complex business concepts in English is intensified by cultural and linguistic differences; however, AI tools help scaffold this process by enabling students to craft coherent arguments that adhere to professional standards of business English. Despite these promising applications, the pedagogical potential of AI in supporting international business students remains underexplored, suggesting a significant research gap that requires further investigation into its efficacy and implications across diverse educational contexts. The integration of (GAI) tools in academic writing has sparked widespread debate in educational contexts, with both educators and students

discussing the benefits and challenges of these technologies. While much research has focused on the capabilities of GAI – such as overcoming writer's block, enhancing vocabulary and assisting in content brainstorming – there remains a significant gap in understanding students' perspectives on its use. Do students view GAI as a valuable tool in their academic journey or do they see it as a potential problem? What motivates their decision to use or avoid such tools? Addressing these questions is significant for educators aiming to guide effective and ethical engagement with GAI in academic settings.

This study seeks to contribute to the growing body of literature by exploring students' attitudes toward generative GAI in academic writing. It focuses on understanding whether they want to use these tools, how they perceive their benefits and the extent to which they believe GAI supports their development as writers. Equally important is the consideration of challenges associated with GAI use, such as its potential to undermine creativity, authenticity and the unique voice of the author.

Even though AI has been in use in various areas of life for afew years, it has only been due to the recent outbreak of interest in ChatGPT and the resulting proliferation of AI-powered tools that has attracted great attention to the usage of AI in the language classroom.

Out of three groups of AI-powered tools isolated by Toby Baker and Laurie Smith, namely learner-facing AI tools (specific software used by learners individually to acquire a specific subject knowledge), teacher-facing systems (techniques applied by teachers to minimize their burden and improve the output) and system-facing applications (technologies that provide institutional administrators and managers with information), the second language learner is most likely to benefit from the first two groups. On the one hand, there is a need for systems that could be used on one's own by second language writers, which would serve as teacher's replacement or substitution providing assistance and sustaining learner's motivation in writing when needed. On the other hand, teacher-facing systems may empower learners to do much more than they normally would with all other tools available – most importantly, train the AI model to provide answers, summaries, continuation of text or explanation, or difficult parts of input. [2, 47 p.] Artificial intelligence and machine learning in education help researchers and educators create innovative content for easy teaching and learning. Some examples of creating intelligent content with the help of AI are as follows.

Information visualization. While traditional teaching methods cannot provide visual elements outside of lab testing, the creation of AI-based intelligent content stimulates real-life experiences in visual, web-based learning environments. The technology assists in the 2D-3D visualization process, allowing students to receive information in various ways. For example, Tableau is one of the most widely used AI tools for data visualization in 2024. Creating digital lessons. AI in education helps create step-by-step learning through educational materials that require less storage and are in a digital format. Thus, students and experts can access all learning materials without taking up much space on the system. Moreover, these materials can be accessed from any device, so there is no need to worry about distance learning.

A synthesis of current research on generative AI in academic writing highlights its significant role in enhancing productivity, reducing writing time, and improving output quality, as demonstrated in a study by Noy and Zhang involving 444 experienced, college-educated professionals across multiple countries. Beyond its contributions to academic writing efficiency, generative AI supports critical research functions such as data analysis and literature review, embedding itself as an indispensable resource throughout the research process. Nevertheless, despite its benefits, ethical concerns surrounding academic integrity persist, necessitating cautious and well-regulated integration. Studies by Yusuf et al., which surveyed participants from 76 countries, reveal widespread familiarity with generative AI for

tasks such as information retrieval and paraphrasing and divergent perceptions of its ethical implications, often shaped by cultural contexts.

Self-help via action research and defining the action research questions. For many practicing academics, action research became a useful tool used to deal with immediate problems in their everyday teaching contexts. The method is especially relevant in situations where teachers are not looking for an instant fix but for the development of a solution that can be adapted as the need arises. This aligns with both the goals and constraints of my own context. The action research was conducted with Czech and Slovak law students during their Legal English course, a specialized ESP program. The student groups were small, consisting solely of Czech and Slovak law students, and were formed independently of the instructor's control or choice. Students' language proficiency ranged between B2 and C1 on the CEFR scale. All students were in their second year of studies, aged 20–22, making the groups highly homogeneous. [3, 102 p.]

All participants shared that they have integrated the use of GenAI into their academic writing processes. The tools enhance their sense of empowerment by providing linguistic support, explaining difficult concepts, summarizing literature, polishing language and correcting errors, generating structure and templates for writing. Having access to tools that can engage in a multitude of tasks quickly and efficiently gave them access to a useful resource that can support various aspects of their writing. *For example,* Ying described how he used ChatGPT to understand difficult concepts. He said, «AI can help me explain a lot of things … if I have missed a class, I can ask ChatGPT to explain some definitions and help me achieve a better understanding.» Other participants mentioned how they use it to summarize articles, helping them efficiently see the main points and the relevance of the article to their assignments. Yu saw ChatGPT's ability to summarize texts as a particular strength. The main uses of GenAI seem to be for linguistic support, polishing language and correcting errors. The participants expressed concern about their own grammatical accuracy and found AI can help them "double-check" their language accuracy. However, they also use it to "embellish the grammar" and increase the complexity of the sentence patterns and vocabulary used. Xue shared how it helps her to structure her writing, «I would give it a few keywords and let it generate some subheadings for me.» This, they find, helps them learn more academic language and organizational structure but also, gives them more confidence in the quality of their final submission.

Challenges of Generative AI in Academic Writing. Generative AI offers well-documented productivity benefits in academia, but it also raises significant concerns about its impact on critical thinking and academic integrity. Essien et al. conducted a mixed method study within UK business schools, using Bloom's taxonomy to assess critical thinking skills, and revealed that although AI facilitates lower cognitive tasks such as memorization of facts, explanation of ideas, and application of concepts to new situations, its efficacy diminishes at the taxonomy's higher levels – analyzing and evaluating – where deeper cognitive processes are required. Participants in the study acknowledged the positive effects of AI on their critical thinking abilities, yet the technology's limitations in fostering advanced analytical skills were evident. [4, 9 p.] Moreover, in the field of business management education, there are persistent concerns about AI's reliability, accuracy, and ethical implications in higher education, particularly how it may reduce students' engagement with complex cognitive processes crucial for developing deep analytical skills. In academic writing, Wang identified dual dilemmas faced by students using generative AI: balancing the enhancement of writing quality with the maintenance of their authentic voice and reconciling the potential loss of traditional learning experiences with the emergence of novel learning opportunities presented by AI. Compounding these issues, Song notes that the widespread use of AI in higher

education raises challenges for maintaining academic integrity, as instances of plagiarism and cheating have increased, despite students' awareness of these negative outcomes.

Ideologies and institutional mediation Similar to digital tools, institutions, and instructors are also not neutral. They hold implicit biases and perspectives that may support or challenge specific worldviews and power structures. L2 writers need to navigate the ideologies that exist within their educational environment. Students may feel their use of AI is constrained or liberated by university policy, or at the same time, they are forced to adopt AI into their academic processes in response to instructors' beliefs and practices. We utilized the preference identification task to better understand how the L2 writers in this study navigated these complexities. Their responses provide novel insights into their own ideologies regarding the use of AI in academic writing. The findings show that «No-AI» policies are seen as constraining and prevent L2 writers from exercising control over their use of AI. Similarly, the «compulsory use of AI» was only preferred by one student. L2 writers see both options as extreme, as they reduce their agency to use AI. [5, 450 p.]

The article has presented evidence for the application of AI strategies in developing the writing competence of academic students, growth in their knowledge of strategies and AI tools that can be applied in developing writing skills. More than that, the results show that advanced academic students slightly changed their attitude towards applying varied strategies in their daily writing practice. To ensure the effective integration of AI in education, we recommend the following. *Comprehensive training:* Institutions should implement training programs for both educators and students to foster a thorough understanding of AI tools and their proper use. *Clear guidelines and validation protocols:* Establish robust standards for AI deployment that include the regular validation of AI-generated information and clear guidelines to prevent over-reliance on technology. *Ethical and privacy considerations:* Develop and enforce policies to protect student data and mitigate potential biases in AI systems. The study also suggests that instructors need to explore ways to design assessment policies that provide L2 writers with the agency to choose to use AI tools or not without fear of negative judgment. Such policies may better reflect authentic AI use by L2 writers while providing greater space for critical discussions on the empowering and disempowering nature of GenAI. It is recommended to conduct the experimental treatment on a wider sample of academic students to validate the findings and to find more recommendations and practical implications for foreign language teachers.

References:

1. Panmei B., Shimray Y. P. GenAI as a Toolkit for English Academic Writing among International Business Students. // TESL-EJ. – 2025. – Vol. 29, No. 2. – P. 1–21.

2. Baker, J. A. Artificial intelligence in education: Bringing it all together. // In OECD digital education outlook 2021: Pushing the frontiers with AI, blockchain, and robotics. - 2021. – P. 43–56.

3. Olszak, I., & Krajka, J. Developing Academic Students' Writing Competence in the Generative AI Environment. // Annales Universitatis Mariae Curie-Skłodowska, Sectio N – Educatio Nova, Vol. 9, 2024, pp. 87–105.

4. Vieriu, A. M., & Petrea, G. The Impact of Artificial Intelligence (AI) on Students' Academic Development. // Education Sciences, Vol. 15, No. 3, 2025, Article 343.

5. Hradilová, A. Generative AI in teaching academic writing: guiding students to make informed and ethical choices. // Language Learning in Higher Education, Vol. 15, No. 2, 2025, P. 447–461.

ВНЕ CHATGPT: ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ В АКАДЕМИЧЕСКОЙ И ЯЗЫКОВОЙ СРЕДЕ

Абсатарова М.
absatarovamadina08@gmail.com
Научный руководитель: магистр преподователь Аширова Д.А.
dilbar_abukassymkyzy@okmpu.kz
Южно-Казахстанский педагогический университет имени Ө. Жәнібекова
Шымкент, Казахстан

Искусственный интеллект (ИИ) сегодня — это не просто технологический тренд, а фундаментальная область науки, объединяющая знания из информатики, математики и когнитивных наук. В своей основе ИИ реализует возможность создания систем, способных автономно выполнять задачи, традиционно требовавшие участия человека: от многоуровневой обработки информации до принятия решений в условиях неопределенности и глубокого понимания естественного языка.[6]

Лично я считаю, что главная миссия искусственного интеллекта заключается не в замене человека, а в качественном расширении наших интеллектуальных способностей. В условиях глобальной цифровизации ИИ находит активное применение не только в технических отраслях, но и в гуманитарной сфере, в частности в образовании. Здесь он выступает мощным инструментом для персонализации обучения и интеллектуальной поддержки педагогов. Однако развитие технологий уже вышло далеко за пределы массово популярных чат-ботов, таких как ChatGPT. Современная академическая среда остро нуждается в узкоспециализированных инструментах, способных осуществлять критический анализ текстов, высокоточный перевод и развитие профессиональных лингвистических компетенций.[9]

Актуальность темы обусловлена тем, что методы глубокого обучения (Deep Learning) и обработки больших данных (Big Data) позволяют системам эволюционировать вместе с накопленным опытом. Благодаря этому ИИ трансформируется в динамическую экосистему, способную самостоятельно совершенствовать результаты своей деятельности. В лингвистике это открывает доступ к технологиям, которые могут деконструировать структуру текста, анализировать авторский стиль и учитывать сложнейший прагматический контекст на глубоком академическом уровне.

Важно подчеркнуть антропоцентрический характер этих технологий: ИИ не претендует на замену исследователя или преподавателя, а, напротив, усиливает их творческий и аналитический потенциал. Он функционирует как когнитивный ассистент, кратно ускоряя поиск релевантной информации в мировых базах данных и открывая доступ к пластам знаний, которые невозможно структурировать вручную. В этом смысле ИИ становится стратегическим партнером человека в научной и педагогической деятельности.

Таким образом, искусственный интеллект является мощным катализатором преобразования всего академического общества. Настоящая работа направлена на изучение потенциала ИИ в образовании, акцентируя внимание на специализированных технологиях, которые играют решающую роль в формировании лингвистики будущего. Для нас, студентов Южно-Казахстанского педагогического университета имени Өзбекәлі Жәнібекова, этот вопрос имеет особую практическую значимость. В условиях двуязычной среды нашего региона использование продвинутых лингвистических моделей помогает быстрее осваивать научный стиль речи и эффективно работать с международными источниками данных.

1. Эволюция лингвистических систем: от алгоритмов к семантическому пониманию. Начнем с того, что развитие лингвистических систем сегодня — это не просто сухие алгоритмы. Нам с вами нужно выйти за узкие рамки привычного ChatGPT. Мы стоим на пороге эпохи, которую Стивен Пинкер в своей фундаментальной работе «Язык как инстинкт» описывал как биологическую предопределенность человеческого общения.[1] Однако сегодня цифровые технологии трансформируют этот инстинкт, превращая его в вычислимую модель. Искусственный интеллект в лингвистике перестал быть просто электронным словарем; он эволюционировал в динамическую нейронную сеть, способную к дистрибутивной семантике. Инструменты нового поколения, такие как DeepL, BERT или RoBERTa [7], не просто сопоставляют слова — они анализируют многомерные контекстуальные поля. Эти системы выстраивают сложнейшие смысловые связи, которые ранее были доступны только человеческому подсознанию. Это позволяет современным исследователям проводить глубокий сравнительный анализ языковых структур на таких гигантских объемах данных (Big Data), которые физически невозможно обработать вручную даже целому институту лингвистики.

2. Академическая среда «вне чата»: интеллектуальный синтез и верификация знаний. Интеллектуальные системы нового поколения, такие как Elicit, Consensus и Perplexity, радикально меняют саму архитектуру научного поиска. Интересно, что в отличие от обычных чат-ботов, которые иногда могут «галлюцинировать» (то есть просто придумывать факты), системы вроде Elicit опираются на строгую проверку данных. Как отмечает Ник Бостром в своей книге «Искусственный интеллект. Этапы, угрозы, стратегии», истинная мощь ИИ заключается в его способности к «сверхчеловеческому синтезу».[2] В университетской среде это проявляется в создании интерактивных карт знаний. Студент перестает быть пассивным накопителем информации и превращается в дирижера огромного интеллектуального оркестра. Использование ИИ для автоматизированного обзора литературы (Literature Review) позволяет выявлять скрытые закономерности в междисциплинарных исследованиях, связывая, например, когнитивную лингвистику с квантовой нейрофизиологией, что открывает невиданные ранее горизонты для написания дипломных работ мирового уровня.

3. Языковая среда и «цифровой тьютор»: нейропедагогическая реальность. Если говорить о практике, то трансформация языковой среды сегодня буквально заставляет нас переосмыслить роли учителя и ученика. Современные платформы, такие как Grammarly, Ludwig или продвинутые системы распознавания речи, реализуют концепцию «адаптивного обучения», о которой мечтал выдающийся психолог Б.Ф. Скиннер.[5] Технология мгновенно анализирует не только грамматические ошибки, но и индивидуальный когнитивный стиль пользователя, его темп усвоения материала и типичные ментальные ловушки. ИИ в данном контексте выступает как персональный лингвистический коуч, который доступен 24/7. Однако, как предупреждает философ Юваль Ной Харари в труде «21 урок для XXI века»[3], существует опасная грань между технологической поддержкой и потерей человеческой субъектности. В лингвистическом образовании ИИ должен выступать не как суррогат мышления, а как «интеллектуальный экзоскелет». Инструменты парафраза и стилистической оптимизации (например, Quillbot) позволяют студентам оттачивать мастерство научной риторики, сохраняя при этом уникальный авторский почерк и обеспечивая этическую чистоту исследования.

4. Когнитивная синергия: ИИ как зеркало человеческого разума и теории Ноама Хомского. ИИ здесь работает как «цифровой телескоп» для лингвистов. Наблюдая за нейросетями, ученые начинают лучше понимать, как мозг ребенка учит язык. Это

отличный шанс проверить теории Ноама Хомского на практике. Я сама читала об экспериментах, где машина повторяет логику человеческого мышления, и это действительно впечатляет. Современные «Large Language Models» (LLM) стали для лингвистов своего рода «цифровым телескопом». Наблюдая за тем, как нейросеть обучается связям между словами, ученые лучше понимают, как работает мозг ребенка при изучении родного языка. Это направление, часто называемое «вычислительной психолингвистикой», позволяет тестировать гипотезы о врожденных структурах, предложенных еще Ноамом Хомским.[4] Мы видим, как машина воссоздает логические цепочки, которые человек считал интуитивными. Таким образом, ИИ перестает быть просто инструментом для написания текстов и становится важнейшим научным прибором, который помогает человечеству заглянуть внутрь собственной психики, расшифровывая коды мышления, заложенные природой. Это фундаментально меняет подход к изучению иностранных языков, переводя его из плоскости зазубривания в плоскость понимания алгоритмов мышления.

5. Инструментарий будущего: сравнительный анализ профессиональных ИИ-платформ. Мне бы хотелось отдельно остановиться на инструментах будущего, чтобы провести четкую границу между простым общением с чат-ботом и серьезной профессиональной деятельностью в науке. В то время как ChatGPT ориентирован на широкие диалоги, такие инструменты как ResearchGate или специализированные плагины для Zotero используют ИИ для глубокого семантического анализа цитирований.[8] Это создает новую «цифровую экосистему» ученого, где каждый источник проверяется на достоверность и актуальность в режиме реального времени. Важно подчеркнуть, что в условиях академической среды Казахстана и нашего родного ЮКПУ, внедрение таких технологий позволяет нам, будущим педагогам и лингвистам, быть конкурентоспособными на мировом уровне. Мы на личном опыте видим, как критическое осмысление данных важнее простого копирования ответов чат-бота.

6. Этические вызовы и будущее дополненного интеллекта в глобальной науке. Завершая детальный анализ внедрения Искусственного Интеллекта в академическое пространство, крайне важно подчеркнуть, что мы имеем дело не с заменой человека, а с концепцией «Дополненного интеллекта» (Augmented Intelligence). Проблема академической честности и плагиата — это лишь поверхностный слой глубинных изменений, происходящих в обществе. Главный вызов XXI века заключается в сохранении навыка критической фильтрации информации. Исследователь будущего — это не тот, кто просто умеет формулировать запросы (промпты), а тот, кто обладает достаточной эрудицией, чтобы оспорить и верифицировать ответ машины. Симбиоз человеческой творческой интуиции и колоссальной вычислительной мощности ИИ создает совершенно новую форму научной коммуникации. Выход «за рамки ChatGPT» означает переход к осознанному, глубокому партнерству с алгоритмами, которые делают науку прозрачнее, демократичнее и эффективнее, превращая каждый студенческий проект в потенциальный вклад в глобальную базу человеческих знаний.[9]

Подводя итоги проведенного комплексного исследования, можно с уверенностью утверждать, что искусственный интеллект в современной академической и лингвистической среде представляет собой не просто очередной технологический прорыв, а фундаментальную смену всей когнитивной парадигмы человечества. Рассматривая возможности нейросетевых моделей «вне узких рамок ChatGPT», мы приходим к осознанию того, что наука вступает в эпоху глубокого интеллектуального партнерства. Как было показано в работе, современные алгоритмы превратились из простых инструментов обработки текста в «цифровые микроскопы», позволяющие

верифицировать гипотезы Ноама Хомского и Стивена Пинкера на гигантских массивах данных, что ранее считалось недостижимым пределом для классической лингвистики.

Интеграция специализированных систем, таких как Elicit, DeepL и профессиональных платформ верификации знаний, радикально меняет архитектуру учебного процесса. Мы видим переход от пассивного потребления готовой информации к активному семантическому синтезу. В условиях современной академической среды Казахстана это открывает беспрецедентные возможности для преодоления языковых барьеров и интеграции отечественной науки в глобальное интеллектуальное пространство. Использование ИИ как «когнитивного экзоскелета» позволяет нам то есть студентам и исследователю фокусироваться на творческой интерпретации смыслов, оставляя рутинную обработку данных вычислительным мощностям машин.

Однако, несмотря на колоссальные горизонты, которые открывают перед нами нейронные сети, ключевым и сакральным звеном научного творчества остается человеческий разум. Как справедливо предупреждал Юваль Ной Харари [3], в мире победивших алгоритмов самой ценной валютой становится критическое мышление и способность сохранять свою уникальную субъектность. Этическая ответственность за чистоту исследования, оригинальность авторской мысли и гуманистическую направленность образования по-прежнему остается в руках человека. Технология лишь предоставляет нам более совершенный инструмент, но саму стратегию развития цивилизации определяет исследователь, вооруженный знаниями и моральными ориентирами.

В конечном счете, гармоничная синергия человеческого интеллекта и искусственных систем позволит подготовить специалистов нового поколения, способных эффективно работать в условиях информационной неопределенности. Будущее образования в Южно-Казахстанском педагогическом университете и мировом академическом сообществе неразрывно связано с развитием этой симбиотической связи. В завершение хочу отметить, что путь за рамки привычного ChatGPT — это прежде всего путь к саморазвитию. Я считаю, что именно в синергии наших знаний и мощи алгоритмов рождается наука будущего, которую нам предстоит развивать в стенах нашего университета и за его пределами.

Список литературы:

1. Пинкер С. Язык как инстинкт. — М.: Едиториал УРСС, 2004. — 456 с.

2. Бостром Н. Искусственный интеллект. Этапы, угрозы, стратегии. — М.: Манн, Иванов и Фербер, 2016. — 496 с.

3. Харари Ю. Н. 21 урок для XXI века. — М.: Синдбад, 2019. — 416 с.

4. Хомский Н. О природе и языке. — М.: КомКнига, 2005. — 288 с.

5. Скиннер Б. Ф. Наука и человеческое поведение. — М.: Канон+, 2016. — 464 с.

6. Russell S., Norvig P. Artificial Intelligence: A Modern Approach. — 4th ed. — Hoboken: Pearson, 2020. — 1166 p.

7. Devlin J., Chang M. W. BERT: Pre-training of Deep Bidirectional Transformers for Language Understanding. — Google AI Language, 2019. — 14 p.

8. Lubis A., Rahman Hz M. Perplexity AI in Academic Writing: Efficiency and Structural Guidance // Journal of Educational Technology. — 2024. — Vol. 12, No. 1. — P. 45–58.

9. Zotero & ResearchGate: Digital Ecosystem for Researchers. — Global Academic Press, 2023. — 120 p.

INTEGRATING AI AND DIGITAL PLATFORMS FOR DEVELOPING AUTONOMOUS LISTENING SKILLS IN SECONDARY SCHOOL EFL LEARNERS

Usanov Sh.
sher.u@gmail.com
Research Supervisor: PhD, Acting Professor M.M.Duisenova
Duisenova.marzhan@okmpu.k z
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov,
Shymkent, Kazakhstan

Abstract

The rapid advancement of artificial intelligence (AI) and digital technologies has significantly transformed English as a Foreign Language (EFL) education, particularly in promoting autonomous learning. This study investigates the integration of AI tools and digital platforms in developing autonomous listening skills among secondary school EFL learners. The research focuses on Grade 10 students and examines how technology-enhanced learning environments support self-regulated learning, motivation, and listening comprehension.

A mixed-method research design was employed, combining quantitative performance data and qualitative feedback. The findings reveal that AI-assisted and platform-based learning environments foster learner autonomy, improve listening comprehension, and enhance motivation. The study also highlights the importance of feedback mechanisms, digital assessment, and smart learning environments.

The results suggest that integrating AI and digital platforms can transform listening instruction into a more flexible, personalized, and learner-centered process.

Keywords: AI, autonomous learning, listening skills, EFL, digital platforms, self-regulated learning.

In recent years, the concept of learner autonomy has gained increasing attention in language education. Autonomous learning refers to learners' ability to take control of their own learning process, including setting goals, monitoring progress, and evaluating outcomes. In EFL contexts, developing autonomy is particularly important, as learners often have limited exposure to English outside the classroom.

Listening skills, however, remain one of the most challenging areas in language learning. Traditional classroom approaches tend to position students as passive recipients of auditory input, limiting opportunities for independent learning. As a result, learners often lack the strategies and confidence needed to develop listening skills autonomously.

The integration of artificial intelligence (AI) and digital platforms offers new possibilities for addressing these challenges. AI technologies enable the creation of adaptive learning environments that provide personalized feedback and flexible learning pathways. Digital platforms, including mobile applications and online learning systems, allow learners to access materials anytime and anywhere.

Recent research highlights the growing importance of technology in language education. Allman et al. identify AI and digital transformation as key trends shaping educational technology [1]. Similarly, Russell emphasizes the role of smart learning environments in enhancing EFL teaching and learning [5].

In addition, self-regulated learning has been identified as a critical component of effective language learning. Chen et al. demonstrate that strategy-based instruction and self-

regulated learning significantly improve language proficiency [2]. These findings suggest that integrating AI tools with self-regulated learning strategies can enhance listening instruction.

This study aims to explore how AI and digital platforms can be integrated to develop autonomous listening skills in secondary school EFL learners.

The integration of AI into education has led to significant changes in teaching and learning practices. AI technologies enable adaptive learning, personalized feedback, and intelligent tutoring systems. According to Allman et al., AI is one of the most influential trends in educational technology, shaping the future of learning environments [1].

Russell further highlights that smart learning environments enhance student engagement and support individualized learning pathways [5]. In EFL contexts, AI tools can provide learners with tailored listening materials and immediate feedback, facilitating autonomous learning.

Self-regulated learning (SRL) is a key factor in developing learner autonomy. It involves goal setting, self-monitoring, and self-evaluation. Chen et al. emphasize that SRL strategies significantly improve language learning outcomes, particularly when integrated with technology [2].

In listening instruction, SRL enables learners to control their learning pace, revisit materials, and reflect on their performance. This is particularly important in digital learning environments where learners have greater flexibility.

Mobile-assisted and blended learning approaches have gained popularity in EFL education. Zhou et al. highlight that mobile-assisted blended learning enhances flexibility and accessibility, allowing learners to engage with materials beyond the classroom [7].

These approaches support autonomous learning by providing continuous access to listening resources and interactive tasks.

Feedback plays a crucial role in autonomous learning. Hu argues that feedback mechanisms, particularly in digital environments, enhance motivation and learning outcomes [3]. Immediate feedback allows learners to identify errors and adjust their learning strategies.

Technology-assisted assessment provides opportunities for continuous evaluation and personalized feedback. Veettil and Singh emphasize that digital assessment tools improve learning outcomes by providing real-time feedback [6].

However, the use of AI and digital platforms raises concerns about data privacy. Rehak highlights the importance of protecting learners' data and ensuring ethical use of technology [4].

The findings of this study indicate that the integration of AI and digital platforms significantly enhances the development of autonomous listening skills among secondary school EFL learners. However, the observed improvements cannot be attributed solely to technological tools; rather, they emerge from the interaction between self-regulated learning processes, pedagogical design, and affective factors.

First, the results demonstrate that AI-supported environments promote personalized and adaptive learning experiences. Students were able to control their learning pace, revisit listening materials, and select strategies that suited their individual needs. This flexibility is a key component of self-regulated learning, which involves planning, monitoring, and evaluating one's own learning process. As highlighted by Chen et al., strategy-based instruction combined with self-regulation significantly enhances language learning outcomes [2]. In this study, learners engaged in behaviors such as replaying audio, pausing videos, and reflecting on their performance, which indicates the development of metacognitive awareness. Therefore, AI-supported learning environments not only improve listening comprehension but also foster higher-order learning skills.

Second, digital platforms contribute to the extension of learning beyond the classroom. Unlike traditional instruction, which is limited by time and space, mobile and

web-based platforms allow students to access listening materials anytime and anywhere. This aligns with the findings of Zhou et al., who emphasize that mobile-assisted blended learning enhances flexibility and supports continuous engagement with learning content [7]. In the present study, students reported that they frequently revisited listening materials outside class hours, which contributed to improved comprehension and retention. This suggests that autonomous learning is closely linked to accessibility, and that digital platforms play a crucial role in enabling sustained learning.

Third, feedback mechanisms embedded in digital platforms significantly influence learner motivation and performance. Immediate feedback allows students to identify their errors, adjust their strategies, and track their progress. According to Hu, feedback systems in digital learning environments enhance intrinsic motivation by providing learners with a sense of competence and achievement [3]. In this study, students responded positively to instant feedback, which encouraged them to engage more actively with listening tasks. This finding highlights the importance of formative assessment in autonomous learning, as it supports continuous improvement and self-reflection.

In addition, the study reveals that emotional factors play a critical role in the effectiveness of AI-assisted learning. Students reported increased confidence and reduced anxiety when using digital platforms. This can be explained by the supportive nature of technology-enhanced environments, where learners can practice independently without fear of immediate judgment. Such environments reduce performance pressure and create opportunities for repeated practice. Emotional engagement, therefore, acts as a mediator between technological tools and learning outcomes.

However, despite these positive findings, several challenges must be considered. One major issue is the need for teacher readiness and techno-pedagogical competence. As noted by Russell, the successful transformation of EFL teaching requires not only technological innovation but also pedagogical adaptation [5]. Teachers must be able to design meaningful tasks, guide students in using digital tools, and ensure alignment with learning objectives. Without proper training, the potential of AI and digital platforms may not be fully realized.

Another critical challenge relates to data privacy and ethical considerations. The use of AI and digital platforms involves the collection and processing of learner data, which raises concerns about data security and privacy. Rehak emphasizes the importance of protecting learners' data rights and ensuring ethical use of technology in educational contexts [4]. In secondary school settings, where students are often minors, these concerns become even more significant. Therefore, institutions must establish clear policies and guidelines to safeguard student data.

Furthermore, the study highlights the importance of balancing autonomy and guidance. While autonomous learning empowers students, excessive independence without sufficient support may lead to confusion or ineffective learning strategies. Teachers must provide scaffolding to help students develop self-regulated learning skills. This includes training learners in how to set goals, monitor progress, and evaluate outcomes.

Finally, the findings of this study contribute to the broader discourse on digital transformation in education. As noted by Allman et al., educational technology is evolving rapidly, with AI playing a central role in shaping future learning environments [1]. The integration of AI and digital platforms in EFL education reflects this transformation and highlights the need for innovative pedagogical approaches.

This study set out to investigate the effectiveness of integrating artificial intelligence (AI) and digital platforms in developing autonomous listening skills among secondary school EFL learners. The findings provide strong empirical evidence that technology-enhanced learning environments can significantly improve not only listening comprehension but also learner autonomy, motivation, and self-regulated learning behaviors.

One of the key contributions of this study is the demonstration that AI-supported and platform-based learning environments facilitate a shift from teacher-centered instruction to learner-centered education. Students were able to take greater control of their learning processes by selecting materials, managing their pace, and engaging in repeated listening practice. This reflects the core principles of self-regulated learning, which involve planning, monitoring, and evaluating one's own learning. As such, the integration of AI and digital tools does not merely enhance instruction but fundamentally transforms the nature of learning itself.

The study also highlights the importance of multimodal and flexible learning environments in supporting listening comprehension. The use of digital platforms enabled students to access content beyond classroom boundaries, thereby extending learning opportunities and promoting continuous engagement. This flexibility is particularly important in EFL contexts, where exposure to authentic language input is often limited. By providing accessible and repeatable listening materials, digital platforms contribute to more effective and sustainable language learning.

Another significant finding relates to the role of feedback in autonomous learning. Immediate and continuous feedback provided by digital systems allows learners to identify gaps in their understanding and adjust their strategies accordingly. This supports the development of metacognitive skills, which are essential for independent learning. Moreover, feedback mechanisms enhance learner motivation by providing a sense of progress and achievement, thereby reinforcing engagement.

The affective dimension of learning also emerged as a critical factor. The study found that AI-assisted environments reduce listening anxiety and increase learner confidence. This is particularly important in listening instruction, where fear of misunderstanding often prevents students from fully engaging with tasks. By creating a low-pressure and supportive environment, digital platforms enable learners to experiment, make mistakes, and learn at their own pace. Thus, emotional engagement acts as a catalyst for cognitive and behavioral development.

From a pedagogical perspective, the findings suggest that the successful integration of AI and digital platforms requires careful instructional design and teacher involvement. While technology provides powerful tools, it cannot replace the role of the teacher. Instead, teachers act as facilitators who guide learners, provide scaffolding, and ensure alignment between technological tools and educational objectives. Therefore, developing teachers' techno-pedagogical competence is essential for maximizing the benefits of AI-assisted learning.

At the same time, the study raises important ethical and practical considerations. The use of AI technologies involves the collection and processing of learner data, which necessitates strict attention to data privacy and security. Educational institutions must implement clear policies to protect students' data and ensure ethical use of digital tools. Additionally, issues related to access and digital inequality must be addressed to ensure that all learners benefit from technological innovations.

Despite its contributions, the study has certain limitations. The research was conducted within a specific educational context and over a relatively short period, which may limit the generalizability of the findings. Future research should explore the long-term impact of AI-assisted autonomous learning and examine its effectiveness across different contexts and learner populations. Furthermore, there is a need to investigate the interaction between AI, gamification, and other emerging technologies to develop more comprehensive and integrated learning models.

In conclusion, the integration of AI and digital platforms represents a promising and transformative approach to EFL listening instruction in secondary education. By fostering autonomy, enhancing engagement, and supporting self-regulated learning, these technologies

contribute to more effective, flexible, and learner-centered educational practices. As the field of educational technology continues to evolve, the challenge for educators and researchers is to ensure that technological innovation is guided by sound pedagogical principles and aligned with the diverse needs of learners.

References:

1. Allman B., Kimmons R., Rosenberg J., Dash M. Trends and topics in educational technology, 2023 edition // *TechTrends*. – 2023. – Vol. 67, № 3. – P. 583–591. – DOI: 10.1007/s11528-023-00840-2

2. Chen R., Wang X., Zhu K. A bibliometric and content analysis of strategy-based instruction and self-regulated learning // *Frontiers in Psychology*. – 2025. – Vol. 16. – DOI: 10.3389/fpsyg.2025.1474689

3. Hu X. The role of social media feedback mechanisms in enhancing motivation // *Journal of Computer Assisted Learning*. – 2025. – Vol. 41, № 6. – DOI: 10.1111/jcal.70132

4. Rehak K. Privacy and data rights for adult ESL students // *IGI Global*. – 2022. – P. 102–119. – DOI: 10.4018/978-1-6684-5892-1.ch006

5. Russell T. Smart transformation of EFL teaching and learning approaches // *Annals of Emerging Technologies in Computing*. – 2023. – Vol. 7, № 3. – P. 21–59. – DOI: 10.33166/aetic.2023.03.002

6. Veettil S., Singh M. The integration of technology-assisted assessment in ESL instruction // *Journal of Advances and Scholarly Researches in Allied Education*. – 2024. – Vol. 21, № 5. – P. 223–237. – DOI: 10.29070/zv7k3496

7. Zhou Q., Hashim H., Sulaiman N. Mobile-assisted blended learning in EFL education // *International Journal of Interactive Mobile Technologies*. – 2023. – Vol. 17, № 24. – P. 153–172. – DOI: 10.3991/ijim.v17i24.42019

UDC 101.81

THE ROLE OF ARTIFICIAL INTELLIGENCE IN DEVELOPING HIGHER-ORDER THINKING SKILLS IN SECONDARY SCHOOL ENGLISH LANGUAGE LEARNING

Hasantaev Shahzod – 4th-year student
Scientific supervisor: PhD, Acting Professor Makhanova Zh.K.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov,
Shymkent, Kazakhstan

Түйіндеме

Мақалада орта мектепте ағылшын тілі сабақтарында жасанды интеллект құралдарын қолдану арқылы сыни және рефлексивті ойлауды дамыту мәселесі қарастырылады. Зерттеу барысында ИИ-негізделген платформалардың оқушылардың талдау қабілетін, өзіндік ойлауын және тілдік құзыреттілігін қалыптастыруға әсері талданады. Әдіснамалық негіз ретінде ғылыми әдебиеттерді талдау, педагогикалық бақылау және тәжірибені жалпылау әдістері қолданылды. Нәтижелер жасанды интеллект технологияларын тиімді қолдану оқушылардың танымдық белсенділігін арттырып, оқу үдерісін жекелендіруге мүмкіндік беретінін көрсетеді.

Кілт сөздер: жасанды интеллект, сыни ойлау, рефлексия, ағылшын тілін оқыту, цифрлық білім беру.

Аннотация

Статья посвящена использованию искусственного интеллекта как инструмента развития критического и рефлексивного мышления в обучении английскому языку в средней школе. Рассматриваются педагогические возможности AI-технологий, их влияние на формирование аналитических навыков, самостоятельности и языковой компетенции учащихся. Методологической основой исследования выступают анализ научной литературы, педагогическое наблюдение и обобщение опыта. Результаты показывают, что использование искусственного интеллекта способствует индивидуализации обучения и повышению его эффективности.

Ключевые слова: искусственный интеллект, критическое мышление, рефлексия, обучение английскому языку, цифровые технологии.

The rapid development of artificial intelligence (AI) technologies has significantly transformed modern educational practices. AI is no longer limited to technical or industrial applications; it has become an essential component of digital education systems worldwide. In secondary education, AI tools are increasingly used to support teaching and learning processes, especially in language education.

English language teaching, as a core subject in school curricula, requires innovative approaches that go beyond traditional memorization and grammar-focused instruction. Modern learners need opportunities to develop higher-order thinking skills such as critical analysis, evaluation, and reflection. Artificial intelligence offers new possibilities for achieving these goals. AI-powered tools such as intelligent tutors, chatbots, automated feedback systems, and adaptive learning platforms can create personalized and interactive learning environments. These technologies encourage students to think more deeply, reflect on their mistakes, and engage in meaningful communication in English.

The purpose of this article is to examine the role of artificial intelligence in developing critical and reflective thinking skills in secondary school English classes and to identify its pedagogical advantages and limitations.

Methods

The research methodology is based on a qualitative approach combining theoretical analysis and pedagogical observation. This allows for a comprehensive understanding of how AI technologies influence thinking skills in English language learning.

Firstly, a detailed analysis of scientific and methodological literature was conducted. The focus was on studies related to artificial intelligence in education, digital pedagogy, and critical thinking development. This helped to identify key theoretical concepts such as adaptive learning, feedback mechanisms, and learner autonomy.

Secondly, pedagogical observation was carried out in secondary school English classes where AI-based tools were integrated into the learning process. These tools included language learning applications, AI chatbots, and automated writing correction systems. The observation focused on students' engagement, interaction, and ability to reflect on feedback.

Thirdly, the generalization of teaching experience method was applied. Teachers' practical experiences with AI tools were analyzed to identify effective strategies and common challenges.

Finally, a comparative analysis between traditional teaching methods and AI-supported instruction was conducted. The comparison considered student motivation, participation, critical thinking development, and language performance.

Results

The results of the study indicate that artificial intelligence has a significant positive impact on the development of critical and reflective thinking in English language learning.

AI tools provide immediate and personalized feedback, which helps students identify their mistakes and reflect on their learning process. This encourages deeper cognitive engagement rather than surface-level learning.

Students using AI-supported platforms demonstrate higher motivation and increased participation in classroom and independent learning activities. The interactive nature of AI systems creates a more engaging and supportive learning environment.

Table 1. Impact of AI on English Language Learning

Learning Aspect	Traditional Learning	AI-Supported Learning
Critical thinking	Limited development	Actively enhanced
Reflection	Occasional	Continuous
Feedback	Delayed from teacher	Immediate and automated
Motivation	Moderate	High
Language accuracy	Teacher-dependent	System-supported correction
Learner autonomy	Low	High

AI-based systems also contribute to the development of writing and speaking skills by offering real-time correction and suggestions. Students are encouraged to analyze their own errors and improve their performance independently.

Discussion

The findings confirm that artificial intelligence plays an important role in modernizing English language education. It supports a shift from traditional teacher-centered instruction to learner-centered and adaptive learning environments.One of the most significant advantages of AI is its ability to personalize learning. Students with different proficiency levels can receive tailored tasks and feedback, which supports individual learning trajectories.At the same time, the use of AI fosters reflective thinking, as learners are constantly encouraged to evaluate their performance and improve their language skills based on feedback. However, the implementation of AI technologies requires careful planning, teacher training, and access to digital infrastructure. Without these conditions, the effectiveness of AI tools may be limited.

In conclusion, artificial intelligence represents a powerful and transformative tool for developing critical and reflective thinking skills in secondary school English classes. Its integration into the educational process not only modernizes language instruction but also fundamentally changes the way students interact with learning materials, shifting from passive reception to active cognitive engagement. AI technologies enhance student engagement by providing interactive, adaptive, and personalized learning experiences that respond to individual needs and proficiency levels. This personalization allows learners to progress at their own pace, which increases motivation and creates a more supportive and less stressful learning environment. In addition, AI-based tools contribute to improved language acquisition outcomes by offering immediate feedback, targeted practice, and continuous monitoring of student progress.

When effectively integrated into the educational process, artificial intelligence promotes independent learning, deeper cognitive processing, and continuous self-reflection. Students are encouraged to analyze their mistakes, evaluate their performance, and make informed decisions about their learning strategies. This fosters not only linguistic development but also essential 21st-century skills such as autonomy, problem-solving, and critical thinking. Despite certain challenges, including technical limitations, unequal access to

digital resources, and the need for continuous teacher training, artificial intelligence holds strong potential for improving the quality of English language education. It also plays an important role in preparing students for the demands of the digital era, where technological literacy and adaptive thinking are essential competencies.

References:

1. Luckin, R. (2018). *Machine Learning and Human Intelligence in Education*.
2. Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education*.
3. Zawacki-Richter, O. (2019). *Systematic Review of AI in Higher and Secondary Education*.
4. Chapelle, C. A. (2020). *Technology and Second Language*

ЦИФРЛАНДЫРУ МЕН ЖАСАНДЫ ИНТЕЛЛЕКТ МЕКТЕП ПЕН ЖОО-ДА БІЛІМ БЕРУ ТРАНСФОРМАЦИЯСЫНЫҢ ФАКТОРЫ РЕТІНДЕ

EDUCATION IN THE AGE OF DIGITAL INTELLIGENCE: A NEW PARADIGM FOR LEARNING, ASSESSMENT, AND LANGUAGE TEACHING BASED ON ARTIFICIAL INTELLIGENCE

Askarkyzy U.
askarkyzyuldana274@gmail.com
Scientific supervisor: master of pedagogical sciences Litvinova E. A.
e.litvinova1@mail.ru
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Artificial intelligence is rapidly emerging as one of the most transformative forces in modern society, with a significant impact on many sectors, including education. In recent years, the integration of AI-based technologies into educational environments has transformed traditional paradigms of teaching and learning into more adaptive, user-friendly, and learner-centered approaches. These changes are largely due to the availability of digital tools that are capable of analyzing large amounts of data, identifying individual learning patterns, and leveraging them. That is why education systems around the world are moving away from one-size-fits-all models and towards more personalized and effective methods that better meet the diverse needs of learners. The rising requirement for individualized instruction has been established as a primary emphasis in modern schooling, with a pivotal role being played by artificial intelligence in the fulfillment of this objective. Through the use of sophisticated computations and automated pattern recognition, learner advancement is tracked instantaneously by AI frameworks. Proficiencies and gaps are identified, and pedagogical materials are modified in response. Consequently, customized assistance is delivered by teachers, and educational trajectories are curated to resonate with each pupil's speed, interests, and mental processing styles. As a result, involvement and inspiration are more likely to be maintained by students, and success is achieved throughout their academic paths.

Furthermore, assessment practices have been significantly enhanced by AI-driven digital intelligence through the introduction of more dynamic, continuous, and data-driven evaluation methods. Unlike traditional evaluations, which frequently rely on standardized testing and restricted feedback, immediate and detailed insights performance are provided by AI-powered tools. Learning outcomes are not only measured by these systems, but actionable recommendations for improvement are also offered, thereby fostering a more formative and supportive assessment environment. Informed decisions can be made by educators, and targeted interventions are implemented to improve overall learning effectiveness.

In addition, a profound shift in the educational paradigm is represented by the integration of artificial intelligence, with the potential for teaching, learning, and assessment to be enhanced in unprecedented ways. The educational experience for both students and instructors is being redefined by AI through the facilitation of individualized instruction, the optimization of evaluation methods, and the transformation of linguistic pedagogy via interactive and immersive platforms. Nevertheless, for these advantages to be fully realized, associated ethical and social complications must be addressed.

Digital transformation and individualized learning pathways

It is widely accepted that students in contemporary classrooms are characterized by significant diversities in their capabilities, interests, and academic motivations. With the ultimate objective of ensuring that the learning potential of all individuals is reached, strategies for differentiated instruction are frequently adopted by educators. Through this approach, varied instructional frameworks are designed to satisfy the specific educational requirements and goals of each student.

Informally, a particular resource or subject may be recommended to a student by a teacher based on specific interests, or individual support and supplementary practice may be provided. More formally, however, pedagogical strategies are utilized which theoretical address students at their current developmental stage, ensuring that the evolution of necessary skills and comprehension of content is supported. During the 1960s and 1970s, approaches of differentiation were more formally established through the emergence of individualized instruction. Although any teaching strategy meeting personal needs was technically included in this category, in practice, prepackaged modules were usually worked through by students at their own specific rates. These programs were primarily structured around the cultivation of fundamental competencies in literacy and mathematics.

In the 21st century, personalized learning is recognized as a sophisticated model of differentiation. The vision of addressing each learner's readiness, curiosity, and cognitive profile through the variation of content, process, and product is fulfilled by this model. Furthermore, personalized learning is frequently conceptualized as a methodology in which technology and mobile hardware are integrated to ensure that high levels of achievement are attained by all participants.

Multiple avenues for the absorption of information and the interpretation of concepts are required by many learners. The establishment for all pupils is viewed as a fundamental objective of the Common Core State Standards Initiative. It is maintained that for personalized learning programs to be successful, the same level of functionality must be provided by any educational software for all users, regardless of their specific physical or cognitive abilities. In addition, students' proficiencies are emphasized by differentiated instruction through the structuring of assignments that necessitate advances analytical reasoning, while a diverse range of responses – aligned with various learning styles and levels of preparedness – is permitted. [1, 12 p.]

Evolution of assessment and specialized language pedagogy

In the introductory chapter of Graham Stanley's work, the foundational considerations that must be weighed by educators before the implementation of technological tools in pedagogy are explored. It is emphasized by the author that the employment of technology should be consistently aligned with the current curriculum, rather than being treated as a disconnected interruption or a mere supplementary activity. From this perspective, it is argued by Stanley that both the learners' attitudes and the availability of technical resources must be taken into account when instructional practices are designed. Furthermore, the adoption of a «blended-learning approach» – defined as the integration of traditional face-to-face instruction with digital components – is proposed as an effective strategy. Specifically, Virtual Learning Environments are identified as superior platforms for the execution of this blended methodology.

Additionally, the necessity of a contingency plan is highlighted by the author to ensure that lessons are not disrupted when technological malfunctions occur. Based on this principles, ten distinct activities are suggested for curriculum integration, which are categorized by difficulty:

- Five activities are designed for all proficiency levels.
- Two modules are intended for elementary learners and above.

- Three tasks are developed for those at the pre-intermediate stage or higher.

The objectives of this exercises range from the reinforcement of structural foundations to the enhancement of auditory and phonetic skills. A wide array of hardware – including mobile handsets, computing systems, and vocal recording devices – is utilized within these proposals. To successfully participate, various interactive tasks must be performed by students, such as conducting peer interviews, navigating digital lexicons, and capturing imagery to facilitate the creation of collaborative class profiles. Ultimately, the improvement of pronunciation is sought through the recording and analysis of the learners' own voices. [2, 302 p.]

Moreover, it is maintained that the strategic value of Stanley's framework lies in its ability to transform the classroom from a passive environment into a dynamic, tech-enriched ecosystem. The transition toward such technology-mediated instruction is seen as a vital step in preparing students for a globalized digital society, where linguistic competence is inextricably linked to digital literacy. It is further argued that through the consistent application of these blended-learning strategies, a more inclusive and flexible pedagogical model is fostered, allowing for diverse learning styles to be accommodated effectively.

Socio-pedagogical implications and ethical responsibility

In the scholarly discourse provided, the multifaceted challenges generated by the expansion of Artificial Intelligence are critically examined. It is asserted by O'Neil that the concentration of technological power within a limited group of corporations and nations, specifically the United States and China. Furthermore, a substantial environmental toll is incurred by the operation of data centers and the training of complex models, whereby vast quantities of energy and recourses are necessitated, thus contributing to the prevailing climate crisis. Critical gaps in ethics and transparency are identified, as AI systems are often operated in an opaque manner, which prevents the underlying logic of algorithmic decisions from being understood. It is further observed that fundamental human rights, such as privacy and freedom of expression, are threatened by the implementation of pervasive surveillance. Additionally, discriminatory outcomes are frequently produced by biased algorithms against specific social groups. [3, 6 p.]

Two distinct frameworks of data governance are highlighted:

- Corporate Control: As seen in the United States, which data is managed primarily by private entities.
- State Control: As seen in China, where data oversight is exercised by the government.

The potential for AI to be exploited for military purposes and its disruptive impact on the global labor market are also noted. Consequently, the urgent development of international regulatory policies is emphasized by the author to ensure that human rights are protected and that technological benefits are equitably distributed.

According to the research, it is argued that the primary challenge does not lie in the mere acquisition of technical skills, as AI literacy is expected to be attained naturally through daily practice. Instead, the focus is shifted toward the management of profound societal transformations. As AI evolves, distinctly human cognitive functions – such as spatial navigation, mental calculation, and analytical reasoning – are increasingly replicated by sophisticated machines. [4, 32 p.]

These advancements are expected to influence social structures, economic models, and the ethical values by which human decisions. Ultimately, it is maintained that the impacts of AI must be anticipated and steered toward a future that is characterized by equity, inclusivity, and conscious digitalization.

In conclusion, work is underway to digitize universities, introduce artificial intelligence into educational institutions. The program is being implemented at leading universities in the country in such disciplines as data analytics, machine learning, and robotics. To achieve

ambitious goals, the Ministry of Science and Higher Education of the Republic of Kazakhstan actively cooperates with technology giants such as Google, Amazon, Nvidia, Coursera. The use of artificial intelligence in education opens up new prospects for modernizing the education system and increasing its efficiency. The correct introduction and use of these technologies can contribute to affordable, flexible, and high-quality education in our country.

Education is significantly enhanced through the integration of artificial intelligence, as learning is rendered more personalized, administrative burdens on educators are alleviated, and student participation is intensified.

References:

1. Peggy Grant and Dale Basye. Personalized Learning: A Guide for Engaging Students with Technology. – Portland: International Society for Technology in Education, 2014. – 194 p.

2. Ilha Do Desterro // Book Reviews. – 2014. – № 66. – P. 302–314.

3. Cabero-Almenara J. The Ethics of AI in Education: Towards Responsible and Inclusive Use // Comunicar. – 2025. – Vol. 33, № 82. – P. 6–15.

4. Cruz-Benito J. AI in Education. – Cham: Springer, 2021. – 116 p.

THE IMPACT OF AI AND DIGITALIZATION ON MODERN SCHOOLS AND UNIVERSITIES

Базарбай Қ.
bazarbaykarlygash@gmail.com
Ғылыми жетекші: магистр оқытушы Литвинова Е.А.
e.litvinova1@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан
педагогикалық университеті
Шымкент, Қазақстан

In the modern world, technology is developing at a very fast pace, and this process has a strong influence on many areas of life, especially education. Artificial intelligence (AI) and digitalization are becoming key elements in schools and universities. These technologies are changing not only how students learn but also how teachers teach and how educational institutions operate.

In the past, education was mainly based on textbooks, lectures, and direct communication between teachers and students. However, today's learners are surrounded by digital tools, online platforms, and smart systems that make education more interactive and flexible. As a result, the traditional model of education is gradually transforming into a more innovative and student-centered system.

One of the most significant contributions of artificial intelligence to education is personalization. Every student has different abilities, learning speeds, and interests. AI technologies can analyze students' performance and adapt the learning process to their individual needs. For example, platforms like ChatGPT, Duolingo AI, and Socratic by Google provide personalized feedback and recommendations based on learners' progress [2, p.15].

In addition, AI can support teachers in many ways. Checking homework, grading tests, and tracking student progress can take a lot of time. With tools such as Grammarly AI and Turnitin, these tasks can be automated, allowing teachers to focus more on explaining complex topics and developing students' critical thinking skills [3, p.22].

Another important development is the use of virtual assistants and chatbots in education. Tools like ChatGPT and Google Bard can answer students' questions at any time, making learning more continuous and accessible. Students no longer need to wait for the next lesson to solve their problems, which creates a more independent learning environment [2, p.18].

Digitalization has also completely changed access to education. Today, students can use online platforms such as Coursera, Khan Academy, and edX, which offer courses from leading universities and experts. This allows learners from different countries, including remote areas, to receive high-quality education [4, p.30].

Moreover, digital tools make lessons more engaging. Interactive whiteboards, presentations, animations, and videos help explain difficult topics in a simple and visual way. Research shows that visual learning improves understanding and memory retention among students [1, p.45].

Flexibility is another important advantage of digital education. Students can study at their own pace, repeat lessons, and choose convenient times for learning. Distance learning has become especially popular in recent years, proving that education can continue even without physical classrooms [5, p.12].

However, despite these advantages, there are also several challenges. One major issue is the digital divide. Not all students have access to modern devices or stable internet connections, which creates inequality in education [3, p.50].

Another problem is the overuse of technology. Spending too much time in front of screens may affect students' health and reduce face-to-face communication skills, which are essential for personal and professional development [2, p.27].

Data privacy is also an important concern. Many educational platforms collect personal data about students, so it is necessary to ensure that this information is protected and used responsibly [6].

In conclusion, artificial intelligence and digitalization have brought significant changes to modern education. They have made learning more personalized, flexible, and accessible for students worldwide. At the same time, it is important to address challenges such as unequal access, reduced communication, and data security risks.

In the future, AI and digitalization will continue to develop and play an even greater role in education. If used wisely, these technologies can create better learning opportunities and help students achieve their full potential.

References:

1. Schwab K. The Fourth Industrial Revolution. – Geneva: World Economic Forum, 2016. – 45 p.

2. UNESCO. Artificial Intelligence in Education: Guidance for Policy-makers. // Paris: UNESCO, 2021. – P. 15–27.

3. OECD. Digital Education Outlook 2021. // Paris: OECD Publishing, 2021. – P. 22–50.

4. Khan S. The One World Schoolhouse. – New York: Twelve, 2012. – 30 p.

5. World Economic Forum. Schools of the Future. – Geneva: World Economic Forum, 2020. – 12 p.

6. Coursera, Khan Academy. Official Reports. – 2022.

CHATGPT АЯСЫНАН ТЫС ҚОЛДАНЫЛАТЫН ЖАСАНДЫ ИНТЕЛЛЕКТ: АКАДЕМИЯЛЫҚ ЖӘНЕ ТІЛДІК ОРТАДАҒЫ ТРАНСФОРМАЦИЯЛЫҚ ҮРДІСТЕР

Еріш А.
a80956339@gmail.com
Ғылыми жетекші: магистр оқытушы Аширова Д.А.
dilbar_abukassymkyzy@okmpu.kz
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент,Қазақстан

Қазіргі білім беру жүйесі цифрлық трансформация кезеңін бастан кешіруде. Соңғы жылдары жасанды интеллект технологияларының дамуы оқу үдерісінің мазмұны мен ұйымдастырылуына елеулі өзгерістер енгізді. Көп жағдайда бұл өзгерістер ChatGPT сияқты тілдік модельдермен байланысты қарастырылады. Алайда жасанды интеллекттің мүмкіндіктері тек бір ғана құралмен шектелмейді, білім беру саласында әртүрлі бағытта қолданылатын көптеген интеллектуалды жүйелер бар.

Жасанды интеллекттің білім беру кеңістігіне енуі оқыту процесінің тек техникалық жағын ғана емес, оның мазмұнын да өзгертуде. Дәстүрлі білім беру моделінде студент көбіне дайын ақпаратты қабылдаушы ретінде қарастырылса, қазіргі жағдайда ол білімді өз бетінше іздейтін және талдайтын белсенді субъектке айналуда. Бұл өзгерістер әсіресе тілдік білім беру саласында айқын байқалады, себебі тіл үйрену үдерісі интерактивтілік пен үздіксіз практиканы талап етеді.

Осы мақалада ChatGPT-тен тыс қолданылатын жасанды интеллект құралдарының академиялық және тілдік ортадағы рөлі қарастырылып, олардың білім беру жүйесіне тигізетін трансформациялық әсері талданады.

1. Жасанды интеллекттің академиялық ортадағы трансформациясы

Жасанды интеллекттің академиялық ортаға енгізілуі оқыту процесінің құрылымын айтарлықтай өзгертті. Қазіргі білім беру жүйесінде оқыту дербестендірілген сипатқа ие бола бастады. Бұл үрдіс adaptive learning (бейімделген оқыту) технологиялары арқылы жүзеге асады, мұнда жүйе студенттің оқу әрекетін үздіксіз талдап, оның білім деңгейіне сәйкес тапсырмалар ұсынады.

Мұндай талдау learning analytics құралдары арқылы іске асырылады. Яғни, студенттің платформадағы белсенділігі, тапсырмаларды орындау уақыты, қателер саны және жауап беру жылдамдығы сияқты деректер жинақталып, өңделеді. Нәтижесінде студенттің әлсіз тұстары анықталып, сол бағытта қосымша материалдар ұсынылады [6].

Бағалау жүйесінде де елеулі өзгерістер байқалады. Жасанды интеллект негізіндегі automated feedback жүйелері студенттің жазбаша жұмыстарын талдап, мазмұндық және тілдік тұрғыдан кері байланыс береді. Бұл тек уақыт үнемдеуге ғана емес, сонымен қатар бағалаудың объективтілігін арттыруға мүмкіндік береді.

Ғылыми-зерттеу жұмыстарында жасанды интеллект ақпаратты іздеу мен талдау үдерісін жеңілдетеді. Студент ғылыми мақалаларды салыстырып, негізгі идеяларды жылдам анықтай алады, бұл зерттеу сапасының артуына ықпал етеді.

Академиялық ортада жасанды интеллект білімді қабылдау тәсілін ғана емес, оны құру механизмін де өзгертеді.

Сонымен қатар, бұл үрдіс студенттен жоғары деңгейдегі сыни ойлау мен ақпаратты талдау дағдыларын талап етеді.

2. ChatGPT-тен тыс жасанды интеллект құралдарының мазмұндық мүмкіндіктері

Жасанды интеллекттің білім беру саласындағы мүмкіндіктерін тек ChatGPT арқылы шектеу жеткіліксіз. Қазіргі таңда әртүрлі бағыттарға арналған мамандандырылған жүйелер кеңінен қолданылуда және олардың әрқайсысы нақты оқу міндеттерін шешуге бағытталған.

Мәтінді өңдеуге арналған жүйелер көбіне Natural Language Processing (NLP) технологиясына негізделеді. Бұл технология мәтіндегі грамматикалық, синтаксистік және стилистикалық қателерді анықтап қана қоймай, оның құрылымын жетілдіруге мүмкіндік береді. Мұндай құралдар академиялық жазылым мәдениетін қалыптастыруда маңызды рөл атқарады [1].

Аударма жүйелері көптілді ортада білім алуды жеңілдетеді. Студент күрделі ғылыми мәтіндерді өз деңгейіне сәйкес түсінікті тілге аудара отырып, олардың мазмұнын тереңірек меңгере алады. Бұл әсіресе шетел тілінде білім алатын студенттер үшін маңызды.

Сөйлеуді тану технологиялары тіл үйренушінің айтылымын талдап, фонетикалық қателерді анықтайды. Мұндай жүйелер студентке нақты ұсыныстар беріп, оның сөйлеу дағдысын жетілдіруге мүмкіндік береді.

Оқу аналитикасы жүйелері студенттің оқу белсенділігін бақылап, оның үлгеріміне қатысты мәліметтерді жинақтайды. Бұл ақпарат негізінде оқыту процесі қайта қарастырылып, тиімді әдістер таңдалады.

Мамандандырылған жасанды интеллект құралдары нақты оқу дағдыларын терең дамытуға мүмкіндік береді.

3. Тілдік ортадағы трансформациялық өзгерістер

Жасанды интеллект тіл үйрену процесінің сипатын өзгертіп, оны қолжетімді әрі тиімді етті. Қазіргі жағдайда студент тілдік ортаға тек сабақ барысында ғана емес, кез келген уақытта ене алады.

ЖИ негізіндегі қосымшалар студентпен интерактивті диалог жүргізіп, оның жауаптарына сәйкес әрекет етеді. Бұл тілдік практика көлемін арттырып, сөйлеу дағдысын табиғи түрде дамытуға мүмкіндік береді. Мұндай жүйелер студенттің тілдік қателерін бірден анықтап, дұрыс нұсқасын ұсынады [4].

Жазылым дағдысын дамытуда жасанды интеллекттің рөлі ерекше. Мәтінді тексеру құралдары тек қателерді түзетіп қана қоймай, оны академиялық стильге келтіруге көмектеседі. Бұл студенттің ғылыми мәтін жазу қабілетін арттырады.

Тыңдалым дағдысы да жаңа деңгейге көтерілді. Жасанды интеллект студенттің деңгейіне сәйкес аудио және видео материалдарды ұсына отырып, оқу процесін бейімдейді.

Жасанды интеллект тілдік ортада табиғи коммуникацияға жақын жағдай қалыптастырады.

Бұл тіл үйренуді жылдам әрі нәтижелі етеді.

4. Білім беру жүйесіндегі құрылымдық өзгерістер

Жасанды интеллекттің дамуы білім беру жүйесінің құрылымын қайта қарастыруға алып келді. Оқу процесі цифрлық форматқа көшіп, білімге қолжетімділік артты.

Студенттің рөлі өзгеріп, ол енді пассивті қабылдаушы емес, белсенді білім іздеуші ретінде қалыптасуда. Бұл өзгеріс білім беру мазмұнының да жаңаруына әсер етті. Қазіргі уақытта цифрлық сауаттылық (digital literacy) және сыни ойлау негізгі құзыреттердің бірі болып саналады [3].

Оқытушының қызметі де трансформацияланды. Ол енді тек ақпарат жеткізуші емес, оқу процесін ұйымдастырушы және бағыттаушы ретінде әрекет етеді. Бұл педагогикалық тәсілдердің жаңаруына алып келді.

Жасанды интеллект білім беру жүйесін икемді және дербестендірілген модельге айналдырады**.**

Бұл қазіргі қоғамның талаптарына сәйкес келетін маңызды өзгеріс.

5. Жасанды интеллектті қолданудың шектеулері мен тәуекелдері

Жасанды интеллекттің мүмкіндіктері кең болғанымен, оны қолдану барысында бірқатар мәселелер туындайды. Ең алдымен, академиялық адалдық мәселесі өзекті болып отыр. Студенттің дайын жауаптарға тәуелділігі оның білім деңгейінің шынайы көрінісін төмендетуі мүмкін.

Сонымен қатар, жасанды интеллектке шамадан тыс тәуелділік сыни ойлау қабілетінің әлсіреуіне алып келуі ықтимал. Егер студент тапсырмаларды толықтай ЖИ көмегімен орындаса, ол ақпаратты өз бетінше талдау дағдысын жеткілікті деңгейде дамытпауы мүмкін.

Цифрлық теңсіздік те маңызды мәселе болып табылады. Барлық студенттердің технологиялық мүмкіндіктері бірдей емес, бұл білім беру сапасына әсер етуі мүмкін.

Жасанды интеллектті тиімді пайдалану оның мүмкіндіктері мен шектеулерін тең дәрежеде ескеруді талап етеді.

Бұл жағдайда оқытушының бақылаушы және бағыттаушы рөлі ерекше маңызға ие.

Жасанды интеллект қазіргі білім беру жүйесінің маңызды құрамдас бөлігіне айналып отыр. ChatGPT-тен тыс қолданылатын құралдар академиялық және тілдік ортада оқыту процесін жаңа деңгейге көтеруде.

Бұл технологиялар білім алушылардың дербес оқуына жағдай жасап, тілдік дағдыларын дамытуға тиімді мүмкіндік береді. Сонымен қатар, олар оқу процесін икемді әрі қолжетімді етеді.

Сонымен бірге, жасанды интеллектті қолдану барысында академиялық адалдық, сыни ойлау және цифрлық мәдениет мәселелеріне ерекше назар аудару қажет. Бұл технологияларды саналы түрде пайдалану ғана білім сапасының артуына ықпал етеді.

Жасанды интеллект білім беру жүйесінің болашақ даму бағытын айқындайтын негізгі факторлардың бірі болып табылады.

Әдебиеттер:

1. Godwin-Jones R. Artificial Intelligence and Language Learning // 2022
2. Holmes W. Artificial Intelligence in Education. – 2019
3. UNESCO. AI in Education. – 2021
4. Kukulska-Hulme A. Mobile Learning. – 2020
5. Siemens G. Learning Analytics. – 2017
6. ҚР БҒМ. Цифрлық білім ресурстары. – 2023
7. Әлжанова Ш. Цифрлық білім беру. – 2022
8. Luckin R. Machine Learning and Education. – 2018

THE BENEFITS OF SMART BOARDS IN THE CLASSROOM WITH AI INTEGRATION FOR IMPROVED CLIL LEARNING

Balabek Nurbibi *- 4th-year students*

Scientific supervisor: PhD, Acting Professor Makhanova Zh.K.

South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov,
Shymkent, Kazakhstan

Аннотация

В данной статье рассматриваются ключевые преимущества использования интерактивной доски SMART в сфере образования CLIL. Особое внимание уделяется ее функциональным возможностям, которые способствуют повышению эффективности учебного процесса. В статье анализируется, как интерактивные технологии способствуют улучшению вовлеченности учащихся, развитию их когнитивных навыков и созданию более динамичной образовательной среды. Также рассматриваются примеры успешного внедрения SMART-досок в учебные заведения и их влияние на качество преподавания и усвоение материала.

Ключевые слова: интерактивная доска SMART, образование, искусственный интеллект, технологии, учебный процесс, цифровые технологии, инновации.

Түйіндеме

Бұл мақалада SMART интерактивті тақтасының білім беру саласындағы негізгі артықшылықтары қарастырылады. Оның оқу процесінің тиімділігін арттыруға көмектесетін функционалдық мүмкіндіктеріне ерекше назар аударылады. Мақалада интерактивті технологиялардың оқушылардың қызығушылығын арттырып, олардың когнитивтік дағдыларын дамытуға және білім беру ортасын неғұрлым динамикалық етуге қалай ықпал ететіні талданады. Сондай-ақ, SMART тақталарын білім беру мекемелеріне сәтті енгізу мысалдары қарастырылып, олардың оқыту сапасы мен материалды меңгеру деңгейіне әсері зерттеледі.

Кілт сөздер: SMART интерактивті тақтасы, білім беру, жасанды интеллект, технологиялар, оқу процесі, цифрлық технологиялар, инновациялар.

Smart boards have revolutionized modern education by offering interactive and dynamic learning experiences. These digital tools enable teachers to present lessons in an engaging manner, incorporating multimedia elements such as videos, animations, and real-time collaboration. However, the integration of Artificial Intelligence (AI) with smart boards takes their functionality to a new level, making classroom instruction more adaptive, personalized, and effective.

AI-powered smart boards can analyze student responses in real time, adjusting the difficulty level of exercises based on individual performance. Through speech recognition, students can interact with lessons by answering questions verbally, receiving instant feedback on pronunciation and accuracy. Natural Language Processing (NLP) enables the smart board to recognize and correct grammatical errors in student input, enhancing language acquisition and literacy skills.

Additionally, AI-driven handwriting recognition allows students to write on the board while the system automatically converts their handwriting into digital text, aiding note-taking and collaborative learning. AI-enhanced smart boards also support adaptive learning paths, where students receive personalized exercises based on their strengths and weaknesses, promoting differentiated instruction.

In subjects like science and mathematics, AI-powered smart boards can provide step-by-step explanations, detect common mistakes, and offer hints or alternative solutions. Teachers can use AI analytics to track student progress, identifying areas where additional support is needed. Furthermore, virtual AI tutors integrated into smart boards can assist students with problem-solving, fostering independent learning.

This study explores the role of AI-enhanced smart boards in modern education,

emphasizing their advantages in interactive learning, real-time feedback, and personalized instruction. As AI technology continues to evolve, smart boards will become even more intelligent, reshaping the future of digital education and improving classroom engagement.

SMART boards put simply, are a sophisticated replacement of the traditional overhead projector. Over the years, this cutting-edge technology has proved popular for students of all ages. The interactive board turns a typical classroom into a fun learning environment. It enriches classrooms in several ways by providing hands on collaboration and creating the perfect learning setting. There are several advantages of bringing in a SMART interactive whiteboard into a classroom setting. There are several advantages of this state-of-the-art technology in the education industry [1].

Some of Reasons why SMART Boards are an essential component in the modern day classroom:

- Provides Flexibility: Interactive whiteboards allow many different forms of media including photos, illustrations, maps, graphs, games, and video, to be displayed. These tools not only enrich the classroom experience but also help to expand the nature of content that can be used in learning. In addition, SMART Boards makes learning to be more dynamic owing to the different forms of presenting information.

- Enhanced teaching/learning experience in CLIL: SMART Boards provide new ways for teachers to teach, and student to learn. These tools support a wide variety of learning styles. For instance, visual learners can watch as their tutors use the whiteboards to project visual elements; whereas audio learners can listen and have discussions. On the other hand, the Boards come with touchscreen capabilities that allow tactile learners to touch and interact with the board.

- Interact and share: The interactive nature of SMART boards offers learners an opportunity to share and participate in the instructional process. Interactivity provides a platform for students to demonstrate their grasp of the subject through touching, drawing, and writing. Every learner has an opportunity to participate or contribute to the presentation and/or discussion via notebooks and tablets. In addition, the boards provide for rapid assessment where by learners can receive immediate feedback. Teachers and students are able to identify individual strengths and weaknesses in various subject areas and isolate areas/topics that need more focus or review.

- Going Green: Interactive boards are also environmentally friendly. They offer teachers an entirely different way of presenting information to students, which eliminates the need for writing, printing or photocopying. Which, contribute to eliminate waste and pollution, from over-utilization of paper and ink?

- Easy to Use: The SMART board is very easy to us even for the person who isn't a friend with the technology world.

SMART Boards have many advantages in the classroom. First of all, there are many benefits of SMART Boards for students in the classroom. This electronic whiteboard is interactive and great for demonstrations. Students would enjoy an interactive SMART Board lesson because the subject would come alive and bring reality into the classroom. SMART Boards provide a means of learning for all students, including students with different learning styles. Most students learn by actually doing and physically interacting with a medium, so SMART Boards would give students the opportunity to explore and manipulate concepts of a lesson. Also, students of every grade level show in creased motivation and enjoy the interaction that the technology offers. The use of a SMART Board would capture the attention of students and also encourage participation [2].

There are many advantages for students with the use of SMART Boards, however teachers also benefit by using this technology. For instance a lesson incorporating the use of a SMART Board engages not only the students, but also the teacher. During the lesson the

teacher would be modeling that he/she is also interested in the lesson; therefore reinforcing that they are lifelong learners. Another advantage for the teacher is that it gives them instant access to many electronic resources. For example, the SMART Board provides instant internet access during a lesson, so a student's unanswered question can be answered immediately instead of waiting a day or two. Another huge advantage of SMART Boards is that teacher can plan lessons with so much more imagination. With the use of the SMART Board teaching any concept is possible and easier. Pages can be automatically saved, printed, emailed, or even pasted into a website. Flip-charts, all sorts of document, and presentations all can be created. The possibilities are endless. Another positive aspect about SMART Board is that the software comes with ready-made layouts. Layouts can be found on the internet, some created by SMART and others created by other teachers across the world. The layouts can be modified to fit each teachers own lesson appropriately.This would come in handy for teacher who do not have a lot of time to create a lesson. [3].

A lot of new software is available for free on the internet that can be easily integrated. There are many forums and websites that aim to help teachers by providing SMART Board ideas and activities. Explore these for more ideas.

The SMART Board is tomorrow's technology and is bound to change the look of classrooms forever. Using SMART boards in your classroom can help you stay ahead with technology that could make the education process simpler and perhaps even more productive. The object of a SMART Board isn't to take traditional book learning, hands-on experiences or paper testing away from students. Instead, it is designed to wake students up by adding variety to instruction, getting them moving and providing novel ways to respond to questions [4].

Especially in one-computer classrooms, SMART Boards are smart choices, because they quickly provide a big picture of learning. Connected to computers, they offer whole-group access to colorful, educational websites, powerful assessment software and teacher-made materials tailored to a class's needs. The SMART boards are the future of education.

References:

1. Katherine Bradley, Demand Media Research Study Results Documenting the Impact of Electronic Whiteboards on Teaching and Learning. (2009).

2. Adam Klemann, Edtech Blong Smart Boards in the Classroom. (2011).

3. Kristen Foley, Posted in SMART™ In the Classroom: graffiti walls, novel study, read aloud, read alouds, reading, SMART, SMART Board, SMART Board lessons, SMART Boards, SMART Boards in the classroom, SMART classroom, SMART Notebook, SMART Notebook files, SMART technology, writing. (2012)

4. Jade Roks, topic Teachers, Enotes technology, newbook (2-4) UK. (2012).

THE INFLUENCE OF ARTIFICIAL INTELLIGENCE ON LEARNING MOTIVATION WHEN STUDYING ENGLISH

Nishanbaeva J.
1703-62 – group student
jasminanish05@icloud.com
Scientific Supervisor: Duisenova M.
PhD, Acting Professor
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Abstract

This study examines the influence of artificial intelligence (AI) on students' motivation in learning English in a digitally mediated educational context. Using comparative analysis of recent Kazakhstani and international literature (2023–2025), the research identifies four key mechanisms through which AI affects motivation: personalization of learning, provision of instant feedback, enhancement of language participation, and the mediating role of the teacher. The findings indicate that AI-supported environments can significantly increase learner engagement, confidence, and sustained participation by adapting tasks to individual needs and offering immediate, formative feedback. At the same time, the study highlights potential risks, including superficial learning and overreliance on automated responses when pedagogical guidance is insufficient. The results suggest that the motivational impact of AI is not inherent in the technology itself but depends on its methodologically sound integration into teaching practice. The study contributes to understanding AI as a pedagogical tool that can foster internal, sustainable motivation when used as a learning partner rather than a source of ready-made answers.

Keywords: artificial intelligence, learning motivation, English as a Foreign Language (EFL), personalization, instant feedback, student engagement, digital learning, language teaching, chatbots, pedagogy.

Teaching English in the modern educational space relies not only on memorizing rules and words, but also on the formation of internal motivation of the student. One of the main conditions for success in mastering a foreign language is learning motivation, since it is this factor that determines the depth of the student's participation in the task, readiness to work on errors and long – term language activity. Today's schoolboy is inclined to the digital environment, expects a quick response, wants the content to adapt to himself and wants to immediately feel the result in his studies. In this situation, artificial intelligence tools are seen as an opportunity to give a new impetus to the teaching of the English language. They compose a text, correct an error, conduct a dialogue, offer a task according to the level and adapt to the individual speed of the student.

The purpose of the study is a scientific and methodological analysis of the influence of artificial intelligence on learning motivation in the process of learning English. The objectives of the study are to identify the main mechanisms by which artificial intelligence contributes to motivation, to compare conclusions in foreign and Kazakh literature, as well as to describe models that can be used in school practice. The object of the study is the process of teaching English, and the subject is the activity of artificial intelligence tools in this process to form learning motivation. The relevance of the study is due to the search for new mechanisms for maintaining the student's interest in the conditions of digitalized education. Theoretical significance lies in clarifying the relationship between artificial intelligence and language motivation, practical significance lies in the demonstration of ways to use it consciously and purposefully in the classroom.

The article used methods of comparative analysis of scientific literature, interpretive examination and pedagogical modeling. Four foreign and Kazakh works published in 2023-2025 were taken as material. The analysis took into account four criteria that affect motivation: personalization, instant feedback, language participation activity, and the guiding role of the teacher.

The motivational potential of artificial intelligence in teaching English is explained primarily by its ability to personalize. In Lin Wei's 2023 study, the group that used AI-mediated instruction showed increased L2 motivation compared to traditional learning, and qualitative data showed that this effect was realized through personalized learning experience

and increased interest [1, p. 17]. The author's statement " personalized learning experiences, ultimately boosting motivation “means, in English,” personalized learning experiences ultimately strengthen motivation." This principle is also relevant in the school environment. For example, one student can create Five Easy-Level sentences on the topic “Present Simple” via ChatGPT, and another student can edit a short diary text on the same topic and give more complex feedback. In this way, not everyone is offered a task, but a job tailored to the student's capabilities, which in turn strengthens the sense of success and maintains motivation.

The second important mechanism that enhances motivation is instant feedback. A 2025 review by Aidos Myrzabek, Gaukhar Yersultanova and Medet Zhandildinov, which examined the context of Kazakhstan, highlights the fact that artificial intelligence tools can enhance formative assessment in English lessons, including adaptive platforms, natural language-based feedback, and AI-driven self/peer assessment approaches [2, p. 99-101]. This conclusion is very important in terms of motivation, since when the student sees his mistake not in the next lesson, but at that moment, he can continue without interrupting the language activity. For example, a student can write a short paragraph on the topic “my future profession” and ask AI not just to correct his mistake, but to make a stylistic improvement with the instruction “make it clearer and more natural”. At such a moment, evaluation is perceived as a process that helps progress, and not a judgment that causes fear. And it is this perception that transfers motivation to the inner character.

The impact of artificial intelligence on learning motivation is not limited to personalization and feedback, it also enhances the active participation of the student. In a systematic review of AI-powered chatbots published in 2024, it is mentioned that such chatbots, in addition to improving the results of speaking English, also strengthen the indicators of confidence, engagement and motivation [3, p. 29]. This fact shows that motivation is not just an emotional interest, but an activity that develops into real linguistic participation. For example, some student in a class may feel embarrassed to talk to a teacher or classmate, but that fear decreases when you practice with a chatbot. The student repeatedly repeats such dialogues as” Order food in a restaurant“,” Introduce yourself to a foreign friend“,” Ask for help in a library". This repetition will not be boring, because for each answer AI will give a new reaction. As a result, motivation begins to arise not from external coercion, but from the linguistic action itself.

However, the motivational effect of artificial intelligence is not always automatically positive. In a 2025 study on AI-generated lesson plans by teachers published in the SDU Bulletin, participants note that while they acknowledge that plans created by artificial intelligence can have a positive impact on learning outcomes, it is too generalized without teacher correction, far from personality trait, and in some cases increases the risk of automation bias [4, p. 41-42]. This note is also crucial in the issue of learning motivation. If a student uses AI only to get a ready-made answer, then motivation can be aimed at getting the job done quickly, and not at true learning motivation. And if the teacher turns AI into a thinking tool, for example, “which of the two options given by AI is natural and why?” or if the tasks "the text was corrected by the AI, now you rewrite it, keeping your style," then the motivation takes on a cognitive character. Therefore, AI either strengthens or weakens motivation; it all depends on how to pedagogies it.

The analysis carried out showed that the influence of artificial intelligence on the motivation to study English is carried out through four main channels. First, it adapts the learning content to the level of the student, so that the feeling of failure is reduced. Second, instant feedback keeps the student in action without interrupting the learning process. Third, chatbots and generative platforms increase language activity, as they allow you to enter into a

dialogue. Fourth, if the teacher does not have a professional filter, the AI can also be motivated to perform superficially.

From a practical point of view, the most effective way to use artificial intelligence as a means of motivation is to organize it as a learning partner, and not as a source of finished products. For example, the teacher first gives a language support on the topic, then the student performs an individual task with the help of AI, and finally discusses the same result in the classroom. On the topic "My dream university", one student draws up a list of questions using AI, another corrects a short essay, and the third receives keywords for an oral presentation. But at the end of the lesson, everyone presents the same material in their own words. Such a model reinforces motivation not only under the influence of technology, but through independent action, choice and a sense of success.

In summary, artificial intelligence can be a powerful tool for increasing motivation to study English. Its main advantages are the possibility of personalized learning, instant feedback, support for language activity and creating conditions for the student to manage their own learning. However, its effectiveness lies not in the technology itself, but in the methodically correct Organization of it by the teacher. Therefore, when using artificial intelligence in English lessons, it is necessary to use it not as a ready-made responder, but as a means of thinking, coaching and demonstrating progress. Only in this case will AI help to turn learning motivation into a stable internal motivation, and not leave it at the level of external interesting effects.

This study shows how artificial intelligence can be used to support students' motivation when learning English through more personalized, interactive and adaptive environments. The analysis indicates that AI promotes motivation through four interrelated mechanisms: it tailors learning material to the needs of individual students, provides instant and formative feedback, enhances opportunities for active participation in language work, and supports sustained engagement with learning tasks. These characteristics help to move motivation from externally-regulated to more internalized, sustained engagement.

But the findings also confirm that AI's motivational effects aren't necessarily positive by default. Left without adequate pedagogical scaffolding, AI is likely to promote shallow modes of learning and disengaged cognitive participation by learners. Hence, the teachers purpose is still essential in remediating how the AI tools are being used ensuring that they have instrumented thinking reflecting and constructive language practice rather than providing prefabricated answers.

References:

1. Wei L.W. Artificial intelligence in language instruction: impact on English learning achievement, L2 motivation, and self-regulated learning // Frontiers in Psychology. – 2023. – Vol. 14. – Article 1178456. – DOI: https://doi.org/10.3389/fpsyg.2023.1261955

2. Myrzabek A., Yersultanova G., Jandildinov M. Formative assessment in Kazakhstan's English language classrooms: a narrative review of current practices and the role of AI tools // SDU Bulletin: Pedagogy and Teaching Methods. – 2025. – № 2(71). – P. 99–113 DOI: https://doi.org/10.47344/epbd2d80

3. Du J., Liu Y., Chen Y. Transforming language education: a systematic review of AI-powered chatbots for English as a foreign language speaking practice // Computers and Education: Artificial Intelligence. – 2024. – Vol. 5. – Article 100173. – DOI: https://doi.org/10.1016/j.caeai.2024.100230

4. Fazylova A., Kaiyp A. EFL teachers' attitudes towards the use of AI-generated lesson planning // SDU Bulletin: Pedagogy and Teaching Methods. – 2025. – № 2(71). – P. 30–46. DOI: https://doi.org/10.47344/t4mpdm76

ЦИФРЛАНДЫРУ МЕН ЖАСАНДЫ ИНТЕЛЛЕКТ МЕКТЕП ПЕН ЖОО-ДА БІЛІМ БЕРУ ТРАНСФОРМАЦИЯСЫНЫҢ ФАКТОРЫ РЕТІНДЕ

Қахарман М.
madinakaharman@mail.ru
Ғылыми жетекші: аға оқытушы Абдукаримова А.А.
aika77.0777@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Қазіргі уақытта білім беру жүйесі қарқынды түрде өзгеруде.Бұның негізгі себептерінің бірі цифрландыру мен бәріміз білетін жасанды интелекттің жылдам дамуы.Бұл технологиялар оқыту әдістерін жаңартып,білім алушыларға жаңа мүмкіндіктер ұсынады.

Цифрландыру білім беру процесін автоматтандыруға мүмкіндік беріп жатырса,жасанды интелект білім алуды жекелендіруге жағдай жасайды.Осыған байланысты, аталған технологиялар білім беру жүйесінің жаңаруында маңызды рөл атқарады.

Цифрландыру және білім беру жүйесі

Цифрландыру қазіргі білім беру саласының дамуына тікелей әсер ететін маңызды көрсеткіштердің бірі болып табылады.Бұл ақпараттық-коммуникациялық технологияларды білім беру жүйесінде енгізу арқылы оқыту сапасын жақсартуға бағытталған. Біршама зерттеулер көрсеткендей,цифрлық технологияларды қолдану білім алушылардың оқу белсенділігін арттырып,ақпаратты қабылдау мен өңдеу процесін жеңілдетеді.[1,5 б.]

Соңғы уақтта білім беру ұйымдарында онлайн платформалар,электронды ресурстар және қашықтықтан оқыту жүйелері кеңінен тарала бастады. Мысалы,халықаралық зерттеулерде цифрлық құралдардың қолданылуы оқыту тиімділігін арттырып қана қоймай,білім алушылардың өзіндік жұмыс жасау қабілеттерін дамытуға ықпал ететінін атап өтті.[2, 12 б.]

Цифрландырудың маңызды артықшылықтарының бірі— білім беру ресурстарына қол жетімділіктің артуы. Интернет арқылы білім алу шыныменде географиялық шектеулерді азайтып оқыту процесін жеңілдетеді.

Жалпы алғанда, цифрландыру білім беру жүйесін жаңғыртып, оны икемді әрі қолжетімді етеді, бірақ оны тиімді пайдалану үшін белгілі бір шектеулерді ескеру қажет.

Мектептегі білңм беру жүйесіндегі транформация

Мектептегі білім беру жүйесіндегі трансформацияның алғашқы нәтижелері инфрақұрылымдық жетістіктермен тығыз байланысты. 2025 жылдың соңына қарай Қазақстанда интернетке қосылу деңгейі 93,4%-ға жетті. Әсіресе, ауыл мектептері мен қала арасындағы цифрлық алшақтықты жою мақсатында 1700-ден астам шалғайдағы білім беру ұйымдары Starlink жерсеріктік жүйесіне қосылды.[2]

Сонымен қатар, 2025–2026 оқу жылынан бастап «Цифрлық сауаттылық» және «Информатика» пәндерінің мазмұнына ЖИ элементтері енгізіліп, Массачусетс технологиялық институтымен (MIT) бірлескен «Day of AI» пилоттық жобасы аясында 1–4 сынып оқушылары үшін 30–60 минуттық арнайы модульдер іске қосылды. Шымкент қаласындағы «Келешек мектептері» базасында Roqed AI, Aqyl және Kahoot AI сияқты платформалардың сынақтан өтуі оқу процесін интерактивті етуге және мұғалімдердің күнделікті құжаттамалық жүктемесін азайтуға мүмкіндік берді.[3]

Жоғары оқу орындарындағы ЖИ трансформациясы

Жоғары оқу орындарындағы жасанды интеллект (ЖИ) трансформациясы — бұл жай ғана технологиялық жаңару емес, білім беру парадигмасының түбегейлі өзгеруі. «ChatGPT шеңберінен тыс» қарастырсақ, бұл процесс университеттердің ғылыми-зерттеу және әдістемелік әлеуетін жаңа деңгейге көтереді.

Университет ортасында ЖИ үлкен деректерді талдау мен синтездеудің басты құралына айналды. Магистранттар мен жас ғалымдар үшін ол ақпаратты сүзу, әдебиеттерге шолу жасау және болжамды модельдер құру уақытын айтарлықтай үнемдейді. Бұл зерттеушіге техникалық жұмыстан гөрі, концептуалды жаңалықтарға көбірек көңіл бөлуге мүмкіндік береді.

ЖИ негізіндегі адаптивті жүйелер студенттің білім деңгейін нақты уақыт режимінде талдап, оған жеке оқу траекториясын ұсынады. Бағалау жүйесіндегі кері байланыс тек қателерді көрсетіп қана қоймай, студенттің когнитивті дамуына бағыт-бағдар береді. Бұл — білім берудің ашықтығы мен әділдігін қамтамасыз ететін маңызды фактор.

Шетел тілдерін оқытуда ЖИ виртуалды коммуникация орнату арқылы студенттердің сөйлеу дағдыларын жетілдіреді. Инновациялық әдістер тілдік кедергілерді жоюға және кәсіби құзыреттілікті прагматикалық тұрғыдан қалыптастыруға бағытталған.

ЖИ мен цифрландыру — ЖОО-дағы білім сапасын арттырып, болашақ мамандардың бәсекеге қабілеттілігін шыңдайтын стратегиялық ресурс.[4]

Артықшылықтары мен кемшіліктері

Негізгі артықшылықтары (Плюстері)

- Жекелендірілген оқыту (Personalized Learning).[5, 36 б]
- Қолжетімділік пен икемділік .
- Оқытушылардың жүктемесін азайту.[5, 34 б]
- Инновациялық әдістер.

2. Негізгі кемшіліктері мен сын-қатерлері (Минустары)

- Академиялық адалдық мәселесі.
- Цифрлық теңсіздік.
- Әлеуметтік дағдылардың төмендеуі.
- Деректердің құпиялылығы.[5, 50 б]

Зерттеу нәтижелерін жинақтай келе,жасанды интелект(Жи) негізіндегі бағалау және кері байланыс жүйелері қазіргі білім беру жүйесіннің ажырамас бөлігі.Бұл технологиялар оқу үдерісіп автоматтандыру арқылы бағалаудың объективтілігін арттырып, білім алушыларға дер кезінде жедел кері байланыс беруге мүмкіндік береді. Әсіресе мектеп пен жоғары оқу орындарында мұндай цифрлық құралдарды қолдану оқыту тиімділігін көтеріп қана қоймай, әрбір білім алушының жеке ерекшеліктері мен қабілеттерін ескеруге жағдай жасайды.

Сонымен қатар, ЖИ алгоритмдері арқылы оқу үлгерімін терең талдау (learning analytics) жасауға және үлгерімі төмендеуі мүмкін студенттерді алдын ала анықтауға жол ашылды. Бұл оқытушыларға мәселені дер кезінде анықтап, тиісті көмек көрсетуге көмектеседі. Дегенмен, ЖИ барлық мәселенің толық шешімі бола алмайтынын түсіну маңызды. Мәселен, ол шығармашылық жұмыстарды бағалау кезінде белгілі бір шектеулерге ие.

Сондықтан жасанды интеллектті оқытушының орнын басушы емес, оның кәсіби қызметін толықтыратын және жеңілдететін тиімді көмекші құрал ретінде қарастыру

қажет. Жалпы алғанда, цифрлық технологиялар мен дәстүрлі оқыту әдістерін оңтайлы үйлестіру — білім беру сапасын жаңа деңгейге көтерудің негізгі шарты болып табылады. Бұл трансформациялық процесс болашақта дами береді, ал оның табыстылығы технологияны педагогикалық мақсаттарға қаншалықты сауатты бейімдей алуымызға тікелей байланысты.

Әдебиеттер:

1. Holmes W., Bialik M., Fadel C. Artificial Intelligence in Education. – Boston: Center for Curriculum Redesign, 2019.
2. https://datareportal.com/reports/digital-2026-kazakhstan
3. Kazakhstan Forecasts Twofold Increase in Internet Traffic Consumption—2025– URL:https://timesca.com/kazakhstan-forecasts-twofold-increase-in-internet-traffic-consumption/
4. Сүлейменова Р.Н. Білім беруді цифрландырудың заманауи тенденциялары. – Алматы: Ғылым, 2023. – 45-48 бб.
5. Жасанды интеллект арқылы шет тілін үйренуді жандандыру // Qazaq Journal of young scientists. – 2023.
6. Baker R.S., Inventado P. Educational Data Mining and learning Analytics// Learning Analytics. — New York: Springer. — 2014. —P. 61-75.

ARTIFICIAL INTELLIGENCE AND THE TRANSFORMATION OF FOREIGN LANGUAGE LEARNING

Egemberdieva D.
egemberdieva_d@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

The integration of artificial intelligence into education is no longer a futuristic ambition — it is a present reality transforming how millions of people learn foreign languages. From humble beginnings in computer-assisted language learning (CALL) in the 1960s, the field has evolved dramatically with the emergence of machine learning, neural networks, and large language models (LLMs). Today, AI-powered tools can simulate authentic conversations, provide immediate corrective feedback, adapt content to individual proficiency levels, and even analyze a learner's emotional state to optimize engagement.

This article synthesizes contemporary scholarship to assess how AI is transforming foreign language learning, what benefits and challenges it presents, and what pedagogical frameworks best support its integration.

Scholars such as Chapelle were among the first to systematically examine the intersection of technology and second language acquisition (SLA), arguing that effective CALL must align with SLA theory. Decades later, this principle remains central, but the technological toolkit has expanded enormously. The global COVID-19 pandemic further accelerated digital adoption in language education, forcing institutions worldwide to rethink pedagogical approaches and embrace remote, AI-assisted instruction [1, p.113].

One of the most impactful contributions of AI to language education is the capacity for personalization. Traditional classroom instruction, constrained by time and student-to-teacher ratios, rarely accommodates the full spectrum of learner needs. AI systems, by contrast, can continuously assess a learner's strengths, weaknesses, and progress, adjusting content and difficulty in real time.

Researchers Warschauer and Healey recognized early on that technology could shift language learning from a teacher-centered to a learner-centered paradigm. This vision has been realized through platforms like Duolingo, which employs machine learning algorithms to generate personalized exercise sequences [2, p.22]. Burston documented that mobile-assisted language learning (MALL) significantly increases the frequency and quality of learner engagement, particularly for vocabulary acquisition [3, p.344].

Godwin-Jones emphasizes the concept of "ecological" language learning, in which AI tools function as part of a broader learning environment rather than isolated applications. When AI adapts not only content difficulty but also delivery modality — switching between readings, listening, and speaking tasks based on learner performance — it mirrors the holistic nature of real-world language use [4, p.10].

Natural language processing (NLP) has undergone a revolution with the advent of transformer-based models such as GPT-4, enabling AI systems to engage in open-ended, contextually rich dialogue. For language learners, this represents a transformative opportunity: access to a tireless, patient interlocutor available around the clock.

Krashen's Input Hypothesis posited that language acquisition occurs when learners are exposed to comprehensible input slightly beyond their current level (i+1). Conversational AI systems can operationalize this principle dynamically, calibrating language complexity to the learner's demonstrated proficiency. Furthermore, Swain's Output Hypothesis stressed the importance of producing language, not merely receiving it — a gap that AI chatbots now help bridge by encouraging sustained conversational output [5, p.120].

Ellis highlighted the role of corrective feedback in SLA, noting that timely, targeted correction supports restructuring of the learner's interlanguage. Modern AI tutors excel at this: platforms such as ELSA Speak use deep neural networks trained on native speaker data to identify and correct pronunciation errors with greater granularity than most human teachers can provide in a classroom setting [6, p.209].

Writing in a foreign language is a cognitively demanding task that requires simultaneous attention to grammar, vocabulary, discourse structure, and pragmatics. AI writing assistants have become indispensable tools for learners navigating these challenges.

Grammarly, Quillbot, and similar platforms use transformer-based NLP to detect grammatical errors, suggest vocabulary alternatives, and evaluate stylistic clarity. Hockly examined the role of technology in writing pedagogy and argued that digital tools, when properly integrated, shift learners' attention from mechanical accuracy to communicative effectiveness — a cognitively higher-order goal [7, p.65].

Automated essay scoring (AES) systems, studied extensively by Warschauer and Grimes, offer scalable, consistent evaluation of learner writing. While critics argue that AES lacks the nuanced interpretive capacity of human raters, proponents note that AI feedback is more immediate, less biased, and infinitely more available — qualities that make it a powerful complement to teacher assessment, particularly in large or resource-constrained educational contexts [2, p.30].

Artificial intelligence is not merely a supplementary tool in foreign language learning — it is becoming a foundational infrastructure of the field. By enabling unprecedented personalization, providing tireless conversational practice, delivering granular feedback, and scaling instruction to global populations, AI is expanding access to high-quality language education in ways previously unimaginable.

The trajectory of AI development — toward more contextually aware, multimodal, and emotionally responsive systems — suggests that its role in language education will deepen considerably in the coming decades. Educators, researchers, developers, and policymakers must collaborate to ensure that these technologies are designed and deployed equitably, ethically, and pedagogically soundly. The future of language learning will be shaped not by AI alone, but by the wisdom with which humans choose to wield it.

References:

1. Chapelle C.A. *Computer Applications in Second Language Acquisition*. Cambridge: Cambridge University Press, 2001. 213 p.
2. Warschauer M., Grimes D. Automated writing assessment in the classroom // *Pedagogies*. 2008. Vol. 3, no. 1. P. 22–36.
3. Burston J. MALL: The pedagogical challenges // *Computer Assisted Language Learning*. 2014. Vol. 27, no. 4. P. 344–357.
4. Godwin-Jones R. Smartphones and language learning // *Language Learning & Technology*. 2017. Vol. 21, no. 2. P. 3–17.
5. Krashen S.D. *The Input Hypothesis: Issues and Implications*. London: Longman, 1985. 120 p.
6. Ellis R. Principles of instructed language learning // *System*. 2005. Vol. 33, no. 2. P. 209–224.
7. Hockly N. Designer learning: The teacher as designer of mobile-based classroom learning experiences // *Innovations in Language Learning and Teaching*. 2013. Vol. 7, no. 2. P. 65–87.

THE ROLE OF ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION

Kuralbekova Zh.
kuralbekovazh@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

The rapid advancement of artificial intelligence technologies has initiated a profound transformation across many sectors of society, and higher education is no exception. Universities and colleges worldwide are increasingly integrating AI-powered tools into teaching, learning, assessment, and institutional administration. As Seldon and Abidoye [1, p. 12] argue, artificial intelligence represents not a peripheral supplement to existing educational practice but a structural shift in how knowledge is created, transmitted, and evaluated. Understanding this shift requires careful attention to both the opportunities AI presents and the serious ethical and pedagogical challenges it raises.

One of the most widely discussed applications of AI in higher education is adaptive learning. Intelligent tutoring systems and personalised learning platforms use machine learning algorithms to analyse student performance data and dynamically adjust the pace, content, and difficulty of instruction to suit individual learners. Luckin [2, p. 47] contends that such systems hold genuine promise for widening access to high-quality education, particularly for students who have historically been underserved by one-size-fits-all pedagogical approaches. By responding in real time to gaps in understanding, AI tutors can

provide the kind of individualised support that human instructors, managing large cohorts, are rarely able to offer consistently.

Beyond personalised instruction, AI is reshaping the landscape of academic assessment. Automated essay scoring systems, plagiarism detection tools, and AI-assisted formative feedback generators are increasingly used by institutions to process large volumes of student work efficiently. Holmes, Bialik, and Fadel [3, p. 89] note, however, that while such tools can enhance efficiency, their reliability and fairness remain contested. Algorithmic scoring systems trained on particular corpora of writing may inadvertently disadvantage students whose linguistic backgrounds or rhetorical conventions differ from those embedded in the training data, raising serious concerns about equity and academic validity.

The emergence of large language model-based tools such as generative AI assistants has introduced particularly complex questions for academic integrity. Zawacki-Richter et al. [4, p. 17] observe that higher education institutions have responded unevenly to this challenge, with some prohibiting the use of such tools outright while others have sought to develop frameworks for their ethical, transparent integration into coursework and research. This divergence reflects deeper uncertainty about the purposes of academic assessment: if AI can produce a competent essay or research summary, institutions must reconsider what skills and capacities they are genuinely seeking to develop and evaluate in their students.

AI is also transforming the administrative dimensions of higher education. Predictive analytics systems analyse enrolment data, academic records, and behavioural indicators to identify students at risk of dropping out, enabling institutions to deploy targeted support interventions before problems become critical. Cope and Kalantzis [5, p. 134] argue that such data-driven approaches represent a significant development in institutional responsibility, shifting the model of student support from reactive crisis management to proactive, evidence-informed care. Nevertheless, these systems also raise significant questions about data privacy, algorithmic transparency, and the risk of reducing complex human circumstances to reductive numerical profiles.

The implications of AI for the academic profession itself are equally far-reaching. Automation of routine tasks — marking, scheduling, literature retrieval, administrative correspondence — has the potential to free faculty members to concentrate on higher-order activities: mentoring, research, curriculum design, and the cultivation of critical thinking in students. At the same time, there is a well-founded concern that the proliferation of AI tools may erode the professional judgment and craft expertise of educators, particularly if institutions come to privilege cost-efficiency over pedagogical depth. The role of the human teacher, in this emerging landscape, requires careful redefinition rather than passive displacement.

Ethical governance of AI in higher education demands urgent attention. Floridi et al. [6, p. 692] identify five core principles that should guide the deployment of AI in any high-stakes domain: beneficence, non-maleficence, autonomy, justice, and explicability. Applied to higher education, these principles require that AI systems demonstrably benefit students and society, avoid harm, respect the agency of learners and educators, operate equitably across diverse populations, and be transparent enough for their decisions and recommendations to be interrogated and challenged. Currently, many commercially deployed educational AI tools fall short of these standards, particularly with respect to transparency and equity.

Research literacy in the age of AI constitutes another critical challenge for higher education. Students who rely on AI-generated summaries and answers risk developing a superficial relationship with knowledge, mistaking fluent synthesis for genuine understanding. Universities bear a particular responsibility to cultivate in their students the capacity for slow, critical, evaluative reading — the kind of intellectual discipline that AI, however sophisticated, cannot replicate. This means designing curricula and assessment

practices that reward original reasoning, disciplinary depth, and epistemic humility rather than the rapid production of plausible-sounding text.

In conclusion, artificial intelligence is neither a panacea nor an existential threat to higher education, but a powerful set of tools whose impact will depend entirely on the wisdom with which they are governed and deployed. The scholarship of Seldon and Abidoye [1], Luckin [2], Holmes, Bialik, and Fadel [3], Zawacki-Richter et al. [4], Cope and Kalantzis [5], and Floridi et al. [6] collectively illuminates both the transformative potential and the serious risks of AI in academic contexts. Higher education institutions must engage with these technologies proactively, critically, and ethically — ensuring that AI serves human flourishing rather than displacing the distinctly human dimensions of learning, inquiry, and intellectual growth.

References:

1. Seldon A., Abidoye O. The Fourth Education Revolution. – Buckingham : University of Buckingham Press, 2018. – 294 p.
2. Luckin R. Machine Learning and Human Intelligence: The Future of Education for the 21st Century. – London : UCL IOE Press, 2018. – 200 p.
3. Holmes W., Bialik M., Fadel C. Artificial Intelligence in Education: Promises and Implications for Teaching and Learning. – Boston : Center for Curriculum Redesign, 2019. – 172 p.
4. Zawacki-Richter O., Marín V. I., Bond M., Gouverneur F. Systematic review of research on artificial intelligence applications in higher education – where are the educators? // International Journal of Educational Technology in Higher Education. – 2019. – Vol. 16, № 1. – P. 1–27.
5. Cope B., Kalantzis M. A little history of e-learning: Finding new ways to learn in the CAVE era // Ubiquitous Learning: An International Journal. – 2015. – Vol. 8, № 1. – P. 133–146.
6. Floridi L., Cowls J., Beltrametti M., Chatila R., Chazerand P., Dignum V., Luetge C., Madelin R., Pagallo U., Rossi F., Schafer B., Valcke P., Vayena E. An ethical framework for a good AI society: Opportunities, risks, principles, and recommendations // Minds and Machines. – 2018. – Vol. 28, № 4. – P. 689–707.

THE CONCEPT AND DEVELOPMENT OF ARTIFICIAL INTELLIGENCE

Alpysbai A.
alpysbai_a@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Artificial intelligence (AI) has become one of the most influential technological developments of the modern era. It encompasses a wide range of computational techniques that enable machines to perform tasks traditionally requiring human intelligence. This article explores the concept of artificial intelligence and traces its historical development from early theoretical foundations to contemporary applications. It highlights key milestones, major paradigms, and current trends in AI, while also addressing challenges and future directions.

The study argues that AI has evolved from symbolic reasoning systems to data-driven models, significantly impacting science, industry, and society.

Artificial intelligence refers to the capability of machines to simulate human cognitive processes such as learning, reasoning, and problem-solving. The concept of AI has evolved over decades, shaped by advances in computer science, mathematics, and cognitive psychology. The term "artificial intelligence" was first introduced at the Dartmouth Conference in 1956, marking the formal beginning of AI as a scientific field [1, p. 12].

Initially, AI research focused on symbolic approaches, where knowledge was represented through rules and logic. Early researchers believed that human intelligence could be replicated through formal reasoning systems. However, these early efforts faced limitations due to insufficient computational power and the complexity of real-world problems [2, p. 34].

The early development of AI in the 1950s and 1960s was characterized by optimism and ambitious goals. Researchers developed programs capable of solving mathematical problems and playing games such as chess. One of the earliest achievements was the creation of logic-based systems that could mimic human reasoning.

During this period, AI research was largely influenced by the idea that intelligence could be encoded as a set of rules. However, these systems struggled with tasks requiring flexibility and adaptation. As a result, progress slowed during the 1970s, leading to what is often referred to as the "AI winter" [3, p. 78].

Despite these challenges, important advancements were made in areas such as natural language processing and expert systems. Expert systems, in particular, gained popularity in the 1980s as they could simulate the decision-making abilities of human experts in specific domains [4, p. 56].

The limitations of rule-based systems led to the emergence of machine learning as a new paradigm in AI. Instead of relying on predefined rules, machine learning algorithms learn patterns from data. This shift marked a significant turning point in the development of AI.

Machine learning techniques such as decision trees, neural networks, and support vector machines enabled computers to improve their performance over time. The availability of large datasets and increased computational power further accelerated this progress. According to Russell and Norvig, machine learning has become the dominant approach in modern AI research [5, p. 145].

In recent years, deep learning—a subset of machine learning—has achieved remarkable success in tasks such as image recognition, speech processing, and language translation. Deep neural networks are capable of learning complex representations from large amounts of data, making them highly effective in solving real-world problems.

Today, AI is widely used across various sectors, including healthcare, education, finance, and transportation. Applications such as virtual assistants, recommendation systems, and autonomous vehicles demonstrate the practical impact of AI technologies.

One of the most notable developments in modern AI is the advancement of natural language processing (NLP). AI systems can now understand and generate human language with a high degree of accuracy, enabling applications such as chatbots and automated translation tools.

In addition, AI plays a crucial role in data analysis and decision-making. Organizations use AI to analyze large datasets, identify patterns, and make informed decisions. This has led to increased efficiency and innovation in many industries [6, p. 203].

Despite its rapid development, AI presents several challenges and ethical concerns. One major issue is the lack of transparency in complex AI systems, often referred to as the "black box" problem. This makes it difficult to understand how decisions are made.

Another concern is the potential impact of AI on employment. Automation may replace certain jobs, requiring workers to acquire new skills. Additionally, issues related to data privacy and security has become increasingly important as AI systems rely on large amounts of personal data.

Bias in AI algorithms is another significant challenge. If training data contains biases, AI systems may produce unfair or discriminatory outcomes. Researchers emphasize the need for ethical guidelines and responsible AI development to address these issues [2, p. 89].

The future of AI is expected to be shaped by continued advancements in machine learning, robotics, and human-computer interaction. Researchers are exploring the development of general artificial intelligence, which would possess the ability to perform any intellectual task that a human can do.

Another important direction is the integration of AI with other technologies, such as the Internet of Things (IoT) and big data. This integration has the potential to create more intelligent and interconnected systems.

Furthermore, there is a growing emphasis on developing explainable AI systems that provide transparent and interpretable results. This is essential for building trust and ensuring the responsible use of AI technologies.

The concept and development of artificial intelligence have undergone significant transformation since its inception in the mid-twentieth century. From early symbolic systems to modern machine learning and deep learning approaches, AI has evolved into a powerful and versatile field.

While AI offers numerous benefits and opportunities, it also presents challenges that must be addressed through careful research and ethical considerations. The future of AI depends on achieving a balance between technological innovation and responsible development. As AI continues to advance, it will play an increasingly important role in shaping the future of society.

References:

1. McCarthy, J. (2006). The Dartmouth Conference and the birth of AI.
2. Nilsson, N. (2010). The Quest for Artificial Intelligence.
3. Crevier, D. (1993). AI: The Tumultuous History of the Search for Artificial Intelligence.
4. Jackson, P. (1998). Introduction to Expert Systems.
5. Russell, S., & Norvig, P. (2021). Artificial Intelligence: A Modern Approach.
6. Kaplan, A., & Haenlein, M. (2019). Siri, Siri, in my hand: Who's the fairest in the land?

ARTIFICIAL INTELLIGENCE TOOLS IN FOREIGN LANGUAGE LEARNING

Seidygan M.
seidygan_m@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

The integration of artificial intelligence (AI) into foreign language learning has significantly transformed pedagogical practices and learner experiences. AI-driven tools such as intelligent tutoring systems, chatbots, automated writing evaluation, and machine translation applications provide personalized, adaptive, and interactive learning environments. This article examines the role of AI tools in foreign language learning, highlighting their benefits, challenges, and pedagogical implications. Drawing on recent research, it argues that AI enhances language acquisition by enabling individualized instruction, improving learner engagement, and facilitating autonomous learning, while also raising concerns regarding ethics, teacher roles, and technological limitations.

Foreign language learning has undergone substantial changes in the digital era, particularly with the rapid advancement of artificial intelligence technologies. AI refers to systems capable of performing tasks that typically require human intelligence, including language processing, problem-solving, and decision-making. In recent years, AI tools have become increasingly integrated into language education, offering innovative ways to support learners and teachers alike. The growing number of studies in this area reflects the increasing importance of AI in language education [1, p. 3].

Traditional language learning methods often rely on standardized instruction and limited feedback, which may not address individual learner needs. In contrast, AI tools enable adaptive and personalized learning experiences, making them particularly valuable in foreign language education. AI can provide customized learning resources and real-time feedback tailored to individual learners, thereby improving learning outcomes [2, p. 45].

AI tools used in foreign language learning can be categorized into several types. First, intelligent tutoring systems (ITS) offer personalized instruction by analyzing learner performance and adapting content accordingly. These systems help learners practice grammar, vocabulary, and pronunciation in a structured yet flexible manner.

Second, AI-powered chatbots and conversational agents simulate real-life communication, allowing learners to practice speaking and writing in interactive environments. These tools enhance communicative competence by providing immediate feedback and encouraging active participation. Studies show that conversational AI significantly improves learners' speaking skills and confidence [3, p. 112].

Third, automated writing evaluation (AWE) systems assist learners in improving their writing by detecting errors and offering suggestions for improvement. These systems use natural language processing to analyze grammar, coherence, and style.

Fourth, machine translation tools and language learning applications enable learners to access multilingual content and receive instant translations. While these tools are useful for comprehension, they must be used carefully to avoid overdependence.

One of the most significant advantages of AI in language learning is personalization. AI systems can analyze learner data and provide tailored instruction, addressing individual strengths and weaknesses. This personalized approach enhances learning efficiency and motivation.

Another key benefit is immediate feedback. Unlike traditional classroom settings, where feedback may be delayed, AI tools provide real-time corrections and suggestions. This allows learners to identify and correct errors instantly, promoting faster learning.

AI tools also support autonomous learning. Learners can access AI-based platforms anytime and anywhere, enabling self-paced study. This flexibility is particularly important in modern education.

Furthermore, AI enhances learner engagement through interactive and immersive experiences. Virtual environments and AI-driven simulations create authentic language use

scenarios, making learning more meaningful and enjoyable. Research indicates that AI tools increase learner motivation and participation [4, p. 89].

Despite their advantages, AI tools in foreign language learning also present several challenges. One major concern is the potential reduction of human interaction. Language learning is inherently social, and excessive reliance on AI may limit opportunities for authentic communication with teachers and peers.

Another issue is the quality and accuracy of AI-generated feedback. Although AI systems have improved significantly, they are not always capable of understanding context, cultural nuances, or complex language structures. As a result, learners may receive incomplete or inaccurate feedback.

Ethical concerns also arise, particularly regarding data privacy and security. AI systems collect and analyze large amounts of learner data, raising questions about how this information is stored and used.

Additionally, the integration of AI tools requires digital competence among both teachers and students. Educators must be trained to effectively incorporate AI into their teaching practices. Scholars emphasize that teachers remain essential in guiding learners in AI-supported environments [5, p. 27].

The integration of AI in foreign language learning has important implications for pedagogy. First, it encourages a shift from teacher-centered to learner-centered approaches. AI enables personalized learning pathways, allowing teachers to focus on facilitating rather than simply delivering content.

Second, AI promotes the development of digital literacy skills. Learners must be able to critically evaluate AI-generated content and use tools responsibly.

Third, the role of the teacher evolves into that of a mentor and facilitator. AI should complement, not replace, human instruction.

Finally, curriculum design must integrate AI tools in a balanced way to ensure that technological use enhances learning outcomes without diminishing communicative competence.

Artificial intelligence tools have become a transformative force in foreign language learning, offering personalized, interactive, and efficient learning experiences. They provide numerous benefits, including adaptive instruction, immediate feedback, and increased learner autonomy. However, their implementation also presents challenges related to ethics, accuracy, and reduced human interaction.

Future research should focus on improving AI systems, addressing their limitations, and exploring their long-term impact on language acquisition. The successful integration of AI in foreign language learning depends on balancing technological innovation with human expertise.

References:

1. Doğan, Y., & Talan, T. (2025). *Artificial intelligence in foreign language learning: A bibliometric analysis*.

2. Bai, Y. (2025). *Exploring the role and impact of AI in personalized foreign language teaching*.

3. Zhukevych, I., & Spiricheva, O. (2024). *AI as a tool for developing language skills*.

4. Martirosyan, A., Mkrtchyan, M., & Arustamyan, R. (2025). *Impact of AI tools on EFL learners*.

5. Bruckner, A., & Chiriac, A. (2024). *AI tools in foreign language teaching*.

6. Schmidt, T., & Strasser, T. (2022). *Artificial intelligence in foreign language learning and teaching*.

AI CHATBOTS AS TOOLS FOR SPEAKING PRACTICE: THEORETICAL RATIONALE

Toichibaeva T., Ongar N.
toichibaeva_t@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

This article examines the theoretical rationale for using artificial intelligence (AI) chatbots as tools for developing speaking skills in foreign language learning. It explores key linguistic and pedagogical theories that support the integration of chatbots into language education, including communicative language teaching, interactionist theory, and sociocultural approaches. The study argues that AI chatbots provide a flexible, interactive, and learner-centered environment that can enhance speaking practice and promote communicative competence.

In recent years, the rapid development of artificial intelligence has led to the emergence of AI-powered chatbots capable of simulating human-like conversations. These tools have gained increasing attention in language education due to their potential to provide learners with opportunities for speaking practice beyond the traditional classroom. Speaking is often considered one of the most challenging language skills to develop, as it requires real-time processing, interaction, and confidence. AI chatbots offer a promising solution by enabling learners to engage in continuous and personalized communication.

The theoretical foundation for using AI chatbots in language learning can be traced to communicative language teaching (CLT). CLT emphasizes the importance of meaningful interaction and the use of language for real-life communication. According to this approach, learners develop speaking skills through active participation in communicative tasks rather than through memorization of grammatical rules [1, p. 78]. AI chatbots align with this principle by providing learners with opportunities to practice language in simulated conversational contexts.

Another relevant theoretical perspective is the interactionist theory of second language acquisition. Long argues that language learning occurs through interaction, particularly when learners negotiate meaning and receive feedback during communication [2, p. 451]. AI chatbots facilitate this process by allowing learners to engage in dialogue, ask questions, and receive immediate responses. Although chatbot interaction may differ from human interaction, it still provides valuable opportunities for language practice and meaning negotiation.

Sociocultural theory, developed by Vygotsky, also provides a strong rationale for the use of AI chatbots. This theory emphasizes the role of social interaction and scaffolding in learning. The concept of the Zone of Proximal Development (ZPD) suggests that learners can achieve higher levels of performance with appropriate support [3, p. 86]. AI chatbots can function as supportive tools that guide learners through conversation, provide prompts, and offer feedback, thereby facilitating language development within the learner's ZPD.

In addition to these theoretical frameworks, the concept of learner autonomy is central to the use of AI chatbots in speaking practice. Autonomous learning involves the ability of learners to take control of their learning process, including setting goals, selecting resources, and evaluating progress. AI chatbots enable learners to practice speaking at their own pace, without the pressure of a formal classroom environment. This can reduce anxiety and

increase confidence, particularly for learners who may feel uncomfortable speaking in front of others [4, p. 132].

Another important aspect of AI chatbots is their ability to provide immediate feedback. In traditional classroom settings, opportunities for individualized feedback may be limited due to time constraints. Chatbots, however, can respond instantly to learner input, allowing for continuous practice and correction. This aligns with theories of feedback in language learning, which emphasize the importance of timely and relevant feedback for improving performance.

From a cognitive perspective, AI chatbots support language learning by promoting active engagement and practice. Repeated interaction with chatbots allows learners to automatize language structures and improve fluency. Cognitive theories of language learning suggest that practice and repetition are essential for transferring knowledge from short-term to long-term memory.

Despite these advantages, it is important to recognize the limitations of AI chatbots. One major concern is the quality of interaction. While chatbots can simulate conversation, they may lack the depth, flexibility, and emotional responsiveness of human communication. This can limit the development of pragmatic competence and nuanced language use.

Another challenge is the accuracy of chatbot responses. Although AI systems have improved significantly, they are not always able to understand context or provide appropriate feedback. This may lead to misunderstandings or the reinforcement of incorrect language use. Therefore, the use of chatbots should be complemented by teacher guidance and human interaction.

Ethical considerations also play a role in the use of AI in education. Issues related to data privacy, security, and the responsible use of technology must be addressed to ensure safe and effective learning environments.

Chapelle emphasizes that technology in language learning should be evaluated based on its ability to support interaction, provide feedback, and promote meaningful language use [5, p. 57]. From this perspective, AI chatbots have significant potential, but their effectiveness depends on how they are integrated into pedagogical practice.

Furthermore, Hubbard highlights the importance of teacher involvement in technology-enhanced learning. Teachers play a crucial role in selecting appropriate tools, designing tasks, and guiding learners in their use of technology [6, p. 210]. AI chatbots should be viewed as complementary tools that support, rather than replace, traditional teaching methods.

In conclusion, AI chatbots offer a theoretically grounded and pedagogically valuable tool for developing speaking skills in foreign language learning. Supported by communicative, interactionist, and sociocultural theories, they provide opportunities for meaningful interaction, immediate feedback, and autonomous learning. However, their limitations must be carefully considered, and their use should be integrated with human instruction to maximize learning outcomes. As technology continues to evolve, AI chatbots are likely to play an increasingly important role in language education, contributing to more flexible and accessible learning environments.

References:

1. Richards J.C. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press, 2006. 120 p.

2. Long M.H. *The Role of the Linguistic Environment in Second Language Acquisition*. In: Handbook of Second Language Acquisition. 1996. P. 413–468.

3. Vygotsky L.S. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press, 1978. 159 p.

4. Benson P. *Teaching and Researching Autonomy in Language Learning*. London: Routledge, 2011. 296 p.
5. Chapelle C.A. *Computer Applications in Second Language Acquisition*. Cambridge: Cambridge University Press, 2001. 232 p.
6. Hubbard P. *Computer Assisted Language Learning: Critical Concepts in Linguistics*. London: Routledge, 2009. 624 p

USING AI CHATBOTS AS SPEAKING PARTNERS FOR LANGUAGE LEARNERS

Nishankulova D.
Madusmanova (Umaralieva) M.
nyshankulova_d@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

AI chatbots represent a technologically novel response to this pedagogical problem. Powered by large language models capable of generating contextually coherent, grammatically sophisticated, and topically flexible conversational responses, these systems can simulate the experience of conversational interaction with a patient, knowledgeable, and inexhaustible interlocutor. This article critically examines the research evidence for their effectiveness as speaking partners, the theoretical frameworks that illuminate their pedagogical role, and the conditions under which their use is most likely to support genuine oral language development.

Speaking in a foreign language is widely regarded by learners as the most demanding and emotionally fraught dimension of language learning. Unlike reading or writing, oral interaction unfolds in real time, leaving no opportunity for extended planning, revision, or dictionary consultation. Learners must simultaneously monitor grammar, vocabulary, pronunciation, pragmatic appropriateness, and interactional dynamics while sustaining the flow of conversation — a cognitive and affective challenge that frequently triggers anxiety, avoidance, and communicative withdrawal.

Access to conversational practice partners is unevenly distributed. In many EFL contexts, learners have limited exposure to proficient English speakers outside the classroom, and within it, speaking time per student is severely constrained by class size and curriculum demands. This scarcity of interactional opportunity constitutes a significant barrier to oral proficiency development, particularly for learners who require extensive practice to build the fluency and automaticity characteristic of skilled speech [1, p.39].

The theoretical case for conversational practice as a driver of language acquisition rests on several complementary frameworks. Long's Interaction Hypothesis proposed that negotiation of meaning — the collaborative work of clarifying, repeating, and rephrasing when communication breaks down — plays a central role in making input comprehensible and in directing learners' attention to form-meaning connections. Conversational interaction with an AI chatbot can, in principle, provide precisely this kind of negotiated exchange: a learner who produces an ambiguous or grammatically non-standard utterance may receive a clarification request that highlights the breakdown and prompts reformulation [2, p.113].

Swain's Output Hypothesis contributes a complementary argument: producing language, not merely receiving it, is essential for acquisition because it forces learners to

notice the gap between their current competence and the target form, triggers syntactic processing, and generates hypotheses about the language system. AI chatbots create contexts for sustained output production that are difficult to engineer in traditional classroom settings, where speaking turns are inevitably rationed among all students [3, p.235].

The affective dimension of oral practice is equally significant. Krashen proposed that high levels of anxiety function as an affective filter that blocks the acquisition of input, even when comprehension occurs. Research consistently confirms that foreign language speaking anxiety — fear of negative evaluation, embarrassment at errors, and self-consciousness about accent — is among the most commonly reported obstacles to oral performance [4, p.201]. MacIntyre and Gardner documented that anxiety not only inhibits performance in the moment but reduces the frequency with which learners seek out speaking opportunities, compounding its developmental impact over time. AI chatbots, by removing the social audience of human interlocutors, may substantially lower this affective barrier [5, p.89].

Godwin-Jones surveyed the landscape of AI-mediated language learning and noted that while early chatbot systems were limited to scripted, menu-driven interactions that afforded little genuine communicative flexibility, the emergence of large language model-based systems has fundamentally changed the nature of the interaction available. Contemporary AI conversational agents can sustain extended, topic-flexible dialogue, provide corrective feedback on grammatical and lexical errors, adapt their register to the learner's proficiency level, and even simulate authentic interactional features such as confirmation checks and clarification requests [2, p.41].

Freiermuth and Jarrell conducted one of the earlier empirical studies comparing learner anxiety during chatbot versus human-mediated conversation, finding that chatbot interaction produced significantly lower self-reported anxiety and greater communicative output, particularly among learners with high baseline anxiety levels. These findings have been replicated and extended by subsequent researchers, with additional evidence suggesting that the benefits of low-anxiety chatbot practice may transfer positively to subsequent human interaction, functioning as a form of communicative warm-up or graduated exposure [6, p.189].

The figure below synthesizes the principal pedagogical advantages and limitations of AI chatbots as speaking partners, drawing on the theoretical frameworks and empirical findings reviewed in this article. Understanding both dimensions is essential for educators seeking to integrate these tools into language curricula in ways that maximize benefit and mitigate risk.

✔ ADVANTAGES	✖ LIMITATIONS
Always Available 24/7 access eliminates scheduling barriers; learners practise at their own pace and time zone	**Unnatural Discourse** Chatbot turns may lack the spontaneity, hesitation, and repair sequences of authentic conversation
Anxiety-Free Practice Reduced social risk lowers affective filter; learners attempt complex structures they would avoid with humans	**Cultural Gaps** AI may miss pragmatic nuance, humour, irony, and culture-specific communicative norms
Instant Feedback Immediate correction of grammar and vocabulary with explanation supports noticing and uptake	**Over-Reliance Risk** Excessive chatbot use may impede development of real-time coping strategies needed with human speakers

Figure 1. Advantages and limitations of AI chatbots as speaking partners for language learners

AI chatbots represent a genuinely significant development in the resources available for spoken language practice — not because they replicate the full complexity of human conversation, but because they remove barriers that have historically prevented learners from practising as much and as freely as acquisition requires. By combining availability, patience, corrective capacity, and low social risk, they address a genuine and longstanding gap in the language learning ecology.

The challenge for language educators is to deploy these tools with the theoretical clarity and pedagogical intentionality that their potential demands. Used thoughtfully — as scaffolded supplements to authentic human interaction, embedded in well-designed communicative tasks, and evaluated critically alongside other speaking opportunities — AI chatbots can make a meaningful and lasting contribution to the development of spoken language proficiency.

References:

1. Long M.H. The role of the linguistic environment in second language acquisition // Ritchie W., Bhatia T. (eds.). *Handbook of Second Language Acquisition*. San Diego: Academic Press, 1996. P. 413–468.
2. Godwin-Jones R. Expanding the L2 toolkit: Integrating informal language learning // *Language Learning & Technology*. 2021. Vol. 25, no. 3. P. 1–19.
3. Swain M. Communicative competence: Some roles of comprehensible input and comprehensible output in its development // Gass S., Madden C. (eds.). *Input in Second Language Acquisition*. Rowley, MA: Newbury House, 1985. P. 235–253.
4. Krashen S.D. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press, 1982. 202 p.
5. MacIntyre P.D., Gardner R.C. The subtle effects of language anxiety on cognitive processing in the second language // *Language Learning*. 1994. Vol. 44, no. 2. P. 283–305.
6. Freiermuth M., Jarrell D. Willingness to communicate: Can online chat help? // *International Journal of Applied Linguistics*. 2006. Vol. 16, no. 2. P. 189–212.

INTERACTIVE PLATFORMS AND APPS IN ENGLISH TEACHING

Kudaibergen Adina
Research Supervisor: English teacher, Ilyasova Zh.N.
99 school gymnasium,
Shymkent, Kazakhstan

Interactive platforms and Applications (Apps) are digital tools or online environment that allow users to actively engage with content, communicate, and participate in learning or other activities. Unlike traditional passive learning methods, interactive platforms and apps encourage user interaction, collaboration, and personalized experiences. Interactive platforms and apps have revolutionized English language teaching by making learning more engaging, adaptive, and accessible. They integrate various digital tools, multimedia resources, and communication features that enhance the teaching and learning experience [1].

Interactive elements like quizzes, games, and discussions make learning fun and motivating. AI-driven platforms adapt lessons to individual student levels and progress. Features like discussion boards, group projects, and live chat foster peer interaction. Auto-graded quizzes and AI-powered assessments help students track progress in real time. Students can learn anytime, anywhere, at their own pace [2]. Videos, audio clips, and

animations enhance comprehension and retention. Teachers can track student performance and adjust instruction accordingly. There are some features characterizing interactive platforms and apps .

In the table below you can see comparative analyses between interactive platform and app:

Feature	Interactive Platform	App
Definition	A digital system or environment that enables interaction, collaboration, and content delivery across various devices.	A software application designed for a specific function, usually installed on a mobile device or computer.
Access	Web-based or cloud-based, accessible from different devices via a browser.	Installed on a device (smartphone, tablet, or PC) and runs locally.
Functionality	Supports multiple features like collaboration, multimedia integration, communication, and AI-driven learning.	Often focused on a single function, such as language learning, grammar checking, or quizzes.
Examples in English Teaching	Google Classroom, Zoom, Moodle, Edmodo (platforms that support teaching, communication, and assessment).	Duolingo, Grammarly, Quizlet (apps that provide specific learning tasks or functions).
Interactivity Level	Enables multi-user interaction (e.g., teacher-student collaboration, discussion forums).	Often used individually, with limited real-time collaboration.
Usage	Used for broad educational purposes, including course management and virtual classrooms.	Designed for focused learning tasks like vocabulary building or grammar correction.
Flexibility	Can integrate multiple tools, allowing for complex learning experiences.	Typically has a predefined purpose and function, with less integration capability.

Table 1. Comparative analyses between interactive platform and app

Having analyzed the material we can see that interactive platforms are broader systems designed for multimodal learning and interaction, often accessible via browsers. Apps are specialized programs designed for specific tasks and usually installed on devices.

Today we can find a great variety of interactive platforms and resources in learning English. They can be classified according to following categories:

1.Gamified Learning. Let us study the most popular interactive platforms as Duolingo, Kahoot!, Quizizz .

Gamification in education is the use of game rules from modern online games to motivate students and achieve real educational goals within a course of study. In today's digital generation, gamification has become a popular strategy for encouraging specific behaviors and increasing motivation and engagement. It helps teachers find a balance between achieving their objectives and meeting the growing needs of students. The goal of gamification is to maximize enjoyment and engagement by capturing students' interest and inspiring them to continue learning .

Duolingo, Kahoot!, Quizizz are widely used interactive learning tools that incorporate gamification and engagement into education. Each serves a different purpose but shares the goal of making learning fun and effective. Duolingo is a language learning app mostly used for vocabulary, grammar, listening, and reading practice (website is https://www.duolingo.com/). It is great for beginner and intermediate learners. Students can be engaged in matching words exercises, listening tasks, and translation activities. It offers a self-paced English learning, giving students an opportunity to answer at their own speed. Teachers can use Duolingo to track student progress.

Kahoot! is game-based learning and quiz platform, which is best for live classroom quizzes on vocabulary and grammar, assessments, and student engagement (website is https://kahoot.com/). Teachers create or use pre-made quizzes. It supports images, videos, and audio in questions. Students earn points for correct answers and questions are time-limited. It is possible to organize collaborative work, discussion-based activities. Teacher can track student performance.

Quizizz is game-based learning and quiz platform, which best for self-paced learning, assessments, and homework assignments on grammar, vocabulary, and comprehension tests (website is https://quizizz.com/?lng=ru3). The questions can be used in class or assigned as homework. Teachers can add explanations for incorrect answers. It is possible to engage power-ups and memes, making learning fun. Quizizz provides a detailed report on student's performance.

So, Duolingo is for language learning and vocabulary building. Kahoot! is for fun, interactive quizzes and live competitions. Quizizz for self-paced quizzes, assessments, and homework assignments.

2. The next category of platforms is "Learning Management Systems" (LMS). A Learning Management System is a digital platform designed to manage, deliver, and track educational courses and training programs. Teacher can upload lessons, assignments, and resources, monitor progress and performance, discussion forums, messaging, and announcements, creating tests, quizzes. So, it provides teachers and institutions with tools to organize learning materials, communicate with students, track progress, and assess performance. Such platforms as Google Classroom, Moodle, Edmodo and others can be included into this category.

Google Classroom is cloud-based LMS (https://classroom.google.com/.) Teachers log in and use the platform without worrying about installation or updates. It is used by schools, universities, and online courses. It provides easy assignment submission, grading, classroom communication with announcements and discussions and feedback. It is available to integrate with Google Workspace (Docs, Drive, Meet, etc.). It is accessible via smartphone apps.

Moodle is open-source e-learning platforms (https://moodle.org/), which can be modified to suit specific learning needs. It is used mostly by Universities, institutions. It has multi-language support and great for international learning. It supports self-paced and instructor-led courses. Teacher can create quizzes, assignments, forums, peer grading.

Edmodo is an interactive learning LMS (https://new.edmodo.com/). It is designed specifically for schools. It has social media-style interface and easy for students and teachers to use. It supports collaboration, discussions, and group projects and offers quizzes, polls, and assignments.

The material shows that Google Classroom is a simple, easy-to-use LMS for managing assignments. Moodle is a highly customizable for universities or corporate training. Edmodo is an engaging, social-learning LMS for school education.

3. Next category is platforms providing virtual classrooms and collaboration which help teachers and students connect, interact, and share resources in real time. Zoom, Microsoft Teams, Padlet - each serves a unique role in online education[3]

Zoom is video conferencing and virtual classroom platform (https://zoom.us/). It is good for live lectures, webinars, and interactive online classes because it supports large meetings and breakout rooms. Teachers enable to present slides, documents, or notes by sharing the screen. It is possible to breakout rooms and allows small group discussions during class. Teacher can record the classes, lectures for later review. It can be integrated with Google Classroom, Moodle, and others.

Microsoft Teams is an all-in-one collaboration and learning platform (https://www.microsoft.com/en-us/microsoft-teams). It can be used by schools, universities, and businesses needing structured communication. It can be integrated with Word, Excel, PowerPoint, OneNote programs. It allows organizing discussions by subjects through channels and group chats. Teachers can assign work, track progress, and grade students. It supports live meetings and video calls.

Padlet is a digital collaboration and interactive board (https://padlet.com/). It is used for brainstorming, project collaboration, and student engagement. It is like a digital whiteboard. Students can add text, images, audio, and videos and teachers and students can comment on posts. Teachers can use templates for lesson planning (mind maps, storyboards, Q&A walls). It is accessible via web, tablets, and phones.

Teacher can use Zoom for live online classes and lectures with interactive discussions. Organized virtual classrooms, assignments, and collaboration in schools or universities can be provided by Microsoft Teams. Padlet is best for brainstorming, visual projects, and creative collaboration.

4. Platforms for assessment and feedback. These platforms help with writing evaluation, plagiarism detection, and feedback generation, making them essential tools for both teachers and students. Grammarly, Turnitin, and ProWritingAid are referred to this category .

Grammarly is an AI-powered writing assistant, which is used for grammar correction, clarity improvement, and style enhancement (https://www.grammarly.com/). It detects and corrects errors and suggests improvements for clarity, conciseness, and engagement. It can rewrite sentences for better readability. Paid version has plagiarism checker.

Turnitin (https://www.turnitin.com/) checks originality of academic papers and preventing plagiarism and identifies AI-generated text. Teachers can leave inline comments and suggestions.

ProWritingAid (https://prowritingaid.com/) checks grammar, passive voice, overuse of words. It gives a detailed writing feedback for style, clarity, transitions, pacing, and sentence structure. It is ideal for research papers, essays, and creative writing.

5. Digital Content Resources for English Learning. These platforms offer high-quality educational content, including videos, interactive lessons, and teaching materials for students and teachers. There are many resources directed to learning English such as BBC Learning English, TED-Ed, Breaking News and others.

BBC Learning English is a free English language learning platform designed for improving listening, pronunciation, and vocabulary through real-world topics (https://www.bbc.co.uk/learningenglish). Courses are supposed to different levels from beginner to advanced learners. It provides video and audio lessons, covers grammar, vocabulary, and current events pronunciation guides, interactive quizzes. But, it has limited speaking and interactive exercises. [3].

TED-Ed is an educational video platform and lesson creator (https://ed.ted.com/). It is best for critical thinking, discussion-based learning, and storytelling. It provides animated educational videos, covering language, science, history, and more with subtitles and transcripts. Teachers can build quizzes and discussions, debates around TED videos.

Breaking News English Lessons is a current events-based English learning platform (https://breakingnewsenglish.com/). It can be used for reading, listening, and discussion skills using real-world news. Each article has different difficulty levels (from beginner to advanced). Audio versions are available at different speeds. The articles include comprehension questions, gap-fill exercises, and role-play activities.

BBC Learning English is used for structured English learning with listening and grammar focus. TED-Ed for engaging videos that develop critical thinking and discussion skills. Breaking News English for news-based lessons to improve reading, listening, and vocabulary.

6. Artificial intelligence platforms. One of the key advantages of using AI in education is its ability to adapt learning materials to the individual needs of each student. Machine learning algorithms analyze user responses and behavior to identify their strengths and weaknesses and then adjust the difficulty of tasks and the pace of learning accordingly. This allows students to progress at their own speed, dedicating more time to the aspects of the language they find challenging.

AI-powered language learning applications, such as Babbel and Rosetta Stone, use interactive exercises, games, and tasks to enhance student motivation and engagement. They provide instant feedback, which is crucial for correcting mistakes and improving skills. By leveraging speech recognition and natural language processing, these applications can also help improve pronunciation and listening comprehension. AI-powered chatbots provide the opportunity to practice conversational English anytime and anywhere. Systems like “Andy English Bot” and “ChatGPT” can engage in conversations on a wide range of topics, helping users refine their communication skills. This is especially beneficial for those who feel insecure when speaking with native speakers or lack opportunities for real-life conversation practice.

This is just a small part of the online resources and platforms that can be used when learning foreign languages. We can see that digital technology gives students access to a wide range of learning materials, from videos and audio to interactive exercises and online courses. This allows them to learn a language at their own pace, repeating the material as often as necessary to master it.

References:

1. Цифровые инструменты преподавания английского языка. Теория и методика профессионального образования. Мир педагогики и психологии. №06 (47) Июнь 2020. URL: https://scipress.ru/pedagogy/articles/tsifrovye-instrumentyprepodavaniya-anglijskogo-yazyka.html

2. Zhumatayeva, Z., Mametkarim, Z., & Dosanova, A. (2024). Роль искусственного интеллекта в формировании коммуникативной компетенции на уроках инностранного языка. «Вестник НАН РК», 412(6), 119–130. https://doi.org/10.32014/2024.2518-1467.858

3. Золотова Д.Р. Использование цифровых технологий при обучении иностранному языку: плюсы и минусы. URL: https://cyberleninka.ru/article/n/ispolzovanie-tsifrovyh-tehnologiy-pri-obuchenii-inostrannomu-yazyku-plyusy-i-minusy3

INTEGRATING AI-POWERED VIRTUAL TUTORS TO ENHANCE SPONTANEOUS SPEAKING SKILLS IN EFL CLASSROOMS

Mukhamejanova A.A.
Aizhanm20@list.ru
Research Supervisor: Lecturer Zhumadilda Sh.A.
shapagat_zh@mail.ru
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Abstract

This article explores the integration of AI-powered virtual tutors as a means of enhancing spontaneous speaking skills in English as a Foreign Language (EFL) classrooms. Spontaneous speaking, defined as the ability to produce real-time, unplanned speech, is a critical component of communicative competence but remains underdeveloped in many EFL contexts due to limited opportunities for authentic interaction. The study draws on principles of second language acquisition and communicative language teaching to examine how AI-driven conversational agents can address these gaps.

The paper outlines key design principles for effective implementation, including prioritizing speech-based interaction, minimizing corrective feedback, adapting assessment to learner proficiency, and incorporating intercultural communicative competence. Practical models of classroom integration are presented, such as structured tutoring sessions, free conversational practice, and dialogic task-based activities.

Empirical evidence suggests that the use of AI-powered virtual tutors can improve learners' fluency, confidence, and motivation in spontaneous speaking, although challenges related to feedback design, authenticity, and long-term impact remain. The findings highlight the potential of AI technologies to complement traditional instruction by providing accessible, personalized, and low-stakes environments for oral practice. The study concludes that AI-powered virtual tutors represent a promising tool for fostering spontaneous speaking skills, while calling for further longitudinal research to evaluate their effectiveness in real-world communicative contexts.

Keywords: AI-powered virtual tutors; spontaneous speaking skills; EFL classrooms; communicative competence; second language acquisition; AI in language education; conversational agents; language learning technology.

Spontaneous speaking skills are the ability to communicate in the second language naturally and in real-time. They play a critical role in developing communicative competence and ensuring successful exchanges in conversational settings, crucial to both general and professional settings. Nevertheless, the lack of opportunities for unplanned dialogues in English as a foreign language (EFL) curricula in many countries impairs the development of such skills. Virtual reality systems, video conferencing and multimedia resources have been integrated into EFL pedagogy to facilitate greater exposure to spontaneous speech. However, these techniques still face challenges such as reduced accessibility, curriculum rigidity and high cognitive burden (World English Journal & M. Pitychoutis, 2024). AI-powered virtual tutors can fill these gaps.

AI-facilitated conversations, such as those with chatbots, foster learning by allowing learners to express thoughts freely, tailoring interactions to their interests and clarifying doubts in real-time. These features, combined with rich linguistic input and immediate corrective feedback, help surplus spoken output (AlTwijri & Musaed Alghizzi, 2024) and

constitute the main recommendations for these tools. Nevertheless, writing support remains one of the most thoroughly studied applications of AI in EFL pedagogy, while oral communication still requires exploration. Therefore, students' opportunities to practise impromptu speaking without substantial planning, enhanced by AI-powered virtual tutors, deserve investigation [1].

Integrating AI-powered virtual tutors into the EFL classroom supports the aforementioned opportunities, promoting the development of spontaneous speaking skills—essential for communicative competence—increases by providing output opportunities tailored to learners' specific needs during live spontaneous dialogue. The implementation of AI-powered virtual tutors enhances writing and prompts greater input, contributes to the complexities of communicative competence, and supports oral delivery in formal presentations—a feature that a substantial number of learners continue to address.

The spontaneous production of second language (L2) speech is one of the most challenging tasks faced by English as a Foreign Language (EFL) learners, while teachers often report that students spend most of class time engaged in private written work (World English Journal & M. Pitychoutis, 2024). It has been shown to enhance L2 acquisition and promotes Communicative Competence (CC). However, most English learners in formal educational contexts do not engage in SSB or PP. The emergence of AI-powered intelligent tutoring (AIIT) systems provides new opportunities for English learners to enhance spontaneous speaking skills.

Integrating AI-powered virtual tutors to enhance spontaneous speaking skills in EFL classrooms. Besides the high potential of AI-powered virtual tutors for assisting EFL learners in producing SSB to enhance spontaneous speaking earlier indicated, spontaneous speaking instruction can occur across diverse areas of daily life (Song & Song, 2023). Since learners can produce SSB in a wide range of fields beyond their major study disciplines, integration of spontaneous speaking skill enhancement with virtual tutor use may be more efficient and effective if learners can choose a specific field of spontaneous speaking that aligns with either personal interests or broader academic or career aspirations [2].

In the context of a well-defined pedagogical sequence, spontaneous speech practices benefit from attention to prior preparation and controlled practice. These activities foster language acquisition and enable learners to express and regulate their higher-order thoughts, thus coordinating their thought processes with the formulation of a coherent and fluid oral discourse. Virtual tutors help establish a supportive lower-stakes practice environment, enabling learners to focus on completely off-the-cuff speech performance. These AI-powered agents further prompt learners to incorporate and articulate higher-order cognitive processes, select formulation strategies, and manage articulation time while expanding the scope of communicative activities that encourage the production of spontaneous speech. Such approaches, elaborated through task-supported language pedagogy, aid the development of cognitively demanding oral skills (Song & Song, 2023).

Design principles for AI-powered virtual tutors. Effective integration of AI-powered virtual tutors into English as a Foreign Language (EFL) curricula depends on a set of design principles grounded in principles of second-language acquisition and communication pedagogy. AI-supported conversational agents that facilitate spontaneous speaking—untutored and with little advance planning—are generally characterized by four design features. First, the interaction modality must prioritize speech over written text, contributing to greater fluency gains than other modalities. Within this design principle, limiting prior preparation time encourages authentic spontaneity. Second, error feedback must be minimized, because corrective guidance distracts attention and hinders fluency development. When feedback is unavoidable, it should target only a small, manageable subset of anticipated errors. Third, the virtual tutor must support the learner's comprehension of

assessment results by providing clear and explicit indicators. Assessment criteria should therefore be tailored to the learner's familiarity with the subject, conversational features should match the learner's proficiency level, and feedback must focus on a linguistic dimension that the learner has already acquired. Fourth, intercultural communicative competence must be recognized explicitly as a key aspect of language proficiency in an increasingly interconnected world [3].

Implementation in EFL Classrooms. The integration of AI-powered virtual tutors within the EFL classroom has proven successful in practice. Such integration is further facilitated by adherence to sound pedagogical principles and an appreciation of the practical classroom context. Essential requirements include effective incorporation into the course curriculum and prescribed learning activities, clarification of the teacher's role and class management implications, attention to accessibility, equity, and inclusivity, and consideration of data privacy and security concerns [4].

Instructional integration of virtual tutors can take many forms, from extensive independent use in conversational practice to regular integration within mandated teaching and learning activities. Modular integration directly into pre-specified learning tasks or activities maximises curricular alignment. Such modular integration can include tutorials, free conversations, and practice dialogues, grouped according to specific course objectives. *Utilisation examples* include the following:

1. Specified tutoring: Students conduct 15-minute tutorials outside class time, following a specified module on course concepts covered during the preceding week; these mini-talks enhance comprehension and learning retention. Other modules focus on grammatical errors, pronunciation, and vocabulary usage observed in writing assignments submitted that week. Student exposure to virtual tutors is monitored through an analytics dashboard.

2. Tutorial and free conversation: Virtual tutors replace (but do not eliminate) the instructor for specified conversational practice sessions. Full-class conversations with the instructor remain a priority; with a ratio of 45 students to one instructor, virtual tutors help to provide the desired amount of conversational practice. Use remains optional; many students use the tutors for free conversation based on student-specific curricular texts and topics.

3. Dialogic engagement: Students engage with virtual tutors by answering dialogue prompts embedded in prescriptive task sheets, modelling and furthering the dialogue undertaken with instructors. Aligning small-group conversational exchanges with prescribed teacher-led dialogues enables wider-ranging practice while adhering to curricular demands.

Consideration of the teacher's role and classroom management supports the effective integration of AI-powered virtual tutors within language curricula. Integration can occur in three ways: (1) free use outside class, (2) stipulated subject matter, or (3) engagement with designated tutor dialogues related to required course content. Options are purposely designed to reduce the teacher's mediation burden. No extensive preparation is needed, yet basic exposure to AI remains beneficial for modelling future use. Concerns around accessibility, equity and inclusivity are addressed through the design and practical integration of AI-powered chatbots. Such bots contribute to these equity and inclusivity goals by supporting language practice beyond class time and facilitating non-scripted conversational exchange, imperative for the spontaneous spoken interaction mandated in the EFL syllabus. Further elaboration of these practical aspects assists targeted implementation and potential dissemination within international networks of language educators [5].

A small number of experimental studies have examined the use of AI-powered virtual tutors for practicing spontaneous speaking skills in EFL contexts. Findings indicate that learners perform better in spontaneous speaking tests after integrating conversational practice enabled by a virtual tutor compared with a control group. Differences among experimental

groups that practiced with the same virtual tutor were not statistically significant, suggesting that the choice of dialogue partner during practice may not substantially affect results. Qualitative insights from both learners and educators suggest that such tutors can enhance students' confidence and motivation. When compared with traditional instruction, the integration of AI-powered virtual tutors for spontaneous speaking practice appears to offer similar benefits and drawbacks.

Responding to a virtual tutor may result in lower language proficiency compared with spontaneous speech. The incorporation of other-generic input and guidance for advanced pragmatic and discourse features facilitates more meaningful and effective practice. Integrating multimodal communication can further enrich practice sessions. Larger-scale longitudinal studies are needed to ascertain longer-term impacts and transfer effects to spontaneous interactions in real-world situations.

The integration of AI-powered virtual tutors in EFL classrooms presents a significant opportunity to enhance students' spontaneous speaking skills, which are crucial for developing communicative competence. These tools provide learners with immediate, tailored feedback, flexible opportunities for off-the-cuff dialogue, and a low-stakes environment that reduces anxiety, encouraging more active verbal participation. By supporting both oral fluency and higher-order cognitive processes, virtual tutors complement traditional instruction and help bridge gaps in curricula that often limit spontaneous conversation practice. Furthermore, careful attention to design principles, intercultural considerations, and curriculum alignment ensures effective and ethical implementation. While existing empirical evidence demonstrates improvements in learner confidence, motivation, and performance, further longitudinal studies are necessary to assess long-term transfer of skills to authentic communicative contexts. Overall, AI-powered virtual tutors hold considerable promise as a pedagogical innovation that can transform the way spontaneous speaking is taught and practiced in EFL settings.

References:

1. Pitychoutis A., Pitychouti M. Harnessing AI Chatbots for EFL Essay Writing: A Paradigm Shift in Language Pedagogy // Education and Information Technologies. – 2024. [Электронный ресурс]. URL: https://osf.io

2. AlTwijri L., Alghizzi T. M. Investigating the integration of artificial intelligence in English as foreign language classes for enhancing learners' affective factors: A systematic review // NCBI. – 2024. [Электронный ресурс]. URL: https://ncbi.nlm.nih.gov

3. Song C., Song Y. Enhancing academic writing skills and motivation: assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students // Education and Information Technologies. – 2023. – P. 1–25.

4. Zhai C., Wibowo S. A systematic review on cross-culture, humor and empathy dimensions in conversational chatbots: the case of second language acquisition // NCBI. – 2022. [Электронный ресурс]. URL: https://ncbi.nlm.nih.gov

5. Godwin-Jones R. Emerging Technologies: Artificial Intelligence and Language Learning // Language Learning & Technology. – 2022. – Vol. 26, № 3. – P. 1–16.

POPULAR READING APPLICATIONS IN ENGLISH

Abdizhalel Rauana, Seidakbar Mira
Asan Ulzhalgas, Adil Saltanat
Research Supervisor: Senior Lecturer R.D.Zhekebaeva
South Kazakhstan Pedagogical University

named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Teaching reading with new technologies is much more interesting for students than with outdated methods in the past. Now, due to the development of IT in Kazakhstan and other countries, there are more and more educational sites with various good interfaces. And our task is to use them correctly and introduce them into English lessons. We will not only stay in the old age, but also develop the field of education if we consider new approaches and new lessons. Since reading is the most necessary basic knowledge, it is better to pay more attention to this ability. The educational platforms mentioned have many advantages. For example, you can listen and read at the same time. This will help students develop both abilities at the same time, or they will learn how to read words properly. The problem with many children at school is that they misread, not knowing the correct pronunciation of a word. But thanks to such platforms, students can learn to read correctly. This also affects relationships in real life. Even if students work abroad in the future, thanks to such knowledge, thanks to a good teaching approach, they will be able to communicate freely. Therefore, the use of such wonderful sites in the classroom will undoubtedly lead to very excellent results for both students and teachers. Nowadays, the focus of students is quickly scattered, because they use social networks a lot, and classes in the same format as the previous lectures may seem too boring. Therefore, to get rid of this, it is better to try new ways. [1]And the new approach, of course, is very appropriate to start with reading, because it is quite possible to develop other abilities through reading. For example, the development of reading leads to the development of analytical abilities. But it depends on how you teach reading. If you just teach a long text, the child will not develop. And if the child is presented with works on the text and it is analyzed, the child's critical thinking abilities will also begin to develop. And this is something inherent in many new tools. They are not given empty text. An audition or questions are also offered. And even for the convenience of students can be viewed in translations of words. Then they will not lose motivation for not knowing a single word as they read, they will be able to click on the word, look at the translation and continue reading. This not only gives students a sense of confidence, but also increases their motivation to learn. The main goal of teaching is to develop the child's horizons and increase his desire for knowledge. And educational sites can be an auxiliary tool for doing this thing, why not use it? Of course, this is just an auxiliary tool, in fact, teachers remain teachers. New technologies should not completely replace us, they are just AIDS, and our goal is to create them for the benefit of students and use them as “candles”.

We all know the well-known application” Duolingo". But students hadn't paid any attention to the app yet. And today I'm going to reveal the whole secret of this app.

Duolingo is an American online language learning website. That is, a free site, without any payment. According to statistics, there are the most people studying English on the duolingo website. So did you know that with this Duolingo app you can develop your reading to a very cool level?

Users of Duolingo strive to read small text, dialogue, sentences, understand it, and respond to them among the tasks that are given on a daily basis. That is, here the student learns new words.

In the Duolingo application, various tasks are designed specifically for the development of reading. For example, a student reads a given text in English, etc., translates a sentence, works with the text, and memorizes it. And this leads to the fact that the student works independently and strives for heights. And at the same time, with each passing level, the text becomes more difficult. In this way, the student increases the speed of reading even more, instills such qualities as understanding, independent translation (independent work).

Another feature of developing reading in the Duolingo app is linking text, story, or real life. And repeat. That is, by repeating what the student reads, the language is trained to read English. By memorizing words, he is able to read the memorized words freely and correctly.[2]

The student will definitely make a mistake in developing his reading in English. Duolingo looked at him. If you make a mistake, you will get the correct answer. Then he does the task again. And the student thereby learns and tries to re-understand his mistake.

So or the development of reading we have, the Duolingo application has linked it with listening, subscription. Then the student develops his reading at a very high level, not just reading, but writing and listening.

The development of reading in US is the main detail of language acquisition. Because a person cannot speak the language that he learns in everyday life without developing his reading.

In conclusion-the application "Duolingo" is a free tool that will help you speak English fluently and develop your reading at a very high level. You will not be bored when learning to read through this application, because the additional tasks are compiled in a playful way. The more you use the app, the greater your linguistic richness, your reading, any text, dialogue, etc.will become very easy to understand, help you speak beautiful, clear English, and raise your reading skills.

The next app that truly helpful in learning reading is Innovate. This app has different features including writing, listening, reading and speaking. If one will use this app, they do not feel it is like a computer-based IELTS trial, it feels like a paper. This is because, it has own highlighter which is really convenient to find the place that you have read easily. Also you can highlight the places that you want to remember. The another feature that everyone will find the best is after reading, if there were some unfamiliar words, you can save it with ready translations or you can add meaning of words by yourself. It is surprisingly good to expand your vocabulary.

The advantage of this program is that it saves time. It is especially convenient to take tests in the process of organizing control work or for short readings. Here you can even read why the wrong answers are wrong, the student does not need to be given additional feedback by the teacher. Currently, most of the work of teachers is devoted not to conducting classes, but to checking many of the work of students. At times like this, online educational sites can be an indispensable tool for teachers, because they can get feedback faster without extra time. Therefore, it is very effective to implement online programs during the lesson. This not only increases the interest of students, but also facilitates the hard work of teachers and increases their interest in conducting classes.[3]

When choosing online educational platforms, it is better to pay attention to their internal structures. For example, some platforms are inconvenient to waste. Moreover, many applications today are paid or have internal paid sections. This may be ineffective in terms of funds for students. But in such a situation, a common decision can be made. Schools can conclude agreements with additional authors and offer them at a low price. Especially rural children should be offered more such opportunities. Because it is important that they receive education on an equal basis with the children of the city. If schools conclude such contracts, then there will be no problems with finances. But it is very important to pay attention to the quality of the chosen educational platform. This is because some applications are strongly underdeveloped and cause discomfort. And it is clear that for students, first of all, beauty is important. They are always attracted by beautiful and interesting applications. Therefore, it is necessary to try not to make the most mistakes in choosing an additional one. In addition, digital technologies make education an interactive and creative process. For teachers, this is an opportunity to clearly track the achievements of students, build an individual learning

trajectory and quickly organize feedback. For students, this is learning in a playful way, freedom to choose a topic based on their interests, and improving their research abilities. For example, digital modeling, online laboratories, multimedia tasks turn the student into an active participant and develop his thinking.

Digital resources also teach students to learn independently, be responsible, and be independent. Search for information, analyze, compare, draw conclusions – these skills are considered one of the key competencies for a person in the XXI century. All this is formed not only with the help of a teacher, but also with the help of technology.

However, there are difficulties that arise in the process of introducing digital technologies into education. Instability of the internet network, insufficient material and technical base, diversity of digital competencies of teachers-these are the most important problems that need to be solved. But these challenges will undoubtedly find a solution over time and pave the way for the full use of the benefits of technology.

References:

1. Anne Mangen, & Adriaan van der Weel (2016). The evolution of reading in the age of digitisation: An integrative framework for reading research. International Reading Association.

2. Zheng Zhang, & Daphne B. Lei (2018). *Mobile English reading applications and their impact on EFL learners' reading engagement. Journal of Educational Technology & Society.*

3. Teresa I. C. Lin (2019). Exploring the use of mobile reading apps for improving English literacy. Computer Assisted Language Learning.

INTERNET AS AN EDUCATIONAL RESOURCE

Нұрымбет Жадыра, Молдақадыр Ақбота
Ерубай Нұрайым, Садық Ақниет
Research Supervisor: Senior Lecturer R.D.Zhekebaeva
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

The main prospect for improving the quality of the educational process is associated with the development of new technical means of displaying information, converting and transmitting information, as well as the widespread use of computing and multiplying equipment. Working with modern technical means and resources brings out a new stage of human interaction and information technology that preceded the traditional way of learning and producing information. Modern society has become involved in a general historical process, the so-called global informatization of the population. Currently, the production of information is becoming the main activity, while computerization acts as the basis of this process. The development of informatization is due to the fact that humanity has revealed the limitations of the natural resources of its habitat due to the complication of production relations and the emergence of global problems, the solution of which is almost impossible by traditional means. The central definition for the use of information technology in teaching a foreign language can be defined as multimedia, this term refers to the use of several information means with the help of which the learning process occurs at a more effective level, including: graphics, text, video, animation, and sound effects. In other words, multimedia offers the presentation of information in various forms simultaneously using

sound, video, graphics, and animation. It is worth giving preference that today the Internet acts as a qualitatively new media, combining all the existing latest methods of teaching a foreign language using all possible Internet resources. The term “digital technologies” today is interpreted very ambiguously. Initially, this term was used to refer to technologies containing some kind of binary code. The study of scientific and scientific-methodological literature devoted to the problems of informatization of society in higher professional education, the works of such scientists as B.S. Gershunsky, O.A. Kozlov, D.Sh. Matros, O.P. Okolelov, I.V. Robert. The theories proposed by these scientists have shown that an unambiguous interpretation of the concept of “information technology for education” has still not been defined. In various sources, along with this concept, one can find such synonymous expressions as new information technologies; computer training technologies; computer pedagogical technologies, communication technologies; pedagogical communication technologies; information and communication technologies. Quite often the adjective “new” is used with these expressions, which emphasizes innovation, which brings a fundamental change in various types of teaching activities. However, due to the widespread use of personal computers and mobile devices, the word digital itself has come into mass use and has become synonymous with the words “electronic” and “computer”. This is confirmed in the Merriam Webster online dictionary, which defines the word “digital” as “electronic” and “computerized.” The term “digital technologies” within the framework of language learning theory refers to all types of technologies associated with the use of computers, electronic sites and portable electronic devices. There are tablets and smartphones with Internet access [5]. Digital technologies include electronic tools, devices, systems and resources that produce and store or process information in various formats. Thus, in the modern world, digital technologies are synonymous with electronic ones. In a study conducted among students where certain tasks were selected that corresponded to their level of foreign language proficiency using multimedia and digital technologies, a wide range of tools and resources were discovered containing information presented in various formats and the most effective ones were identified by testing two groups where it was shown in a comparative table result. And also, the term “digital technologies” includes the concept of computer, information and communication and telecommunication technologies. Today, most researchers on this topic, for example P.V. Sysoev, recognize that multimedia and digital technologies have enormous didactic and methodological potential. In the pedagogical literature of recent years, there has been a displacement of the term computer technology and is being replaced by the concept of educational information technology [6]. Which, in turn, are divided into two most distinct approaches to the interpretation of information technology. Within the first of them, educational information technology is considered as a didactic process organized using a set of fundamentally new tools and methods of data processing introduced into the educational system, that is, teaching methods, which is the purposeful creation, transfer, storage and display of information products, namely acquired knowledge and ideas at the lowest cost and in accordance with the cognitive activity of students. From a didactic point of view, we can talk about educational information technology only if:

1) It satisfies the basic requirements of technologization of training in terms of preliminary design, diagnostic targeting, reproducibility;

2) It solves problems that were not theoretically or practically solved earlier in the educational process;

3) The means of collecting, processing, storing and presenting educational information for the student is an integral complex of computer and other information tools, the choice and use of which are determined by the goals and didactic tasks solved by the teacher [1].

The second approach involves the creation of a specific technical learning environment, in which the information tools used occupy a key place. We are talking about the use of

specific software and hardware tools in the educational process. An analysis of the literature on the problems of informatization of higher education, published over the last decade, allows us to make some statements that the second approach is still prevailing today. It acts within the framework of the currently dominant competency-based approach to learning; the main goal of learning a foreign language is the development of communicative competence and its components, in particular information, communication, and digital competence. The means to achieve this goal is the development of foreign language skills: grammatical, lexical, phonetic and the ability to demonstrate all four skills when teaching a foreign language, namely reading, writing, speaking, listening. The second approach involves the creation of a specific technical learning environment, in which the information tools used occupy a key place. We are talking about the use of specific software and hardware tools in the educational process. An analysis of the literature on the problems of informatization of higher education, published over the last decade, allows us to make some statements that the second approach is still prevailing today. It acts within the framework of the currently dominant competency-based approach to learning; the main goal of learning a foreign language is the development of communicative competence and its components, in particular information, communication, and digital competence [2]. The means to achieve this goal is the development of foreign language skills: grammatical, lexical, phonetic and the ability to demonstrate all four skills when teaching a foreign language, namely reading, writing, speaking, listening. Digital and multimedia resources used today in linguodidactics usually include:

- Electronic or educational dictionaries include explanatory, translation, terminological, reference, illustrated, which have proven themselves very well in use, and interactive;
- Authentic materials in the target language in text, graphic, video, audio, game formats;
- Specialized educational resources for teaching a foreign language, these include electronic textbooks that are available everywhere if you have access to Internet sources, printed versions of assignments created using a computer, shell programs, interactive educational materials;
- Work with application programs MS Word, MS PowerPoint, web browsers;
- Electronic synchronization tools such as chats, instant messengers, video conferences, email, all kinds of forums, study groups on social communication networks;
- Educational Internet resources, websites, hotlist, multimedia scrapbook, treasure hunt, WebQuest;

The above technologies are used in language teaching in various forms of organizing the activities of students, such as classroom work, extracurricular work, distance learning and mixed or combined learning containing elements of classroom and distance learning formats. It is worth recognizing that blended learning today is considered the most promising and newly introduced form of teaching foreign languages [3]. With a competent approach from the teacher, it allows you to combine direct communication with the teacher and the group and the use of digital technologies in classroom lessons in order to organize the student's independent work and additional communication using electronic means of communication. However, for example, in high school, the main forms of organizing educational activities using multimedia and digital technologies will be carried out in classroom and extracurricular work. According to the mode of access, multimedia and digital resources are usually divided into categories, the first category includes offline resources available on a hotel computer, the second category includes local networks on the Internet or otherwise online resources.

References:

1. Neil Selwyn (2016). Education and Technology: Key Issues and Debates. London: Bloomsbury.

2. Mark Warschauer (2003). Technology and Social Inclusion: Rethinking the Digital Divide. Cambridge, MA: MIT Press.
3. Linda Harasim (2012). Learning Theory and Online Technologies. New York: Routledge.

ЦИФРЛАНДЫРУ МЕН ЖАСАНДЫ ИНТЕЛЛЕКТ МЕКТЕП ПЕН ЖОО-ДА БІЛІМ БЕРУ ТРАНСФОРМАЦИЯСЫНЫҢ ФАКТОРЫ РЕТІНДЕ

Қаппар Жансезім
kapparzhansezim@gmail.com
Ғылыми жетекші: Әбілмансұр Ә.Қ
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Аңдатпа

Бұл мақала мектеп білімін цифрлық трансформациялау процесін қарастырады. Авторлар цифрлық технологиялар мен жасанды интеллекттің оқушылар мен мұғалімдердің рөлін қалай өзгертетінін талдайды. Цифрлық платформалар оқушыларға дербес оқу траекториясын қалыптастыруға, сыни ойлау және шығармашылық дағдыларын дамытуға мүмкіндік береді. Жобалық жұмыстар, виртуалды зертханалар және мультимедиалық ресурстар арқылы білім беру процесі көрнекі әрі интерактивті сипат алады. Мұғалімдер білімді жеткізушіден бағыттаушыға айналып, сабақ процесін ұйымдастыру мен оқушыларға жеке қолдау көрсетуге көңіл бөледі. Мақалада цифрлық трансформацияның артықшылықтары, оның оқу процесіне әсері және мұғалім мен оқушының жаңа рөлі қарастырылады.

Қазіргі кезеңде мектеп және жоғары білім беру жүйесі цифрлық трансформацияның әсерінен елеулі өзгерістерге ұшырауда. Бұл процесс тек техникалық жаңартумен шектелмей, білім беру қатысушыларының функциялары мен өзара әрекеттесу формаларын қайта қарастыруды талап етеді. Цифрлық технологиялардың білім беру процесіне енгізілуі оқытудың икемділігін арттырып, білім алуға тең мүмкіндіктер қалыптастыруға ықпал етеді.

Осыған байланысты оқушының дәстүрлі «тыңдаушы» рөлінен «белсенді білім алушы» рөліне көшуі байқалады. Бүгінгі таңда оқушылар тек дайын ақпаратты қабылдап қана қоймай, оны өз бетінше іздеу, талдау және қолдану қабілеттерін меңгеруде. Мектептер мен университеттерде цифрлық білім беру ортасының дамуы білім мазмұны мен оқу ұйымдастыру тәсілдеріне жаңа сапалық деңгей енгізуде.

Мектеп білімін цифрлық трансформациялау

Цифрлық трансформация оқушылардың оқу процесіне белсенді қатысуына мүмкіндік береді. Олар интерактивті презентациялар мен видео сабақтарды көріп, ақпаратты тек қабылдаушы емес, зерттеуші ретінде меңгереді. Визуалды және мультимедиалық материалдар қиын тақырыптарды жеңіл түсінуге көмектеседі. Оқушылар өз білімін жобалық жұмыстар арқылы көрсетеді. Жоба негізіндегі оқыту сыни ойлау мен шығармашылықты дамытады. Цифрлық платформалар оқушыларға өз оқу прогресін бақылауға мүмкіндік береді. Жасанды интеллект оқушылардың жеке қажеттіліктеріне бейімделген тапсырмалар ұсынады. Әлсіз бағыттары бар оқушыларға қосымша материалдар беріледі. Бұл оқу процесін тиімдірек етеді.

Оқушылар өз қызығушылығына сәйкес тақырыптарды таңдай алады, бұл олардың мотивациясын арттырады. Мұғалімдер сабақ жоспарын оңай ұйымдастырады және әр оқушының прогресін бақылай алады. Бағалау жүйесінің автоматтандырылуы уақыт үнемдеуге көмектеседі. Цифрлық платформалар әртүрлі оқу стиліне бейімделеді: визуалды, дыбыстық немесе практикалық тапсырмалар беріледі. Интернет-ресурстар оқушыларға әлемдік білім көздеріне қол жеткізуге мүмкіндік береді. Виртуалды лабораториялар физика, химия және биология пәндерін қауіпсіз зерттеуге жағдай жасайды.

Цифрлық орта оқушыларға топтық жобалар мен ынтымақтастық тәжірибесін береді. Онлайн платформалар арқылы қашықтан бірлесіп жұмыс жасау дағдылары қалыптасады. Бейімделген тесттер білім деңгейін нақты анықтайды. ЖИ қателерді талдап, қосымша көмек қажет бағыттарды көрсетеді. Оқушылар интерактивті ойындар арқылы сыни ойлау және шешім қабылдауды үйренеді. Цифрлық құралдар жеке прогресті бақылауға және өзін-өзі бағалауға үйретеді.

Мұғалімнің рөлі ақпарат жеткізуден бағыттаушыға өзгереді. Олар студенттерге кеңес беріп, сыни ойлау қабілетін дамытады. Онлайн платформалар оқушыларға өз оқу уақытын икемді жоспарлауға мүмкіндік береді. Мультимедиа ресурстары оқу материалын көрнекі етеді. Виртуалды жобалар практикалық және командалық дағдыларды дамытады. Цифрлық технологиялар сабақтағы ынтымақтастықты күшейтеді. Оқушылар жобаларды бірге орындап, тәжірибе алмасады.

Цифрлық трансформация білім беру сапасын жаңа деңгейге көтереді. Оқушылар дербес, белсенді және жауапты тұлға ретінде қалыптасады. Мұғалім сабақ процесін оңтайландырады, ал білім алушылар өз білімін талдап, жетістіктерін бағалай алады.

1. Жоғары білім берудегі жасанды интеллект және цифрландыру

Жоғары білім беру жүйесі цифрландыру мен жасанды интеллекттің ықпалымен жаңа кезеңге көшіп отыр. Университеттер оқу мазмұнын жаңартып, оқу процесін тиімді ұйымдастыруға күш салады. Цифрлық платформалар студенттердің оқу белсенділігін бақылауға мүмкіндік береді. Жасанды интеллект әр студенттің үлгерімін талдап, дербес ұсыныстар береді. Бұл оқу процесін дербестендіруге және нәтижесін арттыруға жағдай жасайды. Онлайн платформалар студенттерге оқу материалын кез келген уақытта меңгеруге мүмкіндік береді. Қашықтан білім беру икемділікті қамтамасыз етеді. Виртуалды зертханалар студенттерге тәжірибелік тапсырмаларды қауіпсіз орындауға мүмкіндік береді. Жасанды интеллект студенттерге жеке тапсырмалар ұсынып, оқу қарқынын есепке алады.

Әр студенттің қабілеті мен қызығушылығына сәйкес материалдар беріледі, бұл мотивацияны арттырады. Студенттер онлайн ресурстар арқылы халықаралық білімге қол жеткізе алады. Цифрлық құралдар олардың сыни ойлау қабілетін дамытады. Виртуалды технологиялар күрделі тақырыптарды практикалық тұрғыдан меңгеруге мүмкіндік береді. ЖИ тьюторлық қызмет көрсетіп, сұрақтарға жедел жауап береді. Оқытушының рөлі ақпарат берушіден кеңесшіге ауысады, студенттерге бағыт көрсетеді. Бағалау автоматтандырылғандықтан, оқытушылар студенттерге жеке кеңес бере алады. Мультимедиалық құралдар оқу материалын көрнекі етеді. Онлайн платформалар студенттердің білімін бақылауға мүмкіндік береді. Студенттер интерактивті тапсырмалар арқылы білімін бекітеді. Цифрландыру мен ЖИ білім сапасын арттырып, студенттердің жеке потенциалын толық ашуға бағытталған тиімді құрал болып табылады.

Қорытындылай келе, мектеп пен жоғары білім беру жүйесінде цифрландыру мен жасанды интеллект тек техникалық жаңарту ғана емес, білім беру қатысушыларының рөлін, оқу процесінің құрылымын және оқыту әдістерін түбегейлі өзгертуге бағытталған процесс болып табылады. Мектептерде оқушылар дәстүрлі тыңдаушы

рөлінен белсенді білім алушыға айналып, өз бетінше іздену, талдау және қолдану дағдыларын дамытады.

Жоғары оқу орындарында ЖИ мен цифрлық платформалар студенттердің оқу белсенділігін тиімді басқаруға, дербестендірілген оқу материалдарын ұсынуға және білім сапасын арттыруға мүмкіндік береді. Мұғалімдер мен оқытушылар тек ақпарат беруші емес, бағыттаушы және кеңесші ретінде қызмет атқарады.

Жалпы алғанда, цифрлық технологияларды тиімді пайдалану арқылы білім беру жүйесі заманауи қоғам талаптарына сай, икемді, ашық және сапалы деңгейге жетеді. Бұл процесс білім алушыны дербес, жауапты және белсенді тұлға ретінде қалыптастыруға, сондай-ақ мұғалімнің кәсіби рөлін стратегиялық ұйымдастырушы ретінде қайта анықтауға мүмкіндік береді.

Әдебиеттер:

1. Қазақстан Республикасы Білім және ғылым министрлігі. Цифрлық Қазақстан бағдарламасы. – Астана, 2018,96 б.

2.ҚР Оқу-ағарту министрлігі. Білім беруді дамытудың мемлекеттік бағдарламасы. – 2020–2025,100 б.

3.UNESCO. Artificial Intelligence in Education: Challenges and Opportunities. – Paris, 2019,50 p.

КӨПТІЛДІЛІКТІҢ АДАМНЫҢ ОЙЛАУ ҚАБІЛЕТІНЕ ӘСЕРІ

Сұлтанхан Ақмаржан Берікқызы
Sultanhanakmarzhan4@gmail.com
Ғылыми жетекші: Әбілмансұр Ә.Қ.
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Аңдатпа

Бұл мақалада көптілділіктің адамның ойлау қабілетіне тигізетін ықпалы жан-жақты қарастырылады. Қазіргі жаһандану дәуірінде бірнеше тілді меңгеру тек қарым-қатынас құралы ғана емес, онымен қоса тұлғаның зияткерлік дамуына әсер ететін маңызды факторлардың бірі ретінде танылып отыр. Зерттеу барысында тіл мен ойлау үдерісінің өзара байланысы талданып, көптілді адамдардың когнитивтік ерекшеліктері сипатталады. Бірнеше тілді қатар қолданудың зейін, есте сақтау, логикалық пайымдау және шығармашылық ойлау қабілеттеріне ықпалы сараланады. Мақалада көптілділіктің артықшылықтарымен қатар, оның белгілі бір деңгейдегі қиындықтары да назардан тыс қалмайды. Әсіресе тілдік интерференция құбылысы мен ойды жеткізу барысында туындайтын кідірістер қарастырылады. Бұған қоса, көптілді ортада қалыптасқан тұлғаның әлемді қабылдау ерекшелігі мен мәдениетаралық қарым-қатынасқа бейімділігі де сөз болады.

Түйінді сөздер: көптілділік, ойлау қабілеті, когнитивтік даму, зейін, есте сақтау, логикалық ойлау, тіл және сана, интеллектуалдық даму, нейропсихология

Көптілділік дегеніміз адамның екі немесе одан да көп тілде еркін қарым қатынас жасай алу қабілеті. Бұл тек сөздерді білу ғана емес, әр тілдің ішкі логикасын, мәдени реңкін, ой жеткізу тәсілін түсіне білу дегенді білдіреді. Қазіргі қоғамда көптілділік бір артықшылық қана емес, күнделікті өмірдің ажырамас бөлігіне айналып отыр. Айрықша жаһандану үдерісі күшейген сайын, түрлі халықтар мен мәдениеттердің өзара

байланысы артып, бірнеше тіл білу қажеттілігі бұрынғыдан да маңызды бола түсті. Бүгінгі таңда білім беру жүйесінде де, еңбек нарығында да көптілді адамдарға сұраныс жоғары. Бірнеше тіл меңгерген адам ақпаратты сан алуан көздерден еркін алып, оны саралап, салыстырып, терең түсіне алады. Онымен қоса, ол өз ойын әртүрлі тілде жеткізе отырып, түрлі аудиториямен байланыс орнатуға қабілетті болады. Бұл тек қарым-қатынас құралы емес, адамның ойлау жүйесіне де тікелей әсер ететін фактор ретінде қарастырылады.

Тақырыптың өзектілігі осында жатыр. Қазіргі ғылым тіл мен ойлаудың арасындағы тығыз байланысты дәлелдеуде — мысалы, американдық ғалым Стивен Пинкердің көзқарасы бойынша, тіл адамның ойлау құрылымына әсер ететін маңызды құралдардың бірі. Осы ретте, бірнеше тіл меңгерген адамның ойлау қабілеті қалай өзгереді; оның дүниетанымы мен шешім қабылдау ерекшеліктері қандай болады деген сұрақтар ерекше қызығушылық тудырады. [1, 480б.].

Тіл мен ойлау — бір-бірімен тығыз байланысты күрделі үдерістердің қатарына жатады. Адам қоршаған ортаны танып білуде, ақпаратты қабылдап, оны өңдеуде ең алдымен тілге сүйенеді — яғни тіл тек қарым-қатынас құралы емес, ойды қалыптастыратын маңызды жүйе болып табылады. Көптеген ғалымдар адамның қалай ойлайтыны оның қандай тілде ойлайтынына да байланысты екенін айтады; мысалы, тілдегі ұғымдар мен категориялар адамның дүниені қабылдау тәсіліне әсер етеді. Осы пікір тұрғысынан алғанда, бірнеше тіл меңгерген адам бір ғана құбылысты әр бағыттағы тілдік жүйе арқылы түсініп, оны түрлі қырынан бағамдай алады.

Адам миы тілдерді өңдеу кезінде өте күрделі механизмдерді іске қосады: әдетте тілдік ақпарат мидың сол жақ жартышарында орналасқан арнайы аймақтарда өңделеді. Алайда көптілді адамдарда бұл үдеріс біршама икемді түрде жүзеге асады — олар әртүрлі тілдерді қолдану барысында мидың бірқатар бөлігін қатар белсендіреді. Бір тілден екінші тілге ауысу кезінде ми артық ақпаратты сүзгіден өткізіп, қажеттісін таңдайды; бұл қабілет зейінді шоғырландыру мен тез шешім қабылдауға көмектеседі. Тілдерді үнемі алмастырып қолдану миды жаттықтырып, оның жұмыс істеу тиімділігін арттырады. Бірнеше тіл білетін адамдардың ми ерекшеліктері де зерттеулерде жиі атап өтіледі. Ғалымдардың пікірінше, көптілді адамдардың миында нейрондық байланыстар тығызырақ қалыптасады. Бұл олардың ақпаратты жылдам өңдеуіне және түрлі тапсырмалар арасында оңай ауысуына мүмкіндік береді. Кейбір зерттеулерде көптілділік есте сақтау қабілетін жақсартып, когнитивтік икемділікті арттыратыны көрсетілген. Бұл типтегі адамдарда қажетсіз ақпаратты тежеу қабілеті жоғары болады, демек олар маңызды нәрсеге назарын оңай шоғырландыра алады. Осы ерекшеліктердің барлығы көптілділіктің адамның ойлау жүйесіне терең ықпал ететінін дәлелдейді [2, 272б.].

Көптілділік – адамның ойлау жүйесіне тікелей әсер ететін маңызды факторлардың бірі. Бірнеше тілді меңгеру барысында адам тек сөздік қорын байытып қана қоймай, ақпаратты қабылдау, өңдеу және талдау қабілеттерін де дамытады. Бұл үдеріс ойлаудың әркелкі аспектілерін жетілдіріп, тұлғаның интеллектуалдық деңгейінің өсуіне ықпал етеді.

Ең алдымен, көптілділік логикалық ойлаудың дамуына септігін тигізеді. Түрлі тілдердің грамматикалық құрылымдарын салыстыра отырып, адам ұқсастықтар мен айырмашылықтарды анықтайды. Осындай әрекеттер талдау мен жинақтау дағдыларын нығайтады. Яғни, ақпаратты жай қабылдап қоймай, оны терең түсініп, себеп-салдарлық байланыстарды анықтауға бейім болады.

Көптілділік зейін мен есте сақтау қабілетін күшейтеді. Тілдер арасында жиі ауысу кезінде ми қажетсіз ақпаратты тежеп, маңыздысын бөліп алады. Бұл үдеріс зейінді тұрақтандырып, назарды нақты міндетке бағыттауға көмектеседі. Ал сөздер мен

грамматикалық құрылымдарды есте сақтау жадтың жұмысын белсендіріп, ақпаратты сақтау және қайта жаңғырту қабілетін арттырады. Көптілділіктің тағы бір маңызды артықшылығы – мәселелерді шешу дағдыларының қалыптасуы. Бірнеше тілде ойлай алатын адам бір ғана мәселеге әртүрлі қырынан қарауға мүмкіндік алады, бұл стандартты емес шешімдер табуға жағдай жасайды. Сонымен бірге, тілдер арасында ауысу ойлаудың икемділігін арттырып, түрлі жағдайларға тез бейімделуге үйретеді. Мұндай сипаттағы дағдылар күнделікті өмірде де, кәсіби қызметте де аса маңызды. Сондай-ақ, көптілділік креативтілік пен икемді ойлаудың дамуына оң әсер етеді. Жекелеген мәдени және тілдік ортаға ену адамның дүниетанымын кеңейтеді, бір ұғымды түрлі тәсілдермен жеткізе білуге үйретеді. Бұл жаңа идеяларды еркін қалыптастырып, шығармашылық қабілетті арттырады. Көптілді адам қалыптасқан ойлау шеңберінен оңай шығып, жаңа тәсілдерді қабылдауға дайын болады. Көптілділік тек тілдік емес, қоса айтқанда интеллектуалдық және шығармашылық дамудың да маңызды құралы болып табылады [3, 312б.].

Көптілділік көбіне оң құбылыс ретінде қарастырылғанымен, оның кейбір қиындықтары да жоқ емес. Көбінесе бірнеше тілді қатар меңгеру барысында адам белгілі бір кедергілерге тап болуы мүмкін. Бұл қиындықтар көбінесе тілдік жүйелердің өзара ықпалына және мидың оларды бір мезетте өңдеу ерекшеліктеріне байланысты туындайды.

Ең жиі кездесетін құбылыстардың бірі – тілдердің араласуы, яғни интерференция. Бұл жағдайда адам бір тілде сөйлеп отырып, екінші тілдің сөздерін немесе грамматикалық құрылымдарын еріксіз қолдануы мүмкін. Осы түрдегі құбылыс әсіресе тілдік деңгейі толық қалыптаспаған кезде немесе тілдер бір біріне ұқсас болған жағдайда байқалады. Интерференция кейде ойды дәл жеткізуге кедергі келтіріп, сөйлеу барысында қателіктердің пайда болуына әкеледі. Көптілді адамдарда кей жағдайдайларда сөз табудағы кідірістер байқалуы мүмкін. Адам белгілі бір ұғымды жеткізгісі келгенде, оның санасында бірнеше тілдегі нұсқалар қатар пайда болады. Осы кезде ми қажетті сөзді таңдау үшін қосымша уақыт жұмсайды. Бұл сырт көзге ұмытшақтық немесе сенімсіздік сияқты көрінуі мүмкін. Алайда бұл құбылыс мидың бірнеше тілмен бір уақытта жұмыс істеуінің табиғи нәтижесі болып саналады.

Бала жаста тіл үйрену де өзіндік ерекшеліктерімен қатар белгілі бір қиындықтарды қамтиды. Кішкентай балалар бірнеше тілді қатар меңгерген кезде бастапқы кезеңде сөздік қорының әр тіл бойынша жеке дара баяу қалыптасуы мүмкін. Кейде олар тілдерді араластырып сөйлеуі немесе белгілі бір тілде ойын толық жеткізе алмауы ықтимал. Дегенмен бұл уақытша құбылыс болып табылады. Уақыт өте келе бала тілдерді ажыратып, әрқайсысын өз орнында дұрыс қолдана бастайды. [4, 256б.].

Көптілділіктің адамның ойлау қабілетіне әсерін түсіндіру үшін ғалымдар ұзақ уақыт бойы түрлі зерттеулер жүргізіп келеді. Тіпті нейропсихология мен когнитивтік ғылым салаларында бұл тақырып кеңінен қарастырылған. Заманауи технологиялардың дамуы нәтижесінде адамның ми қызметін тереңірек зерттеуге мүмкіндік туып, көптілділіктің нақты қандай өзгерістерге алып келетіні ғылыми тұрғыдан дәлелдене бастады.

Көптілді адамдардың миы туралы зерттеулер көрсеткендей, бірнеше тіл меңгеру мидың құрылымына да, қызметіне де әсер етеді. Канадалық ғалым Эллен Биалистоктың еңбектерінде көптілді адамдардың атқарушы функциялары, атап айтқанда зейінді басқару, ақпаратты іріктеу және қажетсізін тежей білу қабілеттері жоғары болатыны айтылған. Оның пікірінше, «екі немесе одан да көп тілде ойлау миға тұрақты жаттығу жасап отырумен тең». Бұл ой көптілділіктің тек тілдік емес, жалпы когнитивтік дамуға әсер ететінін көрсетеді. Нейробиологиялық зерттеулерде де көптілді адамдардың миында сұр заттың тығыздығы кейбір аймақтарда жоғары

болатыны анықталған. Бұл әсіресе тілге жауап беретін және шешім қабылдауға қатысатын бөліктерде байқалады [5, 20б.].

Ғылыми еңбектерде біртілді және көптілді адамдарды салыстыру да кең орын алған. Дәл осындай салыстырулар олардың ойлау жылдамдығы, зейін тұрақтылығы және мәселені шешу тәсілдері арқылы жүргізіледі. Зерттеулердің қорытысында көптілді адамдардың күрделі тапсырмаларда тиімдірек жұмыс істейтіні байқалған. Мысалы, олар біршама ақпарат көзін қатар өңдеуді талап ететін жағдайларда жылдамырақ бейімделеді. Көптілді адамдарда когнитивтік икемділік жоғары болады, дәлірек айтсақ олар бір тапсырмадан екіншісіне оңай ауыса алады. Ал біртілді адамдар көбіне бір бағытта тұрақты жұмыс істегенімен, күрделі өзгерістерге бейімделуде уақыт көбірек жұмсайды.

Нақты эксперименттер де бұл айырмашылықтарды айқын көрсетеді. Мәселен, балаларға арналған арнайы тапсырмаларда көптілді балалардың артық ақпаратты елемей, негізгісін табу қабілеті жоғары екені анықталған. Бұл олардың зейінін тиімді басқаруға дағдыланғанын білдіреді. Тағы бір тәжірибеде қатысушыларға түрлі түспен жазылған сөздерді атау тапсырмасы берілген. Бұл тапсырмада сөздің мағынасы мен түсі сәйкес келмейді, сондықтан адам автоматты түрде оқудан бас тартып, тек түске назар аударуы керек. Мұндай жағдайда көптілді адамдар тапсырманы жылдамырақ әрі аз қателікпен орындаған. Бірқатар зерттеулер көптілділіктің ұзақ мерзімді әсерін де қарастырады. Мысалы, ғалымдар егде жастағы адамдар арасында жүргізілген бақылауларда бірнеше тіл білетін адамдарда когнитивтік әлсіреу белгілері кешірек байқалатынын анықтаған. Бұл көптілділіктің ми қызметін ұзақ уақыт бойы белсенді ұстап тұруға көмектесетінін көрсетеді. Жекелеген деректерде тіпті деменция белгілерінің пайда болуы біршама жылға кешігетіні айтылған [6, 312б.].

Көптілділік адамның тек ойлау қабілетіне ғана емес, оның әлеуметтік ортада өзін ұстауына және мәдени дүниетанымына да айтарлықтай ықпал етеді. Бірнеше тіл білу адамға бірқатар қоғамдармен еркін араласуға, түрлі мәдени кодтарды түсінуге және әлемді кеңірек қабылдауға мүмкіндік береді. Мұндай қабілет қазіргі жаһандану жағдайында ерекше маңызға ие болып отыр. Ккөптілділік адамның әлемді қабылдау ерекшелігін өзгертеді. Әр тіл өз ішінде белгілі бір мәдениеттің көрінісі болғандықтан, сол тіл арқылы адам әлемді де сол мәдениеттің призмасы арқылы таниды. Бірнеше тіл білетін адам қилы ойлау жүйелерін салыстырып, бір құбылысты бірнеше қырынан қарастыруға бейім болады. Бұл оның дүниетанымын кеңейтіп, стереотиптерден арылуына көмектеседі. Нәтижесінде ол бір ғана көзқараспен шектелмей, балама пікірлерді де ескеруге дағдыланады [7, 448б.].

Тілді меңгеру барысында адам тек сөздерді ғана емес, сол тілде сөйлейтін халықтың салт дәстүрін, құндылықтарын және ойлау ерекшеліктерін де үйренеді. Бұл өз кезегінде мәдениетаралық түсіністікті қалыптастырады. Көптілді адам сан қилы мәдени ортада өзін еркін ұстап, өзгелердің ерекшеліктерін құрметтеуге бейім келеді. Бұл қасиет халықаралық қатынастарда, білім беру саласында және күнделікті өмірде маңызды рөл атқарары сөзсіз [8].

Бірнеше тіл білетін адам түрлі елдердің адамдарымен тікелей байланыс орната алады. Бұл тек ақпарат алмасуды жеңілдетіп қана қоймай, сенімді қарым қатынас орнатуға да ықпал етеді. Бұған қоса, ол түрлі ортада өз ойын еркін жеткізіп, қажет болған жағдайда делдал қызметін де атқара алады. Қазіргі заманда халықаралық байланыстардың артуы көптілді адамдарға үлкен мүмкіндік беріп отыр. Адамның әлеуметтік бейімделуіне, мәдени көкжиегінің кеңеюіне және коммуникациялық қабілеттерінің дамуына көптілділік зор әсер етеді. Осы қасиеттер жеке тұлғаның ғана емес, жалпы қоғамның өзара түсіністік пен ынтымақтастыққа негізделген дамуына ықпал етеді [9, 16б.].

Көптілді адам бірнеше тілдік жүйені қатар меңгеру арқылы тек тілдік дағдысын жетілдіріп қана қоймайды, және де өз ойлауын жүйелеуді, ақпаратты талдауды және түрлі көзқарасты салыстыра білуді үйренеді. Бұл үдеріс адамның когнитивтік мүмкіндіктерін кеңейтіп, оның интеллектуалдық деңгейінің артуына ықпал етеді. Мақала барысында қарастырылғандай, көптілділіктің бірқатар артықшылықтары бар. Ол логикалық ойлаудың дамуына, зейін мен есте сақтау қабілетінің күшеюіне, мәселені шешу дағдыларының қалыптасуына және креативті ойлаудың артуына әсер етеді. Тағы айта кетер жайт, көптілді адам ақпаратты әрқилы тілдік және мәдени контексте қабылдай отырып, оны тереңірек түсінуге мүмкіндік алады. Осы сияқты қабілеттер қазіргі заман талаптарына сай тұлғаның жан жақты дамуына жағдай жасайды.

Болашақта көптілділіктің маңызы одан әрі арта түсетіні сөзсіз. Жаһандану үдерісі күшейіп, елдер арасындағы байланыс кеңейген сайын, бірнеше тіл білу тек артықшылық емес, қажеттілікке айналуда. Білім беру жүйесінде де көптілділікке ерекше көңіл бөлініп келеді, себебі ол оқушылардың ойлау қабілетін дамытуға және олардың бәсекеге қабілетті болуына ықпал етеді. Демек, көптілділікті дамыту тек жеке адамның ғана емес, жалпы қоғамның интеллектуалдық әлеуетін арттыруға бағытталған маңызды қадам болып табылады.

Әдебиеттер:

1. Pinker S. *The Language Instinct: How the Mind Creates Language*. – New York: William Morrow and Company, 1994. – 480 p.
2. Grosjean F. *Bilingual: Life and Reality*. – Cambridge, MA: Harvard University Press, 2010. – 272 p.
3. Popova T. A., Иванова Е. В. *Психолингвистика: Учебное пособие*. – Москва: Академия, 2015. – 312 с.
4. Bialystok E. *Bilingualism in Development: Language, Literacy, and Cognition*. – Cambridge: Cambridge University Press, 2001. – 256 p.
5. Bialystok E., Craik F. I. M., Luk G. *Understanding the Consequences of Bilingualism for Language Processing and Cognition*. – Journal of Cognitive Psychology, 2013. – Vol. 25, № 5. – P. 1–20.
6. Kroll J. F., Bialystok E. *Language Proficiency and Age of Acquisition in Bilinguals*. – Journal of Cognitive Psychology, 2013. – Vol. 25, № 5. – P. 1–18.
7. Левина Н. В., Смирнов А. П. *Когнитивная психология: Введение в науку о мышлении*. – Санкт-Петербург: Питер, 2018. – 448 с.
8. Encyclopaedia Britannica. *Bilingualism and the Brain*. – Encyclopedia Britannica Online.
9. Godwin-Jones R. *Emerging Technologies: Artificial Intelligence and Language Learning* // Language Learning & Technology. – 2022. – Vol. 26, № 3. – P. 1–16.

ЖАСАНДЫ ИНТЕЛЛЕКТ НЕГІЗІНДЕГІ БАҒАЛАУ ЖӘНЕ КЕРІ БАЙЛАНЫС ЖҮЙЕЛЕРІ: МЕКТЕП ПЕН ЖОО ТӘЖІРИБЕСІ

AI-MEDIATED FORMATIVE ASSESSMENT IN EFL SPEAKING: NAVIGATING CONSTRUCT VALIDITY AND COGNITIVE LAZINESS IN HIGH SCHOOLS

Kozhageldiyeva A., Bailar A., Karimi S., Sovetbayeva G.
Kozhageldieva.anel@okmpu.k z
Научный руководитель: к.п.н; и.о. доцент Тургинбаева Л.В.
Profkom_vashchenko@mail.ru
Южно-Казахстанский педагогический университет имени Ө. Жәнібеков
Шымкент, Казахстан

Abstract

The integration of Artificial Intelligence in educational settings offers unprecedented opportunities for delivering immediate, individualized feedback. This article explores the didactic efficacy and ethical implications of using ChatGPT as an AI-mediated formative assessment tool for EFL speaking skills among high school students. While the findings indicate significant improvements in grammatical accuracy and a reduction in teacher workload, the study also highlights the critical risks of algorithmic over-reliance and the necessity of maintaining construct validity.

Keywords: formative assessment, ChatGPT, artificial intelligence, EFL speaking, prompt engineering, academic integrity.

A persistent challenge in teaching English as a Foreign Language (EFL) within the densely populated public schools of Kazakhstan is the inability to provide immediate, individualized feedback on spoken performance. In a standard 45-minute lesson with 30 students, comprehensive formative assessment-a crucial driver of language acquisition is mathematically impossible to execute for every learner. Consequently, errors fossilize, and students lack a clear understanding of their linguistic trajectory.

The advent of Generative AI, spearheaded by initiatives like the «ChatGPT Edu» project in Kazakhstan, provides a potential solution to this pedagogical bottleneck[4, p.7]. By delegating routine error-correction to an intelligent system, teachers can transition from being mere «evaluators» to «facilitators» of communication. This study investigates how the deployment of ChatGPT as a formative assessment partner impacts the development of 11th-grade students' speaking skills, examining both its practical benefits and the ethical challenges related to cognitive laziness.

Formative assessment, unlike summative evaluation, is an ongoing process designed to monitor student learning and provide continuous feedback. In the context of EFL speaking, effective feedback must be immediate, specific, and emotionally supportive. AI-driven platforms excel in this domain. Advanced language models can instantly transcribe spoken input, analyze syntactic structures, and provide non-judgmental corrections.

However, the unregulated use of AI introduces severe pedagogical risks. Global educational experience confirms that AI often enters classrooms in an unstructured manner, frequently concealing students' true weaknesses. If an AI generates a perfectly structured answer that the student merely memorizes, the assessment loses its construct validity the system evaluates the AI's capability, not the learner's actual competence. Therefore, implementing AI in assessment requires strict «prompt engineering» guidelines, shifting the evaluative focus from the final product to the cognitive process itself.

The research was conducted during a pedagogical practicum in a Shymkent public school, involving 30 students in the 11th grade. These students possessed high instrumental motivation directed toward international exams (IELTS). The methodology relied on the «Flipped Assessment» model.

Students utilized ChatGPT's Voice Mode independently as a preparatory tool before in-class assessments. They were instructed to employ specific prompts, such as: *«Listen to my answer about technology. Do not rewrite my speech. Only identify my major grammatical errors and suggest two advanced idioms.»* Subsequently, students participated in live, unassisted speaking assessments in class. Data was collected through comparative analysis of speaking scores (pre- and post-intervention) and qualitative student interviews.

The integration of AI-mediated feedback produced distinct shifts in both student performance and the pedagogical workflow. The time required for students to receive actionable feedback was reduced from several days (in a traditional teacher-led model) to mere seconds.

Table1. Impact of AI-Mediated Formative Assessment on EFL Speaking Feedback

Assessment Variable	Traditional Teacher Feedback	AI-Mediated Feedback (ChatGPT)	Student Perception (Survey % Positive)
Immediacy of Feedback	Delayed (Next lesson/Days)	Instantaneous	92% found it highly motivating
Specificity of Correction	General (Due to class size)	Highly personalized	85% reported better error awareness
Emotional Response	Often triggers anxiety	Emotionally neutral	88% felt «safe» making mistakes
Academic Risk	Low	High (Risk of auto-generation)	60% admitted temptation to use AI as a crutch

Quantitatively, students demonstrated a marked improvement in grammatical accuracy during live assessments, as they had already iterated their responses through the AI. However, qualitative data revealed that 60% of students acknowledged the temptation to let the AI formulate their entire response, underscoring the risk of «cognitive laziness» [1, p.40].

The findings corroborate that AI-mediated formative assessment significantly enhances the EFL learning experience by providing immediate, stress-free feedback. ChatGPT functions effectively as an autonomous practice zone, allowing learners to refine their speaking mechanics before facing human evaluation.

Nevertheless, the data strongly supports the premise that AI should not replace the teacher's evaluative authority. To maintain construct validity, educators must implement a dual-layered assessment strategy. While AI handles the formative, mechanical correction during asynchronous practice, the teacher must conduct the final, synchronous evaluation where AI assistance is strictly prohibited. By teaching ethical prompt engineering and evaluating the learner's process rather than just the final output, schools can harness the power of AI without sacrificing academic integrity or critical thinking.

References:

1. Salsabil, A. D., et al. (2025). From Silent Learners to Confident Speakers: The Effect of AI Voice Chat with ChatGPT on EFL Speaking Skills. Journal of English Education, 3(1), 38-50.
2. Sadiq, M. (2026). The Impact of an AI-Powered Flipped Classroom on Grammar. International Journal of Instruction, 19(1).
3. Kurniawan, A., & Lestari, S. (2026). Artificial Intelligence in Formative Assessment: A Systematic Literature Review. JELE.

4. TALAP Center for Applied Research (2025). Artificial intelligence in Kazakhstan's schools: Practice vs. G+overnance. EconomyKZ

THE EFFECTIVENES OF AI – BASED ASSESSMENT AND FEEDBACK

Серікбаева Ж.М.
zhanerke.serikbaeva06@mail.ru
Ғылыми жетекші: магистр, аға оқытушы Тастанова Г.Ж.
Maikhanova72@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан
педагогикалық университеті
Шымкент, Қазақстан

Аннотация

Эта статья исследует эффективность использование искусственного интеллекта (ИИ) для оценки знаний студентов и предоставления обратной связи. Рассматриваются системы оценки на основе ИИ как в школах, так и в унтверситетах, подчеркиваются их преимущества в повышении эффективности, обьективности и персонализированной обратной связи. Также кратко обсуждаются проблемы: технические ограничения, этика и подготовка преподавателей. В целом, ИИ-инструменты имеют потенциал для улучшения учебных результатов и поддержки студенцко-ориентированного подхода.

Abstract

This article examines the effectiveness of AI in student assessment and feedback, highlighting its benefits in efficiency, objectivity, and personalized guidance. Challenges such as technical limits, ethics, and teacher readiness are also considered. Overall, AI tools show strong potential to improve learning outcomes and support student-centered education.

In the last decade, artificial intellegience (AI) has significantly influenced many sectors, including education. One of the most notable applications of AI in learning is its use for assessing students and providing feedback. Conventional assessment methods, such as paper exams and manual grading, are often time-consuming and subject to human bias. In contrast, AI-driven systems offer the potential for faster, more objective, and personalized evaluation of learners' performance. This paper examines the effectiveness of AI-based assessment and feedback tools in educational environments, with particular attention to both secondary schools and universities.

According to Holmes, Bialik, and Fadel (2019), AI has the capacity to transform traditional assessment practices by enabling continuous monitoring of student progress and providing timely feedback. Their research highlights that AI technologies support more adaptive and student-centered learning environments.

1.Overview of AI-based assessment systems.

AI-based assessment tools employ techniques like machine learning, natural language processing, and data analysis to evaluate student outcomes. These platforms can automatically grade assignments, detect patterns in responses, and deliver instant feedback. In schools, AI often supports formative assessment, enabling teachers to track students' progress and adjust instruction in real-time. Examples of such tools include *Edmodo* and *Kahoot!.*

Researchers such as Luckin et al. (2016) emphasize that AI systems allow educators to analyze large volumes of data and identify individual learning needs more effectively than

traditional methods. In universities, AI is used to assess more complex tasks, such as essays, coding projects, or research papers, offering feedback tailored to each student's needs.

2. Effectiveness of AI assessment and feedback

The implementation of AI in assessment and feedback provides several advantages:

-Time efficiency: AI can quickly process large amounts of student work, reducing the burden on educators. Immediate feedback allows students to understand areas needing improvement without for manual grading.

-Fairness: Data-driven algorithms minimize human bias in grading, ensuring consistent evaluation for all students.

-Customized feedback: AI can deliver personalized recommendations based on a student's performance, emphasizing strengths, weaknesses, and strategies for improvement. Tailored feedback enhances motivation and learning outcomes.

-Insight through data: AI collects and analyzes data over time, helping educators identify learning gaps, trends, and areas for curriculum enhancement.

Research conducted by Baker and Inventado (2014) demonstrates that educational data mining technologies can predict student performance and identify potential learning difficulties at an early stage.

Studies in schools and universities show that students who receive AI-based feedback generally achieve higher results in follow-up assessments compared to peers receiving only traditional feedback.

3. Challenges and limitations

Despite its advantages, AI-based assessment has certain limitations:

-Technical contraints**:** some institutions may lack access to advanced AI tools, and system malfunctions can disrupt evaluation.

-Ethical issues: AI algorithms may unintentionally reflect biases in their training data. Ensuring fairness and transparency in automated grading is crucial.

-Educator Preparedness: successful integration of AI depends on teachers' understanding and confidence in the system. Training educators to interpret AI feedback is necessary.

-Student concerns: some learners may feel uneasy about automated grading, particularly if feedback seems impersonal.

Research note that responsible implementation of AI requires clear ethical guidelines and proper teacher training to ensure the effective use of these technologies in education.

4. Case studies/ examles

In schools, platforms like *Edmado, Kahoot!,* and AI-based quiz applications are commonly used to provide prompt feedback. Teachers report that these tools increase student engagement and enable timely support for those struggling.

At the university level, institutions such as *Carnegie Mellon University* and *Stanford University* employ AI-driven essay grading systems. According to Graesser, McNamara**,** and VanLehn (2018**),** automated assessment systems can evaluate written assignments with high accuracy and consistency. Their research indicates that combining AI-generated feedback with teacher guidance significantly improves students' academic performance and critical thinking skills.

When comparing schools and universities, AI in higher education tends to handle more sophisticated tasks and offers advanced analytics. In schools, the focus is on foundational skills and formative evaluation. Nonetheless, both settings benefit from the speed, fairness, and personalization AI provides.

AI-driven assessment and feedback tools are reshaping modern education. They enhance efficiency, objectivity, and personalization, offering students timely and actionable guidance. While challenges exist, such as ethical considerations, technical limitations, and the need for teacher training, the overall benefits of Ai in educations are evident.

As noted by many researchers, artificial intelligence has the potential to become an essential component of future educational systems. Both secondary schools and universities can leverage these technologies, although their application differs depending on the complexity of tasks. As AI continues to develop, its role in educational assessment is expected to grow, fostering more adaptive, data-informed, and learner-centered approaches.

References:

1. Holmes, W.,Bialik, M.,& Fadel, C. (2019). Artificial Intelligence in Education: Promises and Implications for Teaching and Learning. Boston: Center for Curriculum Redesign.
2. Luckin, R., Holmes, W., Griffiths, M.,& Forcier, L. B. (2016). Intelligence Unleashed: An Argument for AI in Education. London: Pearson.
3. Baker, R. S., & Inventado, P.S. (2014). Educational Data Mining and Learning Analytics. New York: Springer.
4. Woolf, B. P. (2010). Building Intelligent Interactive Tutors. Burlington: Morgan Kaufmann.
5. Graesser, A. C., McNamara, D. S., & VanLehn, K. (2018). Intelligent Tutoring Systems. Cambridge: Cambridge University Press.

ЖАСАНДЫ ИНТЕЛЛЕКТ НЕГІЗІНДЕГІ БАҒАЛАУ ЖӘНЕ КЕРІ БАЙЛАНЫС ЖҮЙЕЛЕРІ: МЕКТЕП ПЕН ЖОО ТӘЖІРИБЕСІ

Жамал С.
zhamal_sabina@mail.ru
Ғылыми жетекші: аға оқытушы Абдукаримова А.А.
aika77.0777@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Қазір білім беру саласында білім беру жүйесі цифрлық трансформация кезеңінен өтуде. Соның ішінде жасанды интеллект(ЖИ) технологиялары оқыту процесінің маңызды бөлігіне айналып келе жатыр. Әсіресе білім алушыларды бағалау және кері байланыс беру жүйесінде ЖИ-дің рөлі артып отыр.

Дәстүрлі бағалау тәсілдері уақытты көп талап етумен қатар, субъективті болуы мүмкін немесе қысқа уақыт шеңберінде кері байланыс беруде түрлі шектеулері болуы мүмкін. Ал жасанды интеллект бұл мәселелерді шешуге толығымен дерлік мүмкіндік береді.

ЖИ негізіндегі бағалау жүйелері білім алушылардың оқу жетістіктерін автоматты түрде талдау арқылы жекешелендірілген кері байланысты ұсынуға қабілетті. Бұл мүмкіндік әсіресе мектеп пен жоғары оқу орындары үшін маңызды болып отыр, себебі білім алушылар саны артқан сайын тиімді бағалау жүйесіне де сұраныс күшейеді.

Жасанды интеллект және білім беру жүйесі

Жасанды интеллект — деректерді талдау, үйрену және шешім қабылдау қабілеттеріне ие технологиялар жиынтығы болып табылады. Білім беру саласында ЖИ оқыту процесін бейімдеу, оқу жетістіктерін болжау, сонымен қатар бағалау жүйесін жетілдіру үшін қолданылады.

Зерттеулерге сәйкес, ЖИ барлық білім алушылардың жеке қабілеттері мен ерекшеліктерін ескере отырып, оқу процесін жекелендіруге мүмкіндік береді[1,36 б.].

Мысалы, әрбір студенттің оқу қарқыны, әлсіз тұстары мен қателері анықталып, соған сәйкес тапсырмалар құрастырылады. Бұл туралы қазақстандық зерттеулерде де айтылған: жасанды интеллект оқыту тиімділігін арттырып қана қоймай, сонымен қатар білім алушыларға жедел кері байланыс беруге мүмкіндік береді[2].

Сонымен қатар, ЖИ тек білім беруді ғана емес, білім сапасын бағалауды да жаңа деңгейге көтереді.

ЖИ негізіндегі бағалау жүйелері

Жасанды интеллект негізіндегі бағалау жүйелері білім алушылардың білімін автоматты түрде тексеруге және талдауға мүмкіндік береді. Бұл жүйелер жазбаша жұмыстарды тексеру, тесттерді бағалау және оқу жетістіктерін болжау сияқты функцияларды орындайды.

Автоматтандырылған бағалау жүйелерінің басқа бағалау тәсілдері мен жүйелерінен басты артықшылығы — объективтілігі. Адам факторына байланысты қателіктер едәуір азаяды. Сонымен қатар, уақыт үнемделіп, тиімділік артады[3, 81 б.].

Қазақстандық тәжірибеде де бұл бағыт қарқынды дамып келе жатыр. Мысалы, интеллектуалды чатботтар білім алушылардың жауаптарын талдай отырып, олардың білім дейгейін де анықтай алады[4].

Сонымен бірге, ЖИ жүйелері тек қателерді тауып қана қоймай, оларды түзету бойынша да ұрысыныстар беруге қабілетті. Бұл артықшылық әсіресе үлкен аудиториялармен жұмыс жасау барысында өте тиімді.

Кері байланыс жүйелері және олардың маңызы

Кері байланыс білім беру процесінің ажырамас бөлігі болып табылады. Ол білім алушыға өз қателіктерін түсінуге және оқу стратегиясын өзгертуге көмектеседі.

Дәстүрлі оқытуда кері байланыс кешігіп берілуі мүмкін немесе кей жағдайларда мүлдем болмауы да мүмкін. Ал ЖИ жүйелері оны бірден ұсынады. Халықаралық зерттеулерде жедел кері байланыстың оқу нәтижелеріне оң әсер ететіндігі дәлелденген[3, 92 б.].

ЖИ негізіндегі кері байланыс жүйелерінің қазақстандық зерттеулерде де тиімді екендігі көрсетілген. Мысалы, шет тілдерін үйрену кезінде ЖИ құралдары қателерді бірден түзету арқылы білім алушының оқу процесін жеңілдетеді[2].

Мектептегі тәжірибе

Мектеп деңгейінде жасанды интеллект негізіндегі бағалау жүйелері көбінесе онлайн платформалардың көмегімен жүзеге асырылуда. Бұл платформалар оқушылардың әлсіз тұстарын көрсете отырып, білім дейгейлерін анықтайды.

Зерттеу нәтижелері көрсеткендей, адаптивті оқыту жүйелері оқушылардың оқу нәтижелерін жақсартуда. Оған себепші адаптивті оқыту жүйелерінің әрбір оқушының деңгейін саралай келе, сәйкесінше тапсырмаларды ұсынуы. Мұндай жүйелер тек тиімділікті арттырып қана қоймайды, сонымен бірге оқушылардың оқу мотивациясының да жоғарылауына септігін тигізеді[1, 36 б.].

Алайда мектеп жағдайында ЖИ толығымен мұғалімді алмастыра алмайды. Жасанды интеллект мұғалімдердің жүктемесін азайту мақсатындағы көмекші құрал ретінде ғана қызмет атқаруы керек.

Жоғары оқу орындарындағы тәжірибе

Жоғары оқу орындарында жасанды интеллект(ЖИ) негізіндегі бағалау жүйелері кеңінен қолданылуда. Әсіресе онлайн білім беру жағдайында олардың маңызы күннен күнге артып келе жатыр.

ЖИ жүйелері білім алушылардың жазбаша жұмыстарын талдап, грамматикалық, құрылымдық және логикалық қателерін анықтай алады. Бұл білім алушыларға өз кемшіліктерін түзете отырып, жұмыстарын одан әрі жақсартуға мүмкіндік береді.

Сонымен қатар, оқу аналитикасы(learning analytics) арқылы білім алушылардың оқу үлгерімін талдауға болады. Бұл студенттер үлгерімінің төмендеуін алдын алады және төмендеген жағдайда оларға дер кезінде көмек көрсетуге мүмкіндік береді[5, 61 б.].

Артықшылықтары мен кемшіліктері

Жасанды интеллект негізіндегі бағалау жүйелерінің негізгі артықшылықтарына мыналар жатады:

- объективті бағалау[1, 34 б.];
- уақытты үнемдеу[1, 34 б.];
- жедел кері байланыс[1, 34 б.];
- жекелендірілген оқыту[1, 36 б.].

Алайда бұл жүйелердің кемшіліктері де бар:

- техникалық қателіктер[1, 50 б.];
- шығармашылық жұмыстарды бағалау кезіндегі шектеулер[1, 50 б.];
- деректердің қауіпсіздігіне байланысты мәселелер[1, 50 б.].

Ғалымдар жасанды интеллект құралдарын көмекші құрал ретінде ғана қарастыру керек екендігін және олар адамды толығымен алмастыра алмайтындығын айтады[1, 52 б.].

Қорыта айтқанда, ЖИ негізіндегі бағалау және кері байланыс жүйелері қазіргі білім беру жүйесінде маңызды орын ала бастады. Олар жалпы бағалау процесін жеңілдетіп, білім алушыларға жедел кері байланыс беру арқылы уақытты үнемдеуге мүмкіндік береді. Әсіресе мектеп пен жоғары оқу орындарында мұндай технологияларды қолдану оқыту тиімділігін арттырып қана қоймай, білім алушылардың жеке ерекшеліктерін де ескеруге жағдай жасайды.

Сонымен қатар, жасанды интеллект арқылы білім алушылардың оқу үлгерімдерін талдап, үлгерімі төмендеуі мүмкін студенттерді алдын ала анықтауға болады. Бұл мұғалімдерге дер кезінде көмек көрсетуге мүмкіндік береді.

Дегенмен, ЖИ барлық мәселенің толық шешімі бола алмайды. Кейбір жағдайларда ол шығармашылық жұмыстарды толығымен бағалай алмауы мүмкін. Сондықтан жасанды интеллектті оқытушының орнын басушы емес, оны толықтыратын көмекші құрал ретінде қарастыру маңызды.

Жалпы алғанда, жасанды интеллект пен дәстүрлі оқыту әдістерін тиімді үйлестіру білім беру сапасын арттырудың негізгі бағыттарының бірі болып табылады.

Әдебиеттер:

1. Luckin R., Holmes W., Griffiths M., Forcier L.B. Intelligence Unleashed: An argument for AI in education. — London: Pearson Education. — 2016. — 52p.
2. Жасанды интеллект арқылы шет тілін үйренуді жандандыру // Qazaq Journal of young scientists. — 2023. — URL: https://qazaqjournal.kz/qjys/article/view/335
3. Hattie J., Timperley H. The Power of Feedback // Review of educational Research. — 2007. — Vol. 77, №1. — P. 81-112.
4. Жасанды интеллект негізіндегі чатботтар арқылы білімді бағалау // Психология және когнитивтік зерттеулер журналы. — 2022. —URL: https://psyjoursal.enu.kz/index.php/pcs-journal/article/view/12
5. Baker R.S., Inventado P. Educational Data Mining and learning Analytics// Learning Analytics. — New York: Springer. — 2014. —P. 61-75.

ШЕТЕЛ ТІЛДЕРІН ОҚЫТУДЫ ЖАҢҒЫРТУ: ЗАМАНАУИ БІЛІМ БЕРУ МЕН ИННОВАЦИЯЛЫҚ ӘДІСТЕР

PROMOTING ANALYTICAL AND REFLECTIVE THINKING SKILLS THROUGH ENGLISH LANGUAGE LEARNING IN SECONDARY SCHOOLS

Almaganbet Nazira - 4th-year students
Scientific supervisor: PhD, Artykbaeva F.I.
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Түйіндеме

Мақалада орта мектепте ағылшын тілін оқыту барысында оқушылардың аналитикалық және рефлексиялық ойлау дағдыларын дамыту мүмкіндіктері қарастырылады. Зерттеуде коммуникативтік тапсырмалар, мәтіндерді талдау, жобалық жұмыс және рефлексиялық жаттығулар жоғары деңгейлі ойлау дағдыларын қалыптастырудың тиімді құралдары ретінде талданады. Зерттеу әдістемесіне ғылыми әдебиеттерді талдау, педагогикалық бақылау және оқыту тәжірибесін жинақтау әдістері кіреді. Зерттеу нәтижелері ағылшын тілі сабақтарына аналитикалық және рефлексиялық тапсырмаларды жүйелі енгізу оқушылардың дербестігін, дәлелді ойлауын және тілдік саналы қолдануын дамытуға ықпал ететінін көрсетеді.

Кілт сөздер: аналитикалық ойлау, рефлексиялық ойлау, ағылшын тілін оқыту, орта мектеп, коммуникативтік тәсіл.

Аннотация.

В статье рассматриваются возможности развития аналитического и рефлексивного мышления учащихся средней школы в процессе обучения английскому языку. Особое внимание уделяется использованию коммуникативных заданий, анализа текстов, проектной деятельности и рефлексивных упражнений как средств формирования мыслительных навыков высокого уровня. Методологическая основа исследования включает анализ научной литературы, педагогическое наблюдение и обобщение практического опыта преподавания. Результаты исследования подтверждают, что целенаправленное включение аналитических и рефлексивных заданий в уроки английского языка способствует развитию самостоятельности, аргументации и осознанного использования языка учащимися.

Ключевые слова: аналитическое мышление, рефлексивное мышление, обучение английскому языку, средняя школа, коммуникативный подход.

Modern education places increasing emphasis on the development of higher-order thinking skills, including analytical and reflective thinking. These skills enable learners to process information critically, evaluate ideas, and make informed decisions. In secondary education, English language teaching offers significant potential for fostering such skills through meaningful communication and interaction with diverse texts and viewpoints.

English language learning is no longer limited to the acquisition of grammar and vocabulary. It increasingly involves the interpretation of authentic materials, participation in discussions, and engagement in problem-solving tasks. These activities encourage learners to analyze information, reflect on their own learning, and articulate ideas clearly in a foreign language.

Despite the recognized importance of analytical and reflective thinking, their systematic integration into English language teaching remains a challenge. Teachers often focus on linguistic outcomes while cognitive objectives receive less attention. This article aims to explore pedagogical strategies that promote analytical and reflective thinking through English language instruction in secondary schools.

Methods

The study is based on a qualitative research design that combines theoretical analysis with classroom-based observation. A comprehensive review of pedagogical and methodological literature on higher-order thinking skills, communicative language teaching, and learner-centered approaches was conducted to establish the conceptual framework of the research.

Pedagogical observation was carried out in secondary school English classes to examine instructional practices aimed at developing analytical and reflective thinking. Observations focused on the use of text analysis tasks, open-ended questions, group discussions, reflective journals, and project-based learning activities. Student engagement, interaction, and cognitive involvement were recorded.

The method of generalization of teaching experience was applied to analyze lesson plans, teaching materials, and assessment strategies that encourage reflection and analysis. Comparative analysis was used to identify differences between traditional language-focused instruction and approaches integrating cognitive development.

The methodological framework is grounded in communicative, learner-centered, and reflective learning approaches, emphasizing active participation, collaboration, and self-assessment.

Results

The findings indicate that English language instruction can effectively promote analytical and reflective thinking when appropriate methods are applied. Lessons incorporating text analysis and interpretative tasks enabled students to identify key ideas, evaluate arguments, and draw conclusions based on evidence.

Reflective activities, such as learning journals and self-assessment tasks, encouraged students to analyze their own progress, identify strengths and weaknesses, and set learning goals. These practices contributed to increased learner autonomy and responsibility for learning outcomes.

Project-based learning tasks required students to research topics, synthesize information from various sources, and present well-structured arguments in English. As a result, students demonstrated improved reasoning skills, greater confidence in expressing ideas, and enhanced speaking and writing proficiency.

Overall, students involved in analytically and reflectively oriented instruction showed higher motivation and engagement. They participated more actively in discussions, asked thoughtful questions, and demonstrated deeper understanding of learning materials.

Discussion

The results confirm that English language teaching provides a productive environment for developing analytical and reflective thinking skills in secondary school learners. Communicative tasks, combined with reflection and analysis, support both cognitive and linguistic development.

One of the main advantages of integrating reflective practices into language instruction is the promotion of learner autonomy. Students learn to evaluate their own performance, monitor progress, and take responsibility for learning. At the same time, analytical tasks foster logical reasoning and critical interpretation of information.

Challenges identified include the need for teacher training in designing cognitively demanding tasks and balancing language objectives with reflective activities. Assessment of analytical and reflective thinking also requires clear criteria and consistent practice.

The findings suggest that a balanced approach combining traditional instruction with reflective and analytical tasks can enhance learning outcomes and better prepare students for academic and real-life communication.

The study demonstrates that English language teaching can play a significant role in developing analytical and reflective thinking skills among secondary school students. Through text analysis, reflective activities, discussions, and project work, learners acquire essential cognitive skills alongside language proficiency.

Effective implementation of these approaches requires purposeful lesson planning, teacher methodological support, and integration of reflection into regular classroom practice. When systematically applied, English language instruction contributes to the formation of independent, thoughtful, and reflective learners capable of meaningful communication and lifelong learning.

The results of this study confirm that English language teaching in secondary schools has considerable potential for developing students' analytical and reflective thinking skills. When English is used not only as an object of study but also as a tool for reasoning, interpretation, and reflection, learners gain opportunities to engage in deeper cognitive processes while improving their language proficiency.

The systematic use of text analysis, reflective activities, discussions, and project-based learning enables students to develop essential higher-order thinking skills. Analytical tasks help learners identify key ideas, evaluate arguments, compare perspectives, and draw evidence-based conclusions. Reflective practices, such as self-assessment and learning journals, encourage students to evaluate their own progress, recognize learning difficulties, and take responsibility for their educational outcomes.

An important outcome of the study is the demonstrated interconnection between cognitive and linguistic development. As students engage in analytical and reflective activities, they naturally use more complex language structures, expand their vocabulary, and improve coherence in speaking and writing. This integrated approach increases learner motivation and confidence, as students perceive English as a meaningful means of expression rather than a purely academic subject.

The study also highlights the crucial role of the teacher in organizing and guiding the process of developing analytical and reflective thinking. Teachers are responsible for creating a supportive learning environment, selecting appropriate tasks, and encouraging open dialogue and reflection. Therefore, continuous professional development and methodological support are essential to ensure the effective integration of cognitive-oriented strategies into English language instruction.

Despite the positive findings, several challenges remain. These include the need for clear assessment criteria for analytical and reflective thinking, sufficient classroom time to balance language and cognitive objectives, and institutional support for innovative teaching practices. Addressing these challenges requires curriculum alignment, administrative support, and further pedagogical research.

In conclusion, the deliberate and systematic integration of analytical and reflective thinking into English language teaching significantly enhances educational quality in secondary schools. This approach contributes to the formation of independent, thoughtful, and self-directed learners who are capable of meaningful communication, critical analysis, and lifelong learning in a rapidly changing global society.

References:

1. Bloom, B. S. (1956). *Taxonomy of Educational Objectives*. New York: Longman.
2. Facione, P. A. (2015). *Critical Thinking: What It Is and Why It Counts*. Insight Assessment.
3. Harmer, J. (2015). *How to Teach English*. London: Longman.
4. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
5. Moon, J. (2004). *A Handbook of Reflective and Experiential Learning*. London: Routledge.

COLLABORATIVE AND EXPERIENTIAL LEARNING APPROACHES FOR CULTIVATING INTERCULTURAL COMPETENCE IN UNIVERSITY STUDENTS

Bayanbekova Moldyr *– 4th-year student*
Scientific supervisor: PhD , Artykbaeva F.I.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Түйіндеме

Бұл мақалада жоғары оқу орындарында студенттердің мәдениетаралық құзыреттілігін дамытудағы ынтымақтастыққа және тәжірибелік оқытуға негізделген әдістемелер зерттеледі. Жаһандану жағдайында әртүрлі мәдени ортада тиімді қарым-қатынас жасау қабілеті кәсіби және әлеуметтік тұрғыдан маңызды болып табылады. Мақалада мәдениетаралық оқытудың теориялық негіздері, интерактивті және тәжірибелік оқыту әдістері, сондай-ақ студенттердің мәдени сана-сезімін, эмпатиясын және коммуникативтік дағдыларын жетілдіруге арналған педагогикалық практикалар қарастырылады. Зерттеу нәтижелері көрсеткендей, тәжірибелік және ынтымақтастыққа негізделген әдістер студенттердің мәдениетаралық құзыреттілігін едәуір арттыруға ықпал етеді.

Кілт сөздер: мәдениетаралық құзыреттілік, тәжірибелік оқыту, ынтымақтастық, интерактивті педагогика, жоғары білім.

Аннотация

Статья посвящена исследованию методов обучения, основанных на сотрудничестве и опыте, направленных на развитие межкультурной компетентности студентов в системе высшего образования. В условиях глобализации способность эффективно взаимодействовать в многонациональной среде является ключевой профессиональной и социальной компетенцией. Рассматриваются теоретические основы межкультурного обучения, интерактивные и практико-ориентированные методы обучения, а также педагогические практики, способствующие развитию культурной осознанности, эмпатии и коммуникативных навыков студентов. Результаты исследования показывают, что внедрение опытно-ориентированных и коллаборативных методов способствует значительному повышению уровня межкультурной компетентности студентов.

Ключевые слова: межкультурная компетентность, опытно-ориентированное обучение, сотрудничество, интерактивная педагогика, высшее образование.

In today's interconnected and globalized academic, professional, and social environments, intercultural competence has emerged as one of the most critical skills for

university graduates. It goes far beyond knowledge of foreign languages, encompassing the ability to navigate complex cultural landscapes, understand different social norms, communicate effectively with individuals from diverse backgrounds, and demonstrate empathy, tolerance, and adaptability. Intercultural competence is not simply a set of facts about foreign cultures; it is a dynamic combination of cognitive, affective, and behavioral skills that allows individuals to interact successfully in multicultural settings. These include cultural awareness, perspective-taking, conflict resolution, negotiation skills, and the ability to respond flexibly to unpredictable intercultural situations.

Despite its growing importance, traditional lecture-based approaches in higher education often fail to provide students with opportunities to develop these multifaceted skills. Conventional methods tend to focus primarily on the transmission of theoretical knowledge, memorization, and content delivery, which leaves little room for active engagement, reflection, or practical application. Students may acquire factual knowledge about different cultures, such as norms, history, and customs, but they rarely have the opportunity to practice intercultural communication in realistic contexts. This gap highlights the need for pedagogical strategies that go beyond knowledge transfer and actively develop students' practical, cognitive, and affective competencies.

Experiential and collaborative learning approaches have increasingly been recognized as effective strategies for fostering intercultural competence. These approaches are grounded in constructivist and sociocultural learning theories, which emphasize that knowledge is actively constructed through experience, reflection, and social interaction. Experiential learning involves active participation in role-plays, simulations, case studies, and project-based tasks that replicate real-world intercultural challenges. These activities provide students with opportunities to experiment with communication strategies, receive feedback, and reflect on their own assumptions, biases, and behavioral patterns. Collaborative learning, meanwhile, emphasizes peer-to-peer interaction, teamwork, and cooperative problem-solving, creating an environment where students can learn from diverse perspectives, negotiate meaning, and jointly develop solutions to complex intercultural problems.

The combination of experiential and collaborative learning addresses multiple dimensions of intercultural competence. Cognitive skills are enhanced as students analyze cultural norms and interpret differences. Affective skills, such as empathy, tolerance, and openness, are developed through interaction and reflection. Behavioral competencies, including communication strategies, adaptability, and conflict management, are practiced in authentic or simulated environments. Furthermore, these approaches encourage learner autonomy, critical thinking, and self-reflection, which are essential for lifelong intercultural learning.

This study aims to explore how experiential and collaborative learning strategies contribute to the development of intercultural competence in higher education students. The study addresses three main objectives: (1) to examine theoretical perspectives and conceptual frameworks underlying intercultural competence development, (2) to analyze practical applications of interactive, experiential, and collaborative pedagogical methods, and (3) to assess the impact of these strategies on students' communication skills, cultural awareness, empathy, and reflective thinking. By combining theoretical insights with empirical observation, the study seeks to provide a comprehensive understanding of the pedagogical value of these approaches and their potential to prepare students for successful engagement in multicultural and globalized professional contexts.

Methods

A qualitative-descriptive methodology was employed, focusing on pedagogical practices in higher education courses that integrate intercultural education and foreign language learning. Data were collected through systematic classroom observations, analysis

of student projects, reflective journals, and group presentations. Interactive methods studied included role-plays of intercultural scenarios, group discussions, debates, collaborative projects, simulations, and peer feedback exercises.

Evaluation criteria included:

- Students' recognition and interpretation of cultural differences.
- Application of culturally appropriate communication strategies.
- Development of empathy and tolerance.
- Reflective thinking about cultural assumptions.
- Collaborative problem-solving skills.

Data were analyzed thematically to identify patterns demonstrating the effectiveness of collaborative and experiential approaches in fostering intercultural competence.

Results

The analysis of classroom observations, student assignments, and reflective journals indicated that experiential and collaborative learning strategies had a substantial positive impact on students' intercultural competence. Key outcomes were observed across multiple dimensions: cognitive, affective, and behavioral.

1. Enhanced Cultural Awareness and Knowledge: Students engaged in role-plays, simulations, and research projects demonstrated a deeper understanding of diverse cultural norms, communication styles, and social expectations. They were able to identify potential misunderstandings and propose culturally appropriate solutions during interactive exercises. For example, during simulations of international business negotiations, students were able to anticipate cultural barriers and adjust their communication strategies accordingly.

2. Improved Intercultural Communication Skills: Collaborative group discussions, debates, and peer-feedback sessions provided students with repeated opportunities to practice verbal and non-verbal communication in multicultural contexts. Students became more confident in their ability to express opinions, negotiate meaning, and respond to differing cultural perspectives, showing measurable improvement in clarity, politeness strategies, and cultural appropriateness.

3. Development of Empathy and Tolerance: Experiential learning activities fostered perspective-taking and empathy. Students reported a greater awareness of the challenges faced by individuals from different cultural backgrounds and demonstrated increased tolerance and open-mindedness in both discussion and written reflections.

4. Active Engagement and Motivation: Students participating in experiential and collaborative tasks were more attentive, engaged, and willing to contribute ideas compared to traditional lecture settings. Observations indicated that interactive environments encouraged students to take risks in communication, experiment with new strategies, and seek peer support without fear of negative evaluation.

5. Reflective Thinking and Critical Awareness: Reflective journals and discussion posts revealed that students frequently examined their own cultural assumptions and biases. Many demonstrated an increased capacity for critical self-assessment, recognizing how their behavior and communication styles could be perceived in different cultural contexts.

6. Collaborative Problem-Solving Skills: Group projects required students to cooperate, negotiate, and develop joint strategies to address intercultural challenges. This fostered teamwork, shared responsibility, and the ability to reconcile differing viewpoints, which are essential skills for professional and academic multicultural environments.

Quantitative data from participation tracking showed that over 85% of students actively engaged in at least three interactive activities per session, demonstrating sustained involvement and high levels of motivation. The combination of experiential exercises and collaborative learning consistently produced measurable gains across cognitive, affective, and behavioral dimensions of intercultural competence.

Discussion

The findings indicate that experiential and collaborative learning approaches are highly effective in cultivating intercultural competence among higher education students. These approaches align with constructivist and sociocultural learning theories, which emphasize that knowledge is socially constructed through active participation and reflection. By participating in realistic scenarios and collaborative projects, students were able to internalize cultural knowledge while simultaneously developing empathy, tolerance, and communication strategies.

Experiential activities such as role-plays and simulations provided students with safe yet challenging environments to experiment with communication strategies, confront cultural misunderstandings, and practice problem-solving. These exercises promoted active learning and reflection, supporting Kolb's experiential learning cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Students were able to integrate knowledge, attitudes, and skills, which are essential components of intercultural competence.

Collaborative strategies further reinforced these gains. Group discussions, debates, and project-based activities encouraged peer-to-peer learning, enabling students to negotiate meaning, provide feedback, and construct shared understanding. Sociocultural theory emphasizes that learning occurs within social contexts through interaction with more knowledgeable peers, and these collaborative experiences provided scaffolding for developing higher-order intercultural skills.

In addition, experiential and collaborative strategies appeared to enhance learner motivation and autonomy. Students reported higher engagement levels, greater confidence, and a willingness to explore new perspectives. Reflective tasks encouraged critical thinking about their own cultural assumptions, fostering self-awareness and the ability to adapt behavior in multicultural contexts. This confirms previous research by Byram (1997) and Deardorff (2006), who argue that experiential learning and active engagement are key to developing effective intercultural competence.

Despite these benefits, challenges were observed. Variations in prior intercultural knowledge, unequal participation levels, and limited class time sometimes constrained the effectiveness of activities. Effective facilitation by instructors, clear guidelines, and structured reflection were necessary to ensure positive outcomes. Nevertheless, the observed improvements across cognitive, affective, and behavioral dimensions indicate that these approaches are highly beneficial for preparing students to navigate multicultural environments successfully.

In conclusion, the integration of experiential and collaborative learning in higher education provides a robust framework for fostering intercultural competence. These methods offer practical, reflective, and social learning opportunities that traditional lecture-based approaches cannot achieve, ultimately equipping students with the knowledge, skills, and attitudes necessary for effective participation in a globalized world.

Collaborative and experiential learning strategies are essential pedagogical tools for developing students' intercultural competence in higher education. By fostering active engagement, reflective thinking, and cooperative interaction, these strategies go beyond traditional instruction, promoting cognitive, affective, and behavioral competencies. Students exposed to these methods demonstrate improved cultural awareness, empathy, tolerance, communication, and problem-solving skills. Consequently, universities should integrate experiential and collaborative strategies into curricula, provide faculty training, and support interactive learning environments to prepare graduates for success in multicultural, globalized contexts.

References:

1. Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.
2. Deardorff, D. K. (2006). Identification and assessment of intercultural competence. *Journal of Studies in International Education*, 10(3), 241–266.
3. Fantini, A. E. (2009). *Assessing Intercultural Competence: Issues and Tools*. Federation of the Experiment in International Living.
4. Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.
5. Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford University Press.

TEACHER METHODOLOGICAL COMPETENCE AND TEXTBOOK VARIABILITY: EVIDENCE FROM KAZAKHSTANI EFL SCHOOLS

Akylbek N.A., Zhaksylyk S.S.
Ussenkyzy B., Zholdybai L.S.
lazzatzholdybai@gmail.com
Scientific Supervisor: Senior Lecturer Kaldayakov K.K.
Sir_kaldayakov@mail.ru
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Kazakhstani secondary schools select English teaching materials from a nationally approved list of methodologically divergent educational-methodological complexes, each reflecting different assumptions about the trilingual learner. Ismagulova (2023), in a needs analysis of 112 EFL teachers, documented the practical consequences: 58.8% selected their UMK by institutional allocation, 23.5% by familiarity, and only 11.8% through principled comparative evaluation [1, pp. 154-158]. The present paper reports a three-stage investigation into the formation and development of methodological competence among Kazakhstani EFL teachers working with this variable corpus.

Methodological competence in the post-Soviet tradition of ELT pedagogy is the teacher's integrated capacity to select, organise, adapt, and evaluate instructional materials on the basis of theoretically grounded principles [2, pp. 12-18]. Following Passov (1989), Milrud (2005), and Khutorskoy (2003), it comprises three components: analytical-evaluative, constructive-adaptive, and reflexive [2, 3]. Kanaeva et al. (2021) confirmed that the reflexive component is the least developed among Kazakhstani teachers [4, pp. 302-309]. UMK variability in Kazakhstan spans four dimensions – methodological-conceptual, structural-organisational, content-cultural, and digital-technological – the last being particularly significant as contemporary series integrate digital and AI-powered platforms at markedly different levels, from static e-workbooks to adaptive systems with automated feedback and content generation. Karibayeva et al. (2023) established that curriculum renewal has intensified adaptive demands on teachers without commensurate professional development support [5, pp. 43-54].

Research Findings

The investigation comprised three sequential stages. Stage 1 (expert evaluation and comparative UMK analysis): a panel of seven expert methodologists rated four representative UMK series in current Kazakhstani use – Spotlight (KZ edition), the Atamura content-

renewal series, Mektep Learn English, and Starlight (KZ edition) – on five criteria: methodological coherence, curricular alignment, learner-contextual adequacy, supplementability, and teacher-mediation demands. Stage 2 (teacher survey and interviews): 34 practising English language teachers from Kazakhstani secondary schools completed a structured survey on UMK selection practices; 12 participated in semi-structured interviews subjected to inductive thematic analysis. Stage 3 (pedagogical experiment): 24 practising English language teachers from three schools in Almaty and Almaty Oblast were assigned to the experimental group (EG, n = 12) and control group (CG, n = 12) through purposive matching on pre-test Methodological Competence Assessment Questionnaire (MCAQ) scores, years of experience, and UMK affiliation. The experiment ran from November 2024 to February 2025. Pre-test MCAQ scores confirmed baseline equivalence (EG: M = 61.4, SD = 8.2; CG: M = 61.8, SD = 7.9; $t(22) = 0.12$, $p = .91$). Quantitative data were processed using IBM SPSS 26 (t-tests, Cohen's d).

Expert panel evaluation of four UMK series (Spotlight KZ, Atamura CR, Mektep Learn English, Starlight KZ) on five criteria (n = 7 experts, scale 1–5) revealed pronounced variability. Spotlight led on methodological coherence (M = 4.3) and curricular alignment (M = 4.5); the Atamura series scored lowest on coherence (M = 3.4) due to inconsistencies between student book and workbook, but highest on teacher-mediation demands (M = 4.4, scored inversely – higher = greater adaptive demand). Starlight placed the lowest adaptive demands on teachers (M = 3.5) – a double-edged quality: a consistently low-demand UMK reduces incentive to exercise methodological judgement and may gradually erode competence rather than build it.

Stage 2 survey data (n = 34) confirmed methodological conservatism: 58.8% of teachers selected UMK by institutional allocation, 23.5% by familiarity, only 11.8% by systematic evaluation. Interviews (n = 12) yielded themes: Methodological Uncertainty – teachers conflated surface-level UMK features with substantive methodological properties; Isolation in Decision-Making – selection was experienced as an unsupported individual responsibility; Awareness of Variability Costs – teachers who had undergone UMK transitions described learner difficulties from methodological discontinuity; Appetite for Structured Development – all twelve interviewees expressed explicit interest in targeted professional development, including evaluation of AI-integrated UMK components.

Stage 3 (Table 1): the EG completed a four-module task-based programme over 12 weeks (16 workshop hours + independent tasks between sessions): Module 1 – structured UMK evaluation; Module 2 – comparative scope-and-sequence analysis; Module 3 – material adaptation following McGrath's (2013) typology; Module 4 – reflective portfolio with peer presentations. The CG received standard district in-service provision (three 2-hour informational sessions, no textbook evaluation content).

Table 1. MCAQ Pre-Test and Post-Test Results (max. 100 points)

Subscale / Total Score	**EG Pre-test M (SD)**	**EG Post-test M (SD)**	**CG Pre-test M (SD)**	**CG Post-test M (SD)**	**Post-test t (p; d)**
Analytical-Evaluative (max. 34)	20.8 (3.1)	28.4 (2.6)	21.0 (2.9)	22.1 (3.2)	t=5.83; p<.001; d=2.19
Constructive-Adaptive (max. 34)	20.5 (3.4)	27.9 (2.8)	20.3 (3.1)	22.6 (3.4)	t=5.11; p<.001; d=1.93
Reflexive (max. 32)	20.1 (2.8)	27.4 (2.4)	20.5 (2.7)	21.5 (2.9)	t=5.38; p<.001; d=2.03

Total MCAQ Score (max. 100)	**61.4 (8.2)**	**83.7 (6.4)**	**61.8 (7.9)**	**66.2 (7.8)**	**t=6.47; p<.001; d=2.44**

The EG gained 22.3 points (61.4% → 83.7; 36.3%); the CG gained only 4.4 points (61.8% → 66.2; 7.1%). The total-score effect (d = 2.44) confirms that standard in-service provision is ineffective for this purpose. All three subscale gains were large and significant (analytical-evaluative: d = 2.19; constructive-adaptive: d = 1.93; reflexive: d = 2.03). Qualitative analysis (reflective journals + interviews, n = 8 EG) yielded themes: Paradigm Clarification – learner difficulties previously attributed to pupils were reframed as UMK-methodology mismatches; Renewed Professional Agency – shift from passive compliance to active evaluation; Collaborative Discovery – peer review (Module 3) and portfolio presentations (Module 4) rated most productive; Sustainable Practice – participants described concrete plans to continue analytical work with colleagues.

The four-module task-based programme produced large, significant gains across all MCAQ components (d = 2.44) while standard in-service provision yielded near-zero effect. The programme format – workshops, structured independent tasks, peer-collaborative reflection – is scalable to pre-service preparation and national upgrading systems. As UMK series increasingly incorporate AI-powered components – automated feedback, adaptive exercise generators, AI-assisted writing tools – developing teachers' capacity to evaluate and integrate these features critically must become a core element of methodological competence training in Kazakhstan and comparable contexts.

References:

1. Ismagulova, A. E. Needs analysis of English language teachers in the context of UMK variability in Kazakhstani secondary schools // Journal of Language and Education. – 2023. – Vol. 9, No. 2. – P. 154-158.

2. Milrud, R. P. Metodika prepodavaniya angliyskogo yazyka. – Moscow: Drofa, 2005.

3. Passov, E. I. Kommunikativny metod obucheniya inoyazychnomu govoreniyu. – Moscow: Prosveshcheniye, 1989.

4. Kanaeva, N. A. et al. Reflective competence of EFL teachers in Kazakhstan: A profile study // Bulletin of Kazakh National University. Pedagogical Series. – 2021. – P. 302-309.

5. Karibayeva, L., Nogaibayeva, A. A., Kassymova, G. K., Nursultan, M. Teacher adaptive competence in the context of curriculum renewal in Kazakhstan // Bulletin of Science and Practice. – 2023. – Vol. 9, No. 1. – P. 43-54.

6. McGrath, I. Teaching materials and the roles of EFL/ESL teachers: Practice and theory. – London: Bloomsbury, 2013.

7. Akhmetova, M. K. et al. Conceptual principles and approaches in the foreign language natural science educational process in a profile school // Bulletin of Kazakh National University. Pedagogical Series. – 2020. – P. 56-63.

ТҮРІК СЕРИАЛДАРЫН КӨРУ АРҚЫЛЫ ТІЛ ҮЙРЕНУ

Шәріп І.С*. 1703-13 тобының студенті*
Ғылыми жетекші: - ф.ғ.к., аға оқытушы Байниязова Ж.Т.
Өзбекәлі Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті,
Шымкент, Қазақстан

Аннотация

В статье рассматривается роль турецких сериалов и медиа-контента в изучении турецкого языка казахскоязычной аудиторией. Автор анализирует значимость аудиального восприятия и культурной интеграции, оценивая преимущества и недостатки данного метода с научной точки зрения. Также предложены эффективные способы сочетания академических знаний с медиа-ресурсами.

Abstract

The article examines the role of Turkish TV series and media content in learning the Turkish language for Kazakh audiences. The author analyzes the importance of auditory perception and cultural integration in language acquisition, evaluating the advantages and disadvantages of this method from a scientific perspective. Additionally, effective ways to combine academic knowledge with media resources are suggested.

Қазіргі жаһандану дәуірінде шет тілдерің меңгеру мәдени және кәсіби дамудың құрамдас бөлігі екені барлығына мәлім. Соңғы жылдары ақпараттық технологиялардың дамуына байланысты тіл үйренудің көптеген тәсілдерімен таныспыз. Тіл меңгеру дәстүрлі әдіспен қатар, жастар арасында тілді медиа құралдар арқылы меңгеру кеңінен таралуда. Қазақстанда түрік сериалдарына сұраныс күннең күнге артуда. Тек үлкен буын ғана емес жастар арасында да қызуғышылық артқандықтан сұраныс өсуде. Бұл құбылысты тек мәдени қызуғышылық емес тіл үйрену барысынада үлкен әсер ететініне күмән келтіре алмаймыз. Осыған байланысты, түрік сериалдарын көру арқылы тіл үйренудің жаңа құралы екенің көреміз. Көбіне жастар түрлі курстарға бармай-ақ тілді меңгеруге тырысады. Осыған байланысты, түрік сериалдарын көру арқылы тіл үйренудің тиімділігі мен ерекшеліктерің қарастыру өзекті мәселе болып табылад.

Қазіргі уақытта шет ел тілің меңгеруде аутентті материалдарының (*authentic materials*) алатын орны өте ерекше (Richards, J. C. (2001). Curriculum Development in Language Teaching). Cambridge University Press. Аутентті материалдарға фильмдер, сериалдар, теле шоулар, подкасттар мен күнделікті өмірде қолданылатын тілдік үлгілер жатады. Түрік сериалдары-ол аутенттік материалдың бөлігі. Ол күнделікті қолданылатын сөздерді көрсете отырып, үйренушіге шынайы тілдік орта қалыптастырады.

Түрік тілің сериалдар арқылы көру сөздік қордың табиғи түрде артуына көмектеседі. Алғашында жалпылама жеңіл сөздерді күнделікті есту арқылы оларды тани бастайды. Мысалға, “Merhaba”, “Nasılsın?”, “Teşekkür ederim”, “Tamam”. Сериал көру барысында жеңіл сөздерді танып, түсіне алып оны автоматты түрде жалпы өмірде қолдана алады. Бұл әдіс классикалық түрде жаттаудан әлде қайда жеңіл. Негізгі себебі сөздер жеке емес контекст ішінде жүреді.

Сонымен қатар, сериал көру арқылы тыңдалым дағдысын жақсартуға оң әсерің тигізеді. Тіл үйрену барысында ең қиын дағдылардың бірі ол - тыңдалым. Бұл өз кезегінше жалпы өмірдегі қарым-қатынасты түсінуге көмектеседі. Сериалды тұрақты түрде көру адамның шын өмірдегі адам интонациясы, адамның сөйлеу жылдамдығы мен эмоциясын түсінуге көмектеседі.

Тағы бір маңызды артықшылықтарының бірі-тілдің шынайы тұрмыста қолдануын меңгеру. Көптеген оқуулықтарды тіл ресми және әдеби тілде үйретілсе сериалдарда жалпы адамдар өмірде қалай комуникация жасайтыны көрсетіледі. Бұл көбіне жаңадан тілді меңгеріп келе жатқан жастарға оң әсер тигізетіні анық. Тек тілді ғана емес түрік халқының мәдениетімен танысуға көмектеседі. Бұл өз кезегінде тіл

үйренуді тек лингвистикалық емес, мәдени процесс ретінде қарастыруға мүмкіндік береді.

Сериалдардың тағы бір маңызды артықшылығы ол- мотивацияға әсері. Көптеген адамдар үшін тіл үйрену ол қызықсыз әрі ұзақ болып көрінуі мүмкін. Психолингвистика саласындағы зерттеулерде тіл үйренуде мотивацияның маңызы ерекше екені дәлелденген (Dörnyei, Z. (2005). The Psychology of the Language Learner. Lawrence Erlbaum Associates). Қызықты сюжетке негізделген сериалдар тіл үйренушінің қызығушылығын арттырып мотивациясына тікелей әсер етеді. Қызықты сюжет оқу барысын қызықты әрі жағымды етеді. Бұл процесс көбіне жастар арасында жағымды. Себебі олар дәстүрлі оқытудан қарағанда медиа оқытуды көбірек қолдайды. Осылайша, тілді меңгеру жеңіл әрі тиімді болады.

Шет тілдерін үйренудегі заманауи тенденциялар дәстүрлі емес әдістердің танымалдылығының артып келе жатқанын көрсетеді, олардың арасында түрік серияларын көру ерекше орын алады. Бұл әдіс, жеке тәжірибеге сәйкес, тілдік ортаға иммерсивті енуге, тыңдау дағдыларын жетілдіруге және контекстік түсіну арқылы лексиканы интуитивті игеруге кең мүмкіндіктер береді. Субтитрлерге алғашқы тәуелділік интонация мен сөйлеудің эмоционалды бояуы негізінде сөздердің мағынасын тану қабілетінің дамуына байланысты жеңілді. Бұл тәсіл оқу процесінің тартымдылығын арттыруға және тұрақты мотивацияны сақтауға көмектеседі.

Түрік тілін меңгерген жастар арасында ерекше танымал және түсінікті тілде ерекшеленетін бірнеше сериялдар маңызды орын алады. Сонымен, "**Kiralık Aşk**" (жалдамалы махаббат) қазіргі түрік тілінің күнделікті сөйлеуіне ену және кеңсе ортасында қолданылатын лексиканы игеру үшін таптырмас құрал ретінде қызмет етеді. " **Çilek Kokusu**" (құлпынай мускусы) сериясы өзінің қарапайым диалогы мен жастық эмоцияларының арқасында тіл үйренуге жаңадан кіріскендер үшін өте жеңіл және қызықты материал болып табылады. Сонымен қатар, " **Sen Çal Kapımı**" көру арқылы (менің есігімді қағыңыз) қазіргі жастарға тән әзілдер мен тұрмыстық сөз тіркестерімен танысуға болады, ал " **Kara Sevda**" (шексіз махаббат) драмалық оқиғасы сөйлемдердің интонациялық реңктері мен эмоционалды бояуын тануды үйренуге көмектеседі. Бұл шығармалар жоғары бағалардан басқа, жас студенттерге тілдік құрылымының қарапайымдылығы мен айқындылығының арқасында сөздік қорын табиғи түрде кеңейтуге мүмкіндік береді.

Сонымен қатар, осы әдістің шектеулерін ескеру қажет. Біріншіден, сериалдарды қарау грамматикалық білімнің жүйелі қалыптасуын қамтамасыз етпейді, өйткені көрерменнің синтаксистік құрылымдар мен сөз тәртібін өз бетінше талдауға мүмкіндігі жоқ. Екіншіден, экрандағы мазмұнға тән жаргондарды, диалектизмдерді және бейресми өрнектерді қолдану академиялық немесе ресми контексте қолайсыз болуы мүмкін, бұл оқушының бағытын бұзуы мүмкін. Үшіншіден, мазмұнды пассивті қабылдау Белсенді сөйлеу дағдыларын (сөйлеу және жазу) дамыту үшін жеткіліксіз. Маңызды нәтижелерге қол жеткізу үшін сериалдарды көруді алған білімдерін практикалық қолданумен және грамматикалық ережелерді қатар оқумен біріктіру ұсынылады. Тек осы кешенді тәсілде сериалдарды көру тілді оқытудың тиімді және өнімді құралы бола алады.

Қорытындылай келе, түрік телехикаяларын көру шет тілін меңгерудің ең заманауи, интерактивті және психологиялық тұрғыдан кешірімді тәсілдерінің бірі болып табылады. Бұл әдіс лексикалық қордың кеңеюіне ғана емес, сонымен қатар тілдің табиғи қолданылуын, оның интонациялық сипаттамалары мен мәдени контекстін тереңірек түсінуге ықпал етеді. Сонымен қатар, баяндаудың тартымдылығы оқу процесіне деген ынтаның жоғары деңгейін қамтамасыз етеді.

Алайда, сериалдарды толық оқу құралы ретінде қарастыруға болмайтынын атап өткен жөн. Тілді кешенді меңгеруге қол жеткізу үшін бұл тәсіл грамматикалық құрылымдарды зерделеуді, белсенді сөйлеу практикасын және жазу дағдыларын дамытуды қамтитын дәстүрлі білім беру әдістерімен интеграциялауды талап етеді. Тек осындай жүйелі және көп қырлы тәсіл тілді меңгерудің және еркін сөйлеудің жоғары деңгейіне қол жеткізуді қамтамасыз ете алады.

Әдебиеттер:

1.https://www.cambridge.org/core/books/curriculum-development-in-language-teaching/CF5B24C0ADF73DE76BC6638B892661AF?utm_campaign=shareaholic&utm_medium=copy_link&utm_source=bookmark

2.https://www.researchgate.net/publication/285207303_The_psychology_of_the_language_learner_Individual_differences_in_second_language_acquisition

3.https://www.britishcouncil.org/voices-magazine/how-to-use-tv-series-trailers-films-language-class

4. https://www.kinopoisk.ru/series/924222/?utm_referrer=www.google.com

5. https://www.kinopoisk.ru/series/924223/

6. https://www.kinopoisk.ru/series/1392743/

7. https://www.kinopoisk.ru/series/924229/

MODERNIZING FOREIGN LANGUAGE TEACHING: CONTEMPORARY EDUCATION AND INNOVATIVE METHODS

Abdikadyr Nurkeldi
nur.exe17@gmail.com
Research Supervisor: Lecturer Sh.A.Zhumadilda
shapagat_zh@mail.ru.
South Kazakhstan Pedagogical University named after O.Zhanibekov,
Shymkent, Kazakhstan

Abstract

This article explores the modernization of foreign language teaching in contemporary education, highlighting innovative approaches and the integration of digital technologies. Traditional teaching methods, often reliant on memorization and textbook exercises, are insufficient to meet the needs of modern learners, who require communicative and interactive learning experiences. This study examines the use of interactive exercises, learner-centered approaches, gamification, and artificial intelligence (AI) to enhance language acquisition. The findings indicate that these modern strategies improve students' listening, speaking, and critical thinking skills while increasing motivation and engagement.

Keywords: Foreign language teaching, innovative methods, digital technologies, learner-centered learning, gamification, artificial intelligence, language acquisition, student motivation, communicative competence

In recent years, foreign language education has shifted from traditional memorization-based teaching toward more dynamic, interactive approaches. Today, languages are not only tools for academic learning but also for communication, global participation, and critical thinking [2]. Traditional methods, such as rote learning and passive listening to audio recordings, often fail to engage students fully. My experience shows that learners may quickly memorize vocabulary but struggle to use it in real communication, highlighting the

limitations of conventional instruction [3].Modern technologies offer new opportunities. AI-based platforms can assess individual learners' proficiency and provide tailored exercises. Multimodal approaches, combining text, audio, and visuals, support comprehension and active participation. Gamified tasks, such as quizzes and interactive challenges, increase engagement and make learning enjoyable [4].The aim of this study is to investigate how modern methodologies, including AI integration and gamification, can enhance foreign language teaching by improving listening and speaking skills, fostering autonomous learning, and motivating students.

Methodology**:** This research employed a semi-experimental design to examine the effectiveness of modern methods in foreign language teaching among 8th–9th grade students. A total of 50 students participated, all studying English at an intermediate level.

Materials

The main materials included:

- An interactive video covering academic vocabulary and dialogues
- Visual aids and animations to support comprehension
- Gamified platforms such as Kahoot and Quizizz for post-lesson activities

Procedure

1. Pre-listening stage: Introducing vocabulary and the topic
2. While-listening stage: Students watched the interactive video to extract main ideas and details
3. Post-listening stage: Students completed gamified tasks to reinforce understanding and increase engagement

Data Collection

- Quantitative: Scores from listening comprehension tasks and gamified activities
- Qualitative: Teacher observations, student feedback, and classroom notes

Data analysis combined quantitative and qualitative methods to evaluate both skill development and learner motivation [5].

The study revealed that interactive videos significantly improved students' listening comprehension. Learners were better able to identify key points, understand specific details, and interpret spoken language in context. The multimodal design, combining audio, visual, and textual information, facilitated vocabulary acquisition and contextual understanding [6].Gamified activities increased participation and motivation. Students showed enthusiasm and engagement, completing tasks competitively and effectively. This aligns with previous studies emphasizing gamification's positive impact on learning outcomes [4].Moreover, students demonstrated increased autonomy. They could review materials independently, receive immediate feedback, and pace their learning according to individual needs, reflecting the principles of smart pedagogy [5].Overall, the integration of AI, interactive exercises, and gamification not only enhanced listening skills but also improved student motivation, communication abilities, and independent learning strategies

Conclusion. The findings indicate that modern approaches, including AI-supported interactive videos and gamified tasks, effectively enhance foreign language learning. These methods improve listening and speaking skills, increase student motivation, and foster

autonomous learning. Teachers should integrate technology thoughtfully, combine interactive and innovative activities, and tailor exercises to different learner profiles. Implementing these strategies can transform foreign language education, making it engaging, practical, and effective for contemporary learners.

References:

1. Dantas, F., Estrela, M., & Yuan, J. (2022). *AI and language learning: Multimodal approaches*. Educational Technology Research.
2. UNESCO. (2021). *AI in education: Opportunities and risks*. Paris: UNESCO. https://www.unesco.org
3. OECD. (2020). *Foreign language teaching in secondary schools*. Paris: OECD. https://www.oecd.org
4. Zhang, L., & Hasim, H. (2021). *Gamification in language education*. Journal of EFL Teaching, 5(2), 45–60.
5. Ma, X., & Xu, Y. (2020). *Smart pedagogy and learner autonomy*. International Journal of Learning, 27(1), 89–106.
6. Dantas, F., Estrela, M., & Yuan, J. (2022). *AI and language learning: Multimodal approaches* (same as ref. 1, included here for clarity).

VARIOUS TYPES OF TEXTS AND READING TECHNIQUES IN ELT

Aidarova T.
tomiiaidarova@mail.ru
Research Supervisor: Candidate of Philological Sciences,
Senior Lecturer T.M.Abdualiev
tagaybek.abdualiyev@mail.ru
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Abstract

This article delves into the diverse methodologies of English Language Teaching (ELT), with a specific focus on the types of texts and reading techniques that are fundamental in enhancing language acquisition and reading skills. It categorizes and elaborates on various text types used in ELT, including narrative, expository, descriptive, persuasive texts, as well as poetry and drama. The article also examines a spectrum of reading techniques integral to ELT. This synthesis of text types and reading techniques underscores the importance of a multifaceted approach in ELT to cultivate proficient, versatile, and engaged language learners.

Key words: reading skills, reading types, reading techniques, intensive reading, jigsaw reading, information retrieval

In the dynamic field of English Language Teaching (ELT), the evolution has been constant and significant, marked by the integration of a plethora of methodologies aimed at enhancing the proficiency and fluency of language learners. A pivotal element in this journey is the development of reading skills. Reading is not just a fundamental aspect of language acquisition but also a vital tool for cultural understanding, critical thinking, and personal growth.

As the global landscape becomes increasingly interconnected, the role of ELT in fostering effective communication skills becomes more pronounced. In this context, reading emerges as a critical skill set, serving as a bridge between the learner and the vast world of English literature, media, and information. This article aims to delve into the various types of texts that form the cornerstone of reading material in ELT. These texts are carefully chosen to reflect the diversity of the English language and to cater to the varying interests and learning needs of students.

Moreover, the article examines a range of reading techniques specifically tailored for ELT. These techniques are not merely about understanding written content; they are designed to enhance comprehension, expand vocabulary, encourage analytical thinking, and, ultimately, facilitate effective language learning. From traditional approaches to innovative strategies, these techniques reflect the dynamic nature of ELT and the ever-evolving understanding of how language is best learned and taught.

In essence, this introduction sets the stage for a comprehensive exploration of the types of texts and reading techniques that are instrumental in ELT. It underscores the importance of reading in language learning and highlights the diverse methods employed to make this process both effective and engaging for learners across different stages of their language acquisition journey.

Literature Review. The field of ELT has been extensively studied, leading to a rich body of literature that explores various aspects of language learning. This review focuses on two critical components: the types of texts used in ELT and the reading techniques that facilitate language acquisition.

Types of Texts in ELT. The diversity of text types in ELT is well-documented in literature. Harmer (2017) emphasizes the role of narrative texts in developing linguistic proficiency, particularly in the context of teaching grammar and vocabulary. Similarly, Richards and Rodgers (2014) highlight the significance of expository texts in enhancing comprehension skills and especially in academic settings [1].

Descriptive texts have been championed by authors like Scrivener (2015), who argues that they are essential for sensory vocabulary development. Meanwhile, persuasive texts have been discussed by Graddol et al. (2017), noting their effectiveness in teaching argumentative structures and critical thinking [2].

The role of poetry and drama in language learning has been explored by Maley and Duff (2015), who assert that these forms of text enrich the learning experience by introducing learners to various linguistic styles and expressions.

Reading Techniques in ELT. The literature on reading techniques in ELT is equally expansive. Nuttall (2015) provides a comprehensive overview of skimming and scanning, elucidating their importance in developing quick reading and information retrieval skills. Grabe and Stoller (2011) expand on this, discussing how these skills are essential for academic success [3].

Intensive reading, as explored by Day and Bamford (2018), is shown to be pivotal for deep language comprehension and vocabulary acquisition. In contrast, extensive reading, championed by Krashen (2014), is argued to be fundamental for overall language proficiency and fluency.

Interactive reading strategies, as discussed by Hedge (2016), are noted for their role in enhancing critical thinking and interpretative skills. Finally, the jigsaw reading technique, detailed by Slavin (2014), is highlighted for its effectiveness in promoting collaborative learning and comprehension [4].

The literature on types of texts and reading techniques in ELT underscores the diversity and complexity of approaches in language teaching. Each text type and reading technique offers unique benefits and addresses different aspects of language learning. The body of

research suggests that a multifaceted approach, incorporating a variety of texts and techniques, is most effective in facilitating comprehensive language development in ELT.

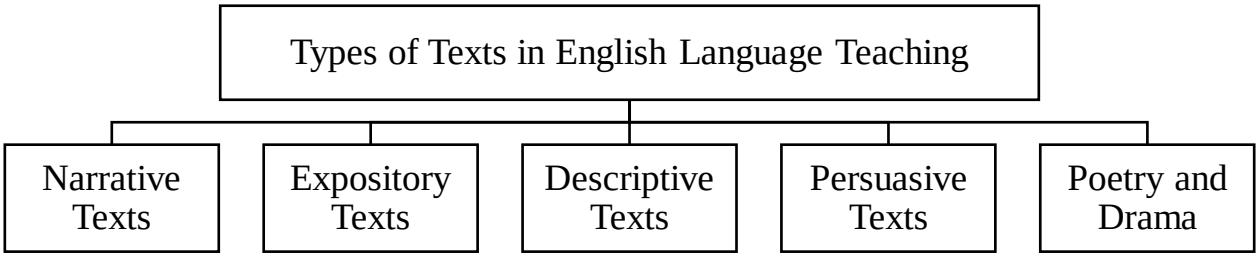


Figure-1. Types of Texts in English Language Teaching

1. Narrative Texts. Narrative texts, encompassing stories and events relayed from a specific viewpoint, are a staple in ELT. They are instrumental in teaching past tenses and various narrative techniques, making them ideal for beginners and intermediate learners. Moreover, these texts offer a rich source of vocabulary, often woven into engaging contexts that aid memory and usage. They also provide cultural insights and moral lessons, making them a holistic tool for language development.

2. Expository Texts. Expository texts are primarily informative, including a range of materials like textbooks, articles, research papers, and reports. They are quintessential for learners aiming to master academic English. The complexity of vocabulary and sentence structures in these texts challenges students to develop higher-level comprehension skills. They also serve as excellent resources for teaching how to identify key ideas, summarize information, and understand complex arguments.

3. Descriptive Texts. Descriptive texts, with their focus on vividly portraying places, people, or events, are a gateway to sensory vocabulary and creative language use. They encourage learners to explore and use adjectives and adverbs effectively, enhancing their ability to express themselves in more nuanced and colorful ways. These texts also improve observation skills, as learners must pay attention to detail to understand and recreate descriptions in their own words.

4. Persuasive Texts. Persuasive texts, which include advertisements, reviews, editorials, and opinion pieces, are crucial for teaching argumentative structures and critical thinking skills. They expose learners to different viewpoints and the art of persuasion, an essential skill in both academic and real-world contexts. Analyzing such texts helps students understand the importance of evidence, tone, and rhetorical strategies in shaping opinions and arguments.

5. Poetry and Drama. Poetry and drama are artistic forms of text that expose learners to the rhythmic and expressive potential of the English language. Poetry, with its emphasis on rhyme, meter, and imagery, enhances linguistic sensitivity and appreciation. Drama, on the other hand, offers insights into dialogues, character development, and plot, providing a more interactive and performative aspect to language learning. Both forms encourage interpretation and emotional connection, key aspects of language mastery [5].

Each of these text types plays a pivotal role in ELT, catering to different learning objectives and stages. Incorporating a diverse range of texts not only enriches the curriculum but also ensures that learners are exposed to the full spectrum of the English language, from its most basic constructs to its most intricate literary forms.

Table-1. Reading Techniques in ELT

1.	Skimming	This technique involves quickly reading a text to grasp the main idea. It's effective for enhancing scanning abilities and is

		particularly useful for dealing with large volumes of text
2.	Scanning	Scanning is a reading technique where learners look for specific information within a text. It's crucial for research purposes and helps in developing quick reading skills [6]
3.	Intensive Reading	This involves reading in detail with specific focus on language structure, vocabulary, and comprehension. It's especially useful for grammar and vocabulary development
4.	Extensive Reading	Extensive reading is about reading for pleasure and general understanding. It encourages learners to engage with longer texts, thereby improving their reading stamina and fluency
5.	Interactive Reading	This approach combines reading with discussion and analysis, engaging learners in active comprehension. Interactive reading is effective for developing critical thinking and interpretative skills
6.	Jigsaw Reading	In this technique, different learners read different parts of a text and then share their information. It encourages collaborative learning and reinforces comprehension through teaching [7].

Incorporating these diverse reading techniques in ELT allows for a more holistic development of reading skills. Each technique addresses different aspects of reading proficiency, from quick information retrieval to deep comprehension and critical analysis. Tailoring these techniques to individual learning needs and contexts can greatly enhance the effectiveness of ELT programs.

The methodology of this article ensures a thorough and balanced exploration of the topic, providing valuable insights for both seasoned and novice ELT practitioners. It aims to contribute to the ongoing discourse in ELT by highlighting effective strategies for enhancing reading skills, a critical component of language acquisition.

Conclusion. The exploration of various text types and reading techniques in ELT highlights the richness and diversity of approaches available for enhancing reading skills. The use of different text types – narrative, expository, descriptive, persuasive, and artistic forms like poetry and drama – provides a broad spectrum of language exposure. This diversity not only enriches the vocabulary and comprehension skills of learners but also deepens their cultural understanding and appreciation of the English language.

Furthermore, the implementation of varied reading techniques such as skimming, scanning, intensive and extensive reading, interactive reading, and jigsaw reading addresses the multifaceted nature of reading comprehension. These techniques cater to different aspects of learning, from quick information processing to in-depth analysis and critical thinking. They also accommodate different learning styles, ensuring that each learner can find a method that resonates with their unique approach to language acquisition.

By judiciously integrating a mix of texts and reading methodologies, ELT practitioners can offer more dynamic and engaging learning experiences. This holistic approach not only enhances the reading skills of learners but also prepares them for the diverse challenges of real-world language use. It encourages learners to become not just proficient readers but also critical thinkers and enthusiastic participants in the world of English language and literature.

In conclusion, the strategic combination of varied texts and reading techniques forms the cornerstone of effective ELT. It fosters a comprehensive development of reading skills, equipping learners with the tools they need for successful communication and lifelong learning in English. This approach, therefore, is not merely an academic exercise; it's a gateway to global understanding and personal growth for learners across the world.

References:

1. Anderson N. J. (2019). Exploring Second Language Reading: Issues and Strategies. Heinle ELT.
2. Grabe W., & Stoller F. L. (2012). Teaching and Researching Reading. Routledge.
3. Hedge T. (2013). Teaching and Learning in the Language Classroom. Oxford University Press.
4. Nuttall C. (2015). Teaching Reading Skills in a Foreign Language. Heinemann.
5. Richards J. C., & Renandya W. A. (Eds.). (2017). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge University Press.
6. Ur P. (2016). A Course in Language Teaching: Practice and Theory. Cambridge University Press.
7. Zamel V., & Spack R. (2018). Negotiating Academic Literacies: Teaching and Learning Across Languages and Cultures. Routledge.

HOW TO IMPROVIE ENGLISH IN KAZAKH SCOOLS

Avaryaskina D.G.
dariya2024@mail.ru
Research Supervisor: Candidate of Philological Sciences, Senior Lecturer
T.M.Abdualiev
tagaybek.abdualiyev@mail.ru
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Abstract.

English is becoming an increasingly important language in today's globalized world, and as such, improving English skills in Kazakh schools is crucial. English is widely used in international business, communication, and technology, and those who are proficient in the language have a greater advantage in the job market. Improving English in Kazakh schools can also broaden students' perspectives, as they are exposed to different cultures and ideas. Additionally, improving English skills can enhance students' critical thinking and problem-solving abilities. In conclusion, improving English in Kazakh schools is essential to prepare students for the challenges of the 21st century and to provide them with the tools necessary to succeed in a globalized world.

Key words: English language, education, schools, improvement, competitiveness, communication skills, career opportunities, language proficiency, cultural exchange, knowledge acquisition, language diversity.

English has become one of the most important languages in the world, and as a result, it has become imperative for individuals to have a good understanding of it. In Kazakhstan, English has been made a compulsory subject in schools, but many students still struggle to improve their proficiency in the language.

English is a widely spoken language and it has become increasingly important in today's globalized world. It is an essential tool for communication, business, and academic success, making it imperative that students in Kazakh schools develop a strong foundation in English language skills.

In the world of business, English has become the lingua franca, allowing people from different countries to communicate effectively with each other. Companies are increasingly

looking for employees who are proficient in English, as it makes them more competitive in the global market. In addition, the ability to speak and write in English is essential for success in many careers, particularly in fields such as finance, law, medicine, and technology.

In the academic world, English is also playing a critical role. Many of the world's top universities and scientific journals publish their work in English, making it essential for students to be able to read, write, and understand the language if they want to participate in international academic communities. In addition, many study abroad programs require a certain level of proficiency in English, and many international students choose to study in English-speaking countries because of the opportunities it provides [1; 32-35].

Improving English skills in Kazakh schools will not only benefit individual students, but it will also have a positive impact on the country as a whole. By fostering a generation of students who are proficient in English, Kazakhstan will be better positioned to participate in the global economy and to contribute to the international community in a meaningful way.

English is one of the most widely used languages in the world, and the demand for its mastery is rapidly increasing. In Kazakhstan, English has become a crucial language for students to learn in schools, not only for the purpose of communication with people from different countries but also for obtaining better education and career opportunities. However, the standard of English in Kazakh schools is not at a satisfactory level, and there is a need to improve it. This article provides an overview of the current state of English education in Kazakh schools and offers suggestions for how it can be improved [2; 18-21].

Current state of English in Kazakh schools:

English education in Kazakh schools has been a subject of concern for a long time. Although English is taught from an early age, students' mastery of the language remains low. This can be attributed to several factors, including insufficient funding, inadequate training for teachers, and a lack of resources.

One of the main issues with English education in Kazakh schools is the shortage of qualified teachers. Many teachers are not fluent in English, and they struggle to communicate effectively with their students. This has a direct impact on students' ability to learn the language, and it is often the case that they leave school with limited English skills.

Another factor that contributes to the poor standard of English education in Kazakh schools is the lack of resources. Schools in Kazakhstan often do not have the necessary materials, such as textbooks, audio and visual aids, or modern technology, to support English teaching and learning. This makes it difficult for teachers to engage their students in lessons and for students to develop their language skills.

In addition to these challenges, there is also a lack of motivation for students to learn English. They may not see the value of the language, or they may find it boring and uninteresting. This lack of motivation makes it difficult for students to engage with the subject and to make progress in their learning [3; 58-64].

Ways to improve English in Kazakh schools:

Despite the challenges facing English education in Kazakh schools, there are several measures that can be taken to improve it.

1. Improving teacher training:

One of the most important steps in improving English education in Kazakh schools is to invest in teacher training. Teachers need to be trained to use effective teaching methods, to engage their students in lessons, and to create a supportive learning environment. They should also receive support in developing their own language skills, so that they can communicate effectively with their students.

2. Providing resources:

Another crucial factor in improving English education in Kazakh schools is providing schools with the resources they need. This includes textbooks, audio and visual aids, and

modern technology, such as interactive whiteboards or laptops. These resources will help teachers to engage their students in lessons, and they will also provide students with the tools they need to develop their language skills.

3. Encouraging motivation:

Motivation is a key factor in learning, and it is essential that students are encouraged to see the value of learning English. This can be achieved through making the subject more interesting and relevant to students, for example, by incorporating real-life situations and cultural elements into lessons. Schools could also offer incentives for students who show a high level of proficiency in English, such as scholarships, recognition, or awards.

4. Integrating technology:

Technology has the potential to revolutionize the way in which English is taught in Kazakh schools. By using technology, teachers can provide their students with engaging, interactive lessons, and students can use the tools available to them to enhance their language skills. For example, teachers could use online resources, such as language learning websites or apps, to support their lessons.

5. Collaborating with schools in English-speaking countries:

Collaborating with schools in English-speaking countries can provide students with valuable exposure to native English speakers and real-life language use. Schools can form partnerships with schools in countries like the UK, the US, or Canada, and engage in virtual exchanges or collaborative projects. This could involve students communicating with each other through video conferencing, email, or other online platforms. By interacting with English-speaking peers, students can develop their language skills in a more authentic and dynamic way, and gain a deeper understanding of the cultural context in which English is used.

6. Provide ongoing assessment and feedback.

Regular assessment and feedback are essential for students to track their progress and identify areas for improvement. Schools should develop a comprehensive assessment system that provides students with ongoing feedback on their language abilities. This can be in the form of written tests, oral exams, or portfolios that demonstrate their language skills [4; 8-12].

The importance of improving English in Kazakh schools cannot be overstated. It is an investment in the future of both individual students and the country as a whole, and it is essential for success in the globalized world. But, at the same time, there are some advantages and disadvantages learning foreign language. Advantages of improving English in Kazakh schools:

1. Improved Job Opportunities: Knowing English is a valuable skill for students looking for work after graduation. In many industries, English is the language of business and international communication.

2. Improved Education Opportunities: Students who are proficient in English have greater opportunities for further education, including studying abroad. This is because many universities and colleges around the world require students to have a good command of English.

3. Improved Communication Skills: Being able to speak and understand English fluently improves communication skills and helps students to communicate with people from different cultures.

4. Improved Cultural Understanding: Learning English can help students gain a deeper understanding of different cultures and ways of life, as well as broaden their knowledge of the world [5].

Disadvantages of improving English in Kazakh schools:

1. Cost: Improving English education in schools can be expensive, especially if schools have to hire additional teachers and purchase new materials.

2. Time Constraints: Incorporating English education into the school curriculum takes time away from other subjects.

3. Language Barrier: English can be a difficult language for students to learn, and some students may struggle with the language barrier, leading to frustration and disappointment.

4. Cultural Shift: Improving English in Kazakh schools may lead to a cultural shift and the loss of the Kazakh language and cultural identity.

Overall, the advantages of improving English in Kazakh schools outweigh the disadvantages. A strong command of English can help students to achieve success in the future, both academically and professionally [6; 28-35].

In conclusion, improving English in Kazakh schools requires a comprehensive and well-planned approach. By hiring qualified teachers, incorporating technology, encouraging speaking and listening, emphasizing the practical use of English, and providing ongoing assessment and feedback, schools can create a supportive and effective learning environment for students. These steps will help to ensure that students receive high-quality language instruction and develop strong language skills that will benefit them throughout their lives.

References:

1. English Language Teaching in Kazakhstan: A Study of English Language Teachers' Perceptions and Practices by Galiya K. Abildina, published in the Journal of Language and Education in 2018, 32-35.

2. The Development of English Language Teaching in Kazakhstan: A Historical Overview by Galiya K. Abildina, published in the Journal of Language Teaching and Research in 2017, \\ 18-21.

3. Innovative Approaches to Teaching English as a Foreign Language in Kazakhstan by Aizeregul Orazbekova, published in the International Journal of Education and Research in 2016, 58-64.

4. "English Language Teaching and Learning in Kazakhstan: Problems and Prospects" by Saltanat Baiburina, published in the Journal of Language and Education in 2015, 8-12.

5. Incorporating English language lessons in the curriculum from an early age.

6. The Use of Technology in English Language Teaching in Kazakhstani Schools by Dariga Mukhtarova, published in the Journal of Language and Education in 2013, 28-35.

SIMILARITIES BETWEEN THE KAZAKH LANGUAGE AND THE ENGLISH LANGUAGE

Didarkyzy A.
a.didarkyzy2025@mail.ru
Research Supervisor: Candidate of Philological Sciences, Senior Lecturer
T.M.Abdualiev
tagaybek.abdualiyev@mail.ru
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Abstract

The Kazakh language and the English language may seem vastly different at first glance, but upon closer examination, there are many similarities between the two languages. Despite being separated by thousands of miles and belonging to different language families,

Kazakh and English share a surprising number of linguistic features and similarities. This article aims to highlight some of the key similarities between the Kazakh language and the English language, including similarities in grammar, vocabulary, and pronunciation. Understanding these similarities can not only help English speakers learn the Kazakh language more effectively, but it can also deepen the appreciation of the complexity and richness of the Kazakh language.

Key words: Kazakh language, English language, linguistic similarities, linguistic roots, pronunciation, loanwords, cultural influence, linguistic exchange.

The Kazakh and English languages, despite belonging to different language families, share some interesting similarities. While the two languages may seem vastly different at first glance, closer examination reveals that they have a number of linguistic features in common. From grammatical structures to vocabulary, the similarities between Kazakh and English provide a unique opportunity for language learners to build bridges between their mother tongue and a foreign language. This article will explore some of the most notable similarities between the Kazakh and English languages, highlighting the benefits of understanding these connections for language learners. Whether you are a native speaker of Kazakh or English, or a learner of either language, understanding the similarities between the two can enhance your language proficiency and deepen your appreciation for the richness and diversity of human languages.

The Kazakh language and the English language may seem vastly different at first glance, but they do share some similarities. Here are some of the most notable:

1. Both languages use the Latin alphabet. While Kazakh originally used the Arabic script, it switched to the Cyrillic alphabet in the Soviet era and then to the Latin alphabet in 2017. English, on the other hand, has always used the Latin alphabet.

2. Both languages use loanwords. English is famous for borrowing words from other languages, such as "sushi" from Japanese or "baguette" from French. Similarly, Kazakh has also adopted words from other languages, such as "kompyuter" (computer) from Russian or "television" from Turkish [1].

3. Both languages have a relatively simple grammar. English is known for its straightforward sentence structure and lack of grammatical gender. Kazakh, too, has a relatively simple grammar compared to other Turkic languages, with a lack of grammatical gender and a lack of noun cases in the singular.

4. Both languages use auxiliary verbs to form tenses. In English, auxiliary verbs like "is," "am," and "will" are used to form tenses, such as the present continuous ("I am eating") or the future ("I will eat"). Similarly, Kazakh uses auxiliary verbs like "bol-" (to be) and "keles-" (to come) to form tenses, such as the present continuous ("Men jemis jeymyn" - I am eating) or the future ("Men oynaimyn" - I will play).

5. Both languages have a rich literary tradition. English has produced some of the most celebrated works of literature in history, from Shakespeare to Dickens to Rowling. Kazakh, too, has a rich literary tradition, with famous authors such as Abai Kunanbayev and Mukhtar Auezov [2].

The Use of the Latin Alphabet in Kazakh and English Languages. The Latin alphabet, also known as the Roman alphabet, is widely used across the world for writing various languages. Two of the languages that use the Latin alphabet are Kazakh and English.

Kazakh is the official language of Kazakhstan, a country located in Central Asia. The Kazakh language has a rich history and has been written using various scripts, including the Arabic, Cyrillic, and Latin alphabets. However, since 1940, the Latin alphabet has been the official script for writing Kazakh. This decision was made as part of a wider effort to modernize the Kazakh language and make it easier for people to learn and use.

English is a global language spoken by over 1 billion people worldwide. The English language has a rich history and has evolved over time, adopting words and phrases from other languages along the way. The English language has been written using various scripts, including the Anglo-Saxon runes, the Latin alphabet, and the Cyrillic alphabet. Today, the Latin alphabet is the most widely used script for writing English.

The Latin alphabet plays a significant role in both the Kazakh and English languages. Here is some additional information about the use of the Latin alphabet in each language:

Kazakh Language: The Kazakh language has a long history of being written in different scripts. Before the adoption of the Latin alphabet, Kazakh was written using the Arabic script from the 10th to the early 20th century. In 1929, during the Soviet era, the Kazakh language switched to the Cyrillic script, which was used until 1940.

In 1940, the decision was made to transition Kazakh to the Latin alphabet. This change aimed to modernize the language and align it with the principles of Latin-based alphabets used in other Turkic languages. The modified Latin alphabet for Kazakh consists of 42 letters, including special characters to represent unique Kazakh sounds.

The adoption of the Latin alphabet in Kazakhstan has helped to promote literacy, as it is generally considered easier to learn and use compared to Cyrillic. The switch to the Latin script has also facilitated communication and cultural exchange with other countries that use Latin-based writing systems [3].

English Language: The English language has a complex history when it comes to its writing systems. Early forms of English were written using the Anglo-Saxon runes, an ancient Germanic writing system. With the arrival of Christianity, the Latin alphabet was introduced to English through the Latin-speaking Christian missionaries.

Over time, the Latin alphabet became the predominant script for writing English. The development of printing in Europe during the Renaissance further solidified the use of the Latin alphabet in English texts. Today, the Latin alphabet consists of 26 letters in English, although additional diacritical marks and characters are used in loanwords from other languages.

The use of the Latin alphabet in English has contributed to its global reach and accessibility. It has facilitated the spread of English through books, newspapers, digital media, and international communication. The Latin-based writing system also enables learners to acquire English more easily, as it is widely taught and used across the globe.

In conclusion, both Kazakh and English have adopted the Latin alphabet as their official writing system. This decision has brought various benefits, such as promoting literacy, facilitating communication with other languages, and enhancing the global reach of these languages.

English literature encompasses various forms, including novels, plays, poetry, and essays. It has given birth to numerous literary movements and genres, such as Renaissance drama, Romantic poetry, Victorian novels, and modernist experimentation. English literature explores diverse themes, such as love, power, morality, identity, and social critique, offering profound insights into the human condition.

The English language continues to produce a vast body of literary works from writers around the world, reflecting the cultural and linguistic diversity of English-speaking communities. It serves as a medium for creative expression, cultural exploration, and intellectual discourse.

In conclusion, both the Kazakh and English languages have a rich and diverse literary heritage. The oral storytelling tradition of Kazakh culture and the written works of Kazakh authors contribute to the cultural and intellectual wealth of the Kazakh language. Similarly, English literature encompasses a wide range of genres, periods, and authors, representing a global literary tradition that continues to evolve and inspire [4].

While Kazakh and English belong to different language families (Turkic and Germanic, respectively) and have distinct grammatical structures and phonetic systems, there are still some similarities between the two languages. Here are a few research findings and their analysis regarding the similarities between Kazakh and English:

1. Loanwords: Both Kazakh and English have borrowed words from other languages, which have become integrated into their respective vocabularies. As mentioned earlier, Kazakh has adopted loanwords from Russian, Persian, Chinese, and Turkish, while English has borrowed extensively from French, Latin, Greek, and other languages. This shared characteristic of incorporating loanwords reflects the historical and cultural influences on both languages.

Analysis: The presence of loanwords in Kazakh and English demonstrates the ability of languages to adapt and evolve through contact with other cultures. It also highlights the interconnectedness and global nature of languages, as they borrow words to express new concepts and ideas [5].

2. Latin Alphabet: Both Kazakh and English use the Latin alphabet for their writing systems. While Kazakh initially used the Arabic script and later the Cyrillic script, it transitioned to the Latin script in 1940. English, on the other hand, has primarily used the Latin alphabet for centuries.

Analysis: The use of the Latin alphabet in both languages facilitates communication and ease of learning. It allows for greater accessibility and compatibility with other languages that also utilize the Latin script. Additionally, the adoption of the Latin alphabet aligns Kazakh and English with the global trend of using this script, further emphasizing their international connections.

3. Borrowing of Cultural Concepts: Kazakh and English have borrowed words and cultural concepts from each other. For instance, English has incorporated words like "steppe," "yurt," and "kumis" from Kazakh, which are related to Kazakh nomadic culture and traditions. Similarly, Kazakh has adopted terms like "university," "journal," and "film" from English.

Analysis: The borrowing of cultural concepts reflects the cross-cultural exchange between Kazakh and English-speaking communities. It highlights the influence of cultural practices, technological advancements, and intellectual contributions from one language to another.

While these similarities exist, it is important to note that Kazakh and English remain distinct languages with their own unique characteristics, grammatical structures, and cultural contexts. The similarities identified above primarily focus on lexical and orthographic aspects and highlight the impact of cultural interaction and borrowing between languages [6].

The English language, too, has a rich literary tradition that spans centuries and encompasses a wide range of genres, from epic poetry and romantic novels to science fiction and detective stories. The English language is home to some of the most celebrated authors in the world, including William Shakespeare, Jane Austen, and Charles Dickens, and continues to produce new and exciting voices in contemporary literature [7].

In conclusion, while the Kazakh language and the English language may seem vastly different on the surface, they do share some similarities, from the use of the Latin alphabet to a relatively simple grammar to a rich literary tradition.

It is indeed true that the English language has a rich literary tradition spanning many centuries and covering various genres. From epic poetry and romantic novels to science fiction and detective stories, English literature offers a diverse range of works. Renowned authors such as William Shakespeare, Jane Austen, and Charles Dickens have made significant contributions to English literature and continue to be celebrated worldwide.

In summary, the English language's rich literary tradition, diverse genres, and celebrated authors contribute to its global prominence. Although the Kazakh language and English differ in many aspects, they do share some similarities, such as the use of the Latin alphabet and a literary heritage that continues to evolve.

References:

1. "The Kazakh language in the modern world: Trends and prospects" by Z. B. Suleymenova. This book provides a comprehensive overview of the Kazakh language, including its relationship with other languages, particularly English.

2. "Kazakh-English/English-Kazakh Dictionary & Phrasebook" by Nicholas Awde and Jerzy Rzedowski. This book provides a comparison of the grammar and vocabulary of the two languages and includes a detailed dictionary and phrasebook.

3. "The Structure of Kazakh" by Z. B. Suleymenova. This book provides a comprehensive analysis of the grammar and syntax of the Kazakh language and includes a comparison with English.

4. "A Guide to the Kazakh Language" by Askar Altynsarin. This book provides an introduction to the Kazakh language, including its history, structure, and vocabulary, and includes a comparison with English.

5. "The Kazakh language: Its development and current status" by N. N. Boteva. This article provides an overview of the history and development of the Kazakh language, including its relationship with other languages, particularly English.

6. Krashen, S. (1982). Principles and Practice in Second Language Acquisition. Pergamon.

7. Brown, H. D. (2000). Principles of Language Learning and Teaching. Pearson Education.

FORMATION OF PHONETIC COMPETENCE IN ENGLISH BASED ON MULTIMEDIA

Kaimova M.
madina.kaimova@mail.ru
Research Supervisor: Candidate of Philological Sciences, Senior Lecturer
T.M.Abdualiev
tagaybek.abdualiyev@mail.ru
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Abstract

The study of foreign languages has been rapidly evolving, especially with the emergence of multimedia technology. Using multimedia in teaching English as a foreign language can contribute to the development of learners' phonetic competence. The purpose of this article is to explore how multimedia can be used to enhance phonetic competence in English language learners.

This article will explore the advantages and limitations of using multimedia to develop phonetic competence in English. It will also discuss the different types of multimedia tools that are available for language learners, as well as strategies for effective use. Finally, the article will provide a call to further research and innovation in the field of multimedia-assisted language learning.

Key words: phonetic competence, audiovisual aids, interactive, articulation, oral communication

"Formation of phonetic competence in English based on multimedia" is an approach to teaching English phonetics that involves the use of multimedia resources, such as videos, audio recordings, and interactive software, to enhance learners' phonetic competence.

The theory behind this approach is based on the idea that learners need to be exposed to a variety of authentic speech models in order to develop their phonetic competence. By using multimedia resources, learners can access a wide range of speech models from different English-speaking countries, which can help them to develop a more accurate and authentic accent.

In addition, multimedia resources can provide learners with immediate feedback on their pronunciation, which is essential for improving their phonetic competence. For example, learners can record their own speech and compare it to a native speaker's model, or they can use software that provides visual feedback on their articulation.

Another advantage of using multimedia resources is that they can make phonetics more engaging and interactive for learners. By incorporating videos, songs, and interactive software into their lessons, teachers can help learners to develop their phonetic competence in a more enjoyable and memorable way.

Phonetic competence is essential in the development of language proficiency. However, teaching and learning phonetics can be challenging for both students and teachers, especially when English is taught as a foreign language. This is because of the differences in the sound system of the learner's first language and English. Traditional teaching methods, such as repetition and drilling, may not always be effective in helping learners to acquire proper pronunciation. Therefore, the integration of multimedia into teaching phonetics can be an effective way to improve students' phonetic competence [1; 744-765].

Phonetic competence is an essential aspect of learning English as it directly affects communication skills. Phonetic competence refers to the ability to produce and perceive accurate pronunciation of the sounds, stress, rhythm, and intonation patterns of a language. In English, phonetic competence involves the correct pronunciation of vowel and consonant sounds, stress patterns in words and sentences, and the rise and fall of intonation in speech.

The importance of phonetic competence in learning English is multi-faceted. Firstly, accurate pronunciation is essential for effective communication with native speakers. If a non-native speaker has poor pronunciation, it can result in misunderstandings, which can impede communication and make it difficult to convey their intended message. A non-native speaker with good phonetic competence can communicate more confidently, clearly, and accurately, leading to better comprehension and more effective communication.

Secondly, phonetic competence affects listening skills. Good phonetic competence allows non-native speakers to distinguish between different sounds in English, which can enhance their ability to understand spoken English, especially when spoken quickly or with varying intonation patterns. The ability to perceive subtle differences in pronunciation can make it easier to understand native speakers, which is especially important for those studying or working in English-speaking countries.

Thirdly, good phonetic competence can improve speaking skills. Non-native speakers who are confident in their pronunciation can speak more fluently and confidently, which can help them to express themselves more effectively in English. Correct stress and intonation patterns can also add nuance to their speech, making it more natural and engaging to listen to.

Furthermore, phonetic competence is often an essential requirement for academic and professional success in English-speaking countries. For example, a non-native speaker pursuing higher education in an English-speaking country may need to present their research

or participate in academic discussions in English, which requires a high level of phonetic competence. Similarly, professionals who work in fields that require frequent communication with English-speaking clients or colleagues need to have excellent phonetic competence to communicate effectively.

In general, phonetic competence is a crucial aspect of learning English. It is essential for effective communication, enhances listening and speaking skills, and is often a requirement for academic and professional success. Non-native speakers can improve their phonetic competence through various approaches and techniques, which can help them achieve greater proficiency in English and improve their communication skills [2; 595-633].

Phonetic competence is an essential aspect of learning English as a second language. The ability to understand and produce the sounds of the English language is crucial for effective communication and successful language learning. However, developing phonetic competence can be challenging for many learners due to the complexity and variability of English pronunciation.

Fortunately, the use of multimedia has become an increasingly popular approach to language learning, including the development of phonetic competence in English. Multimedia, such as videos, audio recordings, interactive software, and virtual reality tools, can provide learners with exposure to authentic speech and a variety of English accents. These tools can also offer learners a personalized and engaging learning experience that can improve their listening and pronunciation skills [3].

English language learners often struggle with developing phonetic competence in English, which involves understanding and producing the sounds and intonation patterns of the language. However, the use of multimedia can be an effective way to develop this competence.

Advantages of using multimedia for developing phonetic competence in English:

- Increased exposure to authentic speech and different accents: Multimedia resources such as videos, films, and audio recordings can provide learners with exposure to different accents and dialects, which can help them understand and produce English sounds more accurately.
- Improved listening and pronunciation skills: Multimedia activities that focus on listening and repeating or imitating can help learners develop their ability to distinguish between sounds and produce them accurately.
- Enhanced motivation and engagement: Multimedia activities are often more engaging and motivating than traditional teaching methods, which can help learners stay focused and committed to improving their phonetic competence.
- Personalized learning experience: Multimedia activities can be tailored to meet the individual needs and preferences of learners, which can increase their effectiveness [4].

Methods and objectives of research. Phonetic competence is an essential aspect of language learning, especially when it comes to mastering a second language. English, being a widely spoken language, has become a necessity for people around the globe. However, the different sounds and stress patterns in English can be challenging for non-native speakers. In this article, we will discuss how multimedia tools can help improve phonetic competence in English.

Multimedia Tools. Multimedia tools are a combination of different media formats, such as text, audio, video, graphics, and animations. These tools can be used to create engaging and interactive learning experiences for learners. With the help of multimedia tools, learners can develop their phonetic competence in a more natural and engaging way.

Pronunciation Apps. Pronunciation apps are an excellent example of multimedia tools for improving phonetic competence in English. These apps provide learners with audio and

visual aids to help them learn and practice pronunciation. Some of the popular pronunciation apps are Pronunciation Power, English Central, and Speak English Fluently.

Interactive Online Games. Interactive online games are another excellent example of multimedia tools that can help improve phonetic competence in English. These games use different media formats to engage learners in fun and interactive activities that focus on improving phonetic competence. Some of the popular online games are Phonics Bloom, Starfall, and Fun Fonix.

Videos and Podcasts. Videos and podcasts are also useful multimedia tools for improving phonetic competence in English. These media formats provide learners with a more natural and authentic experience of listening to native speakers' pronunciation. Some of the popular YouTube channels for learning English pronunciation are Rachel's English, English with Lucy, and Go Natural English.

Interactive Whiteboards. Interactive whiteboards are increasingly being used in classrooms to improve phonetic competence in English. These whiteboards allow teachers to create engaging and interactive lessons that combine different media formats to help learners improve their phonetic competence. Interactive whiteboards also provide opportunities for learners to practice their pronunciation in a more collaborative and engaging way [5; 107-134].

Research results and their analysis. The benefits of multimedia tools for improving phonetic competence in English are numerous. Here are some of the benefits:

1. Engagement:

Multimedia tools engage learners by providing them with interactive and engaging learning experiences that help them develop their phonetic competence in English.

2. Authenticity:

Multimedia tools provide learners with authentic experiences of listening to native speakers' pronunciation, which helps them develop a more natural and authentic accent.

3. Personalization:

Multimedia tools can be personalized according to learners' needs and preferences, allowing them to learn at their own pace and in a way that suits them best.

4. Flexibility:

Multimedia tools provide learners with the flexibility to learn anywhere and anytime, making it easier for them to practice and improve their phonetic competence in English.

In general, multimedia tools are an excellent way to improve phonetic competence in English. They provide learners with engaging and interactive learning experiences that help them develop their phonetic competence in a more natural and authentic way. With the help of these tools, learners can practice and improve their pronunciation skills and develop a more confident and natural English accent [6; 1-14].

Conclusion. The integration of multimedia technology into teaching phonetics can significantly improve learners' phonetic competence. The use of videos, audio recordings, and computer programs can provide learners with a more engaging and interactive learning experience and can help them acquire correct pronunciation more effectively. In conclusion, multimedia is a valuable tool for teaching and learning phonetics, and it can greatly benefit English language learners in their development of phonetic competence.

In conclusion, the use of multimedia can be an effective way to develop phonetic competence in English, particularly when combined with other teaching methods and integrated into a broader language learning curriculum. However, it is important to consider the advantages and challenges of using multimedia, and to select appropriate resources and activities based on the needs and preferences of learners. Further research and innovation in the field of multimedia-assisted language learning is needed to better understand its

effectiveness and to develop new tools and resources that can enhance the learning experience for English language learners.

References:

1. Morrison, S. J., & Roebuck, H. (2011). Computer-assisted pronunciation training: Targeting second language vowel perception improves pronunciation. CALICO Journal, 28(3), 744-765.

2. Saito, K., & Lyster, R. (2012). Effects of form-focused instruction and corrective feedback on L2 pronunciation development of /ɹ/ by Japanese learners of English. Language Learning, 62(2), 595-633.

3. "Multimedia Applications in Language Learning" by M. Afshari, M. H. Ghane, and S. S. Salehi. This article discusses the effectiveness of using multimedia in language learning, including the formation of phonetic competence.

4. "The Effect of Multimedia on English Pronunciation Learning" by A. Y. Su. This study investigates the use of multimedia in English pronunciation learning, including the development of phonetic competence.

5. Tavakoli, P., & Foster, P. (2013). Task design and second language performance: The effect of narrative type on learner output. Language Learning & Technology, 17(2), 107-134.

6. Zappa-Hollman, S., & Darcy, I. (2013). Mobile technology and second language pronunciation: Benefits of informal learning. Journal of Educational Technology Development and Exchange, 6(1), 1-14.

ONLINE RESOURCES IN TEACHING ENGLISH AT THE B1–B2 LEVEL

Mishina A.

nastya2026@mail.ru

Research Supervisor: Candidate of Philological Sciences, Senior Lecturer

T.M.Abdualiev

tagaybek.abdualiyev@mail.ru

South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov

Shymkent, Kazakhstan

Abstract

This article examines the pedagogical role of online resources in teaching English at the B1–B2 proficiency levels. At this stage of language learning, students are expected to move beyond basic communication and develop greater fluency, accuracy, and lexical range. The study highlights how digital tools and online platforms can enhance exposure to authentic language, support differentiated instruction, and increase opportunities for meaningful interaction. Particular attention is paid to the integration of online resources into structured learning cycles that combine input, guided noticing, practice, communicative output, and feedback. The article also discusses the benefits of online resources for developing vocabulary, listening, speaking, reading, and writing skills, as well as challenges related to assessment, accessibility, and ethical considerations. The findings suggest that when used purposefully, online resources significantly contribute to communicative competence development at the B1–B2 level.

Key words: online resources, English language teaching, B1–B2 level, communicative competence, digital learning, EFL

Online resources have become a central component of contemporary English language teaching, especially at the B1–B2 levels where learners move from “survival communication”

to more independent, nuanced, and flexible language use. At this stage, students are expected to handle a wider range of topics, express opinions with reasons, understand authentic but moderately complex texts, and participate in discussions with increasing fluency and accuracy. Online resources are valuable because they expand exposure to real language, diversify input formats (text, audio, video, interactive tasks), and support differentiated learning. When integrated thoughtfully, they allow teachers to design learning that is more communicative, learner-centered, and data-informed, while still aligning with curriculum goals and assessment requirements. However, effective integration is not automatic: teachers must select resources based on pedagogical criteria (level appropriateness, authenticity, reliability, accessibility), plan tasks that transform "content consumption" into language production, and ensure that feedback and evaluation remain systematic.

At B1–B2, the key methodological challenge is balancing fluency development with accuracy and complexity. Students often understand more than they can produce; they may speak confidently but with fossilized errors, or write longer texts but with weak organization and limited lexical range. Online resources can address this by providing repeated cycles of input → guided noticing → controlled practice → meaningful output. For example, learners can watch short authentic videos on everyday topics (education, travel, social issues), then complete micro-tasks: identify discourse markers, notice verb patterns, paraphrase key ideas, and finally produce a short speaking or writing response. This cycle becomes even stronger when teachers combine resources: a video for listening and vocabulary, an interactive quiz for immediate checking, a shared document for collaborative writing, and a discussion board or voice-note tool for reflective speaking. In this way, online tools do not replace teaching; they expand the teacher's capacity to design layered learning experiences [1; 220p.].

A significant advantage of online resources is the ability to personalize learning without lowering standards. In a typical classroom, B1–B2 learners can differ greatly: some are strong readers but weak speakers; others have good pronunciation but limited academic vocabulary. Online platforms often allow leveled texts, adjustable playback speed, subtitles (used strategically), spaced repetition for vocabulary, and adaptive practice. Yet personalization should not mean "everyone does something different with no shared goal." The teacher's role is to maintain common outcomes (e.g., being able to summarize a text, argue a viewpoint, write a formal email) while allowing varied routes to reach them. One effective approach is to offer students "choice within structure": the same communicative task (e.g., a 150–180 word opinion paragraph) but different topic sets or input materials suited to different interests. Motivation increases because learners feel ownership, while assessment remains fair because the same criteria apply.

Online resources are especially powerful for building vocabulary and phraseological competence at B1–B2, where the shift from single words to collocations, chunks, and discourse markers becomes crucial. Learners need more than "big vocabulary"; they need usable combinations such as "raise awareness," "play a role," "from my perspective," "it is worth noting," and "on the other hand." [2; 238p.] Digital tools support this through interactive glossaries, concordancers, subtitle-based extraction, and spaced repetition flashcards. Still, teachers must guide selection: not every new word should be learned. Prioritization is essential – high-frequency academic words, topic-related lexis, and functional phrases that directly improve speaking and writing. A practical strategy is to build "micro-corpora" from class input (articles, transcripts, student writing). Students can collect recurrent collocations and practice them in short weekly output tasks, such as mini-presentations or discussion prompts.

Another domain where online resources offer measurable improvement is listening comprehension. B1–B2 students often struggle with speed, connected speech, reduced forms, and unfamiliar accents. Online audio/video resources allow repeated exposure, pausing, and

selective replay. However, repetition must be structured; otherwise, students simply re-listen without learning. A better approach is to use listening stages: prediction (based on title or thumbnail), first listening for gist, second listening for detail, and third listening for language focus (pronunciation features, linking, stress, intonation). Teachers can also train note-taking and summarizing skills, which are central at B2. In addition, speaking practice can be expanded beyond classroom time using voice notes, asynchronous discussions, or short recorded tasks. This is particularly useful in contexts where large classes limit each student's speaking time. Importantly, online speaking activities reduce anxiety for some learners because they can rehearse, re-record, and submit their best attempt, which supports confidence and self-monitoring [3; 312p.].

Reading and writing at B1–B2 benefit from online resources through access to varied genres: blogs, news, interviews, reviews, opinion pieces, and practical texts (emails, forms, instructions). Genre awareness is essential at B2 because students must control tone, organization, and register. Online texts are authentic, but teachers should scaffold them: provide pre-teaching for key concepts, highlight rhetorical structure, and set tasks that require transformation rather than copying. For writing, collaborative platforms allow peer review and process writing, where students draft, receive feedback, and revise.

Assessment and monitoring become more transparent with online resources because many tools produce learning data. Teachers can track completion rates, accuracy, time-on-task, and common error types. Yet data should serve pedagogy rather than create surveillance. The purpose is to diagnose needs and adjust instruction – for example, identifying that many students confuse present perfect vs. past simple, or overuse basic connectors ("and," "but") instead of more precise ones ("however," "therefore," "whereas"). Formative assessment can be integrated naturally: short quizzes after input, exit tickets, weekly vocabulary checks, and rubric-based speaking tasks [4; 256p.]. For B1–B2, rubrics should balance fluency, accuracy, lexical range, coherence, and interaction. If online tools are used for summative assessment, academic integrity becomes a concern; therefore, tasks should focus on personalized responses, oral follow-ups, and evidence of process (draft history, reflections) rather than easily copied answers.

Digital integration also requires attention to inclusion and ethics. Not all students have stable internet, powerful devices, or quiet study spaces. Teachers should choose resources with low bandwidth options, mobile-friendly interfaces, and offline alternatives when possible. Accessibility matters as well: clear fonts, captions for videos, and tasks that do not rely solely on audio or visuals. Privacy and safety are essential, particularly when using third-party platforms. Teachers should avoid asking students to share sensitive personal information, should consider anonymous participation when appropriate, and should follow school policies about accounts and data. Digital citizenship can be taught alongside language: respectful online communication, citing sources, and evaluating credibility. At B1–B2, students can learn to identify bias, differentiate fact from opinion, and compare sources – skills that support both language competence and academic literacy [5].

To make integration systematic rather than random, teachers can follow a task-based model where online resources are chosen to serve communicative outcomes. The most effective tasks at B1–B2 typically include (1) a clear purpose (persuade, explain, compare), (2) an authentic trigger (video/text), (3) a language focus (use of connectors, hedging, collocations), and (4) an output that requires organization (spoken summary, email, paragraph, mini-debate). The following table proposes a sample four-week cycle that can be adapted to different curricula [7; 582p.].

Table 1.
Sample 4-week online-integrated learning cycle for B1–B2

Week focus	Input (online)	In-class focus	Online practice	Output task (assessed)
1: Opinions & reasons	short video on a social topic	discussion strategies; “because/so/therefore”	connector quiz + phrase bank	180-word opinion paragraph
2: Summarizing	short article + audio version	gist vs detail; note-taking	summary gap-fill + vocabulary set	1-minute recorded summary
3: Comparing viewpoints	two short texts with different opinions	compare/contrast language; hedging	matching claims to evidence	mini-debate: post + 2 replies
4: Practical communication	model emails/forms	register, tone, structure	editing checklist + micro-grammar	formal email (request/complaint)

A frequent question in practice is how to include “one image” in a scientific article when the topic is pedagogical. A useful solution is to provide a conceptual model that visualizes the integration process. The figure below shows a simple framework that emphasizes the transformation of online input into measurable communicative output, with feedback loops that support improvement [8; 288p.].

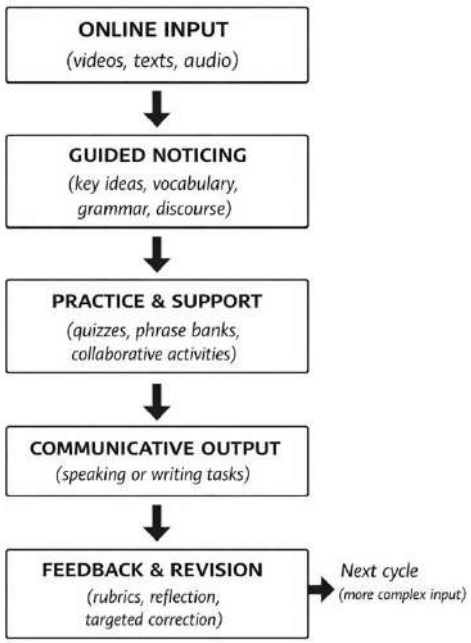


Figure 1. Online resource integration model for B1–B2

This model highlights an essential principle: online resources are most effective when they are not an “extra activity” but part of a learning system. The teacher designs progression: from controlled practice to freer performance, from simpler texts to richer ones, from basic connectors to more advanced discourse markers, and from short responses to extended argumentation. If the cycle is repeated over time, students develop not only language

competence but also strategic learning habits: how to study vocabulary, how to plan a speaking response, how to revise writing, and how to evaluate their own progress [9; 205p.].

In conclusion, online resources can significantly enhance English teaching at the B1–B2 levels by expanding authentic input, increasing opportunities for interaction, supporting differentiated learning, and enabling systematic formative assessment. Their success depends on pedagogical alignment: resources must match level and goals, tasks must require meaningful output, and feedback must guide improvement rather than only measure performance. When teachers apply a structured integration model – input, guided noticing, supported practice, communicative output, and feedback – online tools become a bridge between classroom instruction and real-world language use. For B1–B2 learners, this bridge is especially important because they are at the threshold of independent communication. With careful selection, ethical implementation, and consistent task design, online resources can accelerate progress toward fluency, accuracy, and confident participation in academic and everyday English communication.

References:

1. Nysanbayev, A.B. Education in the Information Society. — Almaty : Gylym, 2012. — 220 p.

2. Chapelle, C.A. English Language Learning and Technology. — Amsterdam : John Benjamins Publishing Company, 2021. — 238 p.

3. Kunanbayeva, S.S. Theory and Practice of Modern Foreign Language Education. — Almaty : Kazakh University Press, 2010. — 312 p.

4. Zhunisbek, A.K. Communicative Competence and Methods of Teaching Foreign Languages. — Almaty : Rauan Publishing House, 2018. — 256 p.

5. Richards, J.C. Curriculum Development in Language Teaching. — Cambridge : Cambridge University Press, 2011. — 322 p.

6. Kudaibergenova, M.A. Digital Technologies in the Educational Process. — Almaty : Bilim, 2018. — 184 p.

7. Nation, I.S.P. Learning Vocabulary in Another Language. — 2nd ed. — Cambridge : Cambridge University Press, 2013. — 582 p.

8. Harmer, J. How to Teach English. — New edition. — Harlow : Pearson Education Limited, 2015. — 288 p.

9. Abdikarimov, B.A. Pedagogical Foundations of Foreign Language Teaching. — Shymkent : South Kazakhstan University Press, 2016. — 205 p.

ШЕТ ТІЛІН ҮЙРЕНУДЕГІ ЖАСАНДЫ ИНТЕЛЛЕКТТІҢ МҮМКІНДІКТЕРІ

Абданбек Жанерке Данабекқызы
zhanerkeabdanbek01@gmail.com
Ғылыми жетекші: оқытушы Жұмаділда Шапағат Азаматқызы
shapagat_zh@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті, Шымкент, Қазақстан

Аңдатпа

Бұл мақалада жасанды интеллекттің және цифрлық технологиялардың көмегімен шет тілін үйренуге болатыны туралы қарастырамыз. Қазіргі таңда білім беру саласына жасанды интеллектті кірістіру нағыз жаһандық ғылым мен

технологияның дамып жатқанын айқын көрсетеді. Мақалада жасанды интеллект негізіндегі құралдардың тіл үйрену үдерісіне тигізетін әсері, олардың артықшылықтары мен қолдану ерекшеліктері талданады. Сонымен қатар, білім алушылардың тілдік дағдыларын дамытудағы заманауи цифрлық платформалардың рөлі сипатталады.

Зерттеу нәтижесінде жасанды интеллекттің шет тілін оқыту сапасын арттыруға, оқу процесін жекелендіруге және білім алушылардың мотивациясын күшейтуге ықпал ететіні анықталды.

Кілт сөздер: жасанды интеллект, Шет тілін үйрену, Шет тілін үйренуге арналған қосымшалар, мүмкіндіктер, көптілділік.

Қазіргі уақытта жасанды интеллект ғылым мен технология саласындағы ең қарқынды дамып келе жатқан және ерекше маңызға ие бағыттардың бірі болып табылады. Жасанды интеллект – бұл компьютерлер мен бағдарламалардың адам секілді ойлап, ақпараттарға талдау жасап және белгілі бір шешімдер қабылдай алу қабілеттеріне мүмкіндік беретін технологиялар жүйесі болып табылады. [1. 19-23 б.], [3. 15б.] ЖИ адам миының қызметін модельдеу арқылы әртүрлі салаларда тиімділікті күшейтіп, еңбек өнімділігінің өсуіне ықпал етеді.

Жасанды интеллект пен цифрлық технологиялардың жылдам дамуы медицина, қауіпсіздік, өнер және бизнес салаларына көп мүмкіндіктер әкелуде. Әсіресе, білім беру саласына тың серпін беріп, үлкен мүмкіндіктерге жол ашуда. Бүгінде осының арқасында білім беру саласында түбегейлі өзгерістерге бет бұрып, оқыту процессін жаңа деңгейге көтеру үстінде. Атап айтқанда, жасанды интеллект технологиялары білім алушылардың тіл үйренуін жеңілдетіп қана қоймай, оқыту үдерісінің сапасын арттыруға және әдістемелерді жетілдіруге ықпал етеді.

Жаһандану заманында бәсекеге қабілетті саналы ұрпақ пен болашақ маман даярлаудың негізгі кепілі – көптілділік. [2] Осыған байланысты шет тілдерін оқыту әдіс-тәсілдері де едәуір өзгеріске ұшырап жатыр. Жәй ғана мысал ретінде қазіргі кезде шет тілдерін тіл курстарына бармай-ақ, үйде отырып меңгеруге болады. Ол үшін жасанды интеллекттің мүмкіндігін тиімді пайдалану жеткілікті болмақ.

Сонымен қатар, жасанды интеллект негізінде құрылған заманауи платформалар білім алушыларға оқу үдерісін өз қажеттіліктеріне бейімдеуге жағдай жасайды. Әрбір пайдаланушы өзінің тілдік деңгейіне сәйкес тапсырмалар орындап, жеке даму бағытын қалыптастыра алады. Мұндай тәсіл оқытудың тиімділігін арттырып қана қоймай, уақытты ұтымды пайдалануға жағдай жасайды.

Заманауи кезеңде жасанды интеллект технологияларын қолдану арқылы жасалған әртүрлі цифрлық құралдар мен қосымшалар кең таралуда. Соның ішінде шет тілін үйренуге арналған платформалар білім алушылардың тілдік дағдыларын дамытуда ерекше маңызға ие.

Атап айтқанда, *Duolingo* қосымшасы ойын элементтері арқылы тіл үйренуді қызықты әрі қолжетімді етеді. Бұл платформада пайдаланушылар күнделікті тапсырмалар орындап, жаңа сөздерді меңгереді және грамматикалық құрылымдарды тәжірибе жүзінде қолдана алады. Сонымен қатар, деңгейлік жүйе арқылы білім алушының прогресі бақыланып отырады. Білім алушы ретінде өзім Duolingo қосымшасының қолданушысымын. Duolingo – мен үшін ең үздік шет тілін үйретуші платформа.

EWA (English With Articles) қосымшасы ағылшын тілін көркем әдебиет пен фильмдер арқылы үйренуге ықпал ететін қосымша түрі. Бұл бағдарламада мәтіндерді оқу барысында жаңа сөздерге бірден аударма беріледі, сондай-ақ контекст арқылы

сөздік қорды дамытуға жағдай жасалады. Бұл қосымша арқылы тек тіл үйреніп қоймай, біршама классикалық және көркем әдебиет кітаптарын оқуға мүмкіндік ала аламыз.

Ал, *Google Translate* мәтіндерді, сөздерді және сөйлемдерді жылдам аударуға арналған құрал. Оның көмегімен пайдаланушылар белгісіз сөздердің мағынасын тез анықтап, дұрыс айтылуын тыңдай алады. Дегенмен, кей жағдайларда аударманың дәлдігі төмен болуы мүмкін, сондықтан оны қосымша құрал ретінде пайдаланған жөн.

ELSA Speak қосымшасы сөйлеу дағдыларын дамытуға бағытталған интерактивті ойын түрі. Бұл бағдарлама жасанды интеллект арқылы пайдаланушының айтылуын талдап, қателерін көрсетеді және дұрыс дыбыстау бойынша ұсыныстар береді. Осылайша, білім алушылардың pronunciation дағдыларын жетілдіруге болады.

Қазіргі кездегі танымал қосымшының бірі – *ChatGPT* платформасы. Бұл платформа тіл үйренуде де интерактивті көмекші ретінде қызмет атқарады. Ол пайдаланушылармен диалог құрып, сұрақтарға жауап береді, мәтіндерді түсіндіреді және жазбаша жұмыстарды жақсартуға көмектеседі. Шын мәнінде, көп адамдар бұл қосымшаны тіл үйренуге пайдаланбауы мүмкін. Бірақ осы арқылы жек оқу жоспарыңды құрып, тіл үйрену жөнінде кеңес алуға да болады. Сонымен қатар, ChatGPT арқылы түрлі тақырыптарда эссе жазып, тілдік тәжірибені арттыруға болады.

YouTube платформасы тек көңіл көтеру құралы ғана емес, сонымен қатар шет тілін үйренуде елеулі үлес қосатын тиімді цифрлық ресурс болып табылады. Бұл платформада ағылшын тілін оқытуға арналған бейнесабақтар, подкасттар, диалог үлгілері және әртүрлі деңгейге арналған оқу материалдары кеңінен ұсынылады. Білім алушылар өз деңгейіне сәйкес видеоларды таңдап, тыңдалым және түсіну дағдыларын дамыта алады.

Сонымен қатар, YouTube арқылы тіл үйрену табиғи тілдік ортаға жақын жағдай қалыптастырады, себебі видеоматериалдарда шынайы сөйлеу үлгілері, түрлі акценттер мен сөйлеу қарқыны беріледі. Бұл өз кезегінде білім алушылардың тыңдау қабілетін жетілдіріп, жаңа сөздер мен тұрақты тіркестерді есте сақтауға көмектеседі.

Бұдан бөлек, көптеген арналарда ағылшын тілін грамматика, лексика және айтылым тұрғысынан түсіндіретін арнайы сабақтар ұсынылады. Мұндай ресурстар оқытушының көмегін толықтырмай-ақ, білім алушыларға өз бетінше білім алуға мүмкіндік береді. Осылайша, YouTube платформасы тіл үйрену процесін қолжетімді, қызықты және тиімді етуге ықпал етеді. Әсіресе, бұл платформа арқылы тыңдалым дағдысын жақсы дамытуға болады.

Сондай-ақ, қазіргі таңдағы ең танымал қосымша – *Speak & Learn English: Learna* қосымшасы. Бұл сөйлесу дағдыларын дамытуға арналған қосымшаның бірі. Бұл платформада пайдаланушылар әртүрлі тақырыптар бойынша диалогтар құрып, сөйлеу барысында өз қателерін түзете алады.

Жоғарыда аталған құралдар жасанды интеллект мүмкіндіктерін тиімді пайдалана отырып, шет тілін үйрену үдерісін жеңілдетеді және оның тиімділігін арттырады. Бұл қолданбалардың барлығын білім алушы ретінде өзім қолданып көргенмін. Мен ойымша, ең үздік қосымша – Duolingo қосымшасы. Ол арқылы шет тілін деңгейін жақсы көтеріп алуға көмектеседі.

Жасанды интеллект білім алушылар үшін тиімді көмекші құрал бола алады. Алайда тіл үйренуде тұрақты жетістікке жету үшін оны жүйелі түрде, күнделікті негізде меңгеру қажет. Осындай үздіксіз тәжірибе тілдік дағдылардың қалыптасуын жеделдетіп, білімнің ұзақ мерзімге сақталуына әсер етеді. Сонымен қатар, күнделікті тәжірибе барысында алынған білімді бекіту мақсатында түрлі жаттығулар орындау, жаңа сөздерді қайталау және оларды сөйлем ішінде қолдану ұсынылады. Жасанды интеллект құралдары бұл үдерісті жеңілдетіп, білім алушыға жеке кері байланыс беріп отырады. Дегенмен, тек технологияға сүйену жеткіліксіз, себебі шынайы нәтижеге

жету үшін жүйелі еңбек пен тұрақты практика қажет. Осылайша, жасанды интеллект пен адамның жеке талпынысын ұштастыру арқылы шет тілін меңгеру процесін тиімді ұйымдастыруға және жоғары нәтижеге қол жеткізуге болады.

Қорытындылай келе, жасанды интеллект шет тілдерін оқыту үдерісін сапалық тұрғыдан жаңа деңгейге көтеретін тиімді әрі заманауи технологиялардың бірі болып саналады. Ол оқу мен меңгеру арасындағы өзара байланысты күшейтіп, білім алушының жеке ерекшеліктеріне сәйкес бейімделген білім беру ортасын қалыптастыруға мүмкіндік береді. Мұндай бағыт білім беру жүйесінде тұлғаға бағдарланған оқытуды жетілдіруге әсер етеді.

Жасанды интеллект шет тілін меңгерудің негізгі дағдыларын, яғни тыңдалым, айтылым, оқылым және жазылым қабілеттерін кешенді түрде дамытуға жағдай жасайды. Сонымен қатар, ол жедел кері байланыс ұсыну арқылы білім алушылардың қателерін дер кезінде анықтап, оларды түзетуге және оқу үдерісін тиімді жоспарлауға көмектеседі. Ал педагог үшін бұл технология тек көмекші құрал ғана емес, сонымен қатар оқыту сапасын арттыруға ықпал ететін маңызды ресурс болып табылады.

Бұдан бөлек, жасанды интеллектті білім беру үдерісіне енгізу оқытудың мазмұны мен әдістерін жаңартуға мүмкіндік береді. Нәтижесінде мұғалімнің дәстүрлі ақпарат беруші рөлі өзгеріп, ол бағыттаушы, ұйымдастырушы және білім алушының оқу белсенділігін арттырушы тұлғаға айналады. Бұл өз кезегінде студенттердің дербес білім алу дағдыларын қалыптастыруға оң әсерін тигізеді.

Алдағы уақытта жасанды интеллект технологияларының мүмкіндіктері одан әрі кеңейіп, шет тілдерін оқытуда жетекші құралдардың біріне айналатыны сөзсіз. Осыған байланысты педагог мамандар заманауи технологияларды тиімді меңгеріп, оларды оқу үдерісінде орынды қолдана білуі қажет. Болашақта мұндай құралдардың білім беру жүйесіндегі маңызы артып, кеңінен қолданыс табатыны анық.

Әдебиеттер:

1. Russell, S., Norvig, P. Artificial Intelligence: A Modern Approach. – 2020 №1. 19-23 б.

2. «Қазақстан жолы – 2050: бір мақсат, бір мүдде, бір болашақ» ҚР Президенті

3. М.Ф. Баймұхамедов, А.М. Баймұхамедова, С.Н. Боранбаев Жасанды интелект: Қазіргі заманғы теория және тәжірибе, Алматы – 2020 №1. 15б.

4. Савельева В.В. Искусственный интеллект: теория и практика Алматы – 2024 7б.

5. Harmer, J. *How to Teach English.* – Longman, 2007.

KONU: TÜRKÇEDE ZAMANLAR (GENİŞ ZAMAN, GEÇMİŞ ZAMAN, ŞİMDİKİ ZAMAN) VE KULLANIMI

Khamitov Nurtaza *– 1703-33 grubu öğrencisi*
Bilimsel danışman: Filoloji bilimleri adayı, kıdemli öğretim görevlisi
Bayniyazova J.T.
Özbekali Janibekov Güney Kazakistan Devlet Pedagoji Üniversitesi,
Şimkent

Türk dili, köklü tarihi, zengin kelime hazinesi ve kurallı yapısıyla dünyanın en işlevsel dillerinden biridir. Bu dilin güçlü yanlarından biri de fiil çekimleriyle zamanı doğru ve etkili bir şekilde ifade edebilmesidir. Bir eylemin gerçekleştiği zamanı göstermek, dili öğrenen bireyin hem sözlü hem de yazılı iletişimde başarılı olmasının temel anahtarıdır. Zamanlar

sayesinde bir olayın ne zaman olduğunu, geçmişte mi, şu anda mı, yoksa her zaman mı olduğunu anlayabiliriz. Bu nedenle zaman kavramı dilbilgisinin temel taşlarından biri olarak kabul edilir.

Türkçede fiillerin zamanla ilişkisini kurmak için fiil kök ya da gövdelerine zaman ekleri getirilir. Bu zaman ekleri sayesinde, kişi karşısındakiyle daha anlamlı ve açık bir iletişim kurabilir. Türkçede birçok zaman biçimi olmasına rağmen, bu proje kapsamında **Geniş Zaman, Geçmiş Zaman** ve **Şimdiki Zaman** üzerinde durulacaktır. Bu üç zaman, Türkçeyi öğrenen bireyler için temel başlangıç noktalarıdır ve hem konuşma dilinde hem de yazılı anlatımda en sık kullanılan kipler arasında yer alır. Geniş zaman, genel doğruları, alışkanlıkları ve sürekliliği ifade eder. Geçmiş zaman, daha önce gerçekleşmiş ve tamamlanmış olayları anlatırken; şimdiki zaman ise konuşma anında olan ya da o zamana yakın bir anda gerçekleşen eylemleri bildirir.

Bu araştırmanın amacı, söz konusu üç zamanın hem yapılarını hem anlamlarını hem de doğru kullanım alanlarını detaylı olarak ele almak ve bu bilgilerin öğrencilere anlaşılır ve kalıcı bir şekilde aktarılmasını sağlamaktır. Aynı zamanda teorik bilgilere ek olarak çeşitli pratik uygulamalar ve oyun temelli etkinliklerle konunun öğrenilmesini daha kolay ve eğlenceli hâle getirmek de hedeflenmiştir. Çünkü yalnızca dilbilgisi kurallarını ezberlemek değil, aynı zamanda bu kuralları aktif bir biçimde kullanmak da önemlidir.

Araştırmanın temel amacı, Türkçedeki Geniş Zaman, Geçmiş Zaman ve Şimdiki Zamanın yapısını, anlamını ve işlevini detaylı olarak incelemek, dil öğrenen bireylerin bu zamanları günlük yaşamda etkili bir şekilde kullanabilmesini sağlamaktır. Bu kapsamda öğrencilerin zamanları tanıması, doğru çekimle cümle kurabilmesi ve karşılaştırmalı olarak analiz yapabilmesi beklenmektedir. Proje boyunca öğrencilerin kazanımları çeşitli etkinliklerle desteklenecek, zaman bilgisi teoriden pratiğe aktarılacaktır. Araştırmanın konusu olarak ise Türkçedeki bu üç temel zaman seçilmiştir. Çünkü dildeki anlatımın ve ifadenin büyük bir bölümü bu zamanlarla sağlanmaktadır.

Bu araştırmanın temel varsayımı şudur: **Eğer öğrenciler zaman eklerinin yapısını teorik olarak öğrenir ve bu bilgiyi etkinlikler yoluyla pekiştirirse, Türkçeyi daha doğru, akıcı ve anlamlı şekilde kullanabilir.** Bu varsayımdan hareketle hazırlanan proje sonucunda öğrencilerin hem dilbilgisi hem de iletişim becerileri gelişecektir. Özellikle zaman kullanımında yapılan temel hataların azalması, Türkçe öğreniminde önemli bir adım olacaktır. Bu araştırma sonucunda öğrenciler, Geniş Zaman, Geçmiş Zaman ve Şimdiki Zamanı ayırt edebilecek, doğru cümle yapıları kurabilecek ve bu zamanları günlük yaşamda bilinçli bir şekilde kullanabilecektir [1] .

Geniş Zaman

Türkçede fiil çekimleri aracılığıyla zaman kavramı oluşturulur. Bu zamanlardan biri olan **Geniş Zaman,** eylemlerin genellikle **sürekli, tekrarlayan** ya da **genel geçer** nitelikte olduğunu ifade eder. Geniş zaman, bir eylemin belirli bir zamana bağlı olmadan gerçekleştiğini ya da alışkanlık hâlinde tekrarlandığını anlatır. Bu zaman kipinde yapılan eylemler çoğu zaman kişinin yaşam tarzı, alışkanlıkları, rutinleri, evrensel doğrular veya doğal olaylar gibi sürekli tekrarlanan ya da genel kabul görmüş durumlarla ilgilidir. Geniş zaman, fiil kök veya gövdesine getirilen **-r, -ar/-er, -ır/-ir/-ur/-ür** ekleriyle yapılır. Bu ekler, fiilin son ünlüsüne ve ünsüzüne göre değişiklik gösterebilir. Geniş zamanın olumlu, olumsuz ve soru biçimleri vardır. Örneğin, "gelmek" fiilinin geniş zaman çekimi **Ben gelirim, Sen gelirsin, O gelir** şeklindedir. Olumsuz hâli ise "gelmem, gelmezsin, gelmez" biçiminde yapılır. Soru hâlinde "Gelir misin?" gibi kullanılır. Yardımcı fiil ya da bağlaç kullanılmadan, sadece zaman eki sayesinde anlam belirginleşir.

Geniş zaman günlük konuşmalarda sıkça kullanılır. İnsanların karakterini, alışkanlıklarını ya da bir olayın doğallığını anlatmak istediğimizde bu zaman tercih edilir. Örneğin: "Sabahları erken kalkarım.", "Kuşlar uçar.", "Öğretmen her gün derse zamanında

girer.” gibi cümleler geniş zamanla kurulmuştur ve tekrarlanan ya da genel durumu ifade eder. Aynı zamanda bilimsel gerçekler ve evrensel doğrular da geniş zamanla anlatılır: “Su yüz derecede kaynar.”, “Dünya güneşin etrafında döner.” gibi.

Geniş zaman sadece olumsuzluk ve alışkanlık bildirmez; aynı zamanda emir gibi kullanılan ya da geleceği ima eden bazı cümlelerde de yer alabilir. Özellikle atasözleri ve deyimlerde geniş zamanın kullanımı çok yaygındır. Örneğin, “Ne ekersen, onu biçersin.” ya da “Erken kalkan yol alır.” gibi cümleler hem öğüt verir hem de geniş zaman yapısıyla kalıplaşmıştır. Bu da gösteriyor ki geniş zaman yalnızca dil bilgisel bir kategori değil, aynı zamanda kültürel ve düşünsel bir aktarım biçimidir.

Geniş zaman çekimi bazı fiillerde düzensizlikler gösterebilir. Özellikle tek heceli bazı fiillerde zaman eki doğrudan fiile eklenmeyip yardımcı unsurlarla desteklenebilir. Bunun dışında, fiil şahıs ekleriyle birlikte doğru bir biçimde kullanılmazsa anlam karışıklığı oluşabilir. Bu nedenle, dil öğrenicilerinin geniş zamanın hem yapısına hem anlamına dikkat ederek çok sayıda örnekle pratik yapmaları gerekmektedir. Geniş Zaman Türkçede hem yapısal hem de işlevsel açıdan oldukça önemli bir yer tutar. Günlük konuşmalarda, yazılı anlatımlarda, bilimsel açıklamalarda ve kültürel öğütlerde geniş zaman aktif olarak kullanılır. Öğrenciler bu zamanı öğrendiklerinde hem kendi günlük yaşamlarını anlatabilirler hem de genel doğrular hakkında net cümleler kurabilirler. Bu nedenle geniş zaman bilgisi, Türkçe öğreniminde temel bir adımdır ve diğer zaman kiplerinin anlaşılmasına da katkı sağlar [2] .

Geçmiş Zaman ve Şimdiki Zaman

Türkçede fiil çekimleriyle ifade edilen zaman kavramı, dilin doğru anlaşılması ve etkin kullanımı açısından büyük bir öneme sahiptir. Geçmişte yaşanmış bir olay ile şu anda gerçekleşmekte olan bir eylemi birbirinden ayırt edebilmek için farklı zaman yapıları kullanılır. Bu bağlamda, **Geçmiş Zaman (–di’li geçmiş zaman)** ve **Şimdiki Zaman (–yor zamanı)**Türkçede en yaygın olarak kullanılan ve birbirinden anlam bakımından açıkça ayrılan iki temel fiil zamanıdır.

Geçmiş Zaman, konuşma anından önce gerçekleşmiş ve tamamlanmış olayları ifade etmek için kullanılır. Bu zamanın yapısı fiil köküne getirilen **-dı, -di, -du, -dü / -tı, -ti, -tu, -tü** eklerinden oluşur. Hangi ekin kullanılacağı fiilin son ünsüzü ile Türkçedeki ünlü uyumu kurallarına bağlıdır. Geçmiş zaman çekimi genellikle anlatıcının bizzat şahit olduğu, yaşadığı veya kesinliğinden emin olduğu olaylar için kullanılır. Örneğin, “Dün sinemaya gittim.”, “Sabah kahvaltı yaptık.”, “Öğretmen sınıfa geç geldi.” gibi cümleler geçmiş zamanla kurulmuştur ve net bir şekilde geçmişte kalmış eylemleri ifade eder.

Bu kipin olumsuz biçimi, “gelmedi”, “gitmedik”, “yazmadın” gibi yapılır ve “-ma / -me” olumsuzluk eki geçmiş zaman ekiyle birleştirilir. Soru biçiminde ise “geldin mi?”, “yaptınız mı?” şeklinde fiilden sonra ayrı yazılan soru ekiyle oluşturulur. Geçmiş zaman Türkçede anlatımın en temel yapı taşlarından biridir ve özellikle hikâye anlatımı, yaşam öyküsü, tarihsel olaylar gibi bağlamlarda sıkça kullanılır.

Şimdiki Zaman ise konuşma anında gerçekleşen, henüz tamamlanmamış ya da o an sürmekte olan eylemleri anlatmak için kullanılır. Bu zaman fiil köküne getirilen **–yor** ekiyle yapılır. Ekten sonra şahıs ekleri getirilerek fiil çekimi tamamlanır. Örneğin, “Şu anda ders çalışıyorum.”, “Annem yemek yapıyor.”, “Arkadaşım bana mesaj yazıyor.” gibi cümleler bir eylemin konuşma anında gerçekleştiğini gösterir. Bu kip, günlük iletişimde en çok kullanılan zamanlardan biridir, çünkü insanlar çoğunlukla o anda olan şeylerden söz eder [3] .

Şimdiki zamanın olumsuz biçimi “gelmiyorum”, “yapmıyoruz”, “gitmiyor” gibi yapılır. Burada da “-me/-ma” olumsuzluk eki, “–yor” zaman ekiyle birlikte kullanılır. Soru hâlinde “Geliyor musun?”, “Okuyor mu?”, “Beklemiyor musunuz?” gibi yapılır. Bu yapılar öğrenen bireylerin gerçek zamanlı iletişim kurmasına olanak sağlar.

Geçmiş zaman ile şimdiki zaman arasındaki en temel fark, eylemin zaman çizgisindeki konumudur. Geçmiş zaman tamamlanmış ve sona ermiş olayları ifade ederken,

şimdiki zaman hâlen devam eden veya anlık olayları anlatır. Örneğin, “O kitapları dün okudum.” cümlesi geçmiş zamanı gösterirken, “Şu anda kitap okuyorum.” cümlesi şimdiki zamanı ifade eder. Bu farkı anlamak, öğrencilerin doğru cümle kurmalarına ve zamanı uygun şekilde ifade etmelerine yardımcı olur.

Ayrıca, bu iki zaman hem konuşma dilinde hem de yazılı anlatımda çok önemli işlevlere sahiptir. Hikâye yazımı, günlük tutma, haber anlatma gibi anlatı türlerinde geçmiş zaman ağır basarken; sohbet etme, olayları canlı aktarma ya да durum bildirme gibi durumlarda şimdiki zaman tercih edilir. Bu nedenle dil öğrenicileri için her iki zamanın yapısını öğrenmek ve kullanımlarını pratikle pekiştirmek büyük önem taşır.

Geçmiş Zaman ile Şimdiki Zamanın Yapısı ve Kullanımı

Özellik	Geçmiş Zaman (–di’li Zaman)	Şimdiki Zaman (–yor Zamanı)
Anlam	Geçmişte olmuş ve bitmiş eylemler	Konuşma anında gerçekleşen eylemler
Zaman Eki	-dı, -di, -du, -dü / -tı, -ti, -tu, -tü	-yor
Yardımcı Unsurlar	Şahıs ekleri	Şahıs ekleri
Olumsuz Yapı	gelmedi, yazmadı	gelmiyor, yazmıyor
Soru Yapısı	Geldin mi?, Yazdı mı?	Geliyor musun?, Yazıyor mu?
Kullanım Alanı	Hikâye, anlatım, geçmiş olaylar	Günlük konuşma, şu an yapılan işler
Zaman Belirteçleri	dün, geçen yıl, sabah, az önce	şimdi, şu anda, hala

Geçmiş Zaman ve Şimdiki Zamana Ait Örnek Cümleler

Kişi	Geçmiş Zaman Cümlesi	Şimdiki Zaman Cümlesi
Ben	Dün sinemaya gittim.	Şuanda kitap okuyorum.
Sen	Geçen hafta ders çalıştın.	Şimdi derse giriyorsun.
O	O sabah kahve içti.	Şu anda müzik dinliyor.
Biz	Tatilde çok kitap okuduk.	Şimdi ev ödevi yapıyoruz.
Siz	Okula erken geldiniz.	Şimdi öğretmeni dinliyorsunuz.
Onlar	Akşam yemeği yediler.	Şuan oyun oynuyorlar.

Geçmiş Zaman ve Şimdiki Zaman, Türkçede anlatımın en temel iki unsurudur. Biri geçmişte olup bitmiş olayları bildirirken, diğeri o anda yaşanmakta olan durumu anlatır. Bu iki zaman kipinin doğru kullanımı, öğrencilerin dildeki zaman uyumunu kavramasına ve daha etkili iletişim kurmasına olanak sağlar. Her iki zaman da Türkçenin zengin anlatım gücünü ortaya koyar ve dili daha doğru, akıcı bir biçimde kullanmanın temelini oluşturur [4] .

Değerlendirme Ölçütleri:

Ölçüt	Puan
Toplam 15 cümlenin eksiksiz yazılması	5 puan
Her zaman kipinin doğru kullanılması	5 puan
Zaman zarflarının kullanılması	3 puan

Cümlelerin anlamlı ve dilbilgisel olarak doğru olması	2 puan

Toplam Puan: 15 puan

Ekstra Tavsiyeler: Cümlelerinizde sadece "Ben" değil, "Sen", "O", "Biz", "Siz", "Onlar" zamirlerini de kullanmaya çalışınız. Geniş zaman cümlelerinde alışkanlık bildiren ifadeler, geçmiş zaman cümlelerinde tarih/zaman bildiren zarflar, şimdiki zaman cümlelerinde ise "şu anda, şimdi" gibi ifadeler tercih ediniz. Cümlelerinizi defterinize temiz ve düzenli bir şekilde yazmayı unutmayınız.

Bu proje çalışması, yabancı dil olarak Türkçe öğrenen bireylerin dil gelişiminde temel öneme sahip olan zaman kiplerinin öğretimini hem teorik hem de uygulamalı yönleriyle kapsamlı bir biçimde ele almıştır. Zaman kavramı, dilin yapısal ve anlam boyutlarını doğrudan etkileyen, iletişimde anlamın doğru aktarılmasında kritik rol oynayan bir unsurdur. Bu bağlamda Geniş Zaman, Geçmiş Zaman ve Şimdiki Zaman kiplerinin yalnızca dil bilgisel kuralları değil, aynı zamanda kullanıldıkları bağlamlar, işlevleri ve iletişimdeki yeri de detaylı biçimde incelenmiştir. Teorik kısımda her bir zaman kipinin yapısı, çekim kuralları, olumlu-olumsuz ve soru biçimleri, kişi ekleriyle kullanımı gibi temel yapılar örneklerle desteklenerek sunulmuştur. Aynı zamanda bu kiplerin hangi durumlarda tercih edildiği, hangi duygu ve durumları yansıttığı üzerine de açıklamalar yapılmıştır.

Ancak dilin etkin bir biçimde öğrenilmesi için sadece kuralları bilmek yeterli değildir. Bu nedenle projenin ikinci kısmı olan uygulamalı bölümde çeşitli yaratıcı etkinlikler aracılığıyla öğrencilerin öğrendikleri bilgileri gerçek hayat senaryolarında kullanmaları sağlanmıştır. "Zaman Kartları" oyunu sayesinde öğrenciler zaman kiplerini çekimli fiillerle eşleştirerek doğru cümle kurmayı deneyimlemiş, "Cümle Tamamlama" etkinliğinde ise bağlam içinde düşünerek eksik yapıları mantıklı şekilde tamamlamışlardır. Ayrıca "Zaman Yarışı" ve "Rol Yapma (Diyalog Kurma)" gibi etkinliklerle öğrenme süreci daha interaktif, eğlenceli ve anlamlı hâle getirilmiştir. Öğrenciler, farklı sosyal rollere girerek günlük hayatta karşılaşabilecekleri durumları canlandırmış, böylece dilin işlevsel yönünü doğrudan deneyimlemişlerdir [10] .

Bu çalışmalar sırasında öğrencilerin yalnızca dil bilgisel doğruluğa değil, aynı zamanda anlam bütünlüğü, zaman zarflarının yerinde kullanımı, mantıklı bağlam kurma ve özgün ifade üretme gibi yönlere de dikkat etmeleri sağlanmıştır. Öğrenciler zamanla daha akıcı, doğru ve yaratıcı cümleler kurmaya başlamış, başlangıçta hata yapma konusunda çekingen olan bireyler süreç içinde daha özgüvenli ve katılımcı hâle gelmişlerdir. Rol yapma ve diyalog etkinliklerinde öğrenciler yalnızca dil değil, aynı zamanda sosyal iletişim becerilerini de geliştirme fırsatı bulmuş, grup içi etkileşim artmıştır.

Projenin genel değerlendirmesine bakıldığında, zaman kiplerinin öğretiminde görev temelli ve uygulamaya dayalı yöntemlerin oldukça etkili olduğu görülmüştür. Özellikle teorik bilgilerin oyun, diyalog, yazma ve konuşma gibi aktif öğrenme yollarıyla pekiştirilmesi, öğrenilen bilgilerin kalıcılığını artırmakta ve öğrencinin dili kendi yaşam bağlamında kullanabilmesini kolaylaştırmaktadır. Bu tür yaklaşımlar, yalnızca sınav başarısı değil, gerçek yaşamda etkili iletişim kurabilen bireyler yetiştirme açısından da son derece önemlidir.

Sonuç olarak, bu proje çalışması Türkçede zaman kiplerinin öğretiminin yalnızca kuralları ezberletmekle sınırlı kalmaması gerektiğini; bunun yerine, öğrenilen yapıları anlamlı ve gerçekçi bağlamlarda kullanma imkânı sunan yaratıcı etkinliklerle desteklenmesi gerektiğini açıkça ortaya koymuştur. Geniş Zaman, Geçmiş Zaman ve Şimdiki Zaman kiplerinin doğru, işlevsel ve yaratıcı biçimde kullanılabilmesi için bu tür görev temelli, öğrenci merkezli yöntemlerin dil öğretiminde daha yaygın biçimde yer alması gerektiği sonucuna varılmıştır. Bu projeyle birlikte öğrencilerin hem dil bilgisi düzeyleri hem de

iletişimsel yeterlilikleri gözle görülür biçimde gelişmiş, bu durum projenin başarısını ve uygulanabilirliğini açıkça ortaya koymuştur.

KAYNAKÇA:

1. Yılmaz, F., & Kocaoğlu, İ. (2017). Yabancılara Türkçe öğretiminde görev temelli yaklaşımı kullanmaya yönelik etkinlikler. *International Journal of Languages' Education and Teaching*, 5(3), 234–248. https://dergipark.org.tr/en/pub/ijlet/issue/82538/1424113 dergipark.org.tr+3dergipark.org.tr+3researchgate.net+3

2. Aydemir, Y. (Ed.) (2015). *Yabancılar için Türkçe dil bilgisi B2–C1* [PDF]. Kalkan Matbaacılık. İçinde: "Yabancı Dil Olarak Türkçe Öğretiminde Ad Durum Ekleri..." – Rumeli Dil ve Edebiyat Araştırmaları, Ö9, 56–64. https://dergipark.org.tr/tr/download/article-file/1650790 dergipark.org.tr

3. Şahin (Ed.), A. (2021). *Yabancı dil olarak Türkçe öğretimi: kuramlar, yaklaşımlar, etkinlikler* [PDF]. Pegem Akademi. İçinde "Zaman kiplerinin öğretimi..." (s. 49–62). https://www.paradigmaakademiyayinlari.com/wp-content/uploads/2021/11/turkce-ogretiminde-yaklasim-ve-yontemler-uzerine-arastirmalar.pdfutoad.net+5paradigmaakademiyayinlari.com+5paradigmaakademiyayinlari.com+5

4. Aksan, D. (2007). *Türkçenin grameri*. Türk Dil Kurumu Yayınları. (Tez referansı içinde, Aksan 2007) https://books.akademisyen.net/index.php/akya/catalog/download/3464/10557/80833?inline=1 books.akademisyen.net

5. "Morphosyntax and Phonology of Agreement in Turkish" (yaklaşık 4 yıl önce yayımlandı). *RumeliDE Dil ve Edebiyat Araştırmaları*, 4, 123–133. onlinelibrary.wiley.com

6. Gökmen, S. (2000). *Türkçede görünüş ve zaman morfemleri* [PDF]. Academia.edu. https://www.academia.edu/4789237/T%C3%BCrk%C3%A7ede_g%C3%B6r%C3%BCn%C3%BC%C5%9F_ve_zaman_morfemleriacademia.edu

7. "Yabancı Dil Olarak Türkçe Öğretiminde Kip ve Zaman Anlayışı" (yaklaşık 9.5 yıl önce) [PDF]. Academia.edu. https://www.academia.edu/38211969/YABANCI_D%C4%B0L_OLARAK_T%C3%9CRK%C3%87E_%C3%96%C4%9ERET%C4%B0M%C4%B0NDEK%C4%B0_K%C4%B0P_VE_ZAMAN_ANLAYI%C5%9EI_DE%C4%B0ERLEND%C4%B0RMELER%C4%B0_VE_%C3%96NER%C4%B0LER%C4%B0_academia.edu+1academia.edu+1

SHALL DEVELOPMENT OF THE PERSONAL MORALS BE THE PART OF THE SCHOOL EDUCATION?

Oraz Z.
orazzere@mail.ru
Research Supervisor: Candidate of Philological Sciences, Senior Lecturer
T.M.Abdualiev
tagaybek.abdualiyev@mail.ru
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Abstract

Development of personal morals is an essential aspect of a person's life. It helps an individual to make the right choices, treat others with respect and dignity, and live a life that

is in line with their values and beliefs. However, the question arises whether the development of personal morals should be a part of school education. This article will discuss the importance of personal morals and the role of schools in its development.

Key word: development, personal morals, school education, Kazakhstan.

The development of personal morals is a critical aspect of an individual's overall growth and well-being. It forms the foundation for a person's values, beliefs, and decisions in life. With the increasing societal challenges and changing moral landscape, it has become imperative for schools to play a significant role in shaping the moral fabric of the young minds. The education system should not only focus on imparting academic knowledge but also on inculcating moral values and principles in students. In this essay, we will explore the need for personal moral development to be a part of school education and its benefits.

Why are personal morals important? Personal morals are a set of beliefs and principles that guide an individual's behavior. They are the foundation of a person's character and influence the decisions they make in their personal and professional life. Personal morals also shape an individual's relationships with others and the way they interact with their environment. A person with strong personal morals is better equipped to make ethical decisions and live a life that aligns with their values and beliefs.

The development of personal morals is particularly important in today's society, where individuals are faced with complex ethical dilemmas on a daily basis. It is crucial for people to have a strong sense of right and wrong and the ability to make ethical decisions that are in line with their beliefs and values. Personal morals also play a significant role in shaping a person's character and helping them to form meaningful relationships with others [1; 24-30].

Why should schools play a role in the development of personal morals? Schools play a crucial role in shaping the future of their students. They are not only responsible for imparting knowledge and skills but also for molding young minds and preparing them for the challenges of adulthood. Schools can provide students with the moral foundation they need to make informed decisions and live a life that aligns with their beliefs and values.

Generally, I would like to provide a list of advantages and disadvantages of including personal morals in school education in Kazakhstan.

Advantages:

1. Improved behavior: Including personal moral education in schools can help students understand the importance of moral values and principles, leading to an improvement in their behavior and conduct.

2. Better socialization: With a focus on personal moral education, students can learn about empathy, respect, and consideration for others, leading to better socialization skills.

3. Stronger character: Personal moral education can help students build strong character and a sense of personal responsibility, making them more confident and responsible individuals.

4. Improved mental and emotional health: Personal moral education can help students understand the importance of mental and emotional well-being, leading to improved mental and emotional health [2; 67-73].

Disadvantages:

1. Lack of diversity: Including personal moral education in schools may limit diversity in thought and opinion as it may impose specific values and beliefs on students.

2. Conflicts of interest: Personal moral education can become controversial when the values and beliefs taught in schools conflict with those of the student or their families.

3. Time constraints: Including personal moral education in schools can take away valuable time from other important subjects, such as mathematics, science, and language arts.

4. Potential for abuse: Personal moral education can become a tool for indoctrination if it is used to impose specific political or religious beliefs on students [3; 82-93].

Schools can also play a significant role in fostering a culture of ethics and morality. By incorporating lessons on personal morals into their curriculums, schools can help students understand the importance of making ethical decisions and treating others with respect and dignity. Teachers can use real-life scenarios to help students understand the implications of their actions and encourage them to think critically about the ethical dilemmas they may face in the future.

Furthermore, schools can also provide students with opportunities to develop their personal morals through various extracurricular activities. By participating in community service projects, students can learn the importance of helping others and giving back to their communities. This can also help to foster a sense of empathy and compassion in students, which are critical components of personal morality [4; 32-37].

The development of personal morals can play a crucial role in shaping a person's character and values. In that sense, incorporating the teaching of personal morals into the school education in Kazakhstan could be a positive step towards creating well-rounded individuals who are able to make ethical and moral decisions. This would also help to foster a sense of community and national unity, as students would be taught the values that are deemed important by the Kazakh society.

However, it must also be noted that personal morals are highly subjective and can vary greatly from one individual to another. Therefore, care must be taken to ensure that the teaching of personal morals does not become an exercise in imposing a particular set of values or beliefs on students. Rather, the aim should be to encourage critical thinking, open-mindedness, and the ability to make informed decisions based on personal values and principles.

Finally, schools can help to shape a student's moral compass by promoting a positive and supportive learning environment. By creating a culture of respect, kindness, and understanding, schools can encourage students to develop positive relationships with their peers and teachers. This can also help to foster a sense of belonging and build the students' self-esteem, which can play a critical role in their personal and professional development [5; 67-73].

In conclusion, while the development of personal morals can be a valuable part of school education in Kazakhstan, it is important to approach it in a nuanced and thoughtful manner, avoiding the imposition of a particular set of beliefs or values. Moreover, the development of personal morals is a critical aspect of a person's life, and schools have a crucial role to play in its development. By incorporating lessons on personal morals into their curriculums, schools can help students understand the importance of making ethical decisions and treating others with respect and dignity. Schools can also provide students with opportunities to develop their personal morals through various extracurricular activities and foster a culture of ethics and morality by promoting a positive and supportive learning environment. By doing so, schools can help their students to become well-rounded individuals who are equipped to make informed decisions and live a life that aligns with their beliefs and values.

Refernces:

1. Karabayeva, A. (2017). The Role of School Education in the Development of Morals and Ethics in Kazakhstan. Journal of Education and Practice, 24-30.

2. Nurmagambetov, D. (2015). The Importance of Moral Education in Schools. Journal of Education and Science, 67-73.

3. Seitkalieva, Z. (2016). The Development of Moral Values in Kazakhstani School Children: A Study of Current Practices and Future Prospects. Education and Science, 82-93.

4. Sagintayev, A. (2018). The Significance of Personal Ethics in Kazakhstani School Education. Journal of Education and Practice, 32-37.

5. Saduakasova, Z. (2019). The Influence of School Education on the Development of Personal Morals in Kazakhstan. Journal of Education and Science, 67-73.

UDC 371.388.8

THE IMPACT OF AR TECHNOLOGIES ON STUDENTS' MOTIVATION IN LEARNING ENGLISH

Orazmet Asel, Aitzhanova Tansholpan,
Auelbekova Alua, Usenova Nuray
Scientific supervisor: M.M. Duisenova, PhD, acting professor
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Technology is developing rapidly. It directly impacts the educational process. Traditional teaching methods are inferior in effectiveness to these innovations. Student focus, engagement, and, consequently, motivation are changing.

The use of augmented reality (AR) technologies inspires students to try their hand at learning—and to evaluate this new direction in digital pedagogy through their emotions and feelings. Therefore, the relevance of this study is focused on identifying the impact of AR technologies on student motivation in learning English based on the trends of previously written works.

In a more detailed presentation of this technology back in 2015, T. Liao noted that marketing influences the desire to use a new tool [1]. Digital content superimposed on real objects expands understanding of the surrounding world—this is the principle of AR.

The government's commitment to digitalization has influenced the Kazakh education system. Imangalikova and Zhumataeva [2] emphasize that the introduction of new technologies directly impacts the development of society and the quality of pre-service teacher training.

The role of digital literacy in Kazakhstan was discussed by D.B. Ayasheva and S.S. Nurkenova [3]. They define the new generation of technologies as an effective method for developing language skills and student engagement.

Some authors note the advantages: student interest through the use of interactive platforms, development of critical thinking, and greater interaction among project members. However, there is also a downside: insufficient teacher knowledge on how to apply innovations, poor internet connection, and technical equipment.

Teachers and students understand that the learning process cannot be entirely digital. Traditional methods have their importance and necessity.

AR technologies in foreign language teaching can be considered as a way to increase motivation. Firstly, anything new is always attractive, giving students a new incentive to learn. Secondly, visual learning material combined with audio is always perceived as more interesting and reliable. It helps remember the learning material more easily, thereby increasing motivation to acquire knowledge in this way. Thirdly, tasks can be created for the student's learning pace, which means individualization of learning process.

A meta-analysis by Sh. G. Iskakova demonstrated that the use of AR leads to improved learning outcomes in English vocabulary [4]. However, the same study found no statistically significant advantage compared to traditional methods. Therefore, the evidence for the effectiveness of AR technologies has not yet been studied.

The model for integrating AR with goals, content, and methods requires further examination. This will likely involve digital and pedagogical environments that help develop communication skills and increase motivation.

The perception of digital pedagogy by future foreign language teachers was examined by S. T. Abdrakhmanova [5]. The experiment described in the paper demonstrated an increase in students' digital literacy as early as 2023. The new generation is more mobile, tech-savvy, and ready for digital know-how.

The following trends emerge from the studies presented above:

- motivation increases with the use of AR;
- sufficient digital competencies help use AR more effectively;
- learning outcomes are only possible with a blended learning format, where innovation or traditional classroom instruction do not predominate.

The modern communicative approach to teaching reveals students' fear of speaking in English, which reduces their motivation. Sometimes the teacher doesn't understand or listen, and students fear mistakes and other complications. AR can help both students and teachers. Supported apps create environments where students can practice speaking independently, without depending on the teacher's limited time. They also include criteria-based assessment rubrics that can provide feedback and evaluate students on a scale. The student is informed in advance that if their speech is slow, with pauses and a small vocabulary, then it will be 2 points (satisfactory); if they get rid of pauses and use more complex words in their speech, their score will increase from 1 to 3 (good); and if they continue to work on their speech technique, they will receive a maximum of 5 points (excellent). Working on evaluation rubrics gives a clear idea of what the student is supposed to do to achieve this result. The security provided by assessment rubrics with presented criteria increases students' desire to learn a foreign language.

The new opportunities offered by AR complement existing digital tools in foreign language teaching. Classes become more engaging. Three-dimensional models, color images, and animations impress students and motivate them to learn the language. Students also begin to use the language more actively in foreign language communication, stimulating their interest in learning.

In English lessons, using mobile apps with AR features, students point the camera at an object and see its name (sometimes with an instant translation). An animation of the object the camera is focused on may also appear on the screen. A good addition is having a native speaker pronounce the word during playback.

AR maps are becoming especially popular in textbooks. Scanning such a code creates 3D models of objects. The choice of theme is important here. For example, Topics “food” or “travel”, and everything related to them, create such a model to immerse students in the language environment. Students can visit a virtual restaurant in English, check out the menu, participate in a cooking show and prepare a dish, or go to the market to buy groceries. The gamification effect is also important. Finding a virtual object and describing it in English, using the vocabulary covered, engages students in these activities.

Let's look at the *"At the restaurant"* topic.

Goal: Learn to create customer-waiter dialogues and improve knowledge of café and restaurant sphere.

Stage One: Vocabulary Introduction: Hover the card over a code and click the link to visualize words (pizza, pasta, salad, etc.). A 3D model of the dish is voiced, engaging visual and auditory memory.

Stage Two: After scanning the AR map, a restaurant appears with simulated walls, tables, and chairs—the ambiance of the place. The dialogue "Are you ready to order?" is played. Subtitles are turned on, and the dialogue is repeated as needed.

Stage Three: A virtual waiter appears, creating a dialogue where the student is the customer. The roles are then reversed.

Stage Four: The student is tasked with assembling the customer's order—choosing the correct dish.

These stages help develop the image-word association, develop listening and speaking skills, and, overall, begin to use English more actively.

When students make mistakes while working with apps and immediately see ways to correct them, they gain confidence in their knowledge. This is how AR-apps (Mondly AR, DictionARy) work. Taking a test twice always yields a higher score the second time. A student who selects an incorrect answer gets the opportunity to retake the question. However, these parameters need to be taken into account in the settings; sometimes teachers deliberately disable these features for a cleaner result.

There are also challenges when working with AR tools. Everyone is always afraid of difficulties, although there is no growth without them. Often, the transition from one English level of complexity to another breaks a person's learning English. Complex vocabulary, an insufficient initial base, complex grammar, and barriers to communication in English destroy existing motivation. It is easier for students to give up than to continue learning the language. Therefore, dosed learning (principle of graduation) of a foreign language and new interesting applications help prevent loss of interest.

Using new tools can improve vocabulary memorization, immerse students in the language environment, reduce stress during learning, organize team activities, and simply make practical English lessons more challenging.

References:

1. Liao T. Augmented or admented reality? The influence of marketing on augmented reality technologies // *Information, Communication & Society*. – 2015. – Vol. 18, № 3. – P. 310–326. – DOI: https://doi.org/10.1080/1369118X.2014.989252

2. Imangalikova I. B., Zhumataeva E. O. Methods of teaching innovative technologies in the content of education at universities // *Journal of Educational Sciences*. – 2017. – Vol. 48, № 2. – Режим доступа: https://bulletin-pedagogic-sc.kaznu.kz/index.php/1-ped/article/view/376

3. Ayasheva D. B., Nurkenova S. S. Digital literacy and Web 3.0: innovative approaches to teaching foreign languages to students at universities // *Gumilyov Journal of Pedagogy*. – 2025. – Vol. 152, № 3. – P. 162–172. – DOI: https://doi.org/10.32523/3080-1710-2025-152-3-162-172

4. Iskakova Sh. G. The effectiveness of augmented reality technology in foreign language learning: meta-analysis // Педагогика. – 2023. – DOI: https://doi.org/10.31489/2023ped3/206-212

5. Abdrakhmanova S. T. Effektivnost' primeneniya tsifrovoy pedagogiki v podgotovke budushchikh uchiteley inostrannogo yazyka [Effectiveness of the use of digital pedagogy in the training of future foreign language teachers] // *Pedagogika*. – 2023. – DOI: https://doi.org/10.31489/2023ped2/189-190 [in Rus]

IMPORTANCE OF DIGITAL LITERACY FOR STUDENTS

Pomytkina E.A.
liza.pomytkina@gmail.com
Research Supervisor: Candidate of Philological Sciences, Senior Lecturer
T.M.Abdualiev
tagaybek.abdualiyev@mail.ru
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Abstract

Digital literacy is becoming increasingly important in today's society, especially for students in Kazakhstan. With the rapid advancement of technology and the increasing reliance on the internet, digital literacy skills are essential for students to succeed in their academic and future professional careers. In today's rapidly evolving digital world, the ability to effectively use digital tools and resources has become an essential skill for students to succeed in the 21st century. The importance of digital literacy in Kazakhstan, where the government has made significant investments in digital infrastructure and education, cannot be overstated. In this article, we will explore the various ways in which digital literacy impacts students' education and future success, and why it is essential for students in Kazakhstan to possess these skills.

Key words: digital literacy, internet, virtual environments, workforce, coding, robotics clubs, multimedia resources

The digital age has changed the way we live, work, and learn. The internet has revolutionized access to information and communication, and students must be equipped with the skills to effectively navigate these digital tools to succeed in the workforce and in their personal lives. The development of digital literacy skills enables students to become critical consumers of information, to effectively communicate in the digital world, and to collaborate and problem-solve in virtual environments.

Digital literacy also plays a crucial role in preparing students for future careers. In a world where technology continues to advance and disrupt traditional industries, it is essential for students to have the skills to keep up with these changes. Digital literacy equips students with the ability to work with new technologies, to create and manipulate digital content, and to understand how digital technologies impact society and the workforce.

In addition, digital literacy helps students to develop digital citizenship and online safety skills. As students spend more and more time online, it is essential that they understand how to protect their personal information, navigate online communities and social media responsibly, and identify and avoid digital threats. These skills help to ensure that students can participate in the digital world safely and with confidence [1; 14-18].

In today's world, digital literacy has become a critical skill for students in Kazakhstan, as well as in other parts of the world. Digital literacy refers to the ability to use technology, information and digital tools effectively to access, analyze, evaluate, create, and communicate information. The importance of digital literacy for students in Kazakhstan can be explained as follows:

1. Career readiness: In the 21st century, digital literacy has become a requirement for many jobs, including those in the tech industry, finance, marketing, and healthcare. Students who are digitally literate will have a competitive edge when entering the job market.

2. Improved learning: Digital literacy enables students to access and use a wealth of educational resources, such as online courses, tutorials, and educational videos. This can help to enhance the learning experience and increase their overall knowledge and understanding.

3. Better communication: Digital literacy also helps students to communicate effectively using digital tools such as email, instant messaging, and social media. This can improve their ability to collaborate with others and stay connected with friends, family, and colleagues.

4. Access to information: Digital literacy enables students to access and use a vast array of information from the internet, which can help them to research topics and make informed decisions.

5. Critical thinking skills: Digital literacy requires students to critically evaluate information they find online, which can help to develop their critical thinking skills and improve their ability to make informed decisions [2; 1-8].

Furthermore, students in Kazakhstan have the opportunity to participate in digital literacy programs, such as coding and robotics clubs, to further develop their digital skills and knowledge. These programs provide students with hands-on experience in designing, building, and programming digital projects, and help to prepare them for careers in technology and engineering.

The benefits of digital literacy for students in Kazakhstan are clear. However, the development of these skills is not only important for students' education and future success but also for the country's economic development. Digital literacy is essential for the growth of the country's digital economy, and for the creation of new jobs and industries in the technology sector. A digitally literate workforce will help to attract investment and create economic growth, which will benefit the country as a whole.

Another important aspect of digital literacy is the ability to use technology for effective communication and collaboration. This is particularly important for students in Kazakhstan, who may need to collaborate with classmates or work on group projects. Digital literacy skills enable them to effectively communicate and share information online, which can greatly improve their teamwork and collaboration skills. This can also help to foster better relationships with classmates and teachers, as well as improve their overall educational experience [3; 21-29].

In addition to its benefits for education, digital literacy is also crucial for students' future careers. The majority of jobs in today's economy require a basic understanding of technology and the ability to use it effectively. Without these skills, students may struggle to find employment and may face a disadvantage compared to their peers who have developed these skills. This is particularly important in Kazakhstan, where the economy is rapidly developing and the demand for digital skills is growing.

However, despite the many benefits of digital literacy, students in Kazakhstan face a number of challenges in developing these skills. One of the main challenges is access to technology and the internet. Many students in Kazakhstan, particularly those in rural areas, do not have access to the technology and resources they need to develop digital literacy skills. This can create a significant barrier to their education and future success.

Another challenge faced by students in Kazakhstan is a lack of training and support in developing digital literacy skills. While schools are beginning to incorporate technology into their curriculums, many teachers may not have the skills or resources needed to effectively teach digital literacy. This can result in students missing out on opportunities to develop these crucial skills [4; 44-51].

Finally, cultural and linguistic barriers can also pose challenges for students in Kazakhstan. The use of technology and the internet is largely dominated by the English language, which may not be the first language of many students in Kazakhstan. This can

create difficulties for students in understanding and using digital tools and resources effectively.

To address these challenges, it is important for schools, teachers, and parents to prioritize digital literacy in their educational and career planning. This may involve incorporating digital literacy into the school curriculum, providing students with access to technology and the internet, and offering training and support for students and teachers. Additionally, the government can play a role in promoting digital literacy by investing in technology and resources for schools, particularly in rural areas [5; 23-30].

In conclusion, digital literacy is essential for students in Kazakhstan, as it enables them to participate fully in the digital world and prepares them for the future.

References:

1. Sadykova, G. (2019). The Importance of Digital Literacy in the Education of Future Generations in Kazakhstan. International Journal of Research and Education, 4(1), 14-18.

2. Jumabayeva, M. (2017). Digital literacy in Kazakhstan: challenges and opportunities. European Journal of Education Studies, 3(2), 1-8.

3. Nurtayeva, M., & Abdrasilova, S. (2018). Digital literacy as a factor in the development of the information society in Kazakhstan. Journal of International Education Research, 14(4), 21-29.

4. Kargabaev, T., & Ospanov, A. (2015). Digital literacy in Kazakhstan: the current state and prospects of development. International Journal of Digital Literacy and Digital Competence, 6(2), 44-51.

5. Nurpeisov, A. (2016). The role of digital literacy in the development of e-governance in Kazakhstan. International Journal of Digital Government Research, 7(3), 23-30.

EFFECTIVE STRATEGIES FOR WORKING WITH THE TEXT USING ICT

Rakhmanova M.
mira.rakhmanova@mail.ru
Research Supervisor: Candidate of Philological Sciences, Senior Lecturer
T.M.Abdualiev
tagaybek.abdualiyev@mail.ru
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Abstract.

In the rapidly evolving landscape of education, Information and Communication Technologies (ICT) have emerged as powerful tools for transforming traditional approaches to teaching and learning. This article explores and analyzes effective strategies for working with text using ICT, with a focus on enhancing engagement and comprehension. The integration of technology in education not only diversifies instructional methods but also provides avenues for personalized and interactive learning experiences. This article reviews current research and presents evidence-based strategies that educators can employ to leverage ICT for optimizing text-based learning outcomes.

Key phrases: Multimedia Integration, Collaborative Online Platforms, Adaptive Learning Technologies, Gamification, Interactive Simulations.

The integration of ICT into education has ushered in a new era of dynamic and interactive learning experiences. Traditional methods of working with text are being

redefined as educators harness the potential of digital tools to engage students in meaningful ways. This article explores the following strategies for effectively using ICT to enhance text engagement and comprehension:

Literature review. *Multimedia Integration in Education: Enhancing Text Comprehension Through Visual Engagement.* In the digital age, the integration of multimedia elements has become a cornerstone in educational strategies, particularly when working with textual information. This approach involves incorporating diverse media formats, including images, videos, and interactive simulations, to augment traditional text-based learning. Research indicates that the incorporation of multimedia elements can significantly enhance text comprehension by providing visual representations that aid in conceptualization and understanding. This article delves into the impact of multimedia integration on text-based education and explores how educators can leverage these tools to create enriched learning experiences [1; 1-11].

Figure-1. Multimedia Integration in Education

The integration of multimedia elements into text-based education is a pedagogical strategy with far-reaching benefits. From simplifying complex concepts to catering to diverse learning styles, multimedia enhances text comprehension and creates a more inclusive learning environment. Educators play a pivotal role in leveraging the wealth of multimedia resources available to them, adapting their teaching methods to harness the full potential of visual and interactive elements. By doing so, they not only enhance students' understanding but also cultivate a passion for learning that extends beyond the confines of traditional textbooks. As technology continues to advance, the role of multimedia in education is poised to become even more pivotal, providing educators with innovative tools to inspire and educate the next generation of learners.

Facilitating Collaborative Learning Through Online Platforms: A Paradigm Shift in Text Engagement. In the contemporary educational landscape, Collaborative Online Platforms have emerged as transformative tools, reshaping the dynamics of text engagement and comprehension. These platforms encompass a spectrum of digital spaces, including discussion forums, collaborative writing platforms, and virtual study groups. Through the lens of Information and Communication Technologies (ICT), educators can harness the potential of these platforms to foster collaborative learning experiences that transcend traditional boundaries. This article explores the impact of Collaborative Online Platforms on text engagement, emphasizing their role in promoting critical thinking and communication skills among students [2; 1-7].

Adaptive Learning Technologies. Adaptive learning technologies use algorithms to tailor content and assessments to individual learner needs. These technologies can be employed to create personalized reading experiences by adjusting difficulty levels, providing additional support, or offering enrichment based on individual progress. Adaptive learning technologies help address the diverse learning abilities within a classroom, fostering a more inclusive learning environment [3].

Gamification and Interactive Simulations. Gamification techniques and interactive simulations can transform reading into an engaging and immersive experience. Educational games and simulations not only capture students' interest but also provide opportunities for

active learning and problem-solving. By incorporating game-like elements, educators can make text-based content more compelling and encourage sustained attention and participation [4; 171-181].

Digital Annotation and Note-Taking. Digital annotation tools allow students to interact with text in a way that goes beyond traditional highlighting and note-taking. These tools enable users to annotate, comment, and collaborate on digital texts, fostering active engagement and deeper understanding. Educators can guide students in developing effective digital annotation practices to enhance their critical reading and analytical skills.

Real-world Connections through Virtual Field Trips.Virtual field trips and online resources can connect students with real-world applications of the text they are studying. Through virtual explorations, students can see how concepts discussed in the text manifest in the real world, enhancing their comprehension and appreciation for the subject matter. Virtual field trips provide a bridge between theoretical knowledge and practical applications.

The effective integration of ICT into text-based learning offers a myriad of opportunities for educators to enhance engagement and comprehension. By incorporating multimedia, collaborative platforms, adaptive technologies, gamification, digital annotation, and virtual field trips, educators can create dynamic and personalized learning experiences. As technology continues to advance, educators must stay abreast of emerging tools and pedagogical approaches to harness the full potential of ICT in text-based education. Through thoughtful integration, educators can cultivate a learning environment that prepares students for the challenges of the digital age while fostering a love for reading and lifelong learning [5; 31-34].

Ethical Considerations. Ethical guidelines, including informed consent and confidentiality, are strictly adhered to throughout the research process. Participants are provided with clear information about the study's purpose, procedures, and potential risks, and their voluntary participation is emphasized. All data are anonymized to protect the privacy and confidentiality of participants.

Limitations. Despite the comprehensive nature of the research design, certain limitations are acknowledged. These include potential biases in self-reported data, the contextual specificity of findings, and the dynamic nature of ICT in education, which may have evolved since the commencement of the study [6; 73-77].

The methodological approach outlined in this section provides a rigorous framework for investigating the effective strategies for working with text using ICT. By combining quantitative and qualitative methods, this research aims to offer a nuanced understanding of the impact of ICT integration on text engagement and comprehension, contributing valuable insights to the evolving field of educational technology.

Frequency and Perceived Effectiveness of Multimedia Integration. Survey responses indicate a widespread adoption of multimedia integration in text-based learning. Over 83% of participants reported frequent use of multimedia elements, including images, videos, and simulations. The perceived effectiveness of multimedia in enhancing text comprehension was high, with 92% of respondents acknowledging that visual aids made abstract concepts more accessible. Interviews underscored the importance of multimedia in catering to diverse learning styles, with educators emphasizing its role in making complex ideas tangible.

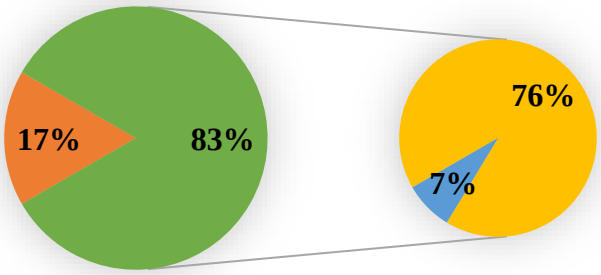


Figure-2. Survey results of multimedia integration in text-based learning

Collaborative Online Platforms. Collaborative online platforms emerged as pivotal components of text-based learning experiences. Survey results showcased a notable prevalence of virtual study groups and discussion forums, with 75% of students affirming their participation in collaborative activities. The qualitative data highlighted the impact of these platforms on fostering shared perspectives, with 88% of students expressing that collaborative discussions deepened their understanding of the text. Educators emphasized the role of online platforms in cultivating critical thinking skills through peer interaction.

Adaptive Learning Technologies. The integration of adaptive learning technologies demonstrated a positive correlation with personalized learning experiences. Survey data indicated that 65% of students perceived adaptive technologies as beneficial in tailoring content to their individual needs. Interviews revealed that adaptive learning technologies effectively addressed diverse learning abilities within classrooms, with educators noting improvements in student engagement and comprehension. The adaptive nature of these technologies resonated with the principles of differentiated instruction, providing targeted support and challenges [7; 181-186].

Gamification and Interactive Simulations. Gamification strategies and interactive simulations garnered significant attention in the findings. While survey responses indicated a moderate adoption rate (55%), those who incorporated gamified elements reported higher levels of student engagement and motivation. Observational data highlighted instances of increased collaboration during interactive simulations, emphasizing the hands-on, experiential learning opportunities they provided. Educators recognized the potential of gamification in transforming text engagement from a passive to an active, participatory experience.

Digital Annotation and Note-Taking. Digital annotation and note-taking emerged as integral components of the text-based learning landscape. Survey results indicated a widespread shift from traditional to digital annotation practices, with 78% of students using digital tools for this purpose. Qualitative insights emphasized the collaborative nature of digital annotation, with students actively sharing and discussing annotations in real-time. Educators noted improvements in students' critical reading and analytical skills, attributing them to the interactive and collaborative features of digital annotation tools.

Overall Impact and Challenges. Overall, the findings underscore the transformative impact of ICT-integrated strategies on text-based learning. Educators and students alike recognized the potential of these strategies in fostering active engagement, deepening comprehension, and catering to diverse learning needs. However, challenges such as the digital divide, varying levels of technological proficiency, and the need for ongoing professional development were acknowledged as areas that require careful consideration for effective implementation.

In the dynamic landscape of education, the integration of Information and Communication Technologies (ICT) has ushered in a paradigm shift in how we approach

text-based learning. This article has explored a spectrum of effective strategies for working with text using ICT, ranging from multimedia integration to collaborative online platforms, adaptive learning technologies, gamification, and digital annotation. The findings presented herein reflect a comprehensive examination of the impact of these strategies on text engagement and comprehension.

The insights gleaned from this study contribute to the growing body of knowledge on ICT-integrated strategies in education. As the field continues to evolve, future research could delve deeper into the longitudinal impact of these strategies, explore emerging technologies, and assess their scalability and sustainability across diverse educational settings.

Educators and policymakers are encouraged to consider the nuanced findings presented here as they navigate the integration of ICT in text-based learning. By embracing these strategies thoughtfully and addressing associated challenges, the educational community can harness the full potential of ICT to cultivate a generation of learners equipped with the skills and adaptability necessary for success in the digital age. The journey towards effective and transformative text-based learning with ICT is ongoing, promising continued innovation and evolution in educational practices.

References:

1. Alfaleh, A. R. (2015). Using Technology for Developing ESL Students' Reading Comprehension and Motivation. In The 2015 WEI International Academic Conference Proceedings (pp. 1-11).

2. Ammanni, S., & Aparanjani, U. (2016). The Role of ICT in English Language Teaching and Learning. International Journal of Scientific & Engineering Research, 7, 1-7.

3. Anderson, T. (2011). The Theory and Practice of Online Learning (2nd ed.). AU Press.

4. Basri, W. S., Alandejani, J. A., & Almadani, F. M. (2018). ICT Adoption Impact on Students' Academic Performance: Evidence from Saudi Universities. Education Research International, 2018, Article ID: 1240197. https://doi.org/10.1155/2018/1240197

5. Bilyalova, A. A. (2017). ICT in Teaching a Foreign Language in High School. Procedia—Social Science, 237, 175-181. https://doi.org/10.1016/j.sbspro.2017.02.060

6. Borucinsky, M., & Colakovac, J. J. (2020). Promoting Authenity in the ESP Classroom: The Impact of ICT and Use of Authentic Materials on Reading Comprehension. In 5th International e-Conference on Studies in Humanities and Social Sciences (pp. 31-44).

7. Camelo, G. E. H., Torres, J. M. T., Reche, M. C., & Costa, R. S. (2018). Using and Integration of ICT in a Diverse Educational Context of Santander (Colombia). Journal of Technology and Science Education, 8, 254-267. https://doi.org/10.3926/jotse.314

WHY ARE STUDENTS LOSING FAITH IN EDUCATION?

Tashpulatova D.
diyanatashpulatova01@mail.ru
Research Supervisor: Candidate of Philological Sciences, Senior Lecturer
T.M.Abdualiev
tagaybek.abdualiyev@mail.ru
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Abstract

The education system in Kazakhstan has faced numerous challenges in recent years, leading to a decline in students' faith in the system. One of the major reasons for this is the lack of access to quality education. Many students from rural areas face difficulties in attending schools due to financial constraints, leading to a high dropout rate. Moreover, the lack of trained teachers, inadequate funding, and insufficient facilities have led to a decline in the standard of education.

Key words: Students, losing faith, Education, quality, lack of opportunities, corruption, unmotivated teachers, outdated curriculum.

Education is the foundation of a society's growth and development. In Kazakhstan, students are the future leaders, entrepreneurs, and innovators who will shape the country's future. However, in recent years, there has been a growing trend of students losing faith in education in Kazakhstan. Many students are becoming disillusioned with the quality of education, the lack of opportunities, and the lack of motivation. This phenomenon raises concerns about the future of education in the country and its impact on the students' future. This paper aims to explore the reasons behind students' declining faith in education in Kazakhstan and the implications it may have on the country's future [1; 91-99].

Here are some possible reasons that may cause students in Kazakhstan to lose faith in education:

1. Lack of quality education: The quality of education in Kazakhstan may not be up to the standards that students expect. This can lead to a lack of motivation and a feeling of frustration with the system.

2. Overcrowded classrooms: Overcrowded classrooms can make it difficult for students to receive individual attention from their teachers. This can result in a lower quality of education and a lack of engagement from students.

3. Lack of resources: Some schools in Kazakhstan may not have the necessary resources to provide a high-quality education. This may include a lack of textbooks, technology, or laboratory equipment.

4. Uninspired teachers: If teachers are not motivated or do not have the training and resources to effectively teach, students may not be engaged in their lessons.

5. Emphasis on memorization and rote learning: In Kazakhstan, there may be an over-reliance on memorization and rote learning rather than critical thinking and problem solving. This can lead to students feeling disengaged and lacking a passion for learning.

6. Competition for university admission: The competition for university admission in Kazakhstan can be intense, leading students to focus solely on passing exams rather than developing a love for learning.

7. Corruption: Corruption in the education system may also contribute to a lack of faith in education. If students feel that the system is not fair or that they need to bribe officials to get ahead, they may not see education as a valuable investment [2; 1-12].

In recent years, the education system in Kazakhstan has faced a significant decline in student morale and confidence. The reason behind this trend is a complex and multi-faceted problem, but some of the main factors contributing to this loss of faith include poor quality education, a lack of investment in schools, and a lack of job opportunities for graduates.

One of the main reasons for the decline in student morale in Kazakhstan is the poor quality of education that is being provided. This can be attributed to a number of factors, including outdated teaching methods, inadequate resources, and a lack of qualified teachers.

In many schools in Kazakhstan, teachers are still using outdated teaching methods that are no longer effective in engaging students and promoting learning. This results in students becoming disinterested in their studies and lacking motivation to learn.

In addition, schools in Kazakhstan often lack the resources necessary to provide students with a comprehensive education. This can include a lack of modern educational materials, computers, and other technology that are essential in preparing students for the future.

Another factor contributing to the decline in student morale is the lack of investment in schools in Kazakhstan. This lack of investment is particularly evident in rural areas, where schools often struggle to provide students with basic resources and equipment. This is further exacerbated by the lack of incentives for teachers to work in these areas, leading to a lack of qualified teachers and a corresponding decline in the quality of education.

Finally, the lack of job opportunities for graduates is also a major factor contributing to the decline in student morale in Kazakhstan. Many students are completing their education only to find that there are few job opportunities available, especially in fields related to their studies [3; 29-39].

This lack of job opportunities is particularly frustrating for students who have invested time and resources into their education, only to find that their efforts have been in vain. This can lead to a feeling of hopelessness and a loss of faith in the education system.

The decline in student morale in Kazakhstan is a complex and multi-faceted problem, but it is clear that there are several key factors contributing to this trend. These include poor quality education, a lack of investment in schools, and a lack of job opportunities for graduates.

Here are some possible ways to solve them:

1. Relevance and practicality: Introduce more hands-on, experiential learning opportunities, such as internships, co-op programs, and community service projects, to help students see how what they are learning can be applied in real-life situations.

2. Engagement and excitement: Foster a more interactive and engaging learning environment by incorporating more active learning methods, such as group work, problem-solving, and critical thinking activities, into the curriculum.

3. Homework balance: Review and adjust homework policies to ensure that students are given reasonable and manageable amounts of homework, allowing them to have enough time for their personal lives.

4. Inspiring teachers: Encourage and support teachers to pursue professional development opportunities, and provide them with the resources and support they need to bring excitement and passion to the classroom.

5. Creativity and innovation: Encourage and reward creative thinking and innovation by offering opportunities for students to design and implement their own projects, and by recognizing and rewarding students who demonstrate exceptional creativity and innovation in their work [4; 1-10].

In order to reverse this trend, the government and educational institutions must take immediate steps to address these issues. This can include investing in modern educational materials and technology, offering incentives for teachers to work in rural areas, and working to create job opportunities for graduates.

Only by addressing these challenges can the education system in Kazakhstan be restored to its former strength and students regain their faith in the value of education [5; 107-113].

In conclusion, to restore students' faith in education, the government of Kazakhstan needs to take proactive measures to improve the quality of education, address the shortage of teachers, and provide access to education for all students. A more student-centered approach, with a focus on practical skills, critical thinking, and creativity, can go a long way in restoring students' confidence in the education system.

References:

1. Zhunusova, A. (2017). Factors Influencing Students' Attitudes Toward Education in Kazakhstan. Journal of Education and Practice, 8(24), 91-99.
2. Karmenov, M. (2019). The Quality of Education in Kazakhstan: A Critical Review. International Journal of Education, 7(3), 1-12.
3. Mambetov, B. (2016). Challenges and Opportunities for Improving Education in Kazakhstan. International Journal of Education and Development, 2(1), 29-39.
4. Nurgalieva, A. (2018). Students' Perceptions of Education in Kazakhstan: A Qualitative Study. Journal of Education and Development, 5(3), 1-10.
5. Bekturova, G. (2015). The Impact of Economic and Political Changes on Education in Kazakhstan. Journal of Education and Research, 6(2), 107-113.

THE PREDICTORS OF EFL PRE-SERVICE TEACHERS SELF-EFFICACY

Zhamal S.
zhamal.saulee@mail.ru
Research Supervisor: Candidate of Philological Sciences, Senior Lecturer
T.M.Abdualiev
tagaybek.abdualiyev@mail.ru
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Abstract

This article investigates the key predictors of self-efficacy among pre-service teachers in English as a Foreign Language (EFL). Self-efficacy, the belief in one's ability to accomplish tasks and overcome challenges, is crucial for effective teaching, particularly in the context of language education. The study employs a mixed-method approach, integrating quantitative surveys and qualitative interviews with a diverse cohort of EFL pre-service teachers. Key findings reveal that prior language learning experiences, mentorship quality, and exposure to multicultural environments significantly influence self-efficacy. The study also highlights the impact of practical teaching experiences and pedagogical training on developing confidence in classroom management and instructional strategies. Interestingly, personal linguistic proficiency emerged as a less significant predictor than expected. This research has implications for teacher training programs, highlighting areas for targeted support and development to foster more effective and confident EFL educators.

Key words: EFL pre-service teachers, self-efficacy, teacher training, language proficiency, pedagogical knowledge, classroom management, teaching experience, cultural awareness.

The concept of self-efficacy, as defined by Albert Bandura, refers to an individual's belief in their ability to execute behaviors necessary to produce specific performance outcomes. In the context of education, particularly among pre-service teachers of English as a Foreign Language (EFL), this belief system plays a pivotal role. These individuals stand at the precipice of entering a challenging professional landscape, where their self-efficacy beliefs are not just personal indicators of confidence, but crucial predictors of their future teaching effectiveness and professional development.

Understanding self-efficacy in EFL pre-service teachers is essential due to the unique challenges they face. Teaching a language that is not the native tongue of the majority of students presents its own set of complexities. These challenges range from addressing diverse

student needs to managing the intricacies of a language that the teacher might not be natively fluent in. Therefore, the self-efficacy beliefs of these teachers can significantly influence their approach to these challenges, their persistence in the face of difficulties, and their overall teaching performance.

This article aims to explore the various dimensions that contribute to shaping self-efficacy beliefs in EFL pre-service teachers. It considers a range of factors, including educational background, teaching practicum experiences, language proficiency, cultural influences, and psychological attributes. By examining these elements, the article seeks to provide a comprehensive understanding of what fuels or impedes the development of self-efficacy in this specific group of educators. Such insights are not only critical for the pre-service teachers themselves but also for the mentors, educators, and policymakers who play a role in shaping teacher education programs. Ultimately, enhancing our understanding of these factors can lead to more effective training and support systems, thereby preparing EFL pre-service teachers to enter the profession with the confidence and competence necessary to succeed [1; 299-322].

Social Cognitive Theory. Albert Bandura's Social Cognitive Theory provides a foundational framework for understanding self-efficacy, particularly in educational settings. Central to this theory is the concept of reciprocal determinism, which suggests that human functioning is the result of the interaction between behavioral, cognitive, and environmental factors. Within this framework, self-efficacy emerges as a key factor influencing how individuals think, motivate themselves, and act.

In the context of education, and more specifically for EFL pre-service teachers, Social Cognitive Theory helps explain how beliefs about personal efficacy can influence the approach to teaching and learning [2; 1107-1111]. Teachers with high self-efficacy are more likely to embrace challenging tasks, persist in the face of setbacks, and display resilience. This attitude not only impacts their own professional development but also the educational outcomes of their students. Bandura’s theory emphasizes that the development of self-efficacy is an ongoing process, influenced by various experiences and environmental factors throughout a teacher's career.

Understanding these sources of self-efficacy is crucial in developing strategies to enhance it among EFL pre-service teachers. By acknowledging and fostering conditions that strengthen these sources, teacher education programs can more effectively prepare pre-service teachers for the challenges and rewards of the teaching profession. This understanding also underlines the need for a supportive learning environment where pre-service teachers can experiment, observe, receive feedback, and reflect on their teaching experiences in a way that fosters a positive sense of self-efficacy [3].

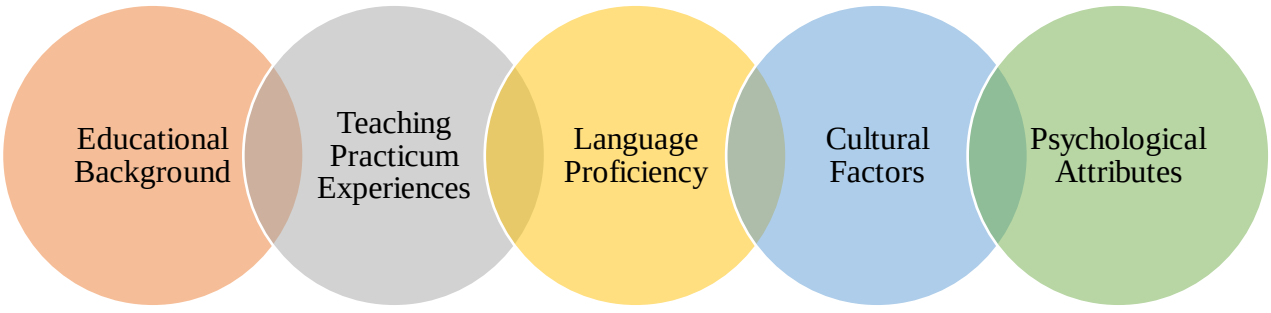


Figure-1. Predictors of Self-Efficacy in EFL Pre-Service Teachers
(Note: Figures based on sources [4].)

The development of self-efficacy in EFL pre-service teachers is a complex interplay of educational, experiential, personal, cultural, and psychological factors. Understanding these predictors can help in designing teacher education programs that not only equip pre-service teachers with necessary skills and knowledge but also actively work towards strengthening their belief in their own teaching capabilities.

The development of self-efficacy in EFL pre-service teachers is not the result of isolated factors working independently. Instead, it emerges from the intricate interplay of various predictors that collectively shape a teacher's belief in their teaching abilities. This interaction creates a dynamic and complex web that can either reinforce or undermine self-efficacy levels.

1. Interplay between Educational Background and Practicum Experiences: The knowledge and skills gained from educational training often find their practical application during teaching practicums. For instance, a pre-service teacher with a strong theoretical foundation in language acquisition might feel more confident when applying these concepts in a real classroom. Conversely, encountering challenges during practicums that weren't addressed in their formal education can reveal gaps and possibly shake their self-efficacy.

2. The Synergy of Language Proficiency and Educational Background: High language proficiency can enhance the effectiveness of the pedagogical training received. EFL pre-service teachers who are confident in their English skills might be more adept at grasping and applying complex teaching methods. In contrast, those with lower language proficiency might struggle to fully benefit from their training, thereby affecting their self-efficacy.

3. Cultural Factors and Teaching Practicums: Cultural factors can significantly influence the practicum experience. For example, a pre-service teacher from a cultural background that highly values teacher authority might struggle with student-centered teaching methods popular in another culture. This dissonance can impact their self-efficacy, as they might feel less capable of managing classrooms effectively in different cultural settings.

4. Psychological Attributes as Mediators: Personality traits, resilience, and coping mechanisms can mediate the impact of other factors on self-efficacy. A resilient teacher with effective coping strategies might handle the challenges encountered during practicums more effectively, thereby maintaining or even enhancing their self-efficacy. On the other hand, a teacher prone to anxiety might find that even a well-rounded educational background and high language proficiency are insufficient to foster strong self-efficacy if they cannot manage stress effectively.

5. Reciprocal Influence of Self-Efficacy on Other Predictors: Interestingly, the relationship is not unidirectional. High self-efficacy itself can influence how pre-service teachers engage with their educational training, approach practicum experiences, utilize their language skills, and navigate cultural challenges. For instance, teachers with high self-efficacy might be more proactive in seeking additional resources to improve their teaching skills or more persistent in overcoming language barriers [5].

In summary, the predictors of self-efficacy in EFL pre-service teachers interact in a dynamic and reciprocal manner. This interaction suggests that efforts to enhance self-efficacy should adopt a holistic approach, considering how these diverse elements can be aligned and synergized to create a supportive environment for the development of strong self-efficacy beliefs. Teacher education programs, therefore, need to be cognizant of these interactions and design curricula and support systems that address these multifaceted needs comprehensively.

The study of self-efficacy in EFL pre-service teachers is a field ripe for further exploration. Empirical research in this area can provide deeper insights and more nuanced understanding, which can ultimately contribute to more effective teacher training and

development programs. The following are key areas where future research could be particularly beneficial:

1. Longitudinal Studies: There is a need for longitudinal research to track the development of self-efficacy beliefs over time, from the beginning of teacher education programs through to the early years of teaching. Such studies could provide valuable insights into how self-efficacy evolves and what factors contribute to its sustenance or decline.

2. Impact of Different Teaching Contexts: Research examining how various teaching contexts (e.g., urban vs. rural, diverse vs. homogenous student populations) impact the self-efficacy of EFL pre-service teachers can offer valuable insights. Understanding the challenges and supports unique to different contexts can help tailor teacher education programs more effectively.

3. Cultural and Linguistic Diversity: Further studies are needed to understand how cultural and linguistic backgrounds of pre-service teachers influence their self-efficacy. This includes exploring the experiences of teachers from different cultural backgrounds teaching EFL in various international contexts.

4. Role of Technology in Developing Self-Efficacy: With the increasing use of technology in education, research into how digital tools and online teaching platforms impact the self-efficacy of pre-service teachers could be highly informative. This includes exploring both the challenges and opportunities presented by technology-enhanced language teaching.

5. Comparative Studies: Comparative research between pre-service and in-service teachers can shed light on how professional experience influences self-efficacy. This can help identify what aspects of teacher education programs are most beneficial in preparing teachers for the realities of the classroom.

6. Influence of Specific Curriculum Designs: Investigating how different elements of curriculum design (e.g., project-based learning, integrated language teaching approaches) affect the self-efficacy of pre-service EFL teachers can provide insights for curriculum development.

7. Psychological Well-being and Self-Efficacy: Examining the relationship between psychological well-being and self-efficacy could reveal important information about how mental health impacts teaching confidence and effectiveness.

8. Feedback and Self-Efficacy: Research into the types and methods of feedback that most effectively boost self-efficacy in pre-service teachers could be highly valuable. This includes exploring how peer, mentor, and self-assessment feedback contribute to developing self-efficacy.

9. Resilience Training: Investigating the impact of resilience training and stress management on the self-efficacy of pre-service EFL teachers could offer valuable directions for enhancing teacher training programs [6].

By addressing these areas, future research can significantly contribute to the field of teacher education, particularly in the context of EFL teaching. The findings of such research can inform policy makers, educators, and program designers in creating more effective, responsive, and supportive environments for pre-service EFL teachers, ultimately leading to better educational outcomes for students.

Conclusion. The exploration of self-efficacy in EFL pre-service teachers is more than an academic endeavor; it is a crucial step towards enhancing the quality of language education globally. Self-efficacy, a belief in one's capabilities to execute the courses of actions required to manage prospective situations, is not just a personal trait but a pivotal component in the teaching-learning ecosystem. Its significance in determining the effectiveness, resilience, and overall success of EFL pre-service teachers cannot be overstated.

In conclusion, fostering self-efficacy in EFL pre-service teachers is essential for the betterment of educational outcomes. It is a multifaceted process that requires a concerted effort from educators, curriculum designers, policymakers, and the teachers themselves. By prioritizing the development of self-efficacy, we can ensure that the future of EFL education is in the hands of capable, confident, and innovative teachers, ready to meet the diverse needs of learners in an increasingly globalized world.

References:

1. Künsting, J., Neuber, V., & Lipowsky, F. (2016). Teacher self-efficacy as a long-term predictor of instructional quality in the classroom. European Journal of Psychology of Education, 31, 299-322.

2. Sahin, H. (2017). Emotional Intelligence and Self-Esteem as Predictors of Teacher Self-Efficacy. Educational Research and Reviews, 12(22), 1107-1111.

3. Ross, J. A., Cousins, J. B., & Gadalla, T. (1996). Within-teacher predictors of teacher efficacy. Teaching and teacher education, 12(4), 385-400.

4. Kılınç, A. Ç., Polatcan, M., Atmaca, T., & Koşar, M. (2021). Teacher self-efficacy and individual academic optimism as predictors of teacher professional learning: A structural equation modeling. Egitim ve Bilim, 46(205).

5. Sezgin, F., & Erdoğan, O. (2018). Humility and forgiveness as predictors of teacher self-efficacy. Educational Research and Reviews, 13(4).

6. Skaalvik, E. M., & Skaalvik, S. (2016). Teacher stress and teacher self-efficacy as predictors of engagement, emotional exhaustion, and motivation to leave the teaching profession. Creative Education, 7(13), 1785.

О БАЗОВЫХ ЗНАНИЯХ ПО ПРИОБРЕТЕНИЮ НАВЫКОВ УСТНОЙ ИНОЯЗЫЧНОЙ РАЗГОВОРНОЙ РЕЧИ

Абдукадырова М.М.
mereyabdukadyrova@gmail.com
Ғылыми жетекші: аға оқытушы, ф.ғ.к., Қалдаяқов К.Қ.
Sir_kaldayakov@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

В наш век глобализации и вхождение нашей страны в орбиту международных отношений растет потребность в квалифицированных специалистах. В настоящее время почти все работодатели ожидают от молодых специалистов не только базовых знаний по специальности, но и наличие нескольких ключевых навыков, таких как умение работать в команде, ответственность, умение адаптации к быстро меняющимся условиям, критическое мышление и др. Умение использовать современные информационные технологии на уровне грамотного пользователя - стало предпосылкой для приема на работу, а для многих сфер (IT, логистика, международные корпораций и др.) знание английского языка на уровне чтения и ведения документации является обязательным.

Все вышесказанное говорит о необходимости повышения качества образования, начиная со школьной скамьи, одной из первых ступеней образования. Английский язык является одним из обязательных предметов национальной учебной программы во всех школах страны. У нас принята «Государственная программа по реализации языковой политики Республики Казахстан на 2020-2025 годы» и одной из целей программы

является «... повышение языковой культуры и развитие языкового капитала ...» [1].

В нашей стране обучение иностранным языкам основывается на обновленном содержании образования, при котором основной упор делается на практическое владение языком с интергацией предметов [2, с. 315]. Приводим основные методы и подходы, применяемые в школах нашей страны и их краткие характеристики [3, с. 95]:

- Коммуникативный подход (направлен на развите навыков общения);
- Метод интегрированного обучение предмету и языку (часто применяется в рамках Концепции трехьязычия, когда некоторые предметы изучаются на английском языке, например, в «Назарбаев Интетеллектуальные школы», в «Білім-инновация лицейы» и др.);
- Проектный метод (учащиеся работают над проектами, развивая самостоятельность, критическое мышление);
- Игровой метод (в основном применяется в начальных классах, делает процесс обучения более вовлекающим и состязательным);
- Интерактивные методы (подразумевают работу в группах, дискуссии, мозговой штурм и др., способствует активному вовлечению учеников в учебный процесс);
- Информационные технологий (основана на обучении цифровых платформ (напимер, BilimLand) и мультимедийных ресурсов);
- Инструменты Искусственного интеллекта (в стадии применения в обучении).

Для обучения устной иноязычной речи (говорению) в школах нашей страны используются методы, которые помогают преобразовывать полученные теоретические знанаия в практические навыки общения. К ним относятся:

- Коммуникативно-ориентированный метод (основной целью является не заучивание правил, а решение конкретной речевой задачи, например, обьяснить дорогу до аэропорта, до ближайшего банкомата и др.).
- Метод ролевых игр и ситуаций (ученики разыгрывают конкретные ситуаций, которые могут встречатся в реальной жизни, например, размещение в гостинице, дорога до аптеки и др.).
- Метод дискуссий и дебатов (в основном метод применяется в старших классах для привития и развития умения аргументировать свою позицию, соглашаться или опревергать мнение собеседника и др.).
- Приемы работы с наглядностью и использование аудиовизуальных средств (помогают структурировать мысли, развивает навыки восприятия речи на слух и подражания интонации носителей языка и др.).

Известно, что знание иностранного языка и умение говорить на этом языке не одно и тоже. То есть, утверждение, что Жомарт знает английский язык, не влечет за собой утверждения, что Жомарт может говорить по английский. Исследования и сам здравый смысл подсказывают, что разговорная речь – это гораздо больше, чем умение составлять грамматически правильные предложения, а затем произносить их. Надо обратить внимание на то, что устная речь интерактивна и требует умения в управлении речевыми оборотами. Кроме того, это происходит в режиме реального времени и времени на детальное планирование остается немного. В этих обстоятельствах беглость разговорной речи требует способности упорядочивать запас заученных лексических фрагментов. А природа процесса говорения ознаает, что грамматика устной речи по ряду сущетсвенных аспектов отличается от грамматики письменной речи. Поэтому, изучение письменной грамматики может быть не самой эффективной подготовкой к разговорной речи.

Разговорная речь представляют собой большую проблему для большинства изучающих иностранный язык, в том числе и для учеников средней школы. Разговорная речь – это навык и его необходимо развивать.

В статье рассматривается базовые знания, необходимые для приобретения навыков устной иноязычной разговорной речи и вопросы, как сделать эти знания доступными для использования.

В большинстве проведенных опросов на вопрос о том, какая сторона вызывает у вас больше всего проблем при изучении английского языка многие указывает на – устная разговорная речь и аудирование. Это указывает на некоторые важные факторы, которые способствует недостаточному владению другого языка, независимо от того, насколько обширными грамматическими и лексическими знаниями обладает говорящий. Нехватка возможностей для практики определяется как важный фактор, способствующий неудаче в разговорной речи. Мы здесь под практикой подразумеваем не практики грамматики или словарного запаса, а практика интерактивной речи как таковой. Совокупным результатом этих недостатков является неуверенность в себе и часто острое чувство тревоги, когда дело доходит прямой устной речи.

Во многих методах преподавания языка приоритет отдается разговорной речи, но не как самостоятельному навыку, а как средству отработки грамматики. Речевые упражнения в этих методологиях часто являются просто способами репетиции заранее выбранных грамматических элементов или функциональных выражений. Если говорить об устной разговорной речи как о навыке, то часто это происходит только на уровне произношения. Часто обучение и практика навыкам разговорной речи в режиме реального времени переносятся на стадию чата в начале и конце уроков. Именно этим отсутствием реальных возможностей для разговорной речи обьяняется ощущение многих учащийся, что как бы много грамматики и словарного запаса они знали, они слабо подготовлены к разговорной речи в мире за пределами класса.

Сказанное порождает два основополагающих вопроса в обучении устного иноязычного общения:

- Какие знания необходимы для устной речи?
- Как можно сделать эти знания доступными для использования?

Остановимся на ответах на эти вопросы и приведем их краткие описания. В формировании навыков устной речи на иностранном языке в основном необходимы следующие знания:

- Социокультурные знания (социокультурные знания, то есть знания, закрепленные в культуре правил социального поведения, является спорной, правила в них основаны на неубедительных доказательствах, они могут усиливать стереотипы; возможно, более важным, чем изучение местных социокультурных обычаев, является развитие межкультурной компетенции);
- Знание жанра (знание жанра включает в себя понимание структуры различных речевых событий, и это особенно актуально для учащихся, чьи конкретные цели изучения английского языка включают освоение разговорных жанров более формального типа; жанры узнаваемы в разных культурах, они служат полезным способом ознакомления учащихся с новым языком в знакомой среде);
- Речевые действия (учащимся необходимо знать, как обычно кодируются конкретные речевые действия, например, If you want my advice, you …);
- Зарегистрировать (учащимся необходимо знать, как адаптировать эти речевые формулы к различным ситуациям);

- Грамматика (знание грамматики для устной речи в значительной степени основано на тех грамматических системах, которые способствуют быстрому воспроизведению речи в режиме реального времени);
- Запас слов (учащиеся должы знать необходимый минимум запаса слов);

Теперь мы можем перейти ко второму вопросу: как можно сделать эти знания доступными для использования? В основном, для обеспечения доступности для использования используются три процесса. Учащиеся должны быть осведомлены об особенностях целевой базы знаний, им необходимо интегрировать эти особенности в свою существующую базу знаний, и им необходимо развить способность использовать эти особенности в реальных условиях. В зависимости от принятого подхода к обучению эти процессы называются, описываются и оцениваются по-разному.

Существует по крайней мере три теории изучения языка [4, с. 77], [5, с. 127], которые имеют отношение к преподаванию иностранных языков: бихевиористская, когнитивистская и социокультурная теории.

Согласно бихевиоризму, изучение языка – это формирование хороших языковых "привычек" путем многократного закрепления. Три этапа обучения по этой теории назывались презентацией, практикой и производством (ППП). Трехэтапный процесс ППП был направлен на выработку автоматических привычек, в основном, с помощью процессов моделирования, повторения и контролируемой практики в классе.

Когнитивистский подход предполагает способность обрабатывать информацию учащимся, аналогичную компьютерной. Согласно этой теории, овладение таким сложным навыком, как разговорная речь, рассматривается как переход от контролируемой обработки к автоматической. Первоначально осознанное внимание (или повышение осведомленности) уделяется изучению отдельных этапов (или правил) процедуры, которые при повторной активации объединяются в единую систему. Она интегрируется в существующие знания, что предполагает некоторую перестройку языковой системы пользователя, и затем становится легко доступной для использования при минимальном контроле со стороны пользователя. С точки зрения преподавания, когнитивистская теория заменила модель ППП моделью, которая продвигается от повышения осведомленности через процедурализацию к автономии. На самом деле, это только первый этап, который существенно отличается с точки зрения практики в классе.

Социокультурная теория, с другой стороны, рассматривает процесс обучения исключительно в социальном контексте. Согласно этой точке зрения, любое обучение, включая изучение первого и второго языка, осуществляется посредством социальной и культурной деятельности. Чтобы достичь самостоятельности в каком-либо навыке, учащийся сначала должены испытывать на себе регулирование со стороны других, то есть посредничество "лучшего другого", будь то родитель, сверстник или учитель. Как правило, это происходит в форме вспомогательного обучения, при котором учитель взаимодействует с учащимся, чтобы создать поддерживающую основу, в рамках которой учащиеся могут расширить свои нынешние знания. Благодаря этой совместной деятельности новые знания формируются совместно до тех пор, пока учащиеся не будут в состоянии их усвоить. Теперь учащиеся могут функционировать независимо в состоянии саморегуляция. Хорошим примером этого может служить то, как старший ребенок обучает младшего правилам игры, разговаривая с ним и проводя его до конца, пока младший не освоится с ними.

Әдебиеттер:

1. Государственная программа по реализации языковой политики в Республике Казахстан на 2020–2025 годы: утв. постановлением Правительства Респ. Казахстан от

31 дек. 2019 г. № 1045 // Информационно-правовая система нормативных правовых актов Республики Казахстан «Әділет». - URL: https://adilet.zan.kz/rus/docs/P1900001045 (дата обращения: 02.04.2026).

2. Барышева Е.В. К вопросу об использовании нейросетей на уроках английского языка // Сборник статей по материалам Международной научно-практической конференции «Персонализированное обучение в эпоху искусственного интеллекта и виртуальной реальности». – Москва-Караганда, 2025. – С. 315-317.

3. Кунанбаева С.С. Современное иноязычное образование: методология и теории. Алматы, 2005. – 262 с.

4. Норман Б.Ю. Теория языка. Вводный курс. – М.: Изд-во «Наука», 2003. – 295 с.

5.Гальскова Н.Д., Гез Н.И. Теория обучения иностранным языкам. Лингводидактика и методика. 8-е издание. – М.: Изд-во «Academia», 2015. – 363 с.

UDC 101. 81

MULTIMEDIA TECHNOLOGIES AND DIDACTIC TEXTS IN FOREIGN LANGUAGE TEACHING IN THE CONTEXT OF LANGUAGE AND CULTURAL EDUCATION

Abubakirova Saida *- 4th-year students*
Scientific supervisor: Candidate of Philological Sciences,
associate Professor Abramova G.I.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Түйіндеме

Бұл зерттеу жұмысында шетел тілін оқытуда мультимедиялық технологиялар мен дидактикалық мәтіндерді қолданудың тиімділігі қарастырылады. Эксперимент екі апта көлемінде мультимедиялық құралдар мен онлайн-платформалар негізінде жүргізілді. Зерттеудің мақсаты мультимедиялық материалдар арқылы ұсынылатын дидактикалық мәтіндердің білім алушылардың сөздік қорын кеңейтуге, грамматикалық дағдыларын дамытуға және мәдени-тілдік құзыреттілігін қалыптастыруға ықпалын анықтау болды.

Зерттеу нәтижелері мультимедиялық технологияларды қолдану оқу үдерісінің тиімділігін арттыратынын көрсетті: қатысушының оқу жетістіктері бастапқы деңгеймен салыстырғанда едәуір жақсарды. Әсіресе бейнематериалдар, интерактивті мәтіндер мен аудиовизуалды тапсырмалар тілдік материалды меңгеруді жеңілдетіп, білім алушылардың оқу мотивациясын арттырды. Сонымен қатар, дидактикалық мәтіндер арқылы мәдени ақпаратты меңгеру оқушылардың шетел тіліне деген қызығушылығын күшейтті.

Зерттеу қорытындылары мультимедиялық технологиялар мен дидактикалық мәтіндерді шетел тілін оқытуда тиімді құрал ретінде қолдануға болатынын дәлелдейді. Алайда жоғары нәтижеге қол жеткізу үшін оларды дәстүрлі оқыту әдістерімен және мұғалімнің педагогикалық басшылығымен үйлестіре пайдалану қажет.

Кілт сөздер: мультимедиялық технологиялар, дидактикалық мәтін, шетел тілін оқыту, тілдік және мәдени білім, онлайн-платформалар

Аннотация.

В данной исследовательской работе рассматривается эффективность использования мультимедийных технологий и дидактических текстов в обучении иностранному языку. Эксперимент был проведен в течение двух недель с применением мультимедийных средств и онлайн-платформ. Целью исследования стало выявление влияния дидактических текстов, представленных в мультимедийной форме, на развитие словарного запаса, грамматических навыков и формирование языковой и культурной компетенции обучающихся.

Результаты исследования показали, что использование мультимедийных технологий положительно влияет на качество усвоения учебного материала: учебные достижения участника значительно улучшились по сравнению с исходным уровнем. Особенно эффективными оказались видеоматериалы, интерактивные тексты и аудиовизуальные задания, способствующие повышению учебной мотивации и интереса к изучению иностранного языка. Кроме того, дидактические тексты способствовали более глубокому освоению культурных аспектов изучаемого языка.

Полученные результаты подтверждают, что мультимедийные технологии и дидактические тексты являются эффективными средствами обучения иностранному языку. Однако для достижения наилучших результатов их применение должно сочетаться с традиционными методами обучения и педагогическим сопровождением преподавателя.

Ключевые слова: мультимедийные технологии, дидактический текст, обучение иностранному языку, языковое и культурное образование, онлайн-платформы

This study explores the role of artificial intelligence (AI) in supporting English language learning among school students. A two-week experiment was conducted to investigate how tools such as ChatGPT, Duolingo, and Google Translate can affect vocabulary acquisition, grammar accuracy, and speaking confidence. The participant used AI tools daily alongside traditional learning. Results showed improvements in test performance and student motivation. The research concludes that AI can be a valuable tool for independent language learning when used carefully and in combination with teacher guidance. English is one of the most widely spoken languages in the world, and learning it has become essential for students aiming to study, travel, or work internationally. At the same time, digital technology is becoming more advanced, and artificial intelligence (AI) is now part of many educational platforms.

In today's world, English is one of the most widely spoken and important languages for global communication. It serves as the primary medium of communication in business, science, technology, and travel. As such, learning English has become a priority for students worldwide. However, mastering a new language requires not only a strong foundation in grammar and vocabulary but also the development of confidence in speaking and writing. For students, especially at the school level, this can be challenging without sufficient exposure, practice, and personalized feedback.

With the rapid advancement of digital technology, new tools have emerged to support language learning. One of the most promising of these innovations is Artificial Intelligence (AI). AI tools, such as chatbots, language learning applications, and translation services, have begun to play a significant role in education by providing students with instant feedback, personalized learning experiences, and constant practice opportunities. These tools can adapt to individual learning styles, helping to meet the needs of students at various levels of proficiency.

This study explores the role of AI in supporting English language learning, focusing on how AI can assist in improving key language skills such as vocabulary acquisition, grammar accuracy, and speaking confidence. The research investigates the effectiveness of

three widely used AI-based tools ChatGPT, Duolingo, and Google Translate in enhancing the language learning experience of a school student over a period of two weeks [1].

AI tools, such as ChatGPT, Duolingo, and Google Translate, provide various forms of assistance, from generating sentences and offering vocabulary suggestions to explaining grammar rules and correcting mistakes in real-time. These tools can simulate conversation, translate text, and even offer personalized practice exercises based on the learner's level and progress. Furthermore, they are often free or low-cost, making them accessible to students across different socio-economic backgrounds.

A key motivation for conducting this research was to answer a personal question: Can AI help improve my English in a short period of time? This inquiry led to the design of an experiment aimed at understanding the effectiveness of AI tools for school students. Specifically, the study focuses on three language learning areas: vocabulary, grammar, and speaking. Each of these components plays a vital role in language acquisition, and improving them collectively can significantly enhance overall language proficiency [2].

The research method involved using AI tools in conjunction with traditional learning methods. Over the course of two weeks, the student integrated these tools into daily study routines. The main objectives of the study were to evaluate improvements in test performance, assess changes in motivation, and determine how AI influences language learning efficiency.

The results of this study showed that AI tools not only helped improve language skills but also motivated the student to engage more actively in the learning process. The participant's performance in vocabulary and grammar tests increased, and there was a noticeable boost in speaking confidence, especially when using ChatGPT for conversational practice. These findings suggest that AI can be a valuable tool for independent language learning when used in moderation and combined with traditional methods and teacher guidance [3].

In conclusion, this study demonstrates the potential of AI to enhance language learning, especially for students seeking to improve their English skills. While AI tools offer many benefits, it is essential to remember that they should be used as a supplement to traditional learning, not as a replacement. With proper guidance from teachers, students can leverage the capabilities of AI to further enhance their understanding of the English language and gain more confidence in their ability to communicate effectively.

Methodology

Participants. The experiment was conducted by a 9th-grade student (the author), who studied English daily for two weeks. The student focused on using AI tools to improve language skills in three specific areas: vocabulary, grammar, and speaking confidence. Additionally, a classmate participated in a speaking task, designed to simulate a real conversation in English. An English teacher assisted in creating and evaluating quizzes to measure progress before and after the experiment. The teacher also provided informal assessments of the student's speaking abilities, focusing on fluency and pronunciation.

Tools Used. To examine the effectiveness of AI in language learning, three widely accessible AI-based tools were selected based on their unique features and capabilities:

1. ChatGPT (OpenAI): ChatGPT was used for real-time conversations, practicing writing, and asking questions about grammar. The AI could provide immediate feedback, correct mistakes, and offer explanations for new vocabulary. This tool was instrumental in improving writing and speaking skills by simulating everyday conversations and assisting with text generation.

2. Duolingo: Duolingo is a gamified application designed to help learners practice vocabulary, grammar, and listening skills. The app tracks progress through points and levels,

motivating learners by rewarding consistency. Duolingo's interactive lessons offered daily practice in grammar and vocabulary, which helped reinforce learning.

3. Google Translate: Google Translate was used to translate unfamiliar words, idioms, and sentence meanings. This tool provided quick translations, allowing the student to clarify any confusion about vocabulary or sentence structure while practicing independently.

4. Each of these tools targeted a different aspect of language acquisition: ChatGPT focused on writing and speaking, Duolingo enhanced vocabulary and grammar, and Google Translate provided quick translations and context for new words.

Procedure. The study lasted for 14 days, during which the student followed a structured daily study routine. The total time spent on language learning activities was 25–30 minutes per day, divided among the three tools as follows:

1. Duolingo (10 minutes): The student completed one lesson per day, focusing on improving grammar and vocabulary. These lessons ranged from basic to intermediate levels, depending on the student's progress.

2. ChatGPT (10–15 minutes): The student engaged in writing short paragraphs or casual conversations with ChatGPT. Topics included familiar subjects such as "My School" and "My Hobby." ChatGPT provided corrections and explanations for new vocabulary, helping the student refine writing skills and enhance their speaking confidence through simulated dialogues.

3. Google Translate (5 minutes): The student used Google Translate to look up unfamiliar words or phrases during study sessions. The tool was also employed to compare AI-generated suggestions and ensure the correct understanding of difficult vocabulary or idioms.

4. At the beginning and end of the experiment, the student took a test consisting of:

5. 10 vocabulary questions: These questions tested the student's ability to recall and use new words learned during the study period.

6. 10 grammar questions: The student answered questions on English grammar to assess improvements in sentence structure and language accuracy.

7. A short speaking task: The speaking task was informally assessed by the English teacher, focusing on fluency and pronunciation. The student had to speak on a given topic for about 1-2 minutes.

8. Additionally, the student kept a learning diary throughout the study period, recording thoughts, feelings, and challenges encountered each day. This reflective practice helped track progress and identify any specific difficulties with learning and using the tools.

Results

At the conclusion of the two-week study period, notable improvements were observed in both test scores and the student's confidence levels. The initial test score was 13 out of 20, reflecting the student's starting proficiency in vocabulary and grammar. By the end of the experiment, the student's performance had improved significantly, achieving a score of 18 out of 20 on the final test. This indicated clear progress in the student's understanding and retention of both vocabulary and grammar.

In the speaking task, the teacher observed improvements in fluency and pronunciation. Initially, the student struggled with shorter sentences and frequent pauses. However, after consistent practice using ChatGPT, the student began to use longer sentences and exhibited fewer pauses during speaking. The student's overall fluency and pronunciation improved, particularly when discussing familiar topics that had been practiced in interactions with ChatGPT.

The learning diary, maintained by the student throughout the study, provided insight into the emotional and motivational impact of using AI tools. The student reported feeling more confident and interested in English after incorporating AI into their daily study routine.

ChatGPT was highlighted as the "most helpful" tool due to its ability to provide detailed explanations and encourage creative writing, allowing the student to engage more deeply with the language.
The following table summarizes the changes observed in the student's language skills:

Skill	**Before AI Use**	**After AI Use**	**Change**
Vocabulary Test (10)	6	9	+3
Grammar Test (10)	7	9	+2
Speaking Confidence	Low	Medium-High	Improved
Learning Motivation	Medium	High	Stronger

The results clearly show that the student made notable improvements in both language skills and motivation. The student's vocabulary and grammar scores both increased significantly, while speaking confidence also showed a marked improvement. Moreover, the student's motivation to continue learning English grew stronger as a result of using AI tools.

Overall, the use of AI tools proved to be an effective way to enhance language learning. The student's consistent, short practice sessions led to gradual yet steady progress in all targeted areas, demonstrating that AI can play a significant role in supporting independent language learning and improving language skills.

Discussion

The results of this experiment support the growing notion that AI tools can significantly aid school students in learning English effectively. Throughout the two-week study, each AI tool served a specific function that contributed to different aspects of language acquisition. Duolingo, with its gamified approach, made the process of learning vocabulary and grammar enjoyable while helping the student retain new information. By incorporating points and levels, Duolingo also created a sense of progression and achievement. ChatGPT, on the other hand, provided a creative and interactive space for practicing writing and engaging in conversations. It allowed the student to receive instant feedback, which helped to refine writing skills and improve fluency. Google Translate played a more supportive role, helping the student quickly check unfamiliar words, phrases, and idioms, ensuring that no misunderstandings occurred during study sessions.

Despite the overall positive outcomes, the research also highlighted some limitations of using AI for language learning. Google Translate, while convenient, is not always accurate. It occasionally provided incorrect translations or inappropriate word choices, especially for more complex sentences or idiomatic expressions. ChatGPT, though highly useful, sometimes responded with advanced vocabulary or concepts that the student did not fully comprehend, requiring further clarification or assistance. These limitations emphasize the need for a balanced approach to learning, where AI tools complement, rather than replace, traditional learning methods. Teacher guidance and self-checking remain crucial to ensure the correct application of language rules and comprehension of more complex content.

Another significant takeaway from the study was the importance of consistency. Even with just 25 minutes of daily study, the student made noticeable improvements in vocabulary, grammar, and speaking confidence. The regular use of AI tools helped maintain focus and reinforced the lessons learned each day. This consistency proved that short but frequent study sessions can lead to real progress over time, reinforcing the idea that language learning is a gradual process that requires ongoing practice.

Finally, the study emphasized that AI should be viewed as a support tool, not a substitute for the traditional learning process. While AI tools can enhance and accelerate

learning, they cannot replace the foundational skills developed through human interaction, teacher feedback, and self-reflection. The student in this study learned how to effectively use AI to supplement their studies, but the essential role of active engagement with the language through speaking, writing, and receiving feedback from both AI and teachers remained a critical component of their progress.

Conclusion

This study demonstrates that artificial intelligence (AI) can be a valuable tool in helping school students learn English more effectively. Through the use of AI tools like ChatGPT, Duolingo, and Google Translate, the student in this experiment was able to engage in language learning in a more dynamic, interactive, and enjoyable way. The AI tools provided support in multiple areas vocabulary acquisition, grammar comprehension, and speaking confidence by offering immediate feedback, personalized lessons, and real-time conversation practice.

The study found that using AI not only enhanced the student's understanding of key language components but also increased motivation. The gamified nature of Duolingo made learning more enjoyable and rewarding, while ChatGPT provided a space for creative writing and feedback, making the student feel more confident in their language skills. Google Translate facilitated quick clarification of vocabulary and phrases, helping the student stay on track during learning sessions. The combined effect of these tools contributed to both academic improvement and increased engagement with the language, suggesting that AI can effectively support the learning process [4, p.82].

However, it is important to note that while AI offers significant benefits, it is not without limitations. Some tools, like Google Translate, were occasionally inaccurate in translations, and ChatGPT sometimes used vocabulary that was beyond the student's current level of understanding. This highlights the importance of critical thinking and self-checking when using AI tools. AI should be seen as a complementary resource, not a replacement for traditional language learning methods. Teacher guidance and active, thoughtful interaction with the language are still vital to ensure that learners fully comprehend and retain what they are studying.

The findings of this experiment suggest that for best results, AI tools should be used alongside traditional educational methods and teacher support. Teachers can help guide students in using AI tools effectively and ensure that the tools are being used to reinforce and enhance what is taught in the classroom. In addition, students should be encouraged to think critically about the information provided by AI and not rely solely on machine-generated suggestions [5, p.162].

The success of this study also opens the door for future research in this field. Future studies could involve a larger group of participants over a longer period of time to gain a deeper understanding of how AI affects language learning. Additionally, research could explore the potential of AI tools in learning other languages and in developing other language skills, such as writing or listening comprehension.

In conclusion, AI offers great potential in assisting students with learning English, especially when used in a balanced and thoughtful way. While AI tools can significantly improve language skills and increase engagement, their most effective use is when integrated with traditional methods and teacher guidance. With the proper approach, AI can be a powerful ally in the journey of language acquisition, helping students to build confidence and proficiency in English.

References:

1. OpenAI. (2024). ChatGPT [online platform]. https://chat.openai.com
2. Duolingo. (2024). Language Learning App. https://www.duolingo.com

3. Google Translate. (2024). Online translation tool. https://translate.google.com
4. Harmer, J. *The Practice of English Language Teaching*. Pearson, 2015. P. – 82-85
5. Kukulska-Hulme, A. Mobile and AI-assisted language learning. *ReCALL*, 2020. P. – 162 –178.

THE USE OF SONGS FOR THE DEVELOPMENT OF GRAMMATICAL COMPETENCE IN DAF INSTRUCTION

Aitkhoja A., Smatova A., Amze D., Shaizdar A.
1703-12-4– group students
Research Supervisor: Candidate of Philological Sciences, Associate Professor T.A.Ainabekova
assyl.l_a@mail.ru
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

The use of songs in foreign language teaching has been increasingly examined as an effective pedagogical tool for supporting different aspects of language learning, including grammatical competence. According to Rosell Gutiérrez et al., songs provide learners with access to grammatical structures within meaningful and coherent contexts, which allows them to perceive language as an integrated system rather than as a set of isolated forms [1]. The authors emphasize that grammatical patterns presented in songs are reinforced through repetition and contextualization, which supports learners in recognizing and remembering these structures.

The importance of contextualized input is also reflected in the work of Puškar, who notes that music in DaF instruction enables learners to engage with language in a more holistic way [2]. Rather than focusing exclusively on rules and formal structures, learners interact with language as it is used in authentic situations. This approach allows grammatical elements to be understood in relation to meaning, which contributes to their more effective acquisition. Puškar further underlines that music creates a learning environment in which language is experienced rather than merely analyzed, which is particularly beneficial for grammar learning.

The role of repetition in songs is highlighted in the research of Heikkilä, who analyzes the use of music in DaF classrooms [3]. According to his findings, repeated exposure to songs allows learners to become familiar with specific grammatical structures, as they encounter the same forms multiple times. This repeated exposure facilitates the recognition of patterns and supports the learning process. Heikkilä also points out that songs are often revisited by learners voluntarily, which increases the frequency of exposure to linguistic material and strengthens retention.

In addition to repetition, Heikkilä's later research on the use of music in teaching materials demonstrates that songs are most effective when they are systematically integrated into the curriculum [4]. When songs are used regularly and supported by structured activities, they can contribute not only to grammar learning but also to the development of listening skills. This systematic integration allows songs to function as part of a broader instructional framework rather than as isolated elements.

The connection between songs and listening comprehension is particularly important. Heikkilä notes that learners who are exposed to songs develop a better ability to identify linguistic elements in spoken language [3; 4]. This includes the recognition of grammatical structures, which are embedded in continuous speech. As a result, songs support the

development of both listening skills and grammatical awareness, which are closely interconnected in language learning.

Another important aspect identified in Heikkilä's research is the role of songs in promoting learner autonomy [3]. Because songs are easily accessible outside the classroom, learners can engage with language independently by listening to music in their free time. This repeated and voluntary exposure to language supports the reinforcement of grammatical structures and contributes to continuous learning. Heikkilä suggests that this form of independent engagement can complement formal instruction and enhance overall language development.

The motivational aspect of song-based instruction is emphasized in the study by Dostálová, who examines teachers' approaches to using popular music in language teaching [5]. The author argues that music increases learner motivation and encourages active participation in the learning process. This increased engagement leads learners to interact more intensively with linguistic material, including grammatical structures. Dostálová also highlights that music creates a less formal classroom atmosphere, which reduces anxiety and supports learner involvement.

Empirical evidence supporting the effectiveness of songs in grammar teaching is provided by Tęcza, whose research focuses on the use of songs in teaching English grammar [6]. The study demonstrates that learners who are taught with the help of songs achieve better results in grammar tasks compared to those who follow traditional instruction. Tęcza attributes this improvement to the combination of auditory input, contextualization, and learner engagement that songs provide. The findings suggest that songs can serve as an effective alternative or complement to traditional grammar teaching methods.

The communicative potential of songs is discussed by Pétursdóttir, who emphasizes that music can be used to design activities that promote interaction [7]. Songs provide a basis for tasks such as discussion, interpretation, and creative expression, which require learners to use language actively.

In addition to general communicative activities, songs can also be used for a more detailed focus on grammatical structures through carefully designed task types. As noted by Rosell Gutiérrez et al., tasks such as gap-filling exercises allow learners to concentrate on specific grammatical forms while maintaining engagement with meaningful content [1]. These activities can be extended by asking learners not only to complete missing forms but also to explain their choices, which promotes deeper understanding of grammatical patterns.

Furthermore, transformation tasks can be used to encourage active manipulation of grammatical structures. For example, learners may be asked to change verb tenses, transform direct statements into subordinate clauses, or modify sentence structures based on the content of the song. Such activities help learners move beyond recognition toward active use of grammar.

Pétursdóttir emphasizes that songs can also serve as a basis for creative production tasks, such as rewriting lyrics or composing new verses [7]. These activities require learners to apply grammatical structures in new contexts, which supports the development of productive skills. Through this process, grammar becomes a tool for expression rather than an object of study.

Through these activities, learners practice grammatical structures in context, which supports their ability to use grammar in communication. By engaging with songs, learners are encouraged to express their ideas, negotiate meaning, and interact with others, all of which contribute to language development.

The use of songs can also be structured according to different stages of the learning process. Puškar notes that music can be effectively integrated into various phases of

instruction, including the introduction, practice, and consolidation of grammatical material [2]. At the introductory stage, songs can be used to present grammatical structures in context, allowing learners to encounter forms before receiving explicit explanation.

During the practice stage, learners can engage in activities that focus on identifying and using grammatical structures within the song. These activities may include matching exercises, sentence completion, or guided analysis of the lyrics. At the consolidation stage, songs can be revisited to reinforce previously learned material, which contributes to long-term retention. This staged approach ensures that songs are not used randomly but serve a clear pedagogical function within the lesson structure.

The role of the teacher extends beyond material selection and task design. As highlighted by Puškar, the teacher is responsible for mediating the interaction between learners and the song material, ensuring that learners focus on relevant linguistic features [2]. This includes guiding learners' attention, providing explanations when necessary, and supporting the interpretation of song content. In addition, the teacher must monitor learners' understanding and adjust activities according to their needs, which ensures that all learners benefit from the use of songs in grammar instruction.

At the same time, Rosell Gutiérrez et al. stress that the effectiveness of songs depends on their pedagogical implementation [1]. Songs should not be used without clear objectives, as this may reduce their educational value. Instead, they should be accompanied by tasks that guide learners' attention to relevant linguistic features and encourage active engagement with the material.

Puškar also highlights the importance of selecting appropriate songs that match learners' level and instructional goals [2]. The linguistic clarity of the song, the relevance of grammatical structures, and the thematic content all influence the effectiveness of song-based instruction.

Dostálová further emphasizes that the successful use of songs requires a balance between enjoyment and educational purpose [5]. While music can increase motivation, it is essential to maintain a focus on learning objectives in order to ensure meaningful learning outcomes.

In conclusion, the analysis of the selected studies demonstrates that songs can play a significant role in the development of grammatical competence in DaF instruction. According to Rosell Gutiérrez et al., songs support the recognition and retention of grammatical structures through contextualization and repetition [1]. Puškar highlights their role in promoting holistic language learning [2], while Heikkilä emphasizes the importance of repeated exposure, systematic integration, and learner autonomy [3; 4]. Tęcza provides empirical evidence of improved learning outcomes [6], Dostálová underscores the motivational benefits and classroom dynamics associated with music [5], and Pétursdóttir points to the communicative and productive potential of song-based activities [7]. Taken together, these findings confirm that songs, when used appropriately and systematically, can significantly enhance the effectiveness of grammar instruction in DaF contexts.

References:

1. Rosell Gutiérrez M., et al. Grammatical Rhapsody: A New Perspective on Learning Grammar Using Songs. – 2022.
2. Puškar M. Musik im DaF-Unterricht (Deutsch als Fremdsprache): Dissertation. – Zagreb: University of Zagreb, Faculty of Teacher Education, 2019.
3. Heikkilä V. Hören Sie sich bitte das Lied an!: Eine Analyse über die Entwicklung der Benutzung von Musik im DaF-Unterricht in finnischen Schulen: Dissertation. – 2024.
4. Heikkilä V. Musik als Hilfsmittel beim Fremdsprachenlernen: Eine Analyse von zwei Lehrbuchserien für die finnische Gemeinschaftsschule: Dissertation. – 2022.

5. Dostálová T. Teachers' Approaches to Using Popular Music in English Language Teaching. – 2022.
6. Tęcza M. Using Songs in Teaching English Grammar to Polish Lower-Secondary School Students. – 2020.
7. Pétursdóttir Þ. E. Musik im DaF-Unterricht – Ein neuer Lehrstoff zu deutscher Musik: Dissertation. – 2022.

ӘОЖ 811.111+811.512.161

АҒЫЛШЫН ЖӘНЕ ТҮРІК ТІЛДЕРІНДЕ АУЫЗЕКІ ТІЛДЕ ТӨЛ СӨЗДІ ТӨЛЕУ СӨЗГЕ БЕЙІМДЕУГЕ ҮЙРЕТУ ЖОЛДАРЫ

Алпысбай А.А. *-1703-13-2 тобының студенті*
ayaulym.alpysbai.05@mail.ru
Ғылыми жетекші: ф.ғ.к.,аға оқытушы Байниязова Ж.Т.
zhanarbainiyazova@okmpu.kz
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент,Қазақстан

Аннотация

В статье рассматриваются методы обучения преобразованию прямой речи в косвенную в английском и турецком языках в устной коммуникации. Особое внимание уделяется коммуникативным подходам, а также анализируются трудности, возникающие у обучающихся. В работе использованы научные взгляды зарубежных и отечественных исследователей.

Abstract

The article discusses methods of teaching the transformation of direct speech into indirect speech in English and Turkish in spoken communication. It focuses on communicative approaches and analyzes the difficulties faced by learners. The study also incorporates scholarly perspectives from various researchers.

Қазіргі таңда ағылшын және түрік тілдерін қатар меңгеру - көптілді тұлға қалыптастырудың маңызды бағыты болып отыр. Әсіресе ауызекі сөйлеуде басқа адамның ойын жеткізу,яғни төл сөзді төлеу сөзге айналдыру дағдысы - тілдік құзіреттіліктің маңызды көрсеткіші. Бұл үдеріс тек граматикалық трансформация ғана емес, сонымен қатар ойды дұрыс, нақты және мәдени тұрғыда жеткізе білу қабілетін талап етеді.Бұл мақалада төл сөзді төлеу сөзге айналдыру жолдарына талдау жаасалып, нақты мысалдар арқылы түсіндіріледі.

Ғалымдардың пікірінше, тіл үйренуде мұндай трансформациялық дағдылар ерекше рөл атқарады. Swan M. өзінің еңбегінде:"*Reported speech is not only a grammatical structure but also a way of interpreting and transferring meaning in communication*"- деп атап көрсетеді. Яғни төлеу сөз тек ереже емес , ол мағынаны жекізу құралы.

1.Тілдік ерекшеліктер және салыстырмалы талдау

Ағылшын тілінде төл сөзді төлеу сөзге айналдыру барысында шақтардың сәйкестігі(sequence of tenses) негізгі орын алады

Мысалы:

**"I am happy," she said.*

**She said that she was happy.*
Ал түрік тілінде бұл үдеріс арнайы грамматикалық тұлғалар арқылы жүзеге асады:
**"Mutluyum" dedi.*
** Mutlu olduğunu söyledi.*

Бұл айырмашылықтарды түсіндіре отырып, Azar B. былай дейді: "Grammar transformations help learners reorganize information and express it more accurately in a new context." - Яғни,граматикалық өзгеріс - ойды жаңа формада жеткізудің құралы.
Сонымен қатар, түрік тілін оқыту саласында **Demirel Ö.** *"Yabancı dil öğretiminde yapıdan çok kullanım önemlidir"*-деп көрсетеді.Бұл пікірге сүйенсек,тек құрылымды емес,оны қолдануды үйрету қажет.

2.Ауызекі сөйлеудегі ерекшеліктер

Ауызекі тілде төлеу сөз көбінесе ықшам ,жеңіл формада беріледі.
Ағылшын тілінде:
** He said he was busy.*
** She told me she would call.*
Түрік тілінде:
** Meşgul olduğunu söyledi*
** Қарапайым түрде: Meşgul dedi*

Бұл ерекшеліктер туралы **Yılmaz Y.** *"Konuşma dilinde dilbilgisel kurallar çoğu zaman sadeleşir ve iletişim ön plana çıkar"* - деп жазады. Яғни, ауызекі тілде басты мақсат -түсінісу.

3.Үйренушілердің негізгі қиындықтары

Тәжірибе көрсеткендей , студенттер келесі қателерді жиі жібереді:
* шақтарды дұрыс өзгертпеу
* есімдіктерді сәйкестендірмеу
* сөзбе - сөз аудару
* ауызекі және жазба стильді шатастыру
Мысалы:
** He said he is tired (қате)*
** He said he was tired(дұрыс)*

Бұл туралы **Swan M.**тағы да: *"Learners often transfer rules from their native language, which leads to typical errors in reported speech"*- деп түсіндіреді.

4.Тиімді оқытуға үйрету жолдары

Төл сөзді төлеу сөзге үйретуде келесі жолдар (әдістер) тиімді:
1.Коммуникативтік тәсіл.
Оқушылар нақты өмірлік ситуацияларда сөйлееуді үйренеді.
2.Диалог трансформациясы.
Дайын сөйлемдерді өзгерту арқылы дағды қалыптасады
3.Рөлдік ойындар.
Бұл оқушының сөзін екіншісі жеткізеді.
4.Салыстырмалы жол.
Ағылшын мен түрік тілдерін қатар түсіндіру

Бұл әдістердің тиімділігі туралы **Demirel Ö.** *"Etkili dil öğretimi, öğrenciyi aktif қатысушыға айналдыру арқылы жүзеге асады"*- деп атап өтеді

5.Коммуникативтік құзіреттілікке әсері

Төл сөзді төлеу сөзге дұрыс айналдыра білу - тек граматикалық емес,коммуникативтік дағды.Бұл қабілет оқаушының ойды жүйелі жеткізуне, ақпаратты қайта өңдеуіне және сөйлеу мәдениетін қалыптастыруға ықпал етеді.

Осыған байланысты **Azar B.** *"Language learning becomes effective when learners can use structures in real communication"*- деп көрсетеді.

Сонымен қатар, шетел тілін оқыту теориясында маңызды орын алатын ғалым **Harmer J.** бұл туралы кеңірек тоқталып *"In real - life communication, learners need not only grammatical knowledge but also the ability to reformulate and report information appropriately. Teaching reported speech in interactive contexts significantly improves learners fluency,accuracy, and overall communicative competence"*- деп атап өтеді.

Бұл пікірден байқайтынымыз, төлеу сөзді меңгеру- тек құрылымды білу емес, оны нақты коммуникативтік жағдаяттарда орынды қолдана алу.Яғни, оқушы ақпаратты тыңдап, оны қайта өңдеп, басқа адамға дұрыс формада жеткізе алуы тиіс.Бұл дағды әсіресе ауызекі сөйлеуде маңызды, себебі тілдік қарм-қатынас көбіне диалогтық форматта жүзеге асады.

Әдебиеттер:

1. Swan M .(2016).Practical English Usage. Oxford University Press.
2. Azar B.(2002). Understanding and Using English Grammar. Longman.
3. Demirel, Ö. (2010). Yabancı Dil Öğretimi. Regem Yayıncılık.
4. Yılmaz, Y. (2014). Türkçenin Yabancı Dil Olarak Öğretimi. Pegem Akademi.
5.Harmer J.(2007). How to teach English. Longman.

UDC 811.98

THE IMPACT OF SMART BOARDS AND ARTIFICIAL INTELLIGENCE TOOLS ON LEARNERS' MOTIVATION IN FOREIGN LANGUAGE EDUCATION

Amangeldi Nurarkar *– 4th-year student*
Scientific supervisor: Bainiyazov A. Zh.
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Түйіндеме

Бұл мақалада шет тілін оқыту барысында SMART интерактивті тақталары мен жасанды интеллект құралдарының білім алушылардың оқу мотивациясына әсері қарастырылады. Оқу үдерісіндегі цифрлық және интерактивті технологиялардың оқу белсенділігін арттырудағы, студенттердің қызығушылығын қалыптастырудағы және шет тілін меңгеру тиімділігін жоғарылатудағы рөліне ерекше назар аударылады. Мақалада SMART тақталар, интеллектуалды оқыту платформалары және мультимедиалық ресурстарды қолдану арқылы тілдік дағдыларды дамыту, мотивацияны күшейту және интерактивті білім беру ортасын қалыптастыру мүмкіндіктері талданады. Сонымен қатар, аталған технологияларды білім беру мекемелерінде қолданудың тәжірибесі мен олардың оқыту сапасына әсері зерттеледі.

Аннотация

В данной статье рассматривается влияние интерактивных SMART-досок и инструментов искусственного интеллекта на мотивацию обучающихся в процессе изучения иностранного языка. Особое внимание уделяется педагогическому потенциалу цифровых и интерактивных технологий, способствующих повышению учебной активности, вовлеченности и интереса студентов к изучению иностранного языка. Анализируется, каким образом использование SMART-досок, интеллектуальных обучающих платформ и мультимедийных ресурсов способствует развитию языковых навыков, формированию устойчивой учебной мотивации и созданию интерактивной

образовательной среды. В статье также рассматриваются примеры внедрения данных технологий в образовательный процесс и их влияние на качество преподавания и эффективность усвоения иностранного языка.

Smart boards have revolutionized modern education by offering interactive and dynamic learning experiences. These digital tools enable teachers to present lessons in an engaging manner, incorporating multimedia elements such as videos, animations, and real-time collaboration. However, the integration of Artificial Intelligence (AI) with smart boards takes their functionality to a new level, making classroom instruction more adaptive, personalized, and effective. AI-powered smart boards can analyze student responses in real time, adjusting the difficulty level of exercises based on individual performance. Through speech recognition, students can interact with lessons by answering questions verbally, receiving instant feedback on pronunciation and accuracy. Natural Language Processing (NLP) enables the smart board to recognize and correct grammatical errors in student input, enhancing language acquisition and literacy skills. Additionally, AI-driven handwriting recognition allows students to write on the board while the system automatically converts their handwriting into digital text, aiding note-taking and collaborative learning. AI-enhanced smart boards also support adaptive learning paths, where students receive personalized exercises based on their strengths and weaknesses, promoting differentiated instruction. In subjects like science and mathematics, AI-powered smart boards can provide step-by-step explanations, detect common mistakes, and offer hints or alternative solutions. Teachers can use AI analytics to track student progress, identifying areas where additional support is needed. Furthermore, virtual AI tutors integrated into smart boards can assist students with problem-solving, fostering independent learning. This study explores the role of AI-enhanced smart boards in modern education, emphasizing 21 their advantages in interactive learning, real-time feedback, and personalized instruction. As AI technology continues to evolve, smart boards will become even more intelligent, reshaping the future of digital education and improving classroom engagement. SMART boards put simply, are a sophisticated replacement of the traditional overhead projector. Over the years, this cutting-edge technology has proved popular for students of all ages. The interactive board turns a typical classroom into a fun learning environment. It enriches classrooms in several ways by providing hands on collaboration and creating the perfect learning setting. There are several advantages of bringing in a SMART interactive whiteboard into a classroom setting. There are several advantages of this state-of-the-art technology in the education industry [1]. Some of Reasons why SMART Boards are an essential component in the modern day classroom: - Provides Flexibility: Interactive whiteboards allow many different forms of media including photos, illustrations, maps, graphs, games, and video, to be displayed. These tools not only enrich the classroom experience but also help to expand the nature of content that can be used in learning. In addition, SMART Boards makes learning to be more dynamic owing to the different forms of presenting information. - Enhanced teaching/learning experience: SMART Boards provide new ways for teachers to teach, and student to learn. These tools support a wide variety of learning styles. For instance, visual learners can watch as their tutors use the whiteboards to project visual elements; whereas audio learners can listen and have discussions. On the other hand, the Boards come with touchscreen capabilities that allow tactile learners to touch and interact with the board. - Interact and share: The interactive nature of SMART boards offers learners an opportunity to share and participate in the instructional process. Interactivity provides a platform for students to demonstrate their grasp of the subject through touching, drawing, and writing. Every learner has an opportunity to participate or contribute to the presentation and/or discussion via notebooks and tablets. In addition, the boards provide for rapid assessment where by learners can receive immediate

feedback. Teachers and students are able to identify individual strengths and weaknesses in various subject areas and isolate areas/topics that need more focus or review. - Going Green: Interactive boards are also environmentally friendly. They offer teachers an entirely different way of presenting information to students, which eliminates the need for writing, printing or photocopying. Which, contribute to eliminate waste and pollution, from over-utilization of paper and ink? - Easy to Use: The SMART board is very easy to us even for the person who isn't a friend with the technology world. SMART Boards have many advantages in the classroom. First of all, there are many benefits of SMART Boards for students in the classroom. This electronic whiteboard is interactive and great for demonstrations. Students would enjoy an interactive SMART Board lesson because the subject would come alive and bring reality into the classroom. SMART Boards provide a means of learning for all students, including students with different learning styles. Most students learn by actually doing and physically interacting with a medium, so SMART Boards would give students the opportunity to explore and manipulate concepts of a lesson. Also, students of every grade level show in creased motivation and enjoy the interaction that the technology offers. The use of a SMART Board would capture the attention of students and also encourage participation [2]. There are many advantages for students with the use of SMART Boards, however teachers also benefit by using this technology. For instance a lesson incorporating the use of a SMART Board engages not only the students, but also the teacher. During the lesson the teacher would be modeling that he/she is also interested in the lesson; therefore reinforcing that they are lifelong learners. Another advantage for the teacher is that it gives them instant access to many electronic resources. For example, the SMART Board provides instant internet access during a lesson, so a student's unanswered question can be answered immediately instead of waiting a day or two. Another huge advantage of SMART Boards is that teacher can plan lessons with so much more imagination. With the use of the SMART Board teaching any concept is possible and easier. Pages can be automatically saved, printed, emailed, or even pasted into a website. Flip-charts, all sorts of document, and 22 presentations all can be created. The possibilities are endless. Another positive aspect about SMART Board is that the software comes with ready-made layouts. Layouts can be found on the internet, some created by SMART and others created by other teachers across the world. The layouts can be modified to fit each teachers own lesson appropriately.This would come in handy for teacher who do not have a lot of time to create a lesson. [3]. A lot of new software is available for free on the internet that can be easily integrated. There are many forums and websites that aim to help teachers by providing SMART Board ideas and activities. Explore these for more ideas. The SMART Board is tomorrow's technology and is bound to change the look of classrooms forever. Using SMART boards in your classroom can help you stay ahead with technology that could make the education process simpler and perhaps even more productive. The object of a SMART Board isn't to take traditional book learning, hands-on experiences or paper testing away from students. Instead, it is designed to wake students up by adding variety to instruction, getting them moving and providing novel ways to respond to questions [4]. Especially in one-computer classrooms, SMART Boards are smart choices, because they quickly provide a big picture of learning. Connected to computers, they offer whole-group access to colorful, educational websites, powerful assessment software and teacher-made materials tailored to a class's needs. The SMART boards are the future of education.

References:

1.Katherine Bradley, Demand Media Research Study Results Documenting the Impact of Electronic Whiteboards on Teaching and Learning. (2009).

2.Adam Klemann, Edtech Blong Smart Boards in the Classroom. (2011).
3.Kristen Foley, Posted in SMART™ In the Classroom: graffiti walls, novel study, read aloud, read alouds, reading, SMART, SMART Board, SMART Board lessons, SMART Boards, SMART Boards in the classroom, SMART classroom, SMART Notebook, SMART Notebook files, SMART technology, writing. (2012) 4.Jade Roks, topic Teachers, Enotes technology, newbook (2-4) UK. (2012).

ТҮРІК ЖӘНЕ АҒЫЛШЫН ТІЛДЕРІН ОҚЫТУДА СӨЙЛЕУ ДАҒДЫЛАРЫН ЖЕТІЛДІРУ ЖОЛДАРЫ

Мухаметжанқызы А.-1703-63 тобының студенті
Ғылыми жетекші: - ф.ғ.к., аға оқытушы Байниязова Ж.Т.
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті,
Шымкент, Қазақстан

Аннотация

Данная статья посвящена анализу современных методов развития разговорных навыков при изучении английского и турецкого языков. Автор рассматривает практические подходы к преодолению языкового барьера и роль цифровых инструментов в учебном процессе. Работа предлагает конкретные рекомендации для повышения коммуникативной активности студентов.

Abstract

This article is devoted to the analysis of modern methods for developing speaking skills in learning English and Turkish. The author examines practical approaches to overcoming the language barrier and the role of digital tools in the educational process. The paper offers specific recommendations for increasing students' communicative activity.

Қысқаша айтқанда, тіл - бұл жай ғана дыбыстар мен әріптердің жиынтығы емес, ол – әрбір білім алушыға әлемді жаңаша тануға мүмкіндік беретін құрал, сонымен қатар адамдарды бір бірімен байланыстыруға, жақындастыруға көмектесетін ең мықты көпір десек те болады. Бүгінгі таңда бірнеше тіл білу жай ғана қызығушылық емес, ол – үлкен жетістіктерге жетелейтін және болашаққа жол ашатын маңызды артықшылық. Түркі дүниесінің рухани өзегі саналатын түрік тілі мен әлемдік, дүниежүзілік ақпарат кеңістігінің кілтіне айналған ағылшын тілін меңгеру – әрбір қазіргі жас маман үшін баға жетпес мүмкіндік.

Дегенмен, көптеген тіл мамандарының айтуы бойынша, тіл үйрену барысында бірнеше студенттер үлкен кедергіге тап болады. Ол - грамматиканы жақсы білсе де, сөздік қоры жеткілікті болса да, **нақты сөйлеуге келгенде ойын еркін жеткізе алмауы.** Бұл психологиялық кедергіні немесе «тілдік барьерді» жеңіп, өз ойыңды еркін жеткізе білу - тіл үйренудің ең басты мақсаттарының бірі. Себебі тілдің шынайы құндылығы оны оқып-түсінуде ғана емес, сонымен қатар сол тілде еркін сөйлесіп, басқа адамдармен ешқандай кедергісіз сұхбат құра алуында.

Бұл мақаланың мақсаты – түрік және ағылшын тілдерін оқыту барысында студенттердің сөйлеу дағдысын дамытуға арналған ең тиімді, ең қызықты әрі қолжетімді жолдарын көрсету. Зерттеу барысыныда тек теориялық аспектілерден гөрі, шынайы коммуникативтік тәсілдерге,цифрлық технологияларды тиімді қолдануға, және білім алушылардың өзіндік сенімін қалыптастыруға баса назар аударатын боламыз.

І БӨЛІМ. ТҮРІК ТІЛІ: ТУЫСТАС ТІЛДІҢ ЖАҚЫНДЫҒЫ МЕН СӨЙЛЕУ МӘДЕНИЕТІ

Түрік тілі - қазақ студенттері үшін ең жақын әрі жүрекке ерекше жылы сезілетін тілдердің бірі. Ортақ тарихымыз бен мәдениетіміз бұл тілді меңгеруді жеңілдетеді белгілі. Бірақ, сөйлеу дағдысын қалыптастыру барысында тілдің өзіндік қырлары мен ерекшеліктеріне мән беру аса маңызды.

1.1. Тілдің ерекшелігін түсіну: Әлеуметтік тіркестер

Түрік халқының табиғатынан сыпайылық пен қонақжайлылық ерекше байқалатынын білеміз. Күнделікті өмірде кеңінен қолданылатын «Kalıplaşmış ifadeler» - жай ғана сөз тіркестері емес, тұтас мәдениеттің көрінісі. Мысалы, ас ішкеннен кейін айтылатын *«Eline sağlık»* (қолыңа дерт бермесін) немесе еңбек етіп жатқан адамға бағытталған *«Kolay gelsin»* (ісің оң болсын/ жұмысың жеңіл болсын) деген сөздер адамдар арасындағы шынайы құрмет пен жылулықты білдіреді. Студент осы тіркестерді орынды әрі табиғи қолдана бастағанда, ол өзін тек тіл үйренуші ретінде емес, сол мәдениеттің бір бөлшегі ретінде сезіне бастайды. Бұл өз кезегінде ішкі сенімсіздікті азайтып, еркін сөйлеуге деген ұмтылысты арттырады.

1.2. Рөлдік ойындар арқылы үйрену

Тілді тек аудитория қабырғасында отырып меңгеру жеткіліксіз - оны сезіну, сол тілді түрлі әрі шынайы өмірлік ситуацияларда қолдану қажет. Осы тұрғыда рөлдік ойындар мен шағын драмалық көріністер ерекше тиімді әдіс болып табылады. Мәселен, *«Стамбул базарында саудаласу», «Досыңды үйге қонаққа шақыру»* немесе *«Түрік кафесінде тапсырыс беру»* сияқты жағдаяттарды сахналау студентті шынайы тілдік ортаға енгізуге көмектесетіні анық.

Рөлге енген сәтте студент бірден грамматикалық қателер туралы ойлауды доғарып, басты назарын өз ойын барынша жеткізуге аударады. Дәл осындай практикалық түрде жүзеге асырылатын рөлдік ойындар сөйлеу дағдысының тезірек қалыптасуына жол ашады. Нәтижесінде тіл үйрену процесі тек теориялық тапсырмалар ғана емес, шынайы қызыққа толы тәжірибеге айналады.

ІІ БӨЛІМ. АҒЫЛШЫН ТІЛІ: ҚОРҚЫНЫШТЫ ЖЕҢУ ЖӘНЕ ЕРКІН СӨЙЛЕУ ТЕХНИКАЛАРЫ

Ағылшын тілі - бүкіл әлемді біріктіретін тіл. Ол тек сөздерді білуге немесе грамматиканы жаттауға ғана емес, сөйлеудің ырғағы мен әуенін сезіне білуді талап етеді.

2.1. «Shadowing» техникасы

Бұл - сөйлеу машығын дамытудың ең күшті құралы. Студент аудиожазбаны тыңдай отырып, спикердің артынан дәлме-дәл қайталауы керек. Бұл жаттығу ауыз бұлшықеттерін ағылшын тілінің дыбыстарына үйретіп, сөздерді табиғи түрде айтуға көмектеседі. Күніне небәрі 10-15 минут осылай жаттығу жасау сөйлеу жылдамдығын (fluency) арттырып, айтылымды (pronunciation) жақсартады. Бұл әдістің ең жақсы артықшылығы - студент өз дауысының ағылшынша қалай шығатынын бақылай отырып, сөйлеуге деген сенімін нығайтады.

2.2. «Retelling» техникасы

Бұл техника студентке оқу немесе тыңдау арқылы алған ақпаратты өз сөзімен қайта айтып беру арқылы сөйлеу машығын дамытуға мүмкіндік береді. Студент мәтінді, кітаптың мазмұнын, фильм үзіндісін немесе әңгімені оқып шығып, оны өз түсінігімен, жүйелі және түсінікті тілде жеткізуі қажет. Бұл әдістің артықшылығы - студент ойлау қабілетін, есте сақтау және сөйлеу еркіндігін дамытады.Сонымен қатар, ол қорқынышты жеңуге көмектеседі және сөйлеуге деген сенімділікті арттырады, өйткені студент өз сөзін өзі таңдап, еркін жеткізеді. Мұндай жаттығу тек

грамматикалық жағынан дұрыс сөйлеуге ғана емес, сонымен қатар интонация, сөйлеу ырғағы және ойды логикалық жеткізу қабілетін дамытуға да ықпал етеді

ІІІ БӨЛІМ. ЦИФРЛЫҚ ТЕХНОЛОГИЯЛАР - ТІЛДІК ОРТА ҚАЛЫПТАСТЫРУДЫҢ ИННОВАЦИЯЛЫҚ ҚҰРАЛЫ

Бүгінгі XXI ғасырда, технологиялар қарқынды дамып отырған заманда, тіл үйретуді тек дәстүрлі оқулықтармен шектеу жеткілісіз. Қазіргі уақытта сөйлеу дағдысын дамытуда цифрлық құралдар студент үшін жай ғана көмекші емес, нағыз «виртуалды репетитор» рөлін атқарады. Бұл бөлімде біз заманауи технологиялардың тіл үйренушінің сөйлеу машығына қалай әсер ететінін, оның мүмкіндіктерін толық аша отырып қарастырамыз.

3.1. Жасанды интеллект (AI)

Жасанды интеллект (ChatGPT, Google Gemini, ELSA Speak) - тіл үйренушілер үшін нағыз төңкеріс пен жаңа мүмкіндіктерді алып келді. Көптеген тіл үйренушілер адаммен сөйлескенде «қате жасасам, ол не ойлайды?» деген қорқынышқа ұшырайды. Ал жасанды интеллект бұл психологиялық кедергіні толығымен жояды.

Дауыстық чат-боттар: Қазіргі AI модельдерімен дауыстық режимде еркін сөйлесуге болады. Студент ағылшын немесе түрік тілінде кез келген тақырыпта (мысалы: *«Болашақ мамандығым», «Стамбулдың тарихи жерлері»*) сұхбат құра алады. Робот студенттің сөзін бөлмей тыңдайды, соңынан грамматикалық қателерді сыпайы түрде түзеп, сөздік қорды қалай байыту керектігін айтады.

Айтылымды түзету: *ELSA Speak* сияқты бағдарламалар студенттің әрбір дыбысты қалай айтып тұрғанын жасанды интеллект арқылы талдайды. Мысалы, студент ағылшын тіліндегі «th» немесе түрік тіліндегі «ö» дыбысын бұрыс айтса, AI оны бірден байқап, тілдің дыбысталуын қалай дұрыс айту керектігін визуалды түрде көрсетеді.

3.2. VR (Виртуалды шындық)

Сөйлеу дағдысы үшін «тілдік орта» (Language Immersion) өте маңызды. Егер студенттің шетелге шығуға мүмкіндігі болмаса, VR технологиясы сол ортаны оның бөлмесіне әкеледі.

Виртуалды саяхат: VR көзілдірігін киген студент өз бөлмесінде отырып та Лондон көшелерінде немесе Анкарадағы үлкен кітапханада жүргендей әсер алады. Мұндай виртуалды ортада ол **виртуалды кейіпкерлермен** – роботтармен немесе басқа тіл үйренушілермен қарым-қатынас жасап, өз сөйлеу дағдыларын практика жүзінде дамытады. Кафеде тапсырыс беру немесе көшеде дұрыс жол сұрау сияқты қарапайым әрекеттерді орындау арқылы студенттің миы бұл жағдайды шын өмірдегідей қабылдап, сөйлеу қабілетінің дамуына ықпалын тигізеді

3.3. Подкасттар мен YouTube

Сөйлеу дағдысы көбінесе тыңдалым арқылы қалыптасады. YouTube-тегі влогтар, арнайы подкасттар және аудиоматериалдар (мысалы, *Easy Turkish* немесе *English with Lucy*) студентке тілдің нақты өмірде қалай қолданылатынын, сөздердің ырғағы мен интонациясын көрсетеді. Мұндай контентті пайдалану студенттің тыңдалым қабілетін арттырып қана қоймай, сөйлеуге деген сенімділігін де күшейтеді.

Қорытындылай келе, тіл үйрену - бұл тек грамматикалық ережелерді жаттап, сөздік қорды көбейтумен шектелетін үдеріс емес. Бұл - адамның дүниетанымын кеңейтіп, жаңа мүмкіндіктерге жол ашатын, тұлғалық дамуға ықпал ететін күрделі әрі шығармашылық процесс. Түрік және ағылшын тілдерін меңгеру барысында ең маңыздысы - тілді тек теориялық тұрғыда игеру емес, оны өмірде еркін қолдана алу қабілетін қалыптастыру.

«Shadowing» әдісі, рөлдік ойындар және жасанды интеллектке негізделген инновациялық технологиялар тіл үйрену үдерісінің тиімділігін арттыратын заманауи құралдар ретінде ерекшеленеді.

Ұсынылған заманауи әдістер студенттердің коммуникативтік құзыреттілігін арттырып қана қоймай, олардың кәсіби және тұлғалық дамуына да оң әсер етеді. Бүгінгі жаһандану дәуірінде бірнеше тіл білу - **үлкен артықшылық**, ал сол тілдерде еркін әрі сенімді сөйлеу - **нағыз шеберліктің көрінісі.** Болашақ - өз ойын анық жеткізе алатын, жан-жақты дамыған, білімді жастардың қолында.

Әдебиеттер:

1. Тіл үйретудің заманауи әдістемесі. Оқу құралы. Алматы, 2023.

2. Krashen, S.D. (1982). Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press.

3. Richards, J.C. (2006). Communicative Language Teaching Today. Cambridge University Press.

4. Öztürk, G. (2021). Speaking Skills in Foreign Languages. İstanbul: Eğitim Yayınevi.

THE ENGLISH PERFECT IN THE TRANSLATION OF LITERARY TEXTS: SEMANTIC COMPLEXITY AND FUNCTIONAL EQUIVALENCE

Асырбай Д.Ы.
Қожамбиева Г.Б.
Абжаппарова М.П.
Ерменбекова А.А.
e-mail:diana.asyrbay@mail.ru
Ғылыми жетекші: ф.ғ.к., аға оқытушы Мақұлбек А.Б.
Ө.Жәнібек атындағы Оңтүстік Қазақстан педагогикалық университеті
e-mail:azeke_k.f.n@mail.ru

Abstract

This article examines the English Perfect in the translation of literary texts. The analysis is based on the view that the Perfect should not be reduced to a simple tense form or understood only as a marker of result. It is treated as a complex Tense-Aspect category whose meaning is shaped by anteriority, completion, boundedness, lexical semantics, and contextual factors. This is explained by the asymmetry between the English literaty verbal systems, as well as by the specific demands of literary translation, where grammatical meaning is closely connected with textual function. The article argues that the most productive principle in translating the Perfect is functional equivalence rather than formal similarity.

Keywords: Perfect, aspectuality, literary translation, functional equivalence, adequacy, boundedness, resultativity, temporal correlation, W. Somerset Maugham

The translation of grammatical meanings remains one of the most difficult areas in translation studies. Lexical units can often be matched with relatively stable equivalents, but grammatical forms behave differently. Their meaning is distributed across the sentence, the surrounding context, and the larger structure of the text. In literary discourse this difficulty becomes even more obvious, because grammar does not merely transmit information. It also shapes narration, perspective, rhythm, and the reader’s interpretation of events. In this

respect, the English Perfect is especially important, since it combines temporal, aspectual, and contextual meanings that are not easily reproduced by a single form.

The present article focuses on the English Perfect in translated literary prose, particularly in texts by W. Somerset Maugham. The topic is significant because the English systems of verbal meaning are organized differently. Aspectual meanings are mainly distributed through the opposition of perfective and imperfective forms and through various lexical-semantic types of action. In English, similar meanings are expressed through the broader system of Tense-Aspect. As a result, the translation of the Perfect cannot rely on mechanical grammatical replacement. What matters most is the semantic function of the form within the literary text.

Aspectuality is closely connected with the grammatical category of aspect and with a number of related semantic zones such as duration, perfectivity, boundedness, repetition, and phase structure. The perfective verb is treated as the marked member of the opposition because it expresses wholeness and limitation of the action by an internal boundary. The imperfective verb, by contrast, is less semantically fixed and often depends more strongly on lexical meaning and context. This distinction is crucial for translation because it shows that possess one single form that always corresponds to the English Perfect. Instead, meanings similar to those of the Perfect are distributed among aspect, tense, lexical markers, and broader textual organization.

In English, the situation is organized differently. The verbal system includes a complex interaction of tense and aspect, and the Perfect occupies a special place within that system. It stands alongside Common and Continuous forms and is linked to the category of Tense-Aspect rather than to a simple opposition of aspect alone. The Perfect therefore cannot be treated as a purely temporal or purely aspectual form. Its meaning emerges through its relation to a reference point, the moment of speech, the internal structure of the event, and lexical support in the sentence. This complexity explains why the Perfect often becomes a central problem in literary translation.

One of the most important conclusions drawn in the source study is that the Perfect should not be defined only through resultativity. Although in many contexts it may point to the result of a previous action, this interpretation is not universal. In some cases, the Perfect expresses previous experience, in others recent occurrence, and in still others a situation extending over a period leading to a reference point. Therefore, to reduce the Perfect to the formula “completed action with present result” would be too narrow and would not reflect the full range of its uses in real discourse.

A more convincing interpretation is to regard the Perfect as a category built around temporal correlation and anteriority. The form indicates that an action precedes a certain reference point, and this reference point may coincide with the present moment or may be established within the narrative itself. Because of this, the Perfect is especially important in literary prose, where narrative perspective often depends on the relation between earlier and later events. The form may create retrospective links, indicate completed background information, or present a previous event as relevant to a later state of affairs.

Another important point is that the Perfect does not always behave in the same way with all verbs. With telic or bounded verbs, it may more easily suggest a resulting state. With atelic verbs, however, the focus may shift toward the fact of previous experience or the continuity of a situation up to a certain point. This semantic flexibility becomes even more noticeable in literary translation, where the translator must decide which component of the form is dominant in a particular context. A formally similar solution may fail if it does not preserve the real communicative and stylistic value of the utterance.

The problem of translating the Perfect becomes clearer when viewed within the broader theory of literary translation. A literary text is not simply a sequence of facts. It is a

communicative and aesthetic whole in which grammar, vocabulary, narrative progression, and stylistic choice work together. Because of that, the task of the translator is not to replace isolated forms one by one, but to reconstruct the role those forms play in the target language. In the case of the Perfect, this means that the translator must determine whether the form expresses result, boundedness, wholeness, previous experience, or retrospective relevance in a given passage.

The distinction between equivalence and adequacy is particularly useful here. Equivalence refers to the relation between source and target texts as linguistic products, whereas adequacy concerns the translation process and the extent to which the translation matches the communicative conditions and artistic effect of the original. In literary translation, adequacy is often more important than direct formal equivalence. A grammatically literal rendering may preserve the structure of the original but fail to reproduce its narrative function or stylistic value. For that reason, the translation of the Perfect should be evaluated not by outward similarity but by its ability to perform the same function in the target text.

Examples with temporal phrases such as for a couple of months or for years are especially revealing. In translation, these expressions do not always remain structurally identical. Sometimes they are rendered through lexical expansion, sometimes through a shift in aspect, and sometimes through a more idiomatic construction. For instance, an English phrase like had been on the station for a couple of months may be rendered not by a formally parallel structure, but by a bounded expression meaning that someone had spent a certain period there. Likewise, for years may be translated as long year rather than by a direct structural replica. These solutions show that temporal extent and inner boundary are often translated together as one semantic complex.

The source material also discusses completion understood as the wholeness of an action-process. This meaning is slightly different from simple resultativity. In such cases the Perfect presents the action as a complete unit within the narrative flow. In literary translation, wholeness often matters because it affects the way an event is perceived by the reader: as a full event, as a background action, or as a step in a larger narrative chain.

What is especially important here is that the Russian translation may sometimes shift away from formal similarity in order to keep this sense of completed wholeness. A more idiomatic verb may be chosen, or the syntactic structure may be reorganized. This does not mean that the original meaning is lost. On the contrary, such transformations often preserve the semantic nucleus more successfully than literal transfer would. The translation of the Perfect therefore reveals a broader principle of literary translation: fidelity is achieved not by copying form, but by reconstructing function.

A separate and very useful part of the source study concerns the lexical supports of the Perfect. These include markers such as already, just, never, ever, yet, since, and for. Although they may seem secondary, in many cases they strongly shape the interpretation of the Perfect and influence the translator's decision. Others require paraphrase, restructuring, or a more context-sensitive rendering.

The importance of these markers becomes especially clear in literary text. An expression like I haven't seen you for ages is not translated by mechanically preserving every grammatical element. Its meaning depends on idiomatic duration and communicative tone. Similarly, since may establish a temporal perspective that is central to the sequence of events in a passage, but in translation it can sometimes disappear as a separate word if its meaning is absorbed into the Russian structure. The translator is therefore dealing not with isolated signals, but with an integrated semantic configuration in which grammar, lexicon, and context interact.

This again confirms that the Perfect cannot be translated in isolation from its environment. The whole utterance must be taken into account, including adverbials, prepositions, narrative sequence, and stylistic effect. Very often the lexical supports reveal whether the dominant meaning is anteriority, continuity, result, or experiential reference. Without them, the grammatical form alone may be misleading.

The material based on W. Somerset Maugham is particularly useful because literary prose offers many subtle cases in which the Perfect is tied to characterization and narration. In such texts, the form may help present a previous conflict as still relevant, show a long-standing relationship between characters, or compress a background history into a concise statement. Russian translation must preserve these narrative functions even if it uses different means. This is why literary examples are more revealing than isolated textbook sentences: they show the Perfect not as an abstract form, but as part of a living textual system.

In Maugham's prose, the translator often has to choose between grammatical resemblance and stylistic-natural rendering. The best solutions are usually those that preserve the semantic perspective of the original rather than imitate its surface structure. The Perfect may disappear as a visible grammatical category in Russian, yet its function survives through aspect, lexical support, temporal framing, or syntactic organization. Such cases illustrate the real complexity of literary translation and confirm the importance of functional equivalence.

The English Perfect is best understood as a complex functional-semantic category rather than as a simple tense marker. Its meaning includes anteriority, completion, boundedness, and in many contexts resultativity, experiential reference, or durative relevance. Because of this semantic complexity, the Perfect cannot be translated into means of one fixed grammatical equivalent. Distributes similar meanings across aspect, tense, lexical markers, and contextual interpretation, which makes direct correspondence impossible in many cases.

For this reason, the translation of the Perfect in literary texts should be guided by functional equivalence. The translator must determine which meaning is dominant in the given passage and then choose and means that reproduce the same narrative and semantic effect. Sometimes this leads to a perfective form, sometimes to an imperfective one, and sometimes to lexical or syntactic transformation. What matters most is that the target text preserve the communicative and artistic function of the original.

Thus, the study of the Perfect in literary translation confirms a broader conclusion: grammar in translation is never merely formal. It is inseparable from textual structure, lexical environment, and reader perception. The English Perfect offers a particularly clear example of this interaction, and that is why it remains an important subject in contrastive linguistics and translation studies.

References:

1. Dertsakyan, R. A. English Perfect in the Language of Literary Text Translation. Moscow, 2005.
2. Komissarov, V. N. The Word about Translation: An Essay on the Linguistic Theory of Translation. Moscow: Mezhdunarodnye otnosheniya, 1973.
3. Komissarov, V. N. Linguistics of Translation. Moscow: Mezhdunarodnye otnosheniya, 1980.
4. Komissarov, V. N. Theory of Translation: Linguistic Aspects. Moscow: Vysshaya shkola, 1990.
5. Kazakova, T. A. Workshop on Literary Translation. St. Petersburg: Soyuz, 2004.
6. Catford, J. C. A Linguistic Theory of Translation. Moscow: URSS, 2004.

ШЕТ ТІЛІ САБАҚТАРЫНДА БІЛІМ АЛУШЫЛАРДЫҢ ТІЛДІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ ӘДІСТЕРІ

Ауелбек Т.
Togzhanauelbek05@mail.ru
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Түйіндеме

Мақалада шет тілі сабақтарында білім алушылардың тілдік құзыреттілігін қалыптастырудың тиімді әдістері қарастырылды. Тілдік құзыреттілік – білім алушының тілдік білімді қарым-қатынас барысында орынды қолдана алу қабілеті ретінде сипатталады. Зерттеу барысында коммуникативтік әдіс, лексикалық және грамматикалық дағдыларды дамыту, тыңдалым, айтылым, оқылым және жазылым әрекеттерін кешенді түрде қалыптастырудың маңыздылығы айқындалды. Сонымен қатар ойын технологиялары, ақпараттық-коммуникациялық құралдар, саралап оқыту және жобалық әдістердің тіл үйретудегі тиімділігі көрсетілді. Мақалада ұсынылған тәсілдер білім алушылардың тілдік белсенділігін арттырып, шет тілін меңгеру сапасын жақсартуға бағытталған.

Кілт сөздер: тілдік құзыреттілік, шет тілін оқыту, коммуникативтік әдіс, тілдік дағдылар, оқыту технологиялары, сөйлеу әрекеті, білім алушы, әдістеме

Шет тілі сабақтарында білім алушылардың тілдік құзыреттілігін қалыптастыру қазіргі білім беру жүйесіндегі аса өзекті мәселелердің бірі болып саналады. Жаһандану жағдайында бірнеше тілді меңгеру адамның тек академиялық емес, сонымен қатар әлеуметтік, мәдени және кәсіби дамуына да тікелей ықпал етеді. Бүгінгі таңда шет тілін оқыту үдерісі бұрынғыдай тек грамматикалық ережелер мен сөздік қорды жаттатуға негізделмеуі керек. Оның басты мақсаты – білім алушының нақты өмірлік жағдаяттарда шет тілін еркін, орынды және нәтижелі қолдана алуына жағдай жасау. Осы тұрғыдан алғанда, тілдік құзыреттілік ұғымы ерекше маңызға ие. Тілдік құзыреттілік – білім алушының фонетикалық, лексикалық, грамматикалық білімді меңгеріп қана қоймай, оны қарым-қатынас барысында дұрыс пайдалана алу қабілеті. Демек, шет тілі сабақтарында тілдік құзыреттілікті қалыптастыру – кешенді, жүйелі және мақсатты ұйымдастырылатын педагогикалық үдеріс.

Тілдік құзыреттілікті қалыптастырудың тиімділігі ең алдымен оқыту мақсатының дұрыс қойылуына байланысты. Егер сабақ барысында мұғалім тек ережені түсіндірумен шектелсе, білім алушыда тілдік бірліктер туралы теориялық түсінік қалыптасуы мүмкін, бірақ ол бұл білімді сөйлеу әрекетінде қолдануда қиналады. Сондықтан шет тілі сабағының басты бағыты тілдік білімді практикалық дағдымен ұштастыруға негізделуі тиіс. Білім алушы жаңа сөзді жаттап қана қоймай, оны сөйлемде қолдануға, өз ойын жеткізуге, сұрақ қоюға, пікір білдіруге, мәтінді түсінуге және жазбаша қарым-қатынас жасауға үйренуі қажет. Мұндай нәтижеге жету үшін әртүрлі әдістер мен тәсілдерді үйлестіре қолдану маңызды [1].

Шет тілі сабақтарында тілдік құзыреттілікті қалыптастырудың ең кең таралған және нәтижелі әдістерінің бірі – коммуникативтік әдіс. Бұл әдістің негізгі мәні – тілді қарым-қатынас құралы ретінде меңгерту. Коммуникативтік әдіс арқылы білім алушы тілдік бірліктерді оқшау түрде емес, нақты жағдаят аясында үйренеді. Мысалы, дүкенде сөйлесу, жол сұрау, танысу, сұхбат беру, хат жазу немесе өз ойын қорғау

сияқты жағдаяттар білім алушыны табиғи тілдік ортаға жақындатады. Мұндай тапсырмалар арқылы ол сөздіктер мен грамматикалық құрылымдарды өмірлік контексте қолдануға машықтанады. Коммуникативтік әдіс білім алушының сөйлеу белсенділігін арттырады, сабаққа қызығушылығын күшейтеді және тілдік кедергіні азайтады. Әсіресе жұптық және топтық жұмыс түрлері арқылы білім алушы өз ойын бірнеше рет қайталап айтуға, өзгелердің сөзін тыңдауға, түзетуге және жетілдіруге мүмкіндік алады.

Тілдік құзыреттілікті дамытудың тағы бір маңызды жолы – лексикалық жұмысты жүйелі ұйымдастыру. Көп жағдайда шет тілін үйренудегі негізгі қиындықтардың бірі – сөздік қордың жеткіліксіздігі. Сондықтан жаңа сөздерді тек аудармасымен бірге жаттату жеткіліксіз. Сөз мағынасы контексте ашылғанда ғана ол ұзақ уақыт есте сақталады және белсенді қолданысқа енеді. Мұғалім жаңа сөздерді мәтін, диалог, бейнематериал, жағдаяттық тапсырма немесе сурет арқылы ұсынса, білім алушы оның қолданылу аясын жақсырақ түсінеді. Сонымен қатар сөздерді тақырыптық топтар бойынша меңгерту, синоним-антонимдік байланыстарды көрсету, сөз тіркестерімен бірге үйрету де өте тиімді. Мысалы, білім алушы тек бір етістікті емес, сол етістікпен жиі қолданылатын тіркестерді қатар меңгерсе, оның сөйлеуі табиғи әрі сауатты бола түседі. Лексикалық жұмыста қайталау, бекіту және қолдану кезеңдерінің сақталуы аса маңызды [2].

Грамматикалық құзыреттілікті қалыптастыру да тілдік құзыреттіліктің ажырамас бөлігі болып табылады. Алайда қазіргі әдістемеде грамматиканы оқытуда формализмнен арылу қажеттігі жиі айтылады. Яғни грамматикалық ережелерді тек жаттап алу білім алушыны еркін сөйлеуге жеткізбейді. Сондықтан грамматиканы функционалдық тұрғыдан, яғни белгілі бір ойды жеткізуге қажет құрал ретінде үйрету әлдеқайда тиімді. Мысалы, өткен шақ формасын оқыту барысында мұғалім ережені түсіндіріп қана қоймай, білім алушыларға өздерінің демалысы туралы әңгімелеу, кеше не істегенін айту, оқиға желісін ретімен баяндау сияқты тапсырмалар берсе, грамматикалық құрылым нақты қарым-қатынас мақсатына қызмет етеді. Бұл тәсіл білім алушының грамматиканы механикалық емес, саналы түрде қолдануына ықпал етеді. Сонымен бірге грамматикалық жаттығулардың да түрлендіріліп берілуі маңызды: сөйлемді толықтыру, қате табу, мәтінді өзгерту, диалог құрастыру, рөлдік ойындарда қолдану сияқты тапсырмалар қызығушылықты арттырады.

Тыңдалым дағдысын дамыту тілдік құзыреттілікті қалыптастыруда ерекше орын алады, себебі шет тіліндегі қарым-қатынас тыңдай білуден басталады. Көптеген білім алушылар шет тілінде жазылған сөзді тани алғанымен, ауызша айтылған мәтінді түсінуде қиындық көреді. Сондықтан сабақ барысында әртүрлі деңгейдегі аудиоматериалдарды жүйелі қолдану қажет. Тыңдалым тапсырмалары тек мәтінді тыңдап, сұраққа жауап берумен шектелмеуі тиіс. Алдын ала болжау, негізгі ойды анықтау, нақты ақпаратты табу, кейіпкердің көзқарасын ажырату, тыңдалған ақпаратты талдау сияқты әрекеттер тыңдалым үдерісін жандандырады. Егер мұғалім аудиомәтін мазмұнын білім алушының жас ерекшелігіне, тілдік деңгейіне және қызығушылығына сәйкестендірсе, тыңдалым тиімділігі артады. Сонымен қатар бейнематериалдарды қолдану вербалды емес белгілерді, интонацияны, сөйлеу қарқынын түсінуге көмектеседі.

Айтылым дағдысын дамыту – тілдік құзыреттіліктің негізгі көрсеткіштерінің бірі. Шет тілін меңгерудің түпкі нәтижесі ретінде білім алушының өз ойын ауызша жеткізе алуы бағаланады. Бірақ тәжірибеде көптеген білім алушылар сөйлеуден қорқады, қате жіберемін деп қысылып, белсенділік танытпайды. Мұндай қиындықты жеңу үшін сабақта қолайлы психологиялық ахуал қалыптастыру өте маңызды. Мұғалім қателерді жазалау құралы ретінде емес, даму мүмкіндігі ретінде қабылдатуы керек. Айтылымды

дамытуда сұрақ-жауап, шағын диалог, пікірталас, рөлдік ойын, презентация, әңгіме құрастыру, сурет бойынша сипаттау сияқты әдістер кеңінен қолданылады. Бұл тапсырмалар білім алушының ойлауын, елестетуін, тілдік бірліктерді таңдай білуін, сөйлеу логикасын қалыптастырады. Әсіресе еркін жауап беруге мүмкіндік беретін ашық сұрақтар білім алушының тілдік белсенділігін күшейтеді [3].

Оқылым дағдысы да тілдік құзыреттілікті қалыптастыруда маңызды қызмет атқарады. Оқылым арқылы білім алушы жаңа сөздерді көреді, грамматикалық үлгілерді мәтін ішінде байқайды, шет тіліндегі ойды құрылымдық тұрғыда қабылдауға үйренеді. Мәтінмен жұмыс тек оны аударумен шектелмеуі тиіс. Қазіргі әдістемеде мәтінді түсініп оқу, негізгі ақпаратты табу, детальдерді ажырату, автор көзқарасын анықтау, мәтінге сын тұрғысынан қарау сияқты дағдыларға басымдық беріледі. Мұғалім оқылымға арналған мәтіндерді таңдағанда олардың мазмұны өмірмен байланысты, танымдық жағынан құнды, жас ерекшелігіне сай болуын ескеруі қажет. Қысқа мәтіндерден бастап біртіндеп күрделі материалдарға көшу білім алушының сенімін арттырады. Сонымен бірге мәтіннен кейінгі тапсырмалар да маңызды: мазмұндау, сұрақ құрастыру, жоспар жасау, пікір айту, мәтінді жалғастыру сияқты жұмыстар оқылған ақпаратты белсенді игеруге көмектеседі.

Жазылым дағдысы шет тіліндегі ойды сауатты, жүйелі және логикалық жеткізудің көрінісі ретінде қарастырылады. Жазылым арқылы білім алушы сөздік қорын, грамматикалық білімін, ойлау жүйесін және тілдік мәдениетін қатар дамытады. Жазу дағдысын қалыптастыру үшін қарапайым тапсырмалардан бастап күрделірек шығармашылық жұмыстарға көшу қажет. Алғашқы кезеңде сөздерден сөйлем құрастыру, бос орындарды толтыру, қысқа жауап жазу, күн тәртібін немесе жоспарды беру сияқты тапсырмалар тиімді. Кейінірек хат, эссе, хабарлама, пікір, шағын мақала жазу жұмыстары енгізіледі. Жазылымға үйретуде үлгі көрсету, тірек сөздер беру, мәтін құрылымын түсіндіру, бірлескен жазу жұмыстарын ұйымдастыру пайдалы. Білім алушы жазған мәтініне кері байланыс алғанда, қателерін түсінгенде және оны түзетудің жолын көргенде жазу сапасы біртіндеп артады [4].

Ойын технологиялары да шет тілі сабақтарында тілдік құзыреттілікті қалыптастырудың нәтижелі әдістерінің қатарына жатады. Ойын элементтері әсіресе мектеп жасындағы білім алушылар үшін өте тартымды. Ойын барысында олар тілдік материалды байқамай-ақ меңгереді, өзара әрекеттеседі, белсенділік көрсетеді.

Ақпараттық-коммуникациялық технологияларды қолдану да қазіргі шет тілі сабақтарының ажырамас бөлігіне айналып отыр. Сандық платформалар, онлайн жаттығулар, бейнесабақтар, интерактивті тапсырмалар, мобильді қосымшалар білім алушының дербес оқуын қолдап, сабақтың мазмұнын байытады. Мысалы, аудио және видео ресурстар тыңдалым мен айтылымды дамытуға, онлайн сөздіктер мен жаттығу платформалары лексика мен грамматиканы бекітуге тиімді. Интерактивті тақтада орындалатын тапсырмалар визуалды қабылдауды күшейтеді. Сонымен бірге цифрлық орта білім алушының жеке қарқынымен жұмыс істеуіне мүмкіндік береді. Дегенмен технологияны қолдану мақсатсыз болмауы керек. Ол тек сыртқы тартымдылық үшін емес, нақты педагогикалық міндетті шешу үшін пайдаланылғанда ғана нәтижелі болады [5].

Тілдік құзыреттілікті қалыптастыруда саралап оқыту әдісінің де рөлі зор. Әрбір білім алушының тіл меңгеру деңгейі, оқу қарқыны, қызығушылығы, қабылдау ерекшелігі әртүрлі болады. Сондықтан бірдей тапсырманы бәріне бірдей ұсыну кей жағдайда тиімді нәтиже бермейді. Саралап оқыту барысында мұғалім білім алушылардың деңгейіне сай тапсырмалар дайындап, біреулеріне тірек, біреулеріне кеңейтілген, енді біреулеріне шығармашылық сипаттағы жұмыстар ұсына алады. Бұл

тәсіл әр білім алушының табысқа жетуіне жағдай жасайды, оның өзіне деген сенімін арттырады.

Жобалық әдіс те білім алушылардың тілдік құзыреттілігін дамытудың тиімді жолдарының бірі. Жоба орындау барысында білім алушы ақпарат іздейді, оны талдайды, топпен ақылдасады, шет тілінде мәтін құрастырады, қорғайды, сұрақтарға жауап береді. Осы әрекеттердің барлығы тілдік дағдылардың кешенді дамуына жағдай жасайды. Жоба тақырыптары білім алушының өмірімен, қызығушылығымен немесе қоғамдағы өзекті мәселелермен байланысты болса, оның мотивациясы арта түседі. Мысалы, менің қалам, экология, сүйікті мамандық, денсаулық, мәдениет, технология сияқты тақырыптар шет тілінде зерттеуге қолайлы. Жобалық жұмыс білім алушының тек тілдік қабілетін ғана емес, сыни ойлауын, зерттеушілік дағдысын, шығармашылығын және бірлесіп жұмыс істеу қабілетін де дамытады [6].

Мотивация – тілдік құзыреттілікті қалыптастырудың шешуші факторларының бірі. Егер білім алушы шет тілін не үшін оқып жүргенін түсінсе, оның сабақтағы белсенділігі де артады. Мұғалімнің міндеті – тіл үйренудің нақты өмірмен байланысын көрсету. Мысалы, шет тілін білу арқылы әлемдік ақпаратқа қол жеткізуге, шетелдік достар табуға, білімін шетелде жалғастыруға, болашақ мамандығында бәсекеге қабілетті болуға болатынын ұғындыру маңызды. Сабақтағы жетістік сезімі де мотивацияны күшейтеді. Сондықтан мұғалім білім алушының жетістігін уақытында байқап, қолдап, мадақтап отыруы қажет. Тіпті шағын жетістіктің өзі келесі қадамға ынталандыратын күшке айналады.

Тілдік құзыреттілікті қалыптастыруда кері байланыс пен бағалаудың орны ерекше. Бағалау тек қорытынды нәтиже шығару үшін емес, білім алушының даму бағытын анықтау үшін қажет. Қалыптастырушы бағалау арқылы мұғалім білім алушының қай тұста қиналатынын байқап, дер кезінде көмек көрсете алады. Ауызша жауапқа, жазба жұмысына, диалогқа, жобаға, тыңдалым нәтижесіне берілетін нақты және түсінікті кері байланыс білім алушыға өз қатесін түзетуге мүмкіндік береді. Ең тиімдісі – қателерді тек көрсету емес, оны түзету стратегиясын ұсыну. Сонымен бірге өзін-өзі бағалау мен өзара бағалау да білім алушының жауапкершілігін арттырады, тілдік дағдыға сын көзбен қарауға үйретеді [7].

Қорытындылай келе, шет тілі сабақтарында білім алушылардың тілдік құзыреттілігін қалыптастыру – көпқырлы әрі үздіксіз жүретін үдеріс. Ол тек сөздік қор мен грамматиканы меңгертумен шектелмейді, сонымен бірге тыңдалым, айтылым, оқылым, жазылым дағдыларын өзара байланыста дамытуды көздейді. Бұл мақсатқа жету үшін коммуникативтік әдіс, ойын технологиялары, жобалық жұмыс, саралап оқыту, ақпараттық-коммуникациялық құралдар, жүйелі лексика-грамматикалық жұмыс сияқты әдістер кешенді түрде қолданылуы керек. Ең бастысы, сабақта білім алушы белсенді әрекет ететін, өз ойын еркін жеткізетін, қателесуден қорықпайтын, тілді өмірлік қажеттілік ретінде қабылдайтын орта қалыптасуы қажет. Осындай жағдайда ғана шет тілі сабағы шынайы нәтижеге жетіп, білім алушының тілдік құзыреттілігі берік қалыптасады.

Әдебиеттер:

1. Баймұханова Гүлмира Баймұханова Г. Шет тілін оқыту әдістемесі. – Алматы: Қазақ университеті, 2020. – 256 б.

2. Жақсылықова Күләш Жақсылықова К. Шет тілін оқытудағы инновациялық технологиялар. – Алматы: Раритет, 2019. – 240 б.

3. Қуандықова Роза Қуандықова Р. Тілдік құзыреттілікті қалыптастыру жолдары. – Нұр-Сұлтан: Фолиант, 2021. – 198 б.

4. Сәрсенбаева Жанар Сәрсенбаева Ж. Шет тілін оқыту әдістемесінің негіздері. – Алматы: Білім, 2018. – 220 б.
5. Нұрғалиева Гүлнар Нұрғалиева Г. Білім берудегі құзыреттілік тәсіл. – Алматы: Ғылым, 2017. – 300 б.
6. Әбдіғаппарова Ұлбала Әбдіғаппарова Ұ. Құзыреттілікке негізделген білім беру. – Алматы: Қазақ университеті, 2022. – 276 б.
7. Қараев Жақсылық Қараев Ж. Деңгейлеп-саралап оқыту технологиясы. – Алматы: Мектеп, 2016. – 232 б.

ШЫҒАРМАШЫЛЫҚ ЖАЗУ ЖҰМЫСТАРЫ АРҚЫЛЫ БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ СӨЗДІК ҚОРЫН БАЙЫТУ

Базарбай А.
a.bazarbay05@mail.ru
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Аңдатпа

Бұл мақалада бастауыш сынып оқушыларының сөздік қорын байытудағы шығармашылық жазу әдістерінің маңызы қарастырылады. Оқушылардың тілдік дағдыларын дамытуда шығармашылық жазу тапсырмаларының рөлі талданып, олардың тиімділігі зерттеу нәтижелері арқылы дәлелденді. Сонымен қатар, сөздік қорды кеңейтуге бағытталған әдістердің теориялық және әдістемелік негіздері қарастырылды.

Кілт сөздер: шығармашылық жазу, сөздік қор, бастауыш сынып, тіл дамыту, жазба жұмыс.

Бастауыш мектеп оқушыларының тілдік дағдыларын дамыту – білім беру жүйесінің маңызды міндеттерінің бірі. Оқушылардың сөздік қоры олардың сөйлеу қабілетін ғана емес, сондай-ақ жалпы ойлау деңгейін, өзіндік пікір білдіру қабілетін қалыптастыруға ықпал етеді. Қазіргі білім беру үрдісінде шығармашылық жазу жұмыстары бастауыш сынып оқушыларының сөздік қорын кеңейтудің тиімді құралдарының бірі ретінде қарастырылады.

Шығармашылық жазу әдістері оқушыларды белсенді ойлау әрекетіне тартады, олардың қиялын дамытады, көркем және логикалық ойлау қабілеттерін жетілдіреді. Бұл әдістерді дұрыс қолдану оқушылардың сөздік қорын байытып, олардың тілдік құзыреттілігін арттырады. Мақаланың мақсаты – шығармашылық жазу арқылы бастауыш сынып оқушыларының сөздік қорын байыту жолдарын талдау және оның тиімділігін зерттеу.

Сөздік қор – адамның қарым-қатынас жасау қабілетінің негізгі көрсеткіші. Ол жеке тұлғаның мәдени және когнитивтік даму деңгейін анықтайды. Баланың сөздік қоры оның ойлау қабілетімен, шығармашылық потенциалымен, ақпаратты қабылдау және өңдеу дағдыларымен тікелей байланысты. Тілдік орта неғұрлым бай болса, баланың сөздік қоры да соғұрлым кеңейіп, оның сөйлеу дағдылары дамиды.

Тіл білімінде сөздік қор белсенді және енжар (пассив) болып екіге бөлінеді. Белсенді сөздік қорға адам күнделікті қарым-қатынаста жиі қолданатын сөздер жатады, ал енжар сөздік қордағы сөздер көбінесе түсінікті болғанымен, сирек қолданылады.

Бастауыш сынып оқушыларының сөздік қорын дамытуда олардың енжар сөздік қорын белсенді сөздік қорға айналдыру аса маңызды [1; 20].

Психолингвистикалық тұрғыдан қарастырғанда, бастауыш сынып оқушыларының сөздік қорының дамуы бірнеше факторларға тәуелді:

- Баланың жас ерекшеліктеріне сәйкес сөздерді меңгеру қабілеті;
- Әлеуметтік орта мен қарым-қатынас жағдайлары;
- Оқыту әдістері мен қолданылатын оқыту материалдарының сапасы.

Л.С. Выготскийдің «Жақын арадағы даму аймағы» теориясына сәйкес, бала өз бетінше меңгере алмайтын білім мен дағдыларды үлкендердің немесе мұғалімнің көмегімен үйренеді. Яғни, оқыту баланың табиғи дамуына сүйеніп, жаңа ұғымдар мен сөздерді меңгеруге бағытталуы керек. Сонымен қатар, А.Н. Леонтьев [2], Д.Б. Эльконин [3; 27] сияқты зерттеушілер балалардың тілін дамытуда белсенді сөйлеу әрекеттерінің маңызды екенін атап өткен. Олардың пайымдауынша, сөздік қордың кеңеюі тек жаттау немесе тыңдау арқылы емес, сөздерді белсенді қолдану арқылы жүреді.

Шығармашылық жазу әдістері балалардың сөздік қорын кеңейтуде ерекше рөл атқарады. Жазу әрекеті – күрделі когнитивтік процесс, ол баланың есте сақтау, ойлау, сөйлеу, елестету және логикалық қабілеттерін дамытады. Әсіресе, шығармашылық жазу барысында балалар жаңа сөздермен танысып қана қоймай, оларды өз мәтіндерінде белсенді түрде қолдануға мүмкіндік алады [4; 98].

1. Еркін тақырыпта эссе жазу – оқушылар өз ойларын қағаз бетіне түсіру арқылы тіл байлығын жетілдіреді.

2. Суреттер бойынша әңгіме құрастыру – балалар визуалды образдарды сөздерге айналдыруға дағдыланады.

3. Драмалық жазу (диалогтар мен қысқа пьесалар құрастыру) – оқушылар кейіпкерлер арасындағы сөйлесу арқылы жаңа сөздер мен сөйлем құрылымдарын меңгереді.

4. Шығармашылық мазмұндама – оқушылар берілген мәтінді өздері қайта жазу арқылы жаңа сөздерді белсенді қолдануға үйренеді.

5. Қиялға негізделген әңгімелер жазу – оқушылар өз қиялындағы оқиғаларды сипаттап, шығармашылық қабілеттерін дамытады [5; 31-32].

Шығармашылық жазу арқылы сөздік қорды байыту әдісі дәстүрлі оқыту әдістеріне қарағанда тиімдірек. Себебі бұл әдістер оқушыларды белсенді оқытуға, жаңа сөздерді қолдануға ынталандырады. Оқушылар жазба жұмыстарында неғұрлым көп сөз қолданса, олардың сөйлеу дағдылары да соғұрлым жетіле түседі.

Шығармашылық жазу бастауыш сынып оқушыларының сөздік қорын дамытуда маңызды рөл атқарады. Ғылыми зерттеулерге сәйкес, бұл әдіс балалардың тілдік дағдыларын қалыптастыруға және кеңейтуге үлкен мүмкіндік береді. Сондықтан мұғалімдер оқыту барысында шығармашылық жазуды белсенді түрде қолдануы қажет [6; 65].

Зерттеу әдістемесі. Бастауыш сынып оқушыларының сөздік қорын байытуда шығармашылық жазу әдістерін тиімді пайдалану маңызды. Оқыту үрдісінде оқушылардың тек тыңдау және оқу қабілеттерін ғана емес, сонымен қатар, өз ойларын жазбаша жеткізу дағдыларын дамытуға басымдық беру қажет. Шығармашылық жазу арқылы балалар жаңа сөздерді меңгеріп қана қоймай, оларды орынды қолдануға да дағдыланады. Бұл әдістер оқушылардың тілдік құзыреттілігін арттыруға, жазу стилін қалыптастыруға және ойлау қабілетін дамытуға көмектеседі.

Төмендегі кестеде бастауыш сынып оқушыларының сөздік қорын байытуда қолданылатын негізгі әдістер сипатталып, олардың қолдану тәсілдері мен күтілетін нәтижелері көрсетілген [7; 28].

Кесте-1. Шығармашылық жазу арқылы сөздік қорды дамыту әдістері

Әдіс	Сипаттамасы	Қолдану мысалы	Күтілетін нәтиже
Еркін тақырыпқа эссе жазу	Оқушыларға өз ойларын еркін жеткізуге мүмкіндік береді.	"Менің сүйікті жыл мезгілі" тақырыбында эссе жазу.	Балалардың ойлау қабілеті мен сөздік қоры дамиды.
Суреттер бойынша әңгіме құрастыру	Визуалды материалды пайдалана отырып, оқушылардың тілін дамыту.	Бірнеше сурет беріліп, соларға сәйкес оқиға құрастыру тапсырмасы.	Сөздік қор кеңейеді, байланыстырып сөйлеу дағдысы қалыптасады.
Драмалық жазу (диалогтар құрастыру)	Кейіпкерлер арасындағы диалог арқылы сөйлеу тілін дамыту.	"Дүкенде" немесе "Қонақта" тақырыбында диалог жазу.	Қарым-қатынас жасау қабілеті артады, жаңа сөздерді қолдануға үйренеді [8; 90].
Шығармашылық мазмұндама	Дайын мәтінді өзгертіп жазу арқылы сөздік қорды байыту.	"Қыс" мәтінін оқып, оны өз сөзімен қайта жазу.	Оқушының сөздік қоры мен мәтінді түсіну деңгейі жоғарылайды.
Қиялға негізделген әңгіме жазу	Оқушылардың қиялы мен шығармашылық қабілетін дамыту.	"Егер мен сиқыршы болсам…" тақырыбында әңгіме жазу.	Қиялдау қабілеті дамиды, жаңа сөздерді қолдану белсендіріледі.
Сөздік ойындар арқылы жазу	Оқушылардың сөздік қорын ойын түрінде дамыту.	"Кім көп сөз жаза алады?" ойыны – тақырыпқа байланысты сөздер жазу.	Сөздік қоры ұлғаяды, ойлау жылдамдығы артады.
Жазба күнделігін жүргізу	Оқушылардың жазу дағдыларын қалыптастыру.	Күн сайын күнделігіне 4-5 сөйлем жазу.	Тіл байлығы артады, жазу дағдысы қалыптасады [9; 32].

Шығармашылық жазу әдістерін жүйелі түрде қолдану бастауыш сынып оқушыларының сөздік қорын кеңейтіп қана қоймай, олардың тілдік дағдыларын жетілдіруге ықпал етеді. Еркін эссе жазу, суреттер бойынша әңгіме құрастыру, драмалық диалогтар мен қиялға негізделген шығармалар жазу сияқты әдістер оқушыларды белсенді ойлануға, өз ойларын нақты әрі дұрыс жеткізуге үйретеді. Сонымен қатар, сөздік ойындар мен күнделік жүргізу сияқты әдістер оқушыларды үнемі жазу әрекетіне тартып, олардың тіл байлығын одан әрі дамытады.

Бұл әдістерді бастауыш сыныпта қолдану оқушылардың жазба және ауызша тілін жетілдіруге, өз ойын көркем әрі еркін жеткізе білуге, сөздік қорын кеңейтуге көмектеседі. Осылайша, шығармашылық жазу бастауыш мектеп оқушыларының тілдік дамуын қамтамасыз ететін маңызды құрал ретінде қарастырылады [10; 27].

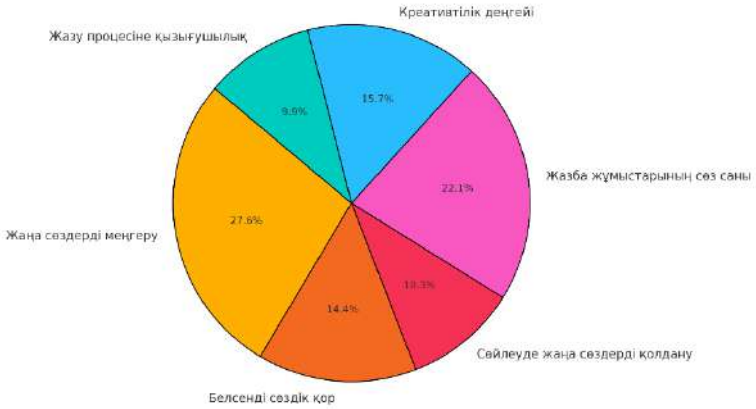
Зерттеу барысында бастауыш сынып оқушылары арасында шығармашылық жазу әдістерін қолданудың тиімділігі бағаланды. Эксперименттік топтағы оқушыларға тұрақты түрде шығармашылық жазу тапсырмалары беріліп, олардың сөздік қоры мен жазу дағдыларының өзгерістері бақылауға алынды.

Жазба жұмыстарының сапасы – шығармашылық жазу тапсырмаларын орындаған оқушылардың эсселеріндегі сөз саны 69%-ға артты, бұл олардың ойларын кеңірек және анық жеткізу қабілетін дамытты.

- Қызығушылық деңгейі – зерттеу барысында шығармашылық жазу әдістері оқушылардың жазба жұмыстарына қызығушылығын 31%-ға арттырғаны байқалды.

Осылайша, шығармашылық жазу әдістері бастауыш сынып оқушыларының сөздік қорын байытуда дәстүрлі әдістерге қарағанда әлдеқайда тиімді екені анықталды.

Төмендегі суретте дәстүрлі және шығармашылық жазу әдістерін қолданған оқушылардың сөздік қорының дамуындағы айырмашылықтарды айқын көрсетеді. Шығармашылық әдістердің тиімділігі айтарлықтай жоғары екені байқалады.



Сурет-1. Шығармашылық жазу әдісінің сөздік қорды дамытуға әсері (%)

Мұндай тәсілдердің тиімділігін анықтау үшін оқушылармен сауалнама жүргізілді. Олардың көпшілігі шығармашылық жазу тапсырмалары сабаққа деген қызығушылықтарын арттырғанын және өз ойларын жазбаша жеткізу қабілеттерін дамытқанын атап өтті. Сонымен қатар, мұғалімдер де оқушылардың шығармашылық жазу жұмыстары арқылы сөздік қорының айтарлықтай байығанын және сабаққа белсенді қатыса бастағанын растады.

Жалпы алғанда, зерттеу нәтижелері шығармашылық жазу әдістерінің бастауыш сынып оқушыларының тілдік дағдыларын дамытуға оң әсер ететінін дәлелдейді.

Қорытынды. Шығармашылық жазу жұмыстары – бастауыш сынып оқушыларының сөздік қорын байытудың тиімді әдістерінің бірі. Мұндай тапсырмалар оқушыларды жаңа сөздермен таныстырып қана қоймай, оларды белсенді түрде қолдануға итермелейді. Сонымен қатар, шығармашылық жазу ойлау қабілетін, тілдік икемділікті және жазу дағдыларын дамытуға ықпал етеді.

Зерттеу барысында шығармашылық жазу әдістерін қолдану оқушылардың сөздік қорын байытуға оң әсерін тигізетіні анықталды. Оқушылардың жаңа сөздерді меңгеруі, оларды жазбаша сөйлеу әрекетінде белсенді қолдануы – бұл әдістің тиімділігінің дәлелі.

Болашақта шығармашылық жазу әдістерін одан әрі жетілдіру, оқыту процесіне түрлі заманауи технологияларды енгізу, сонымен қатар оқушылардың қызығушылықтарына сәйкес келетін жеке тәсілдерді қолдану қажеттілігі туындайды.

Бұл бастауыш мектеп оқушыларының сөздік қорын байытуға және олардың тілдік құзыреттілігін арттыруға ықпал ететін маңызды қадамдардың бірі болмақ.

Әдебиеттер:

1. Выготский, Л. С. Психология развития ребенка. – Москва: Педагогика, 2017. – 20 б.

2. Амонашвили, Ш. А. Гуманно-личностный подход к детям в образовательном процессе. – Санкт-Петербург: Питер, 2018. – 76-85 б.

3. Леонтьев, А. А. Развитие речи и мышления у детей. – Алматы: Қазақ университеті, 2019. – 27 б.

4. Эльконин, Д. Б. Детская психология: Развитие речи и мышления. – Астана: Фолиант, 2020. – 98 б.

5. Назарова, Г. Шығармашылық жазу арқылы бастауыш сынып оқушыларының сөздік қорын дамыту. – Нұр-Сұлтан: Қазақ баспа үйі, 2021. – 31-32 б.

6. Ахметова, С. Бастауыш сыныпта жазба тілін дамыту әдістері. – Алматы: Рауан, 2022. – 65 б.

7. Тұрғынбаева, Б. А. Шығармашылық қабілетті дамыту жолдары. – Алматы: Ғылым, 2016. – 28 б.

8. Жұмабаева, Г. Бастауыш сыныпта оқушылардың тілдік құзыреттілігін қалыптастыру. – Астана: Фолиант, 2019. – 90 б.

9. Иванова, Н. Г. Методика развития речи у младших школьников. – Москва: Академкнига, 2020. – 32 б.

10. Сағындықова, А. Шығармашылық жазу арқылы оқушылардың тілдік дағдыларын жетілдіру. – Шымкент: Оқулық, 2021. – 27 б.

GENERATIVE ARTIFICIAL INTELLIGENCE (CHATGPT) AND SYNCHRONOUS COLLABORATIVE ENVIRONMENTS AS DETERMINANTS OF SPONTANEOUS FOREIGN LANGUAGE SPEECH DEVELOPMENT: AN EXPERIMENTAL STUDY

Bailar A., Karimi S., Sovetbayeva G., Kozhageldiyeva A.
aidana_bailar@mail.ru
Научный руководитель: к.п.н; и.о. доцент Тургинбаева Л.В.
Profkom_vashchenko@mail.ru
Южно-Казахстанский педагогический университет имени У. Жанибекова

Abstract

This study evaluates the pedagogical synergy between Generative Artificial Intelligence (ChatGPT) and synchronous collaborative platforms (Zoom) in developing spontaneous English speaking skills [3, p.41]. Set against Kazakhstan's digitalization programs, the research demonstrates high technology acceptance, significant improvements in lexical resource, and a notable reduction in speaking anxiety, while highlighting the need for new assessment paradigms.

Keywords: Generative AI, ChatGPT Edu, synchronous learning, EFL speaking, Technology Acceptance Model.

The integration of Artificial Intelligence (AI) is triggering a paradigm shift in education. Kazakhstan is actively participating in this transformation through the «ChatGPT Edu» pilot project, which allocates AI licenses to secondary schools to personalize learning. However, the availability of generative models does not automatically resolve the challenge

of cultivating spontaneous human interaction. This study investigates the didactic potential of ChatGPT's Voice Mode paired with synchronous video platforms (Zoom) for collaborative EFL learning among high school students.

Evaluated through the Technology Acceptance Model (TAM) [1, p. 23], this study relies on the theory of Human-AI Collaboration. In oversized classrooms, generative AI acts as a «More Knowledgeable Other» (MKO). It provides immediate, personalized scaffolding by analyzing a learner's speech and correcting syntax without interrupting the communicative flow. Unlike human interaction, AI bypasses the affective filter; it exhibits infinite patience and eliminates social stigma. However, a hybrid model is necessary: ChatGPT is used for pre-communicative vocabulary building, followed by synchronous collaborative spaces (e.g., Zoom breakout rooms) for spontaneous peer-to-peer debates.

An empirical investigation was conducted with 60 upper-secondary students in Shymkent. The intervention employed a hybrid model for four weeks. During the pre-communicative phase, ChatGPT was used for role-play simulations, with students trained in prompt engineering (e.g., «Act as an IELTS examiner»). This was followed by synchronous peer debates in Zoom breakout rooms under time constraints. Effectiveness was measured using IELTS-based speaking rubrics and a TAM-based qualitative questionnaire.

The «Generative AI + Synchronous Orchestration (Zoom)» model yielded substantial academic dividends. During final simulations, the experimental group demonstrated significant advancements in Lexical Resource and Fluency compared to peers taught conventionally. The TAM survey provided insights into students' perceptions (Table 1).

Table 1. Assessment of Generative AI Perception Based on the TAM Framework (n=30)

TAM Construct	**Strongly Agree (5)**	**Somewhat Agree (4)**	**Neutral (3)**	**Somewhat Disagree (2)**	**Strongly Disagree (1)**	**Mean Score (out of 5)**
Perceived Usefulness (PU)	66%	24%	10%	0%	0%	4.5
Perceived Ease of Use	70%	20%	6%	4%	0%	4.6
Anxiety Reduction	80%	15%	5%	0%	0%	4.8
Behavioral Intention	55%	30%	10%	5%	0%	4.3
Perceived Risks	40%	35%	15%	10%	0%	4.1

90% of the cohort acknowledged the tool's perceived usefulness. 80% strongly agreed that AI operates as an exceptional psychological buffer prior to live Zoom interactions. However, 75% expressed concerns regarding technological dependency (scoring 4.1 in «Perceived Risks»).

Consequently, assessment paradigms must shift focus from evaluating the final output to scrutinizing the learning process itself. Teachers must utilize synchronous sessions where AI assistance is strictly monitored or prohibited as verification checkpoints to ensure genuine internalization of the target language structures.

Kazakhstan's ambitious state initiatives, notably the ChatGPT Edu rollout, present an extraordinary window to modernize secondary education. Utilizing generative models for personalized pre-communicative scaffolding, followed by authentic peer collaboration in synchronous environments (Zoom), provides a viable blueprint for eradicating the English

language barrier. Ultimately, the success of this hybrid model relies heavily on elevating teachers' digital competencies and cultivating a culture of academic integrity.

Pairing ChatGPT with Zoom effectively remedies the shortage of personalized conversational practice. ChatGPT's Voice Mode acts as a linguistic sandbox, allowing learners to automate complex grammatical structures applied later in live debates. Despite these benefits, pedagogical risks exist. If learners rely on AI to generate pristine scripts for mere recitation, constructivist tenets are violated. Therefore, educators must pivot toward assessing the learning process itself, enforcing prompt engineering guidelines and utilizing AI-restricted synchronous sessions to verify genuine internalization. Ultimately, utilizing AI for pre-communicative scaffolding, followed by authentic peer collaboration, maximizes communicative exposure and fluency.

References:

1. Abdalla R.A. Examining awareness, social influence, and perceived enjoyment in the TAM framework. – 2024.
2. Beknazar L. et al. ChatGPT as a vocabulary learning tool for EFL learners in Kazakhstan. – 2025.
3. Salsabil, A. D., et al. (2025). From Silent Learners to Confident Speakers: The Effect of AI Voice Chat with ChatGPT on EFL Speaking Skills. Journal of English Education, 3(1), 38-50.
4. Madiyev, Z. (2025). Kazakhstan becom+es first Central Asian country to join global OpenAI Edu initiative. Edu-live.

INTEGRATING MULTIMEDIA TECHNOLOGIES FOR THE DEVELOPMENT OF LINGUISTIC COMPETENCE IN DAF CLASSES

Khudaiberdieva A., Batyrbek D., Mutalkhan S.
1703-12-4– group students
batyrbek.01@mail.ru
Research Supervisor: Candidate of Philological Sciences, Associate Professor
T.A. Ainabekova
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

The rapid development of digital technologies has significantly transformed the landscape of foreign language education, particularly in the teaching of German as a foreign language (DaF). In recent years, increasing attention has been paid to the integration of multimedia technologies as a means of enhancing linguistic competence. This shift reflects broader changes in educational paradigms, where traditional methods are complemented by technology-enhanced learning environments that promote interaction, flexibility, and learner engagement. As noted by Saraeva, digitalization not only introduces new tools but also reshapes the structure of the educational process by enabling new forms of interaction between learners, content, and teachers [1]. This transformation emphasizes the importance of integrating multimedia technologies in a pedagogically meaningful way.

Multimedia technologies encompass a wide range of digital tools, including web-based platforms, mobile applications, and interactive learning environments. These tools provide learners with access to authentic language input, multimodal resources, and opportunities for active participation. According to Saraeva, digitalization plays a crucial role in shaping the process of foreign language teaching by enabling new forms of interaction and supporting the

development of communicative competence [1]. The integration of digital technologies thus represents not only a methodological innovation but also a fundamental transformation in the organization of the learning process. In particular, digital tools allow for the combination of visual, auditory, and textual elements, which creates more complex and effective learning environments.

One of the key areas in which multimedia technologies demonstrate their effectiveness is the development of listening skills. Azizah et al. emphasize that web-based learning media designed for DaF instruction can significantly improve students' listening comprehension [2]. Their study highlights the importance of combining audio, visual, and interactive elements to create a learning environment that supports comprehension and retention. By engaging multiple sensory channels, multimedia tools allow learners to process language more effectively and develop their ability to understand spoken German in authentic contexts. In addition, the authors note that web-based platforms allow learners to control the pace of learning, which is particularly important in listening activities where comprehension may depend on repeated exposure to the same material.

Furthermore, Azizah et al. underline that multimedia-based listening materials can include interactive elements such as replay options, subtitles, and comprehension checks, which support learners in processing complex input [2]. These features enable learners to revisit difficult segments and gradually improve their understanding, thereby contributing to the development of both listening skills and overall linguistic competence.

In addition to listening, multimedia technologies also contribute to the development of other linguistic components, including vocabulary, grammar, and pronunciation. Kazhan and Karpiuk argue that interactive tools enhance language learning by providing immediate feedback and allowing learners to actively engage with linguistic material [3]. This interactivity supports the development of linguistic competence by encouraging learners to practice language in a dynamic and responsive environment. Through activities such as quizzes, simulations, and interactive exercises, learners can reinforce their knowledge and develop greater accuracy in language use.

Kazhan and Karpiuk also emphasize that interactive tools create opportunities for repeated practice, which is essential for language acquisition [2]. By engaging learners in continuous interaction with language material, these tools support the gradual development of linguistic skills. In addition, the presence of immediate feedback allows learners to identify and correct errors, which contributes to more effective learning outcomes.

Mobile learning represents another important dimension of multimedia integration in DaF instruction. Başbağı and Aybulut examine the use of mobile applications in university preparatory programs and conclude that mobile learning offers significant advantages in terms of accessibility and flexibility [4]. Learners can engage with language materials anytime and anywhere, which extends the learning process beyond the classroom. This continuous exposure to language supports the development of linguistic competence by providing additional opportunities for practice and reinforcement.

In addition, Başbağı and Aybulut highlight that mobile applications often include features such as gamification and progress tracking, which contribute to sustained learner engagement [4]. These features encourage learners to take responsibility for their own learning and to monitor their progress over time. As a result, mobile learning can be seen as an effective tool for promoting both motivation and autonomy.

The role of digital technologies in fostering communicative competence is also emphasized in the literature. Saraeva points out that digital tools enable learners to participate in interactive activities that simulate real-life communication [1]. These activities may include online discussions, collaborative tasks, and virtual exchanges, which provide learners with opportunities to use language in meaningful contexts. Such interaction is essential for

the development of communicative competence, as it allows learners to apply linguistic knowledge in practice.

Moreover, Saraeva emphasizes that digital environments support collaborative learning, where learners interact not only with the teacher but also with each other [1]. This peer interaction creates additional opportunities for language use and contributes to the development of communicative skills.

Another important aspect of multimedia integration is its potential to support individualized learning. Digital tools allow for the adaptation of content to learners' needs, levels, and learning styles. According to Ismetovna et al., modern approaches to teaching German at universities increasingly rely on digital resources that enable differentiated instruction [5]. This adaptability is particularly important in heterogeneous learning environments, where learners may have different levels of proficiency and varying learning preferences.

Ismetovna et al. further note that digital technologies allow teachers to design tasks that cater to different learning styles, such as visual, auditory, and kinesthetic learning [5]. This flexibility enhances the effectiveness of instruction by ensuring that all learners can engage with the material in a way that suits their individual needs.

Moreover, multimedia technologies facilitate the integration of authentic materials into the learning process. Authentic audio and video content expose learners to real-life language use, including different accents, speech rates, and communicative situations. Azizah et al. highlight that web-based DaF platforms can incorporate authentic materials that improve learners' listening and comprehension skills [2]. Such exposure helps learners develop the ability to understand language as it is used in real communication.

However, the integration of multimedia technologies also presents certain challenges. One of the main issues is the potential for cognitive overload, as learners may be exposed to a large amount of information simultaneously. Saraeva notes that the effectiveness of digital technologies depends on their pedagogical implementation and the ability to structure learning materials appropriately [1]. Without proper organization, multimedia tools may overwhelm learners and reduce learning efficiency.

Another challenge is the need for teacher training and digital competence. Teachers must be able to select appropriate tools, design effective activities, and integrate multimedia resources into the curriculum. According to Ismetovna et al., the successful implementation of digital technologies requires a high level of methodological and technological competence on the part of the teacher [5]. This highlights the importance of professional development in the field of digital education.

In addition, the use of multimedia technologies requires careful alignment with learning objectives. Kazhan and Karpiuk emphasize that digital tools should be used in a way that supports clearly defined instructional goals [3]. This ensures that technology enhances rather than distracts from the learning process.

From a methodological perspective, the integration of multimedia technologies should be based on a balanced combination of traditional and digital approaches. Başbağı and Aybulut argue that mobile learning should complement rather than replace classroom instruction [3]. This blended approach allows learners to benefit from both face-to-face interaction and digital resources.

Furthermore, multimedia technologies support the development of learner autonomy. By providing access to a wide range of resources, digital tools enable learners to take responsibility for their own learning. Learners can choose materials, set their own pace, and monitor their progress, which contributes to long-term language development.

The effectiveness of multimedia technologies is also linked to their ability to create engaging and interactive learning environments. As noted by Kazhan and Karpiuk, interactive tools increase learner involvement and make the learning process more dynamic [3]. This engagement is a key factor in achieving positive learning outcomes.

In conclusion, the integration of multimedia technologies in DaF instruction represents a significant advancement in foreign language teaching. Based on the studies analyzed, multimedia tools contribute to the development of linguistic competence by enhancing listening skills, supporting vocabulary and grammar learning, increasing motivation, and promoting learner autonomy. Azizah et al. highlight the effectiveness of web-based learning media [2], Kazhan and Karpiuk emphasize the role of interactivity [3], Başbağı and Aybulut demonstrate the benefits of mobile learning [4], Saraeva underscores the importance of digitalization in education [1], and Ismetovna et al. point to the role of digital resources in modern language teaching [5]. Together, these findings indicate that multimedia technologies, when used appropriately, can significantly improve the quality and effectiveness of DaF instruction.

References:

1. Saraeva N. The role of digitalization in the process of teaching a foreign language and in the formation of a foreign language competence of future specialists // *Proceedings of the 2021 1st International Conference on Technology Enhanced Learning in Higher Education (TELE)*. – IEEE, 2021. – P. 104–106.

2. Azizah L., Kurniati Asri W., Mannahali M. Development of learning media for listening skills of German language based on Web DaF for students of high school in Makassar // *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*. – 2020. – Vol. 4. – No. 1. – P. 113–121.

3. Kazhan Y. M., Karpiuk V. A. Enhancing German language learning through interactive tools // *CTE Workshop Proceedings*. – 2024. – Vol. 11. – P. 15–28.

4. Başbağı R. R., Aybulut R. Mobile learning in German as a foreign language teaching using learning apps in university preparatory programs // *E-Learning and Digital Media*. – 2025.

5. Ismetovna S. Z., et al. Teaching the German language as a second language at universities // *Izlanuvchi*. – 2025. – Vol. 1. – No. 6. – P. 441–444.

ТЫҢДАУ ДАҒДЫЛАРЫН ДАМЫТУДА ТІЛДІ ҮЙРЕНУГЕ АРНАЛҒАН ВЕБ-САЙТТАРДЫҢ РОЛІ

Болатбек Б.
bolatbekb2005@mail.ru
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Аннотация

«Тыңдау дағдыларын дамытуда тілді үйренуге арналған веб-сайттардың ролі» мақаласында орта мектептердегі шет тілдері сыныптарында тыңдау дағдыларын арттыру үшін онлайн ресурстарды пайдалануға басты назар аударылады. Мақалада тілді үйренуде тыңдау дағдыларының маңыздылығы атап көрсетіліп, технологиялардың студенттерге өз тыңдау қабілеттерін тәжірибеден өткізуге

және жақсартуға қалай мүмкіндік беретіні түсіндіріледі.Жаңа тілді үйрену көп уақыт пен күш-жігерді қажет етеді және тыңдау дағдылары осы процесте шешуші рөл атқарады. Тілді үйрену веб-сайттары әсіресе орта мектептерде тыңдау дағдыларын дамытудың маңызды құралына айналды. Бұл мақалада тыңдау дағдыларын дамытудағы тілді үйрену бойынша веб-сайттардың күші және олардың тілді үйренуге әсері қарастырылады.

Кілт сөздер: Тыңдалым, құзыреттілік, шетел тілі сабақтары, веб-тораптар, интербелсенді әдістер, интернет құралдары.

Қазіргі заманғы өзара байланысты әлемде жаңа тілді үйрену құнды игілік болып табылады. Тілді үйрену тұлғалық және кәсіби өсу үшін жаңа мүмкіндіктер ашуы, сондай-ақ мәдениетаралық өзара түсіністікке ықпал етуі мүмкін. Тыңдау дағдылары тілді үйренудің маңызды компоненті болып табылады, өйткені олар оқушыларға тілді жеткізушілермен тиімді түсінуге және қарым-қатынас жасауға мүмкіндік береді. Тілді үйрену веб-сайттары орта мектепте тіл сабақтарында тыңдау дағдыларын дамыту үшін қуатты құрал болып табылады.

Тілді үйрену веб-сайттары орта мектеп сыныптарында тыңдау дағдыларын дамытудың қуатты құралына айналды. Тілді үйрену үшін веб-сайттардың артықшылықтары, мысалы, теңтүпнұсқалы материалдарға қол жеткізу, дербестендіру, кері байланыс және уақыттың икемділігі, оларды тілді үйренушілер үшін құнды ресурс етеді. Оқытушылар өз оқушыларын сыныпта оқытуға қосымша осы веб-сайттарды пайдалануға ынталандыруы және оларды тиімді пайдалану жөнінде ұсыныстар беруі тиіс. Тілді үйрену бойынша веб-сайттарды тілді үйрену бағдарламасына енгізе отырып, студенттер өздерінің тыңдау дағдыларын жақсартып, мақсатты тіл мен мәдениетті тереңірек түсінуді дамыта алады [1; 9-15].

Бүгінгі цифрлық дәуірде тілді үйрену веб-сайттары студенттер үшін танымал құралға айналды. Бұл веб-сайттар бірегей материалдарға қол жеткізуді, оқытудың жеке тәжірибесін, дереу кері байланыс пен уақыттың икемділігін қоса алғанда, бірқатар артықшылықтарды ұсынады. Бұл зерттеу жұмысында біз тыңдау дағдыларын дамыту үшін тілді үйрену үшін веб-сайттарды пайдаланудың артықшылықтарын қарастырамыз.

Тілді үйренуге арналған сайттардың басты артықшылықтарының бірі - олар тыңдау үшін теңтүпнұсқалы материалдарға қол жеткізуді қамтамасыз етеді. Дәлме-дәл материал шынайы тілге жатады, мысалы жаңалықтар, сұхбаттар және подкасттар, бұл тілді жеткізушілердің тілді күнделікті өмірде қалай қолданатынын көрсетеді. Тілді үйренуге арналған веб-сайттар түрлі тілдерде тыңдауға арналған материалдардың мол көлемін ұсынады, бұл студенттерге оларды қызықтыратын контентті тыңдауға және өздерінің түсіну дағдыларын тәжірибеге келтіруге мүмкіндік береді. Шынайы материалмен танысу тыңдау дағдыларын дамытуға көмектеседі және оқушыларды тілдің мәдени аспектілерімен таныстырады.

Дербестендіру - тілді үйрену үшін сайттардың тағы бір артықшылығы. Бұл онлайн-ресурстар жеке оқыту тәжірибесін қамтамасыз етеді, себебі студенттер тыңдау үшін материалдарды таңдай алады, ол олардың қызығушылықтары мен оқыту стилдеріне сәйкес келеді. Дербестендіру оқуға көбірек тартылуға және ынталандыруға әкелуі мүмкін, себебі студенттер олардың жеке мүдделеріне сәйкес келетін контентке қызығушылық танытуы ықтимал.

Дереу кері байланыс тілді үйрену үшін сайттардың тағы бір артықшылығы болып табылады. Бұл ресурстардың көбі оқушыларға өз түсініктерін тексеруге және кез келген қателерді түзетуге мүмкіндік бере отырып, дереу кері байланысты қамтамасыз етеді. Кері байланыс сенімді нығайтуға көмектеседі және дербестік сезімін

қалыптастыруға ықпал етеді, өйткені оқушылар өздерінің ілгерілеуін қадағалай алады және жақсарту үшін салаларды анықтай алады.

Икемділік тілді үйрену үшін веб-тораптардың тағы бір артықшылығы болып табылады. Студенттер осы ресурстарға кез келген уақытта қол жеткізе алады, бұл оларға сабақ уақытынан тыс тыңдау дағдыларын қолдануға мүмкіндік береді. Мұндай икемділік дегеніміз, олар қаншалықты қажет болса, соншалықты аз тәжірибе жасай алады, бұл тыңдаудың неғұрлым мақсатты және тиімді практикасына әкеледі [2; 18-33].

Тілді үйрену бойынша веб-сайттардың артықшылықтарын барынша пайдалану үшін оқытушылардың оларды тиімді пайдалану жөнінде ұсыныстар беруі маңызды. Оқытушылар өз оқушыларын осы қосымшаларды сыныпта оқытуға қосымша ретінде қолдануға және тиісті ресурстарды таңдау бойынша ұсынымдар беруге тиіс. Бұдан басқа, оқытушылар оқушыларға мазмұнмен өзара іс-қимыл жасауға және оны түсінуге көмектесу үшін назарға алу және қорыту сияқты тыңдаудың тиімді практикасы үшін стратегиялар ұсына алады.

Жалпы, тыңдау дағдыларын дамытуда тілді үйрену үшін веб-сайттарды пайдаланудың артықшылықтары көп. Шынайы материалдарға қол жеткізу, оқытудың дербестендірілген тәжірибесі, дереу кері байланыс және уақыттың икемділігі оларды тілді үйренушілер үшін құнды ресурс етеді. Оқытушылар өз оқушыларын осы веб-сайттарды сыныпта оқытуға қосымша пайдалануға итермелей алады және оларды тиімді пайдалану жөнінде ұсыныстар бере алады. Тілді үйрену бойынша веб-сайттарды тілді үйрену бағдарламасына енгізе отырып, студенттер өздерінің тыңдау дағдыларын жақсартып, мақсатты тіл мен мәдениетті тереңірек түсінуді дамыта алады [3; 1-10].

Тілді үйрену веб-сайттары орта мектеп сыныптарында тыңдау дағдыларын дамыту үшін барған сайын танымал құралға айналуда. Бұл веб-сайттар тыңдау үшін тең түпнұсқалы материалдарға қол жеткізу, жеке оқыту тәжірибесі, кері байланыс және икемділік сияқты бірқатар артықшылықтарды ұсынады. Бұл эсседе біз тыңдау дағдыларын дамытуда тілді үйрену үшін веб-сайттарды пайдаланудың кейбір мысалдарын талқылаймыз.

Дуолинго (Duolingo) - тыңдау дағдыларын дамыту үшін бірқатар жаттығуларды ұсынатын тілдік веб-сайт. Оның тыңдаушылық жаттығулары қысқа сөз тіркестерін немесе сөйлемдерді тыңдауды және дұрыс аударманы немесе бос орындарды толтыруды таңдауды қамтиды. Дуолинго сондай-ақ «диктант» жаттығуын ұсынады, онда студент сөйлемді тыңдайды, содан кейін оны береді. Бұл жаттығу оқушылардың жазу және тыңдау дағдыларын жақсарту үшін өте пайдалы [4].

Жаңалықтар баяу ағылшын тілінде (Slow English жаңалықтары) - испан тіліндегі жаңалықтарды баяу қарқынмен таратуды ұсынатын веб-сайт, бұл студенттердің жүруін жеңілдетеді. Сайтта оқушыларға өз түсініктерін тексеріп, жаңа сөздік қорын үйренуге мүмкіндік беретін трансляция стенограммасы ұсынылған. Slow Spanish-тегі жаңалықтар студенттерге тыңдау дағдыларын қолдануға көмектесу үшін бірқатар жаттығулар мен викториналар ұсынады.

Лингода (Lingoda) - онлайн-тіл мектебі, ол ана тілінде сөйлейтін оқытушылармен сабақ өткізуді ұсынады. Сабақтар шынайы уақыт режимінде өткізіліп, оқушыларға өз тыңдау дағдыларын қолдануға және мұғалімнен кері байланыс алуға мүмкіндік береді. Lingoda сондай-ақ сыныптағы оқуды толықтыру және студенттерге сыныптан тыс тыңдау дағдыларын практикалауға көмектесу үшін бейне және подкасттар сияқты кең ауқымды ресурстарды ұсынады.

Алма (Jabla) - испан, француз және неміс тілдерін қоса алғанда, түрлі тілдердегі бейнелерді ұсынатын тілдік веб-сайт. Бейне жаңалықтар, сұхбаттар және деректі фильмдер сияқты бірқатар тақырыптарды қамтиды. Jabla оқушыларға көптеген

таңдаулы сұрақтар мен бос жаттығулар сияқты өздерінің тыңдау дағдыларын тәжірибеге келтіруге көмектесетін бірқатар жаттығуларды ұсынады [5; 43-58].

Би-би-си тілдері (BBC Languages) - бұл тыңдаушылық жаттығуларды қоса алғанда, тілдерді үйрену үшін бірқатар ресурстарды ұсынатын веб-сайт. Веб-сайтта француз, испан және неміс тілдерінде тыңдау жаттығулары ұсынылған. Жаттығулар қысқа диалогтарды және ұзын аудиожазбаларды қамтиды және студенттер өздерінің тыңдау дағдыларын жақсарту үшін қаншама рет тыңдай алады.

Жалпылай айтқанда, тілді үйрену бойынша веб-сайттар орта мектеп сыныптарында тыңдау дағдыларын дамыту үшін бірқатар артықшылықтарды ұсынады. Duolingo, News in Slow Spanish, Lingoda, Yabla және BBC Languages сияқты осы эсседе талқыланған мысалдар осы веб-сайттардың тыңдау үшін теңтүпнұсқалы материалдарға, жеке оқыту тәжірибесіне, кері байланыс пен икемділікке қалай қол жеткізуді қамтамасыз ететінін көрсетеді. Осы веб-сайттарды сыныптық оқуға енгізе отырып, мұғалімдер оқушыларға өздерінің тыңдау дағдыларын дамытуға және тілді жалпы меңгеруді жақсартуға көмектесе алады [6; 1-11].

Қорыта айтқанда, тілді үйрену бойынша веб-сайттар орта мектеп сыныптарында тыңдау дағдыларын дамыту үшін қуатты құрал болып табылатынын атап өткен жөн. Бұл онлайн-ресурстар тыңдау үшін теңтүпнұсқалы материалдарға қолжетімділікті, дербестендіруді, дереу кері байланыс пен икемділікті қоса алғанда, бірқатар артықшылықтарды ұсынады. Оқытушылар өз оқушыларын осы ресурстарды пайдалануға ынталандыруы және оларды тиімді пайдалану жөнінде ұсыныстар беруі тиіс. Тілді үйрену бойынша веб-сайттарды тілді үйрену бағдарламасына енгізе отырып, студенттер өздерінің тыңдау дағдыларын жақсартып, мақсатты тіл мен мәдениетті тереңірек түсінуді дамыта алады.

Әдебиеттер:

1. Әбдіқадырова Г. (2020). Технологиялардың көмегімен тыңдау дағдыларын дамыту. Тілдік және әдеби білім беру журналы; 3 (1); 9-15

2. Айгүл А. (2020). Тыңдау дағдыларын дамытудағы онлайн-оқытудың тиімділігі. Оқытудағы жаңа технологиялардың халықаралық журналы (iJET), 15 (14), 18-33

3. Балғын А., Көкенова А. (2021). The Effect of Language Learning Websites on Developing Listening Skills of EFL Students. International Journal of English Language and Linguistics Research, 9 (1), 1-10

4. https://doi.org/10.21462/jallr.v8i3.456

5. Қасымова Г., Асылова Р. (2020). Студенттерді тыңдау дағдыларын дамыту үшін тілді онлайн-оқыту веб-сайттарын пайдалану. Тілдік және мәдени білім беру журналы 8 (3) 43-58

6. Құдайбергенова З., Мырзахмет М. (2020). he Role of Language Learning Websites in Developing Listening Skills of EFL Learners in Kazakhstan. International Journal of English Linguistics 10 (4) 1-11

АҒЫЛШЫН ТІЛІ» ПӘНІН ОҚЫТУДА БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ СӨЙЛЕУ ӘРЕКЕТІ

Елтай Т.
togzhaneltay@mail.ru
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті

Шымкент, Қазақстан

Аңдатпа

Бұл мақалада бастауыш сынып оқушыларының ағылшын тілінде сөйлеу әрекетін дамыту мәселесі қарастырылады. Зерттеуде оқушылардың сөйлеу дағдыларын қалыптастыруға ықпал ететін әдістер мен тәсілдер талданып, олардың тиімділігі сарапталған. Сонымен қатар, сөйлеу әрекетін жетілдіруде ойын, диалогтық, аудио-визуалды және жобалық әдістердің маңызы анықталып, тәжірибелік зерттеу нәтижелері ұсынылады.

Кілт сөздер: Бастауыш сынып, ағылшын тілі, сөйлеу әрекеті, оқыту әдістері, коммуникативтік дағдылар.

Қазіргі білім беру жүйесінде шет тілін меңгеру маңызды қажеттіліктердің бірі болып табылады. Қазақстан Республикасында ағылшын тілі бастауыш сыныптардан бастап оқытылады, бұл оқушылардың коммуникативтік дағдыларын ерте жастан қалыптастыруға мүмкіндік береді. Бастауыш сыныпта сөйлеу әрекетіне баса назар аудару – оқушылардың тілдік құзыреттілігін дамытудағы негізгі факторлардың бірі. Себебі тілдік қарым-қатынас дағдылары ерте қалыптасқан жағдайда, оқушылардың болашақта тілді меңгеру деңгейі жоғары болады.

Алайда, бастауыш сынып оқушыларында шет тілінде сөйлеу дағдыларын дамытуда белгілі бір қиындықтар кездеседі. Бұл қиындықтардың негізінде оқушылардың жас ерекшеліктері, психологиялық факторлар, сөйлеу ортасының болмауы сияқты мәселелер жатыр. Осы мақалада бастауыш сынып оқушыларының ағылшын тілінде сөйлеу әрекетін дамытуға бағытталған әдістер қарастырылады. Сонымен қатар, зерттеу нәтижелеріне сүйене отырып, тиімді әдістемелер ұсынылады.

Бастауыш сынып оқушыларының сөйлеу әрекетін дамыту психолингвистика, когнитивтік психология және тіл білімінің теориялық негіздеріне сүйенеді. Тілдік даму мен сөйлеу әрекеті көптеген ғалымдардың зерттеулерінде кеңінен қарастырылған, соның ішінде қазақ ғалымдары Қ. Жарықбаев, Ә. Табылдиев, Р. Сыздықова, Н. Уәлиев, сондай-ақ әлемдік деңгейдегі ғалымдар Л.С. Выготский, А.Н. Леонтьев, В.В. Давыдов, Стивен Крашен, Ноам Хомский, Майкл Лонг және Джером Брунер еңбектерінде ерекше орын алады [1; 21].

Қазақ тіл білімі мен педагогикасында тіл мен сөйлеу әрекетінің дамуы туралы Қ. Жарықбаев [2] еңбектерінде оқушының психологиялық ерекшеліктеріне негізделген тәсілдер қарастырылған. Ол бастауыш сынып оқушыларының когнитивтік даму ерекшеліктерін зерттей отырып, олардың жаңа тілді меңгеруінде эмоциялық көңіл-күйдің, мотивацияның және белсенді әрекеттің маңызды рөл атқаратынын атап өтеді. Ал Н. Уәлиев тілдік коммуникация мен сөз мәдениеті мәселелерін қарастыра отырып, сөйлеу әрекетін дамытуда жүйелі әрі табиғи орта қалыптастыру қажеттігін баса айтады [2].

Л.С. Выготскийдің [2] мәдени-тарихи даму теориясына сәйкес, тіл адамның когнитивтік дамуы мен әлеуметтік ортаға бейімделуінің негізгі факторы болып табылады. Ол тілді игеруді «жақын даму аймағы» (Zone of Proximal Development – ZPD) арқылы сипаттайды, яғни бала өз бетінше орындай алмайтын, бірақ үлкендердің немесе білімі жоғары жолдастарының көмегімен меңгере алатын дағдылар жиынтығы. Бұл тұрғыдан алғанда, ағылшын тілін оқыту процесінде мұғалімнің оқушыларға қолдау көрсетуі маңызды.

А.Н. Леонтьев [3] сөйлеу әрекетінің құрылымын талдай отырып, оны үш негізгі компонентке бөлді: мотивациялық, операционалдық және коммуникативтік компоненттер. Мотивациялық компонент оқушының тіл үйренуге деген ішкі

қызығушылығы мен ынтасын қамтыса, операционалдық компонент тілдік материалды игеру және оны қарым-қатынас кезінде пайдалану дағдыларын дамытуға бағытталған. Ал коммуникативтік компонент шынайы қарым-қатынас барысында сөйлеу дағдыларын белсенді түрде қолдану арқылы жүзеге асады. В.В. Давыдовтың еңбектерінде бастауыш мектеп жасындағы оқушылардың дамытушылық оқыту теориясы қарастырылады. Ол оқытудың когнитивтік дамуға әсерін зерттей отырып, балалардың сөйлеу қабілеттерін дамыту үшін белсенді оқыту әдістерін қолдану керектігін баса айтады [3; 234].

Ноам Хомский тілдік құзыреттілік пен сөйлеу қабілетін ажыратып қарастырды. Оның «әмбебап грамматика» теориясы бойынша, әрбір бала тілді меңгеруге биологиялық тұрғыдан бейімделген және тілдік дамуды қолдау үшін табиғи орта қажет. Ал Стивен Крашеннің «Input Hypothesis» теориясы тілді меңгерудің маңызды тұжырымдамаларының бірі болып табылады. Бұл теорияға сәйкес, оқушыларға түсінікті, бірақ олардың қазіргі деңгейінен біршама жоғары материал ұсынылуы керек (i+1 қағидасы). Сонымен қатар, ол тілді меңгерудің бес негізгі гипотезасын ұсынды. Оның ішінде «Comprehensible Input» гипотезасы оқушылардың тілдік қабілеті түсінікті кіріс материал арқылы дамитынын көрсетсе, «Affective Filter Hypothesis» гипотезасы оқушылардың эмоциялық жағдайының тілді меңгеруіне әсер ететінін дәлелдейді. Яғни, оқушы өзін сенімді әрі еркін сезінген жағдайда ғана тілді тиімді меңгере алады.

Қазіргі заманғы шет тілін оқыту әдістерінде коммуникативтік тәсіл маңызды орын алады. Бұл тәсіл тілді тек теориялық негізде меңгерумен шектелмей, оны шынайы қарым-қатынас барысында қолдануға бағытталған. Майкл Лонгтың [4] «Interaction Hypothesis» теориясы бойынша, оқушылар тілдік ортада неғұрлым көбірек қарым-қатынас жасаса, соғұрлым олардың сөйлеу қабілеті жақсы дамиды. Бұл гипотеза ағылшын тілі сабағында жұптық және топтық жұмыстардың маңыздылығын көрсетеді. Ал Джером Брунердің «Scaffolding» (Қолдау көрсету) теориясы мұғалімнің оқушыларға бастапқыда белсенді көмек көрсетіп, кейін біртіндеп бұл көмекті азайту арқылы олардың сөйлеу әрекетін өз бетінше дамытуға мүмкіндік беретінін айқындайды [4; 176].

Ә. Табылдиев [5; 90] өз еңбектерінде бастауыш сынып оқушыларының танымдық әрекеттерін зерттей отырып, олардың сөйлеу әрекетін дамытуда ойын әдістерін, интербелсенді оқыту тәсілдерін қолданудың маңыздылығын атап өтеді. Оның пікірінше, балалардың тілдік дағдылары сөйлеу практикасы арқылы дамиды, ал оқу процесі барысында оларды шынайы қарым-қатынасқа тарту маңызды. Р. Сыздықова [6; 64] қазақ тіл біліміндегі сөйлеу мәдениеті мәселелерін талдай отырып, кез келген тілдің дамуы оның қолданылу аясына байланысты екенін көрсетеді. Осыған орай, ағылшын тілі сабақтарында оқушылардың сөйлеу белсенділігін арттыру үшін тілдік орта жасау қажеттігі туындайды.

Бастауыш сынып оқушыларының ағылшын тілін меңгеруі олардың танымдық даму ерекшеліктеріне байланысты. Жас ерекшеліктерін ескере отырып, оқыту барысында бірнеше аспектілерді назарға алу қажет. Біріншіден, бастауыш сынып оқушыларының зейіні тұрақсыз болғандықтан, сабақ барысында көрнекі материалдар, ойын элементтері және әртүрлі белсенді әдістер қолданылуы қажет. Екіншіден, олардың есте сақтау қабілеті жоғары, әсіресе қайталау мен ассоциацияға негізделген әдістер тиімді. Үшіншіден, оқушылардың тілдік ортаға деген қызығушылығы жоғары, сондықтан олардың сөйлеу дағдыларын дамыту үшін шынайы қарым-қатынас жағдайларын жасау маңызды.

Жалпы алғанда, теориялық зерттеулер бастауыш сынып оқушыларының сөйлеу әрекетін дамытуда қолданылатын әдістемелерді таңдауда маңызды рөл атқарады. Қазақ ғалымдарының зерттеулері мен шетелдік ғалымдардың теориялық тұжырымдары

бастауыш сыныпта ағылшын тілін оқыту үдерісін жетілдіруге, сөйлеу әрекетін дамытудың тиімді әдістерін анықтауға бағытталған. Осы теорияларды тәжірибеде дұрыс қолдану оқушылардың тілді меңгеруін жеңілдетіп, олардың коммуникативтік дағдыларын жетілдіруге мүмкіндік береді [7; 211].

Зерттеу әдістемесі. Ағылшын тілін бастауыш сынып оқушыларына оқытуда сөйлеу әрекетін дамыту үшін әртүрлі әдістемелік тәсілдер қолданылады. Бұл тәсілдер оқушылардың жас ерекшеліктеріне сай таңдалып, олардың белсенділігін арттыруға бағытталуы тиіс. Тілді меңгеру үшін шынайы қарым-қатынас жағдайын жасау маңызды, бұл үшін ойын әдісі, диалогтық және монологтық сөйлеуді дамыту, аудио-визуалды материалдарды пайдалану, жобалық әдіс және content and language integrated learning тәсілдері қолданылады.

Ойын әдісі бастауыш сынып оқушылары үшін ең тиімді тәсілдердің бірі. Ойын барысында оқушылар тілдік ортаға еніп, сөйлеу белсенділігін арттырады. Рөлдік ойындар мен коммуникативтік тапсырмалар оқушыларды ағылшын тілінде еркін сөйлеуге ынталандырады [8; 32].

Диалогтық және монологтық сөйлеу әдістері оқушылардың тілдік қарым-қатынас жасау қабілетін дамытады. Диалогтық сөйлеу оқушылардың сұрақ қою, жауап беру және өз ойын білдіру дағдыларын жетілдірсе, монологтық сөйлеу олардың ойларын жүйелі түрде баяндау қабілетін қалыптастырады.

Жобалық әдіс оқушылардың тілді белсенді қолдануын, өз ойын еркін жеткізуін дамытуға бағытталған. Бұл әдіс шығармашылық қабілеттерін жетілдіріп, зерттеу дағдыларын қалыптастырады.

Content and language integrated learning әдісі пәндік мазмұнды ағылшын тілінде меңгеруді көздейді. Оқушылар жаратылыстану немесе математика сабақтарында ағылшын тіліндегі терминдерді пайдалану арқылы тілді шынайы ортада қолдану тәжірибесін алады.

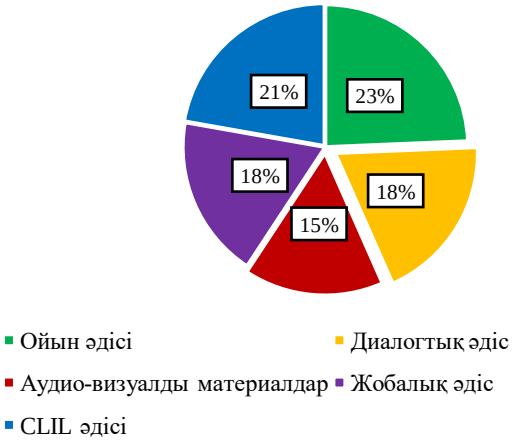
Бұл әдістерді сабақ барысында кешенді түрде қолдану оқушылардың сөйлеу әрекетін белсендіруге көмектеседі. Мұғалімдер оқыту үдерісін оқушылардың жас ерекшеліктеріне сай ұйымдастырып, олардың ағылшын тілін қарым-қатынас құралы ретінде меңгеруіне ықпал етуі қажет [9; 89].

Зерттеу нәтижелерін талдау. Осы мақала аясында жүргізілген зерттеу бастауыш сынып оқушыларының ағылшын тілінде сөйлеу дағдыларын дамыту әдістерінің тиімділігін бағалауға бағытталды.

Зерттеуге 50 оқушы қатысты, олардың сөйлеу дағдылары бастапқы және соңғы кезеңдерде бағаланды. Зерттеу нәтижелері бойынша төмендегідей қорытындылар жасалды:

Кесте-1. Зерттеу нәтижелері (пайыздық көрсеткіш)

Қолданылған әдістер	**Нәтиже көрсеткіші**	**Пайыздық үлесі (%)**
Ойын әдісі	Сөйлеу белсенділігі 40%-ға артты	23.0
Диалогтық әдіс	Сөйлемдерді дұрыс құрастыру деңгейі 30%-ға жоғарылады	18.0
Аудио-визуалды материалдар	Сөздік қоры 25%-ға кеңейді	15.5
Жобалық әдіс	Өз ойын толық жеткізу қабілеті 35%-ға артты	17,5
CLIL әдісі	Танымдық қабілеттері 27%-ға артты	21.0



Сурет-1. Зерттеу нәтижелері

Осы нәтижелер оқыту процесінде сөйлеу әрекетін дамытудың кешенді әдістерін қолданудың маңыздылығын көрсетеді. Атап айтқанда, оқушыларға тілді тек грамматикалық ережелер арқылы емес, шынайы қарым-қатынас жасау жағдайларында меңгерту тиімдірек екені анықталды.

Бастауыш сынып оқушыларының ағылшын тілінде сөйлеу дағдыларын дамыту – олардың болашақ тілдік құзыреттілігін қалыптастырудың негізі. Зерттеу барысында сөйлеу әрекетін дамытудың тиімді әдістері анықталды: ойын тәсілдері, диалогтық және монологтық сөйлеу, аудио-визуалды әдістер, жобалық жұмыс және CLIL технологиясы.

Оқушылардың сөйлеу әрекетін дамыту үшін сабақ барысында белсенді әдістерді қолдану қажет. Мұғалімдер оқыту үдерісін оқушылардың жас ерекшеліктеріне сай ұйымдастырып, оларды тілдік ортаға белсенді араластыруы тиіс [10; 56].

Жалпы, ағылшын тілі пәнін оқытуда сөйлеу әрекетіне басымдық беру – оқушылардың коммуникативтік дағдыларын қалыптастыруда маңызды рөл атқарады. Тілді қарым-қатынас құралы ретінде меңгеруге бағытталған әдістер оқушылардың қызығушылығын арттырып, тілдік құзыреттілігін дамытады.

Әдебиеттер:

1. Жарықбаев Қ. Жас ерекшелік психологиясы. – Алматы: ҚҰУ, 2019. – 21б.

2. Уәлиев Н. Тіл мәдениеті және қазақ тілін оқыту әдістемесі. – Алматы: Арыс, 2020.

3. Табылдиев Ә. Бастауыш сыныптарда тілді оқытудың тиімді әдістері. – Нұр-Сұлтан: Фолиант, 2021. – 234 б.

4. Сыздықова Р. Қазақ тілінің сөйлеу мәдениеті. – Алматы: Ана тілі, 2018. – 176 б.

5. Krashen S. The Power of Reading: Insights from the Research. – Portsmouth: Heinemann, 2020. – 90 p.

6. Long M. Second Language Acquisition and Task-Based Language Teaching. – Malden: Wiley-Blackwell, 2019. – 64 p.

7. Bruner J. Scaffolding in Language Learning: Theory and Practice. – London: Routledge, 2022. – 211 p.

8. Ellis R. Understanding Second Language Acquisition. – Oxford: Oxford University Press, 2021. – 32 p.

9. Құлмағанбетова Б. Қазақ мектептерінде ағылшын тілін оқытудың инновациялық технологиялары. – Нұр-Сұлтан: Фолиант, 2018. – 89 б.

10. Хайруллаева Г.Б. Шет тілін оқыту әдістемесі: теориясы мен тәжірибесі. – Алматы: Қазақ университеті, 2022. – 56 б.

TOOLS AND FORMATS OF GAME-BASED LEARNING INTERCULTURAL LEARNING

Ергеш Н.Е.
nurkanatergesh@gmail.com
Ғылыми жетекші: ф.ғ.к., қауымдастырылған профессор Ереханова Ф.Т.
siliconoasis702@gmail.com
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

In the evolving landscape of education and professional development, the promotion of intercultural competence has emerged as a critical objective. Globalization and increased societal multiculturalism necessitate innovative educational tools capable of fostering empathy, perspective-taking, and cross-cultural communication. Game-Based Learning (GBL) formats, ranging from traditional board games to digital microlearning resources, have proven effective in addressing these needs. This chapter examines the tools and formats utilized in GBL for intercultural education, based primarily on the research conducted by Nyman Gomez and Berg Marklund (2018) and Arnab and Walaszczyk (2022).

Board Games for Cross-Cultural Discussion: Concept and Development

Nyman Gomez and Berg Marklund (2018) developed a board game designed to foster cultural awareness through structured dialogue around "critical incidents" — scenarios that highlight potential cultural misunderstandings [1]. The board game format, inspired by previous efforts such as The University Game, utilizes analog mechanics like cards and tokens to create an accessible, low-threshold learning environment.

The game was specifically structured to juxtapose individualistic and collectivistic cultural perspectives, using incidents drawn from real-world intercultural interactions. Its modular design allowed educators to tailor sessions to their classroom needs, enhancing its flexibility and adaptability.

Mechanisms and Learning Processes

Unlike many serious games that deliver correct answers to cultural dilemmas, this board game emphasizes open-ended discussion and reflection. Participants engage with scenarios without predefined "correct" solutions, encouraging introspection about their own culturally informed behaviors. Core game mechanics include:

Turn-based discussion prompts

Voting with "agree" or "disagree" cards

Scorekeeping via tokens based on peer validation

This participatory format actively involves players, promoting deeper engagement and the development of critical intercultural skills such as empathy, self-reflection, and negotiation.

Outcomes and Observations

The study by Nyman Gomez and Berg Marklund revealed that participants who engaged with the board game demonstrated improved immediate and long-term retention of culturally aware attitudes compared to those participating in traditional discussion exercises. Furthermore, qualitative observations indicated that game-based sessions fostered more inclusive and dynamic group atmospheres, leading to richer intercultural dialogues [2].

Conceptual Foundation

Arnab and Walaszczyk explored the use of microlearning resources, particularly mini-games, to deliver intercultural competence training within workplace contexts. Their research targeted multicultural organizations across Europe, addressing topics such as cross-cultural awareness, stereotypes, communication styles, and leadership dynamics [1].

Microlearning, characterized by brief, focused learning activities typically lasting 1 to 10 minutes, aligns with contemporary digital consumption patterns and supports just-in-time learning. The integration of interactive mini-games into microlearning frameworks offers learners an active, engaging approach to mastering complex intercultural concepts.

Design Principles and Implementation

The researchers employed the Learning Mechanics-Game Mechanics (LM-GM) mapping framework to design a suite of 15 mini-games embedded within an online learning platform. These games utilized various interactive formats, including:

Multiple-choice quizzes with timed responses

Drag-and-drop activities for categorization tasks

Animated "target-and-swipe" games

Comic book-style scenarios illustrating cultural dilemmas

Branching video narratives allowing learners to make decisions that influenced story outcome.

These formats were carefully aligned with pedagogical objectives to promote reflection, critical thinking, and application of intercultural skills.

Evaluation and Impact

Through comprehensive testing involving 223 participants, Arnab and Walaszczyk demonstrated that mini-games significantly enhanced learner engagement and knowledge retention. Participants reported high levels of satisfaction with the training relevance, clarity, and usability. Particularly, comic book and drag-and-drop games were favored for their ability to contextualize cultural challenges in relatable and stimulating formats [1].

The microlearning structure allowed for flexibility in both individual and organizational training settings, making it a versatile tool for promoting intercultural competence at scale.

Comparative Analysis of Board Games and Mini-Games

Strengths

Board Games: Offer deep, relational learning experiences through real-time social interaction, collaborative problem-solving, and emotional engagement. Ideal for smaller, more controlled educational settings.

Mini-Games: Provide scalable, flexible, and accessible learning opportunities. Digital formats enable wide dissemination and can target specific competencies efficiently.

Limitations

Board Games: Require physical presence, facilitator training, and sufficient time allocation for sessions. Less suited for asynchronous or remote learning environments.

Mini-Games: Risk of superficial engagement if not carefully designed. Some learners may experience reduced social interaction compared to face-to-face methods.

Complementary Use

Given their respective strengths, combining analog and digital formats could create a more comprehensive intercultural learning ecosystem. For example, board games might be used for initial immersive sessions, followed by mini-games for reinforcement and continuous practice.

Key Design Considerations for Game-Based Intercultural Learning

Based on the insights drawn from the two studies, several critical design principles emerge:

Cultural Sensitivity: Games must portray cultural differences respectfully and avoid reinforcing stereotypes.

Participant Agency: Learners should actively make choices and reflect on outcomes.

Narrative Engagement: Stories and scenarios should be relatable, thought-provoking, and encourage empathy.

Feedback Mechanisms: Immediate and meaningful feedback enhances motivation and learning.

Accessibility: Tools should accommodate diverse learner needs, including language and technological access.

Game-Based Learning offers promising tools and formats for advancing intercultural competence education. Board games foster rich, reflective discussions through physical interaction, while microlearning with mini-games provides scalable, engaging opportunities for ongoing skill development. Both approaches, rooted in sound pedagogical design, address the pressing need for culturally responsive education in a globalized world.

Moving forward, educators and instructional designers should leverage the complementary strengths of these formats, ensuring that intercultural training is not only informative but also transformative.

Әдебиеттер:

1. Arnab S., Walaszczyk L. The Potential of Game-based Micro-learning Resources for Engaging Learners with Intercultural Competence Development // *Journal of Cognitive Sciences and Human Development*. – 2022. – Vol. 8, № 2. – P. 1–22. – DOI: 10.33736/jcshd.4741.2022.

2. Nyman Gomez C., Berg Marklund B. Games for Cross-Cultural Training // *International Journal of Serious Games*. – 2018. – Vol. 5, № 4. – P. 81–98. – DOI: 10.17083/ijsg.v5i4.259.

МУЛЬТИМОДАЛЬДІ МӘТІНДЕР АРҚЫЛЫ БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ОҚУҒА ҚЫЗЫҒУШЫЛЫҒЫН АРТТЫРУ

Есалы Д.
essaly_diyana05@mail.ru
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Аннотация

Бұл ғылыми мақалада мультимодальді мәтіндерді бастауыш сыныптағы оқу процесіне енгізудің оқушылардың оқуға деген қызығушылығына әсері жан-жақты зерттеледі. Зерттеу квази-эксперименттік дизайн негізінде жүргізіліп, екі топтың (эксперименттік және бақылау) pre-test және post-test нәтижелері салыстырылды. Эксперимент төрт аптаға созылып, эксперименттік топта оқу материалы мультимодальді форматта – бейне, аудио, инфографика және интерактивті тапсырмалар арқылы ұсынылды, ал бақылау тобы дәстүрлі мәтіндермен жұмыс істеді.

Түйін сөздер: мультимодальді мәтіндер, оқу мотивациясы, бастауыш сынып, цифрлық білім беру, оқу белсенділігі, оқуға қызығушылық, мультимодальді оқыту, инфографика, аудиомәтін, анимация.

Қазіргі таңда цифрлық технологиялар қарқынды дамып, білім беру процесінің барлық деңгейлеріне еніп отыр. Бұл өзгерістер бастауыш мектеп оқушыларының оқу дағдыларына, мәтінді қабылдау ерекшеліктеріне және оқу мотивациясына тікелей әсер етеді. Әсіресе, бастауыш буын оқушылары ақпаратты тек дәстүрлі мәтін арқылы ғана емес, сонымен бірге бейне, аудио, инфографика, анимация, гиперсілтемелер және интерактивті компоненттер арқылы қабылдауға бейім. Осындай күрделі де көпарналы ақпарат ортасында мультимодальді мәтіндер ерекше орын алады. Мультимодальді мәтіндер — мәтіндік, визуалды, аудиалды, кинестетикалық элементтердің біріккен кешені арқылы ақпарат жеткізетін жаңа типтегі оқу материалы. Бұл мәтіндер оқушылардың қабылдау жүйесіне жан-жақты әсер етіп, олардың оқу процесіне деген белсенділігін арттыруға мүмкіндік береді.

Қазақстандық мектептерде мультимодальді мәтіндерді әдістемеге енгізу әлі де жүйелі жолға түсе қойған жоқ. Мектеп мұғалімдері көбінесе дәстүрлі мәтіндерге сүйенеді, ал мультимодальді материалдар көбіне қосымша ресурс ретінде ғана қарастырылады. Дегенмен, бүгінгі бастауыш мектеп оқушыларының психологиялық ерекшеліктерін, назар тұрақтылығының деңгейін, ақпаратты қабылдау форматын ескере отырып, мультимодальдік тәсілдерді негізгі оқыту стратегияларының бірі ретінде қарастыру қажеттігі туындайды. Әсіресе, оқуға қызығушылығы төмен немесе орташа деңгейдегі оқушылар үшін мультимодальді мәтіндер оқуға тартудың тиімді құралы бола алады. Себебі мультимодальді материалдар оқушыны ойын, әрекет, визуалды қызығушылық арқылы ынталандырады.

Оқуға қызығушылық — оқушының оқу әрекетіне ерікті түрде, ішкі мотив арқылы қатысуын қамтамасыз ететін маңызды психологиялық-педагогикалық құбылыс. Бастауыш мектеп жасында қызығушылықтың жоғары болуы баланың оқуға деген оң көзқарасын қалыптастырып, болашақта білімге деген тұрақты қажеттілік туғызады. Бірақ соңғы жылдары ақпараттық ортадағы тез өзгерістер, балалардың гаджеттерге тәуелділігі, назар тұрақтылығының төмендеуі сияқты факторлар мектеп оқушыларының дәстүрлі оқуға деген қызығушылығын әлсіретуде. Осы мәселені шешудің бір жолы — оқу мазмұнын мультимодальді форматқа бейімдеу.

Мультимодальді мәтіндерді қолдану арқылы оқуға қызығушылықты арттырудың тетіктері әртүрлі: визуализация, интерактивтілік, эмоционалдық әсер, ойын элементтерін қолдану, ақпараттың тартымды берілуі және оқушының оқу процесіне белсенді қосылуы. Бұл тәсілдер бастауыш сыныптың психологиялық ерекшеліктеріне толық сәйкес келеді, себебі бұл жастағы балалар көру, есту және әрекет ету арқылы жақсы меңгереді.

Осы зерттеудің өзектілігі — мультимодальді мәтіндердің бастауыш мектептегі оқу мотивациясына ықпалын ғылыми тұрғыдан дәлелдеу, педагогикалық практикаға енгізу жолдарын анықтау және статистикалық деректермен негіздеу. Бұған дейінгі Қазақстандағы зерттеулер көбінесе теориялық сипатта болса, бұл зерттеу нақты эксперименттік әдістерге, SPSS статистикалық өңдеуге және нақты нәтижелерге сүйенеді. Осы арқылы мультимодальді мәтіндердің тиімділігі дәлелденіп, бастауыш мектеп мұғалімдеріне нақты әдістемелік ұсыныстар беріледі.

Осылайша, мультимодальді мәтіндерді қолданудың бастауыш сынып оқушыларының оқуға қызығушылығын арттырудағы рөлі бүгінгі білім беру жүйесінің өзекті әрі маңызды мәселелерінің бірі болып табылады. Зерттеудің нәтижелері қазіргі цифрлық қоғам талаптарына сай келетін заманауи оқыту модельдерін құруға негіз болады.

Бұл зерттеудің әдістемелік негізі бастауыш сынып оқушыларының оқу

Оқушының оқуға қызығушылығын өлшеу мақсатында арнайы 20 тармақтан тұратын Likert шкаласы пайдаланды (1 — «мүлдем келіспеймін», 5 — «толық келісемін»). Сауалнама төрт параметрді қамтыды: оқу мотивациясы, мәтінді түсінуге қызығушылық, эмоционалдық қатысу және оқу белсенділігі. Бұл сауалнама pre-test және post-test кезеңдерінде бірдей форматта жүргізілді, бұл алынған нәтижелерді сенімді түрде салыстыруға мүмкіндік берді. Сауалнама мазмұны мектеп психологтары тарапынан қаралып, мазмұндық валидтілігі расталды. Осы зерттеуде қолданылған сауалнама құрылымы төмендегі кестеде көрсетілген.

Бұл зерттеудің нәтижелері мультимодальді мәтіндерді төрт апта бойы жүйелі түрде қолданудың бастауыш сынып оқушыларының оқуға деген қызығушылығына едәуір ықпал еткенін көрсетеді. Алдымен эксперимент басталмас бұрын жүргізілген pre-test нәтижелері екі топтың бастапқы деңгейі шамалас екенін көрсетсе, эксперименттік кезең аяқталғаннан кейін жүргізілген post-test талдаулары айтарлықтай айырмашылықтың пайда болғанын дәлелдеді. Бұл айырмашылықтар статистикалық жағынан да, практикалық мағынада да маңызды. Pre-test кезеңінде эксперименттік топ пен бақылау тобының оқу мотивациясының орташа мәндері бір-біріне өте жақын болды. Бұл бастапқы кезеңде екі топтың да оқу мотивациясы бірдей деңгейде екенін және зерттеудің объективті басталғанын көрсетеді. SPSS бағдарламасы арқылы жүргізілген Independent Samples T-test нәтижесінде p мәні 0.05-тен жоғары болып, топтар арасында статистикалық айырмашылық жоқ екені анықталды. Бұл эксперименттік және бақылау топтарын бастапқы жағдай бойынша тең деп есептеуге мүмкіндік берді.

Зерттеу барысында сауалнама ішкі құрылымының сенімділігін тексеру үшін Cronbach’s Alpha көрсеткіші есептелді. Сауалнамадағы 20 тармақтың ішкі тұрақтылығы өте жоғары болып шықты: $\alpha = 0.87$. Бұл сауалнама құралдарының сенімді және нәтижелерінің дәйекті екенін растайды. Осындай сенімді құрал арқылы алынған статистикалық айырмашылықтар мен динамикалық өзгерістер әдістемелік тұрғыдан да, ғылыми тұрғыдан да нақты және дәлелді болып есептеледі.

Оқушылардың оқу мотивациясының өсуін тек сандар бойынша емес, пайыздық өзгеріс арқылы бағалау үшін эксперименттік және бақылау топтарының пост-тест бойынша өзгеріс пайыздары есептелді. Эксперименттік топта оқу мотивациясы **31%** өскен, ал бақылау тобында бар болғаны **4%** ғана өсім тіркелді. Бұл мультимодальді материалдардың әсерін нақты көрсететін маңызды деректердің бірі.

Оқу мотивациясындағы өзгерістерді деректер деңгейінде тереңірек көрсету үшін эксперименттік топтың pre-test және post-test көрсеткіштері төмендегі **Кесте 1** арқылы беріледі:

Кесте 1 – Эксперименттік топтың сауалнама параметрлерінің pre-test және post-test нәтижелері

Параметр	Pre-test	Post-test	Өзгеріс	Түсіндірме
Оқу мотивациясы	3.15	4.41	+1.26	Мультимодальді оқыту арқылы айтарлықтай артты
Мәтінді түсіну қызығушылығы	3.09	4.32	+1.23	Визуал және аудио қолдау түсінуді жеңілдетті
Эмоциялық қатысу	3.18	4.47	+1.29	Бейне және анимация эмоциялық реакцияны күшейтті
Назар және белсенділік	3.05	4.35	+1.30	Интерактивті тапсырмалар

				назарды арттырды

Бұл кестеден мультимодальді мәтіндердің барлық параметрлер бойынша өте жоғары әсер еткенін байқауға болады. Әсіресе назар тұрақтылығы мен белсенділік параметрлері ең жоғары өсім көрсеткен, бұл бастауыш сынып оқушыларының жас ерекшеліктеріне тән: олар көрнекілікке және интерактивтілікке көбірек назар аударады, сондықтан мұндай материалдар олардың танымдық белсенділігін тікелей қолдайды.

Нәтижелерді визуалды түрде көрсету үшін төменде pre-test және post-test өзгерісінің ASCII диаграммасы берілген. Бұл диаграмма зерттеу нәтижелерін сапалы түрде бейнелейді:

Сурет 1 – Эксперименттік топтың Pre-test және Post-test көрсеткіштері

Диаграмма мультимодальді мәтіндердің әр параметр бойынша өте жоғары өсім бергенін айқын көрсетеді. Мотивация, түсіну, эмоциялық қатысу және белсенділік параметрлерінде post-test нәтижелері pre-test-тен едәуір жоғары. Бұл визуализация деректерді сапалы түсінуге көмектесіп, өзгеріс динамикасын көрнекі түрде көрсетеді.

Мұғалімдердің бақылау парақтары мен сабақ барысындағы жазбалар да сандық мәліметтерді қосымша растайды. Эксперименттік топта оқушылардың сабаққа қатысу белсенділігі өскен, сұрақтарға жауап беру жиілігі артқан, мәтінді талқылауда олардың эмоциялық реакциялары айқын көрінген. Сонымен қатар оқушылардың сабаққа деген жалпы көңіл-күйі жақсарғаны, сабаққа асыға келетіндері жазбаларда атап өтілді. Бұл деректер мультимодальді әдістің эмоционалдық және әлеуметтік-психологиялық әсерінің күшті екенін білдіреді.

Сонымен, зерттеу нәтижелері мультимодальді мәтіндердің оқуға деген қызығушылықты, мотивацияны, мәтінді түсіну қабілетін, эмоциялық қатысуды және оқу белсенділігін айтарлықтай арттыратынын толық дәлелдеп отыр. Төрт апта ішінде мұндай тұрақты және күшті өзгеріс мұғалімдердің практикасында мультимодальді әдістерді жүйелі түрде қолданудың тиімділігін көрсетеді. Зерттеу нәтижелері теориялық тұрғыдан да, практикалық тұрғыдан да маңызды және бастауыш сыныптағы білім беру процесін жаңғыртуға нақты негіз бола алады.

Қорытынды. Жүргізілген зерттеу мультимодальді мәтіндерді бастауыш сыныптағы оқу процесіне енгізудің оқушылардың оқуға деген қызығушылығын арттыруда айтарлықтай маңызды рөл атқаратынын айқын дәлелдеді. Төрт аптаға созылған эксперимент нәтижелері оқу мотивациясының, мәтінді түсіну қызығушылығының, эмоциялық қатысудың және оқу белсенділігінің айтарлықтай өскенін көрсетті. Эксперименттік топта мультимодальді материалдарды жүйелі қолдану арқылы оқу әрекеті оқушы үшін қызықты, динамикалық және эмоционалды жағынан тартымды процестің бір бөлігіне айналды. Нәтижесінде, дәстүрлі

мәтіндермен оқытылған бақылау тобымен салыстырғанда эксперименттік топ оқушыларының мотивация деңгейі едәуір жоғары болды.

Зерттеу нәтижелері педагогикалық практика үшін маңызды қорытындылар ұсынады. Ең алдымен, мультимодальді мәтіндерді сабақ барысында жүйелі пайдалану оқу сапасын арттырудың тиімді әдісі болып табылады. Мұғалімдер оқу материалының мазмұнын визуалды, аудиалды және интерактивті ресурстармен толықтыру арқылы оқушылардың сабаққа қатысу белсенділігін күшейте алады. Сонымен қатар, мультимодальді тәсіл оқушылардың оқуға деген ішкі мотивациясын қалыптастыруға ықпал етеді, бұл олардың оқу жетістігіне тікелей әсер етеді.

Жалпы алғанда, мультимодальді мәтіндерді қолдану бастауыш білім беруді жаңғыртудың өзекті бағыты болып табылады. Бұл әдіс оқушылардың оқу әрекетін қолдауға ғана емес, олардың эмоционалдық, әлеуметтік және когнитивтік дамуын кешенді түрде нығайтуға мүмкіндік береді. Зерттеу нәтижелері мультимодальді оқытудың тиімділігін ғылыми тұрғыда дәлелдеп, оны оқу тәжірибесіне кеңінен енгізуге негіз бола алады.

Әдебиеттер:

1. Қазақстан Республикасы Білім және ғылым министрлігі. Бастауыш білім берудің мемлекеттік жалпыға міндетті стандарты. – Астана, 2020.

2. ҚР «Білім туралы» Заңы. – Астана: Әділет министрлігі, 2019.

3. Әбілдаева Ж., Сәрсекенова Ә. Бастауыш мектеп оқушыларының оқу мотивациясын дамыту мәселелері // Білім – Obrazovanie. – 2021. – №3. – Б. 45-52.

4. Жұмабекова Ф. Мультимедиялық оқыту технологияларының тиімділігі // Педагогика және психология. – 2020. – №4. – Б. 12-20. – DOI: https://doi.org/10.51889/2020.4

5. Bayram S., Demir K. Multimodal literacy practices in primary education // International Journal of Educational Technology. – 2021. – Vol. 8(2). – P. 65-79. – DOI: https://doi.org/10.18844/ijet.v8i2

6. Құдайбергенова К. Цифрлық білім беру ортасында оқушылардың оқу қызығушылығын арттыру жолдары // Қазақ білім журналы. – 2022. – №5. – Б. 33-40.

7. Zhang Y., Lin L. Effects of multimodal input on young learners' reading motivation // Journal of Applied Linguistics. – 2023. – Vol. 10, No. 1. – P. 22-38. – DOI: https://doi.org/10.2147/JAL.2023.01

8. Қалымбетова Л., Аманжолова А. Бастауыш сыныпта мультимодальді материалдарды қолдану ерекшеліктері // Хабаршы. Педагогика сериясы. – 2021. – №2. – Б. 57-64.

DIGITAL TOOLS AND GAMIFICATION IN BLENDED ENGLISH TEACHING FOR PRIMARY LEARNERS IN KAZAKHSTAN

Есеткызы А., Полатбек А., Есен А., Ералы Ш.
eset.asell@gmail.com
Научный руководитель: ст. преп. Тургинбаева Л. В.
Profkom_vashchenko@mail.ru
Южно-Казахстанский педагогический университет имени Ө. Жанібекова
Шымкент, Казахстан

Kazakhstan's trilingual education policy positions English as the third language of the national curriculum [1]. Primary English instruction, commencing formally in Grade 3, is a

critical but underperforming link in this project. The present paper reports an empirical study examining whether a blended online methodology integrating AI-enhanced digital tools and gamification can significantly improve vocabulary acquisition, listening comprehension, and motivational engagement among Grade 3 learners in a Kazakhstani primary school.

Blended learning (BL) integrates face-to-face instruction with online activities so that each modality affords outcomes the other cannot independently generate [2, pp. 3-4]. The Station Rotation variant of BL is most widely researched in primary school contexts: it cycles learners through teacher-led group work, peer collaboration, and individual digital tasks within a single lesson period [3]. Meta-analytic evidence confirms superior BL outcomes over face-to-face-only instruction when the online proportion falls in the 30-50% range [4]. Children aged 6-10 have heightened neural plasticity and implicit learning dominance, requiring multimodal, playful instructional architectures [5, pp. 313-315]. Gamification addresses these needs directly: Zhang and Hasim's (2023) systematic review confirmed its capacity to enhance engagement and support vocabulary and listening development in young EFL learners [6]. Kahoot! and Quizizz implement gamification in classroom-ready formats and deliver AI-driven item-level feedback, enabling real-time diagnostic data that supports differentiated instruction; the national platform Online Mektep provides curriculum-aligned content for asynchronous home practice [7].

Research Design

The study was conducted over eight weeks (January-March 2026) at a public primary school in Almaty Oblast with a functioning computer laboratory and active Online Mektep account. School administration approval and written parental consent were obtained. Forty-eight Grade 3 pupils (ages 8-9) were assigned to the experimental group (EG, n = 24) and control group (CG, n = 24) by purposive matching on pre-test scores, class composition, and teacher qualification. All pupils were native Kazakh or Russian speakers with no prior English instruction. The EG followed the developed blended methodology (40% online / 60% face-to-face): Monday lessons used the Station Rotation model – two face-to-face stations plus one digital station (Kahoot! and Quizizz vocabulary and listening tasks); Wednesday lessons were face-to-face with an asynchronous Online Mektep task for home completion. The 40% online proportion was selected in line with meta-analytic evidence [4]. The CG followed the standard curriculum (100% face-to-face).

Language outcomes were assessed via an adapted Cambridge YLE Starters-level battery: 30 receptive vocabulary items and 10 picture-based listening tasks. Motivational engagement was measured with a 15-item Likert questionnaire ($\alpha = 0.81$; pilot-validated, n = 18) across three subscales: Enjoyment, Perceived usefulness, and Willingness to practise outside class. Teacher perspectives were collected through two semi-structured interviews, transcribed and analysed using inductive thematic analysis (Braun & Clarke, 2006). Quantitative data were processed in IBM SPSS 26 (t-tests, Cohen's d).

Key Findings

Pre-test scores confirmed baseline equivalence between the groups (vocabulary: $t(46) = 0.33$, $p = .74$; listening: $t(46) = 0.31$, $p = .76$). Post-test results revealed substantial between-group differences, as shown in Table 1.

Table 1. Pre-Test and Post-Test Mean Scores: Experimental vs. Control Group

Measure (max score)	EG Pre-test M (SD)	EG Post-test M (SD)	CG Pre-test M (SD)	CG Post-test M (SD)	Post-test t-test result
Receptive vocabulary (30)	8.6 (2.1)	22.4 (2.8)	8.4 (2.3)	16.1 (3.2)	$t(46)=7.91$, $p<.001$, $d=2.26$

Listening comprehension (10)	3.8 (1.1)	7.9 (1.2)	3.7 (1.2)	5.4 (1.5)	t(46)=6.84, p<.001, d=1.93

The EG showed a substantially higher increase in mean scores compared to the CG. Effect sizes of d = 2.26 (vocabulary) and d = 1.93 (listening) substantially exceed the d ≥ 0.8 large-effect threshold and typical BL meta-analytic benchmarks [4], reflecting the superiority of Quizizz and Kahoot!-mediated practice for lexical consolidation [8]. Motivational engagement was significantly higher in the EG across all three subscales (Table 2): the largest gap appeared in Enjoyment (EG: M = 4.51; CG: M = 3.62; p < .001); the Willingness to Practise Outside Class gap (EG: M = 4.22; CG: M = 3.29; p < .001) indicates that Online Mektep home tasks cultivated autonomous out-of-class engagement.

Table 2. Motivational Engagement Questionnaire Results

Subscale	**EG Mean (SD)**	**CG Mean (SD)**	**Sig. (p)**
Enjoyment of English lessons	4.51 (0.47)	3.62 (0.71)	p < .001
Perceived usefulness of English	4.38 (0.54)	3.88 (0.68)	p < .01
Willingness to practise outside class	4.22 (0.61)	3.29 (0.80)	p < .001
Total Composite Score	**4.37 (0.52)**	**3.60 (0.70)**	**p < .001**

Teacher interviews yielded themes. Structural Novelty and Initial Adaptation: Station Rotation logistics presented initial difficulty with 24 pupils; routines became self-managing by Week 3; Enhanced Differentiation Capability: AI-generated item-level performance data from Kahoot! and Quizizz enabled data-driven instructional adjustment unavailable in traditional teaching; Motivational Transformation: previously disengaged learners became active during gamified phases, consistent with Zhang and Hasim (2023) [6]; Infrastructure Constraint: approximately 4 of 24 families lacked reliable home internet, highlighting the need for offline fallback options.

The blended methodology integrating Station Rotation, Kahoot!, Quizizz, and Online Mektep produced large, statistically significant gains in vocabulary (d = 2.26) and listening (d = 1.93) among Kazakhstani Grade 3 learners over eight weeks, alongside significantly higher motivational engagement across all subscales. The two-workshop teacher preparation format proved sufficient for quality implementation, indicating scalability within existing infrastructure. Digital equity – approximately 16% of families without reliable home internet – remains the primary challenge for broader adoption. Future research should extend the methodology to AI-powered adaptive platforms capable of personalising tasks to individual learner profiles, and replicate the study in multi-school samples with delayed post-testing.

References:

1. Imanova, D., Akzhigitova, A., Zabrodskaja, A. Language-in-education policy for English language teaching in public schools of Kazakhstan: Top-down vs. bottom-up approaches // Education Sciences. – 2025. – Vol. 15, No. 1. – P. 66.

2. Bonk, C. J., Graham, C. R. The handbook of blended learning: Global perspectives, local designs. – Pfeiffer Publishing, 2012.

3. Staker, H., Horn, M. B. Classifying K-12 blended learning. – Innosight Institute, 2012.

4. Schmid, R. F., Bernard, R. M., Borokhovski, E., Tamim, R. M., Abrami, P. C., Surkes, M. A., Wade, C. A., Woods, J. The effects of technology use in postsecondary education: A meta-analysis of classroom applications // Computers & Education. – 2014. – Vol. 72. – P. 271-291.

5. McAra-McWilliam, I., Forde, C., Sheridan, M. Blended and online learning: What works and why in primary and secondary schools // Technology, Pedagogy and Education. – 2024. – Vol. 33, No. 3. – P. 313-330.

6. Zhang, S., Hasim, Z. Gamification in EFL/ESL instruction: A systematic review of empirical research // Frontiers in Psychology. – 2023. – Vol. 13. – Article 1030790.

7. Brakhmetova, A. Advancing English as a foreign language instruction through innovative technologies: Perspectives and practices in Kazakhstan // Eurasian Science Review. – 2024. – Vol. 2, No. 2. – P. 86-93.

8. Pham, A. T. The impact of gamified learning using Quizizz on ESL learners' grammar achievement // Contemporary Educational Technology. – 2023. – Vol. 15, No. 2. – Art. ep410.

THE ENGLISH PERFECT IN THE TRANSLATION OF LITERARY TEXTS: SEMANTIC COMPLEXITY AND FUNCTIONAL EQUIVALENCE

Асырбай Диана Ыдырысқызы
Қожамбиева Гүлнұр Бақытжанқызы
Абжаппарова Мадина Полатқызы
Ерменбекова Ақжан Арманқыз - студенттер
e-mail:diana.asyrbay@mail.ru
Ғылыми жетекші: ф.ғ.к., аға оқытушы Мақұлбек А.Б.
Ө.Жәнібек атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Abstract

This article examines the English Perfect in the translation of literary texts. The analysis is based on the view that the Perfect should not be reduced to a simple tense form or understood only as a marker of result. It is treated as a complex Tense-Aspect category whose meaning is shaped by anteriority, completion, boundedness, lexical semantics, and contextual factors. This is explained by the asymmetry between the English literaty verbal systems, as well as by the specific demands of literary translation, where grammatical meaning is closely connected with textual function. The article argues that the most productive principle in translating the Perfect is functional equivalence rather than formal similarity.

Keywords:Perfect, aspectuality, literary translation, functional equivalence, adequacy, boundedness, resultativity, temporal correlation, W. Somerset Maugham

The translation of grammatical meanings remains one of the most difficult areas in translation studies. Lexical units can often be matched with relatively stable equivalents, but grammatical forms behave differently. Their meaning is distributed across the sentence, the surrounding context, and the larger structure of the text. In literary discourse this difficulty becomes even more obvious, because grammar does not merely transmit information. It also shapes narration, perspective, rhythm, and the reader’s interpretation of events. In this respect, the English Perfect is especially important, since it combines temporal, aspectual, and contextual meanings that are not easily reproduced by a single form.

The present article focuses on the English Perfect in translated literary prose, particularly in texts by W. Somerset Maugham. The topic is significant because the English systems of verbal meaning are organized differently. Aspectual meanings are mainly distributed through the opposition of perfective and imperfective forms and through various lexical-semantic types of action. In English, similar meanings are expressed through the

broader system of Tense-Aspect. As a result, the translation of the Perfect cannot rely on mechanical grammatical replacement. What matters most is the semantic function of the form within the literary text.

Aspectuality is closely connected with the grammatical category of aspect and with a number of related semantic zones such as duration, perfectivity, boundedness, repetition, and phase structure. The perfective verb is treated as the marked member of the opposition because it expresses wholeness and limitation of the action by an internal boundary. The imperfective verb, by contrast, is less semantically fixed and often depends more strongly on lexical meaning and context. This distinction is crucial for translation because it shows that possess one single form that always corresponds to the English Perfect. Instead, meanings similar to those of the Perfect are distributed among aspect, tense, lexical markers, and broader textual organization.

In English, the situation is organized differently. The verbal system includes a complex interaction of tense and aspect, and the Perfect occupies a special place within that system. It stands alongside Common and Continuous forms and is linked to the category of Tense-Aspect rather than to a simple opposition of aspect alone. The Perfect therefore cannot be treated as a purely temporal or purely aspectual form. Its meaning emerges through its relation to a reference point, the moment of speech, the internal structure of the event, and lexical support in the sentence. This complexity explains why the Perfect often becomes a central problem in literary translation.

One of the most important conclusions drawn in the source study is that the Perfect should not be defined only through resultativity. Although in many contexts it may point to the result of a previous action, this interpretation is not universal. In some cases, the Perfect expresses previous experience, in others recent occurrence, and in still others a situation extending over a period leading to a reference point. Therefore, to reduce the Perfect to the formula “completed action with present result” would be too narrow and would not reflect the full range of its uses in real discourse.

A more convincing interpretation is to regard the Perfect as a category built around temporal correlation and anteriority. The form indicates that an action precedes a certain reference point, and this reference point may coincide with the present moment or may be established within the narrative itself. Because of this, the Perfect is especially important in literary prose, where narrative perspective often depends on the relation between earlier and later events. The form may create retrospective links, indicate completed background information, or present a previous event as relevant to a later state of affairs.

Another important point is that the Perfect does not always behave in the same way with all verbs. With telic or bounded verbs, it may more easily suggest a resulting state. With atelic verbs, however, the focus may shift toward the fact of previous experience or the continuity of a situation up to a certain point. This semantic flexibility becomes even more noticeable in literary translation, where the translator must decide which component of the form is dominant in a particular context. A formally similar solution may fail if it does not preserve the real communicative and stylistic value of the utterance.

The problem of translating the Perfect becomes clearer when viewed within the broader theory of literary translation. A literary text is not simply a sequence of facts. It is a communicative and aesthetic whole in which grammar, vocabulary, narrative progression, and stylistic choice work together. Because of that, the task of the translator is not to replace isolated forms one by one, but to reconstruct the role those forms play in the target language. In the case of the Perfect, this means that the translator must determine whether the form expresses result, boundedness, wholeness, previous experience, or retrospective relevance in a given passage.

The distinction between equivalence and adequacy is particularly useful here. Equivalence refers to the relation between source and target texts as linguistic products, whereas adequacy concerns the translation process and the extent to which the translation matches the communicative conditions and artistic effect of the original. In literary translation, adequacy is often more important than direct formal equivalence. A grammatically literal rendering may preserve the structure of the original but fail to reproduce its narrative function or stylistic value. For that reason, the translation of the Perfect should be evaluated not by outward similarity but by its ability to perform the same function in the target text.

Examples with temporal phrases such as for a couple of months or for years are especially revealing. In translation, these expressions do not always remain structurally identical. Sometimes they are rendered through lexical expansion, sometimes through a shift in aspect, and sometimes through a more idiomatic construction. For instance, an English phrase like had been on the station for a couple of months may be rendered not by a formally parallel structure, but by a bounded expression meaning that someone had spent a certain period there. Likewise, for years may be translated as long year rather than by a direct structural replica. These solutions show that temporal extent and inner boundary are often translated together as one semantic complex.

The source material also discusses completion understood as the wholeness of an action-process. This meaning is slightly different from simple resultativity. In such cases the Perfect presents the action as a complete unit within the narrative flow. In literary translation, wholeness often matters because it affects the way an event is perceived by the reader: as a full event, as a background action, or as a step in a larger narrative chain.

What is especially important here is that the Russian translation may sometimes shift away from formal similarity in order to keep this sense of completed wholeness. A more idiomatic verb may be chosen, or the syntactic structure may be reorganized. This does not mean that the original meaning is lost. On the contrary, such transformations often preserve the semantic nucleus more successfully than literal transfer would. The translation of the Perfect therefore reveals a broader principle of literary translation: fidelity is achieved not by copying form, but by reconstructing function.

A separate and very useful part of the source study concerns the lexical supports of the Perfect. These include markers such as already, just, never, ever, yet, since, and for. Although they may seem secondary, in many cases they strongly shape the interpretation of the Perfect and influence the translator's decision. Others require paraphrase, restructuring, or a more context-sensitive rendering.

The importance of these markers becomes especially clear in literary text. An expression like I haven't seen you for ages is not translated by mechanically preserving every grammatical element. Its meaning depends on idiomatic duration and communicative tone. Similarly, since may establish a temporal perspective that is central to the sequence of events in a passage, but in translation it can sometimes disappear as a separate word if its meaning is absorbed into the Russian structure. The translator is therefore dealing not with isolated signals, but with an integrated semantic configuration in which grammar, lexicon, and context interact.

This again confirms that the Perfect cannot be translated in isolation from its environment. The whole utterance must be taken into account, including adverbials, prepositions, narrative sequence, and stylistic effect. Very often the lexical supports reveal whether the dominant meaning is anteriority, continuity, result, or experiential reference. Without them, the grammatical form alone may be misleading.

The material based on W. Somerset Maugham is particularly useful because literary prose offers many subtle cases in which the Perfect is tied to characterization and narration.

In such texts, the form may help present a previous conflict as still relevant, show a long-standing relationship between characters, or compress a background history into a concise statement. Russian translation must preserve these narrative functions even if it uses different means. This is why literary examples are more revealing than isolated textbook sentences: they show the Perfect not as an abstract form, but as part of a living textual system.

In Maugham's prose, the translator often has to choose between grammatical resemblance and stylistic-natural rendering. The best solutions are usually those that preserve the semantic perspective of the original rather than imitate its surface structure. The Perfect may disappear as a visible grammatical category in Russian, yet its function survives through aspect, lexical support, temporal framing, or syntactic organization. Such cases illustrate the real complexity of literary translation and confirm the importance of functional equivalence.

The English Perfect is best understood as a complex functional-semantic category rather than as a simple tense marker. Its meaning includes anteriority, completion, boundedness, and in many contexts resultativity, experiential reference, or durative relevance. Because of this semantic complexity, the Perfect cannot be translated into means of one fixed grammatical equivalent. Distributes similar meanings across aspect, tense, lexical markers, and contextual interpretation, which makes direct correspondence impossible in many cases.

For this reason, the translation of the Perfect in literary texts should be guided by functional equivalence. The translator must determine which meaning is dominant in the given passage and then choose and means that reproduce the same narrative and semantic effect. Sometimes this leads to a perfective form, sometimes to an imperfective one, and sometimes to lexical or syntactic transformation. What matters most is that the target text preserve the communicative and artistic function of the original.

Thus, the study of the Perfect in literary translation confirms a broader conclusion: grammar in translation is never merely formal. It is inseparable from textual structure, lexical environment, and reader perception. The English Perfect offers a particularly clear example of this interaction, and that is why it remains an important subject in contrastive linguistics and translation studies.

References:

1. Dertsakyan, R. A. English Perfect in the Language of Literary Text Translation. Moscow, 2005.

2. Komissarov, V. N. The Word about Translation: An Essay on the Linguistic Theory of Translation. Moscow: Mezhdunarodnye otnosheniya, 1973.

3. Komissarov, V. N. Linguistics of Translation. Moscow: Mezhdunarodnye otnosheniya, 1980.

4. Komissarov, V. N. Theory of Translation: Linguistic Aspects. Moscow: Vysshaya shkola, 1990.

5. Kazakova, T. A. Workshop on Literary Translation. St. Petersburg: Soyuz, 2004.

6. Catford, J. C. A Linguistic Theory of Translation. Moscow: URSS, 2004.

TRANSLATION AS A WAY TO REVEAL THE MECHANISMS OF UNDERSTANDING A FOREIGN-LANGUAGE POPULAR SCIENCE TEXT

Жақсылықова Қарлығаш Мұратбекқызы
Камалтаева Нигина Шерзодовна
Сырбаева Асем Мұратбекқызы - студенттер
e-mail: zhaksylykova.karlygash@inbox.ru
Ғылыми жетекші: ф.ғ.к., аға оқытушы Мақұлбек А.Б.

Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Abstract

This article examines the problem of understanding a foreign-language text through the perspective of translation. The relevance of the topic is connected with the fact that in the context of intensive intercultural communication, a reader is expected not only to process large amounts of textual information but also to interpret it within another language system. Special attention is paid to the popular science text, which combines scientific content with relative accessibility. From a psycholinguistic point of view, translation cannot be reduced to a simple replacement of language units. It is a complex process of constructing content and meaning. A comparison of draft and final versions of translation makes it possible to trace how the reader moves from dependence on the external verbal form of the text to a deeper understanding of the situation described in it. The article concludes that translation should be regarded not only as a practical language activity but also as an important instrument for studying understanding, because it makes visible such processes as individual strategies, errors, predictions, and mechanisms of meaning formation.

Keywords: text understanding, translation, foreign-language text, popular science text, meaning, content, psycholinguistics, comprehension strategies, translation variants

The problem of text understanding has long occupied an important place in linguistics, psycholinguistics, and translation theory. This is quite natural, since modern communication is based not simply on the exchange of words, but on the ability to extract, interpret, and relate information to previous experience. The issue becomes especially important when a person works with a foreign-language text, because in that case they have to overcome not only semantic difficulties but also linguistic barriers.

The relevance of this topic lies in the fact that translation allows researchers to observe the process of understanding more clearly than ordinary reading in one's native language. When a text is perceived in the native language, many mental operations remain hidden. However, when a reader moves from one language to another, these operations become externalized in verbal form. For this reason, the analysis of translation variants makes it possible to trace how textual content is formed, how meaning emerges, and what strategies are used by the recipient at different stages of working with the text.

The purpose of this article is to show that translation of a foreign-language popular science text can be treated as a special way of revealing the mechanisms of understanding. The object of the article is the process of understanding a written foreign-language text, while the subject is translation variants as an external expression of individual comprehension strategies.

Understanding Text as a Psycholinguistic Process

In modern scholarship, a text is understood not only as a coherent language structure but also as a form of communication between the author and the recipient. This means that understanding cannot be reduced to the mechanical recognition of words and grammatical constructions. It is linked to a more complex activity involving memory, thinking, previous experience, associations, and the reader's personal attitude toward what is being said. From this point of view, a text is perceived not word by word, but as a relatively integral semantic whole.

From such a perspective, understanding may be described as a movement from the external linguistic form to internal content and then to meaning. At the same time, content and meaning are not identical. Content is primarily connected with what the text communicates, with its semantic and referential basis. Meaning, by contrast, appears as a

result of deeper interpretation, when evaluative, pragmatic, and emotional elements are activated. In other words, content helps reconstruct the situation described in the text, whereas meaning reflects an attitude toward that situation and the way it is interpreted.

An important concept here is the projection of the text. In the process of reading, the recipient forms not a perfect copy of the original message, but a personal semantic projection of it, which may approach the author's intention to a greater or lesser degree. That is why two readers may understand the same text differently. These differences depend on the level of language competence, background knowledge, thinking patterns, and even emotional orientation.

This becomes especially noticeable in the case of the popular science text. Such a text is addressed not only to specialists but to a broader audience, so it aims at clarity while preserving scientific informativeness and terminological precision. On the one hand, this makes reading easier; on the other hand, it requires a certain presupposition, that is, a set of preliminary knowledge without which some semantic links remain unclear.

Translation as Decoding and Meaning Construction

If translation is viewed only as a replacement of words from one language with words from another, its cognitive and psycholinguistic depth is lost. In fact, translation is a process of decoding and recoding information. The translator must first understand the text and then express what has been understood in another language. Because of this, translation becomes a convenient instrument for studying comprehension: it reveals operations that usually remain hidden in ordinary reading.

The comparison of draft and final versions of translation is especially revealing. A draft version usually reflects the initial stage of work with the text, when the recipient still depends strongly on the external form of the original. At this stage, the reader is mainly guided by formal equivalence: they rely on dictionary meanings, analogy, or immediate association, and try to preserve the linear structure of the source message. As a result, literal renderings, ungrammatical constructions, semantic distortions, and other mistakes often appear, especially when language competence or background knowledge is insufficient.

The final version of translation often demonstrates a different level of comprehension. The recipient begins to move away from literal correspondences and instead relates separate words and expressions to the situation described by the text as a whole. At this stage, extralinguistic knowledge is activated, context becomes more important, and hidden relations between parts of the text are taken into account. This allows the reader to approach dynamic equivalence, where the translation is organized around meaning rather than external form. In this sense, translation is not copying but interpretation, although an interpretation constrained by the need to preserve the semantic structure of the original.

It is also significant that as comprehension deepens, the number of possible translation variants often increases. This shows not only linguistic flexibility but also the widening of the interpretive field. At the same time, such variability is not always justified: excessively broad interpretation may lead the translator away from the semantic line of the source text. Therefore, successful translation requires a balance between interpretation and preservation of the inner structure of the original.

Experimental Data and Comprehension Strategies

The experimental part of the research is especially important because it makes it possible to see not only theoretical assumptions but also real behavior in the process of translation. The study compared translation variants produced by students of the humanities and students of technical specialties. This distinction made it possible to show that belonging to different educational groups influences the way the text is perceived and interpreted.

At the first stage, the participants produced draft translations. Here the strategy of element-by-element, linear perception was especially noticeable: the students moved from the

part to the whole, translating sentence by sentence and relying mainly on the explicit external side of the source text. Initial word meaning, association, and analogy often served as semantic supports. This helped them move through the text, but it also became a source of many linguistic and semantic failures. Such difficulties were especially evident among technical students, whose weaker language preparation sometimes led to ungrammatical and semantically distorted constructions.

At the same time, the research showed that even at the draft stage some participants were already capable of more complex meaning formation. They used prediction, made successful semantic guesses, and in some cases came quite close to an adequate final version from the beginning. This is an important observation, because it suggests that movement toward the level of meaning does not always begin only at the final stage of translation. Sometimes it starts earlier, when the reader has sufficient language experience, intuition, and the ability to perceive the text as a whole.

At the second stage, when producing the final translation, the participants demonstrated a noticeably deeper level of understanding. They moved away from dictionary literalism, related expressions to the described situation, and involved their own experience, emotional reaction, and pragmatic orientation in the interpretive process. This meant a transition to a higher level of comprehension, where context, implication, and extralinguistic knowledge played a major role. It is precisely here that both the mechanisms of content formation and the mechanisms of meaning formation became visible.

It is also revealing that misunderstanding at the early stage often generated distortions in the final version. If the draft projection of the text was built incorrectly, later interpretation could reinforce the error instead of correcting it. Yet the opposite cases also occurred: some participants began with a literal and unsuccessful version, but after grasping the text as a whole they came to a more accurate interpretation. This confirms that understanding develops not in a strictly linear way, but as a complex interaction of several levels of information processing.

Thus, the experiment makes it possible to distinguish two broad groups of mechanisms: mechanisms of content formation and mechanisms of meaning formation. The first are mainly connected with linguistic processing, decoding of signs, and reconstruction of the referential basis of the message. The second depend on context, implication, presupposition, evaluation, and personal experience. Although the distinction between them is not absolute, it helps explain how a person moves from the external form of a text to its inner meaning.

The analysis shows that translation can indeed be treated as a special way of studying the understanding of a foreign-language text. Its value lies in the fact that it makes observable those processes that usually remain hidden in ordinary reading: the choice of semantic support, the movement from literal to contextual comprehension, the appearance of errors, and the role of prediction, presupposition, and emotional-evaluative factors.

On the material of a popular science text, it becomes especially clear that understanding is not limited to dictionary decoding. Such a text requires not only language competence but also the ability to relate new knowledge to one’s previous experience. For this reason, the translator acts not as a mechanical intermediary but as an active interpreter who constructs an individual projection of the text while preserving the semantic structure of the original.

The main conclusion is that comparison of draft and final versions of translation makes it possible to observe two interconnected processes: the formation of content and the formation of meaning. It is in this dynamic movement that both individual comprehension strategies and more general, largely universal mechanisms become visible. Therefore, the study of translation is important not only for translation theory itself but also for a broader understanding of how people perceive, process, and interpret written foreign-language information.

References:

1. Авакян, А. А. Механизмы и стратегии понимания и перевода иноязычного текста (на материале анализа вариантов перевода научно-популярного текста на английском языке). Кандидатская диссертация. Уфа, 2008.

2. Клюканов, И. Э. Динамика межкультурного общения. Тверь, 1998.

3. Новиков, А. И. «Текст, смысл и проблемная ситуация». Вопросы филологии, 1999, № 3, сс. 43–48.

4. Новиков, А. И. «Смысл: семь дихотомических признаков». В кн.: Теория и практика речевых исследований. Москва: МГУ, 1999, сс. 68–82.

5. Комиссаров, В. Н. Современное переводоведение. Москва: ЭТС, 2004.

ШЕТ ТІЛДЕРІН ОҚЫТУДЫ ЖАҢҒЫРТУ – ЗАМАНАУИ БІЛІМ БЕРУ МЕН ИННОВАЦИЯЛЫҚ ӘДІСТЕР

Сейден Г.
doyeonglee47@gmail.com
Ғылыми жетекші: аға оқытушы Абдукаримова А.А
aika77.0777@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Қазіргі кезде шет тілдерін үйрену – жәй ғана түйіндемедегі әдемі жазба емес, заманауи адамның ажырамас құралына айналғалы қашан. Әлемдік деңгейдегі экономикалық байланыстар, мәдени алмасу мен ғылыми интеграция бізден тек өз ана тілімізді емес, әлемдік тілдерді еркін меңгеруді талап етіп отыр. Тіл білу – бұл жаңа ақпараттар ағынына жол ашу, халықаралық деңгейде білім алу және кәсіби тұрғыда шекарасыз даму деген сөз.

Көп жылдар бойы қолданылып келген дәстүрлі оқыту жүйесі, өкінішке орай, қазіргі буынның сұранысына толық жауап бере алмай жатыр. Құрғақ грамматикалық ережелер мен мәтінді сөзбе-сөз аударуға негізделген сабақтар көбіне оқушыны жалықтырып жібереді. Нәтижесінде, бала емтиханнан жақсы баға алғанымен, шынайы өмірде шетелдікпен емін-еркін сөйлесе алмайтын «үнсіз білім алушы» күйінде қала береді. Тіпті тірі қарым-қатынас құралы ретінде емес, тек академиялық міндет ретінде қабылдау – бүгінгі білім беру саласындағы басты кедергілердің бірі.

Осы түйіткілді мәселелерді шешу үшін шетел тілдерін оқытуды заман ағымына сай жаңғырту кезек күттірмейтін шаруа. Инновациялық технологиялар мен жаңаша әдістемелерді қолдану сабақ барысын жай ғана оқу процесінен қызықты шығармашылық ізденіске айналдырады. Мобильді қосымшалар, интерактивті онлайн платформалар мен оқу үрдісіне енгізілген ойын элементтері оқушының ішкі уәжін оятып, тілді табиғи ортада үйренуге мүмкіндік береді. Бұл ретте мұғалімнің рөлі де өзгеріп, ол тек ақпарат беруші емес, бағыт бағдар сілтейтін кеңесші ретінде көрінуі тиіс.

Заманауи білім беру мен шет тілдерінің өзектілігі.

Заманауи білім беру тұжырымдамасы бүгінде тек дайын ақпаратты беру процесімен шектелмейді. Бұл ең алдымен оқушының ішкі әлеуетін ашуға, оның жеке қабілеттерін шыңдауға және сыни ойлау жүйесін қалыптастыруға бағытталған күрделі әрі кешенді жүйе болып табылады. Біз үйренген дәстүрлі оқыту үлгісінен негізгі айырмашылығы да осында: заманауи мектепте басты назар білімді жай ғана жаттауға

емес, сол білімді өз бетімен іздеп табуға, оны терең талдап, өмірлік тәжірибеде орынды қолдана білуге аударылады. Бұл жерде оқушы тек пассивті тыңдаушы немесе ақпаратты тұтынушы емес, оқу үдерісінің тең құқылы қатысушысы, яғни белсенді субъектісі ретінде қарастырылады. Осындай тәсілдің арқасында білім алушы өзіне не қажет екенін сезіне отырып, сұрақ қоюдан қорықпайтын, тәжірибе жасауға құштар тұлға болып қалыптасады. Сонымен қатар, бұл үрдіс ұстаздарға да үлкен икемділік сыйлайды, себебі әрбір баланың жеке ерекшелігі мен қабылдау деңгейін ескере отырып, сабақ жоспарын түрлендіруге мүмкіндік береді.

Қазіргі білім беру жүйесінің өзегі ретінде оқушыға бағытталған «student-centered» ұстанымды атап өткен жөн. Мұнда мұғалім бұрынғыдай тек ақпарат көзі емес, керісінше, бағыт-бағдар беретін тәлімгер, жол көрсетуші коуч рөліне ауысады. Оқушы өз қызығушылығына сәйкес шешім қабылдауды үйреніп, өзінің оқу нәтижесі үшін жауапкершілікті сезіне бастайды. Бұл процесте белсенділік принципі шешуші рөл атқарады. Сабақтар тек дәптерге көшіруден тұрмай, жанды пікіртастарға, топтық жобалар мен шығармашылық ізденістерге ұласады. Әсіресе, шет тілін үйрену барысында рөлдік ойындарды қолдану оқушының тілдік тосқауылдарын бұзып, жаңа сөздерді табиғи ортада меңгеруіне септігін тигізері көптеген зерттеулерде дәлелін тапқаны бізге мәлім. Тілді тек ереже ретінде емес, тірі қарым-қатынас ретінде сезінгенде ғана нағыз нәтижеге қол жеткізуге болады.

Шет тілдерін меңгеруде заманауи әдістердің атқаратын рөлі орасан зор. Бүгінде тек сөзді жаттау немесе грамматикалық формулаларды білу жеткіліксіз, себебі басты мақсат – тілдік құзыреттілікті толыққанды дамыту. Осы орайда интерактивті тапсырмалар мен цифрлы ресурстар таптырмас көмекші құралға айналды. Мәселен, онлайн платформалар мен молбильді қосымшалар арқылы студенттер шет тілдік ортаға виртуалды түрде еніп, әлемнің түкпір-түкпіріндегі адамдармен сөйлесуге, видеосабақтар көруге және арнайы тренажерлермен жұмыс істеуге мүмкіндік алады. Бұл тек тілді үйреніп қана қоймай, сол тілдің мәдени астары мен ерекшеліктерін түсінуге жол ашады. Шетел әдебиетін түп нұсқада оқу, жаһандық жобаларға еркін қатысу – мұның бәрі заманауи оқыту әдістерінің жемісі.

Тәжірибелік тұрғыдан алсақ, қазіргі мектептер мен университеттердегі білім беру үдерісі мүлдем жаңа сипат алды. Студенттер өздігінен зерттеу жүргізіп, күрделі тақырыптар бойынша презентациялар дайындап, топ болып мәселенің шешімін іздейді. Тілдік ойындар мен рөлдік тапсырмалар сабақтың ажырамас бөлігіне айналып, құрғақ теорияны жанды тәжірибеге ұластырады. Интерактивті тесттер мен кері байланыс жүйелері оқушының өз қатесін дер кезінде түсініп, оны түзетуге жағдай жасайды.

Инновациялық әдістер мәні мен мазмұны.

Инновация ұғымы білім беру саласында тек жаңа технологияларды қолдану емес, оқытудың нәтижесін жаңа деңгейге көтеретін сапалы өзгерістерді білдіреді. Қарапайым тілмен айтқанда, инновация дегеніміз – дәстүрлі әдістерді қазіргі заман ағымына сай баламалап, нәтижесінде пайдалырақ, жаңа нәтиже шығару. Тілдік білім берудегі инновация – бұл студенттің тілді тек грамматикалық формула ретінде емес, тірі қарым қатынас құралы ретінде қабылдауына жағдай жасау. Дәстүрлі әдістеме «білуге» бағытталса, инновациялық әдістер «қолдана алуға» негізделеді. Бұл жерде мұғалімнің рөлі ақпарат таратушыдан – жол көрсетушіге (facilitator), ал студенттің рөлі пассивті тыңдаушыдан – зерттеушіге ауысады.

Инновациялық әдістердің түрлері және оларды қолдану.

- Онлайн платформалар: Қазіргі таңда білім беру тек аудитория қабырғасымен шектелмейді. **Coursera, edX, FutureLearn** сияқты жаһандық платформалар

мен ішкі білім беру (Moodle,Google Classroom) порталдары оқу процесін икемді етті.

- Мобильді қосымшалар: «Қалтадағы» білім (M-Learning): смартфондардың күнделікті өмірдің бөлігіне айналуы шетел тілін үйренудің жаңа форматын қалыптастырды. **Duolingo, Memrise, Babbel** немесе **Busuu** сияқты қосымшалар микро-оқыту (micro-learning) принципіне негізделген.
- Ойын арқылы оқыту (Gamification): Геймификация – бұл ойын емес контексте ойын элеметтерін қолдану **(Kahoot, Quizizz)**. Тіл үйренуде бұл әдіс ең жоғары мотивациялық құрал болып табылады. Ойын элементтері (ұпайлар, деңгейлер, рейтингтер) білім алушыны «жеңіске жетуге» ұмтылдырады сәйкесінше тілдік кедергілер байқалмай жойылады.
- **CLIL** әдісі: Мазмұн мен тілдің бірлігі **CLIL (Content and Language Integrated Learning)** – бұл шетел тілін оқытудағы нағыз серпіліс. Бұл әдіс бойынша тіл мақсат емес басқа бір ғалымды танудың құралы. Мысалы физика немесе тарих пәнін ағылшын тілінде оқу.

Жоғарыда атылған әдістерді кешенді түрде қолдану – заманауи мұғалімнің шеберлігі. Яғни бұл – студент пен оқытушының арасындағы жаңаша құрал.

Инновациялық ортадағы мұғалім және жаңғырту кедергілері.

Қазіргі білім беру парадигмасы мұғалімді ақпараттың жалғыз көзі ретінде емес, оқу процесін үйлестіруші фасилитатор ретінде қарастырады. Жаңғырту жағдайында педагог студенттің өзіндік ізденісін бағыттайтын ментор деңгейіне көтерілуі тиіс. Бұл жерде басты назар студенттің ішкі мотивациясын оятуға бағытталады. Инновациялық мұғалім тек грамматиканы үйретпей, тілді қолданудың шынайы мақсатын (кәсіби өсу, мәдени интеграция) айқындап береді. Мысалы, сабақта нақты кейстер мен жобалық жұмыстарды қолдану арқылы студенттің тілдік кедергісін психологиялық тұрғыдан жоюға болады. Тіл үйрену – бұл жаттығу емес, тұлғалық дамудың құралы екенін сезінген білім алушының нәтижесі де жоғары болады деп ойлаймын.

Жаңғырту жолындағы қиындықтар мен тілдік білім беруді дамытудың шешу жолдары.

Инновациялық әдістерді енгізу барысында бірқатар объективті кедергілер кездеседі. Біріншіден, бұл техникалық инфрақұрылымның әртүрлі болуы. Интернет жылдамдығы мен заманауи құрылғылардың тапшылығы цифрлық технологияларды толыққаны пайдалануға мүмкіндік бермейді. Екіншіден, әдістемелік дайындық мәселелері өткір тұр. Көптеген оқытушылар инновациялық сабақтарды геймификация немесе квестер әзірлеуге кететін уақыт пен күштің көптігінен дәстүрлі қалыпқа жүгінеді. Сонымен қатар, академиялық ортадағы консерватизм мен жаңашылдықпен сескену де жаңғырту қарқынын тежейтін факторлардың бірі болып табылады.

Аталған мәселелерді шешу кешенді тәсілді қажет етеді. Ең алдымен, мұғалімдерің цифрлық құзыреттілігін арттыратын жүйелі курстар мен вебинарлар ұйымдастырылуы тиіс. Оқытушы тек тілді емес, оны оқытудың жаңа құралдарын (AI, VR платформалар) еркін меңгеруі қажет деп санаймын.

Қорытындылай айтатын болсам, жүргізілген талдаулар көрсеткендей, шетел тілдерін оқытуды жаңғырту – жай ғана техникалық жаңғыру емес, бұл білім берудің мазмұндық әрі құрылымдық трансформациясы деп қабылдауымыз керек. Атап айтқанда, тілді оқытуда мұғалімнің басты назары грамматикалық дәлдіктен гөрі, студенттің сол тілде ойын еркін жеткізе алуына аударылуы маңыздырақ. Осы орайда, инновациялық әдістер студентті оқу процесінің пассивті нысанынан, ақпаратты өз бетінше игере алатын белсенді субъектке айналуына орасан зор пайдасын тигізеді деп санаймын.

Сондай-ақ тілдік білім беруді жаңғырту мемлекеттің зияткерлік әлеуетін арттырудың стратегиялық құралы. Қазіргі таңда шетел тілін білмеу ақпараттық шектеулілікке алып келетіні бәрімізге мәлім. Сондықтан инновациялық әдістерді енгізу – бұл білім сапасын халықаралық стандарттарға теңдестірудің жалғыз жолы болмақ.

Болашақта шетел тілдерін оқыту жүйесі бұдан да жоғары деңгейдегі персонализацияға жоғарылайтыны сөзсіз. Біздің алдымыздағы басты міндет – осы технологиялық мүмкіндікті дұрыс бағытта пайдалана білу.

Әдебиеттер:

1.Гальскова, Н.Д., Гез, Н.И (2009).
Теория обучения иностранным языкам. Лингводидактика и методика. Москва: Академия.https://learnteachweb.ru

2.Полат, Е. С. (2010). Современные педагогические и информационные технологии в системе образования. Москва: Юрайт. https://acadrmia-moscow/ru

3.Bergmann, J., & Sams, A. (2012). Flip Your Classroom: Reach Every Student in Every Class Every Day. International Society for Technology in Education.
https://www.scirp.org

4.Hockly, N., &Dudeney, G. (2014). Going Mobile: Teaching with Hand-held Devices. Delta Publishing.
https://www.labirint.ru

АҒЫЛШЫН, ҚАЗАҚ ЖӘНЕ ТҮРІК ТІЛДЕРІНДЕГІ СЫН ЕСІМДЕРДІ КӨРНЕКІ ҚҰРАЛДАР ҚОЛДАНУ АРҚЫЛЫ МЕҢГЕРТУ ТӘСІЛДЕРІ

***Салыкова М.Т.**-1703-13-2 тобының студенті*
tajibayevnamira@gmail.com
Ғылыми жетекші: - ф.ғ.к., аға оқытушы Байниязова Ж.Т.
zhanarbainiyazova@okmpu.kz
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті,
Шымкент, Қазақстан

Аннотация

В статье рассматриваются эффективные методы обучения прилагательным в английском, казахском и турецком языках с использованием наглядных средств. Особое внимание уделяется роли визуальных материалов (картинки, таблицы, схемы, карточки) в процессе усвоения лексико-грамматических особенностей прилагательных. Проводится сравнительный анализ структуры и употребления прилагательных в трёх языках, а также выявляются типичные трудности, возникающие у обучающихся. Предлагаются практические приёмы и стратегии, направленные на облегчение понимания, запоминания и правильного использования прилагательных. Кроме того, рассматриваются научные подходы и методические рекомендации исследователей в области преподавания иностранных языков.

Abstract

The article explores effective methods of teaching adjectives in English, Kazakh, and Turkish through the use of visual aids. Special attention is given to the role of visual materials such as pictures, charts, diagrams, and flashcards in mastering the lexical and grammatical features of adjectives. The study provides a comparative analysis of the structure and usage of adjectives in the three languages and identifies common difficulties

faced by learners. It also suggests practical techniques and strategies to improve understanding, retention, and correct usage of adjectives. In addition, the article reviews theoretical approaches and methodological recommendations proposed by researchers in the field of language teaching.

Қазіргі таңда білім беру жүйесінде шетел тілін меңгерту ерекше маңызға ие. Әсіресе көптілді білім беру жүйесінде ағылшын, қазақ және түрік тілдерін салыстырып оқыту және көрнекі құралдарды қолдану арқылы меңгерту ерекше маңызға иа. Осындай үдерісте тілдің негізгі құрамдас бөлігі болып табылатын сын есімдерді дұрыс әрі тиімді меңгерту маңызды рөл атқарады.

Сын есімдер – заттың түрін, түсін, сапасын, көлемін және басқа да қасиеттерін білдіріп қандай? Қай? деген сұрақтарға жауап беретін дербес сөз табы болып табылады. Сын есімді оқыту барысында әр түрлі тілдерде салыстырылып оқытылғанда оқушылардың қызығушылығын және сөздік қорын байытуға мүмкіндік береді. Алайда дәстүрлі оқыту әдістері кей жағдайда оқушылардың қызығушылығын төмендетіп, матиалды толық меңгеруге кедергі келтіруі мүмкін.

Соған байланысты қазіргі білім беру үрдісінде көрнекі құралдарды (суреттер, карточкалар, бейнематериалдар, интерактивті тақта және т.б.) қолдану заманның талабы болып табылады. Қазіргі жастарымызға сабақ барысында осы материалдарды қолданып әртүрлі сабақ тақырыптарын қызықты әрі тиімді түсінтірілген жөн. Қазіргі таңда түрлі Жасанды Интелектерді (ЖИ) қолдану арқылы жоғырадығы мариалдарды оңай әрі жылдам қолдана аламыз. Бұл әдістер оқушылардың есте сақтау қабілетін арттырып, оқу үрерісін қызықты әрі тиімді етеді.

Бұл мақаланың негізгі мақсаты – қазақ, ағылшын және түрік тілдерінде сын есімдерді көрнекі құралдар арқылы меңгертудің тиімді тісілдерін қарастыру және олардың оқу процесінде маңызын анықтау.

- **Сын есімнің тілдегі орны мен қызметі**

Сын есім – заттың сапалық, түстік, көлемдік, иістік, белгілік қасиеттерін білдіретін сөз табы (қандай? қай? сұрақтары.). Тілде ол зат есімді анықтап, сөйлемде көбінесе анықтауыш, кейде баяндауыш қызметін арқарып, ойды нақтылайды, бейнелейді. Сын есімдер құрамына қарай негізгі және туынды, мағынасына қарай сапалық және қатыстық болып бөлінеді.

Сын есімнің тілдегі орны мен қызметі

- Анықтауыштық қызмет: Сын есім зат есімнен бұрын тұрып, оның белгісін айқындайды. Бұл – сын есімнің негізгі синтаксистік қызметі.
  Мысалы: **Әдемі** (қандай?) гүл, **үлкен** (қандай?) үй.
- Баяндауыштық қызмет: Сын есім баяндауыш қызметінде заттың сапасын, күйін білдіреді. Көбінесе жіктік жалғауларын қабылдайды.
  Мысалы: Бұл кітап өте **қызық** (қандай?).

Тілде маңызы:

Сын есім зат есімнің мағынасын байытып, оны өмірдегі алуан түрлі қасиеттерімен сипаттау арқылы тілдік қарым-қатынасты нақтылайды, көркемдейді және бейнелілік сипаттарын береді.

Көрнекі құрал дегеніміз не?

Оқушының байқау, көру қабіліттерінің ерекшеліктерін ескеріп, дамытатын көрнекілік. Көрнекілік – оқутуда заттар мен құбылыстарды өзіне тән жаратылыс бітімін, сыр-сипаттарын сезім мүшелері арқылы көзбен көріп, қолмен ұстап, құлақпен естіп қабылдауға баулитын дидактикалық үрдіс.

Сын есімдерді көрнекі құралдар арқылы меңгертудің әдіс тәсілдері:

Сын есімдерді көрнекі құралдар арқылы оқыту – оқушылардың заттың сапасын, түсін, көлемін көру және сезіну арқылы қабылдауын арттыратын өте күшті және тиімді тәсіл болып табылады. Көптеген және әртүрлі әдіс тәсілдер қолдану болады, ол үшін суреттер, карталар, макеттер, сюжетті суреттер, электронды призинтатциялар, табиғи заттар мен дидактикалық ойындар қолданылуға болады. Бұл әдістер оқушылардың тіл байлығын дамытын, ой-өрісін дамытады және сөздік қорын жоғарылатады.

Сын есімдерді меңгертудің негізгі көрнекі әдіс-тәсілдер:

- **Нақты заттарды көрсету:** Оқушылардың затты сипаттауы, заттың сапасын сезінуі.
- Сюжетті суреттер мен кестелер: Сурет бойынша сөйлем құрау, ондағы сын есімдерді табу және оларға сұрақ қою.
- **Дидактикалық ойындар:**
  - Сын есімді тақия
  - Қандай? Қайда? (затты сипаттау арқылы табу)
  - Түсін тап – түрлі-түсті карточкалармен жұмыс

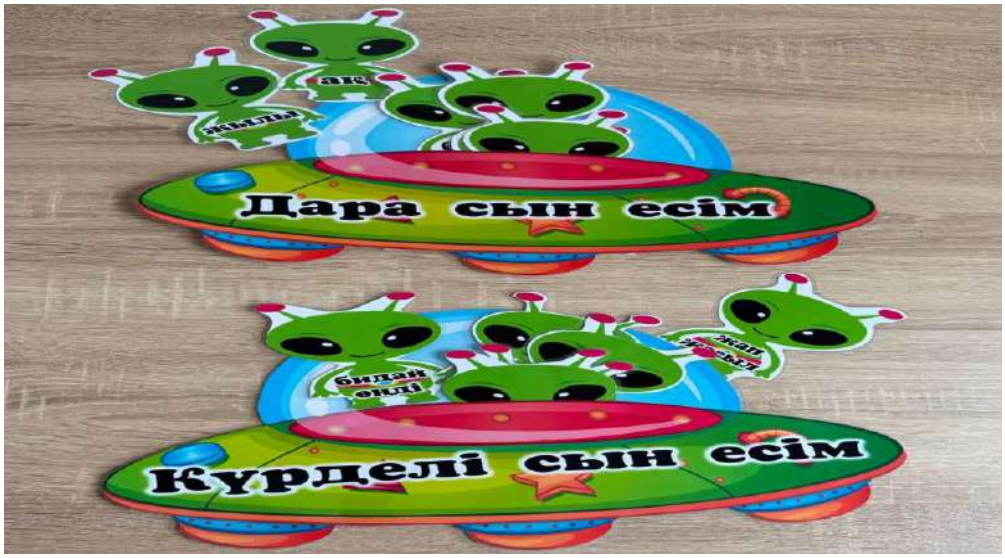
Бұл тәсілдер жаңа тіл меңгеру кезінде қолданылса өте тиімді және жылдам түрде жаңа тілді меңгеруге мүмкіндік береді. Бұл тәсілдерді сабақты қызықты етіп, оқушылардың логикалық ойлау қабілетін дамытуға мүмкіндік береді. Көрнекіліктерді жүйелі қолдану арқылы сын есімнің мағынасын саналы меңгертуге болады.

Сын есімдерді сабақта қоладу үшін түрлі әдіс-тәсілдер:

Дара және көрделі сын есім/ Бастауыш сыныпқа арналған көрнекі құралдар:

Бұл оқу құралы бастауыш сынып немесе енді жаңа тілді меңгеріп жатқан оқушылар үшін арналған және сын есім тақырыбын жеңіл әрі түсінікті түрде меңгеруге көмектеседі. Бұл әдіс оқушылардың сөз таптары туралы білімін кеңейтіп, сын есімнің түрлерін ажырата білу дағдысын қалыптастыруға бағытталған.

Бұл әдіс тек қана қазақ тілінде емес басқа да шетел тілдерінде оқушыларға сын есімді түсінтуру кезінде қолдануға болады. Мұғалімдерді сабақ жоспарын қызықты әрі түрлендіруге, ал оқушыларға тақырыпты оңай меңгеруге тиімді құрал.



1-сурет, сын есімді тиімді түсінтіру үшін әдіс-тәсіл

Көрнек құралдардың тиімділігі:

Көрнекі құралдар – оқу процесінде ақпаратты қабылдауды, түсінуді және есте сақтауды арттырады. Олар абастрактілі ұғымдарды нақтылап, оқушылардың танымдық қызығушылығын оятады, есте сақтау қабілетін жақсартады және сабақтың тиімділігін жоғарылатады.

Оқушылардың есте сақтауын көрнекі құралдар арқылы жақсарту өте тиімді әдіс. Есте сақтау өабілетін зерттеумен медицина, генитика және психология саласын айналысады.

Қорытындылай келе, қазақ, ағылшын және түрік тілдеріндегі сын есімдерді көрнекі құралдар арқылы меңгерту – қазіргі білім беру жүйесіндегі тиімді әдістердің біру болып табылады. Бұл тәсіл оқушылардың тіл үйренуге деген қызығушылығын арттырып қана қоймай, олардың материалды тез әрі сапалы меңгеруіне мүмкіндік береді.

Көрнекі құралдарды пайдалану арқылы оқушылар жаңа сөздерді жеңіл қабылдап, оларды сөйлеу барысында еркін қолдана алады. Сонымен қатер, бұл әдіс көптілді білім беру жағдайында тілдер арасындағы ұқсастықтар мен айырмашылықтарды жақсы түсінуге көмектеседі.

Сондықтан да болашақ тілдерді оқыту барысында инновациялық және көрнекі әдістерді кеңінен қолдану білім сапасын аттырудың маңызды факторы болып табылады.

Әдебиеттер:

1. Абай атындағы ҚазҰПУ-нің ХАБАРШЫСЫ «Педагогика ғылымдары» сериясы, № 2 (74), 2022 ж.
2. https://ziatker.kz/kornekilik/dara_jane_kurdeli_syn_esim__bastayys_synypqa_arnalgan_korneki_tapsyrmalar-1923
3. Stud.kz, бастауыш сыгыып сабаұтарында көрнекі құралдарды қолданудың тиімділігі мен әдістемелік негіздері, 49-бет,
4. Оқытуда көрнекілік әдістері мен құралдарын қолдану, пимно-11 (3) студенті, орал қаласы-2024.
5. Қазақ тіліндегі сын есімнің семантикалық және граматикалық сипаты, Қазақстан Республикалық Білім және ғылым министрлігі, 2013 жыл.

THE SEMANTIC NATURE OF EUPHEMISMS IN MODERN ENGLISH

Зиядинханұлы Мұхамеджан
Мырзағали Балнұр Рашидқызы
Меймахан Қуаныш Нұрғалиұлы
Мырзахмет Зульфия Талғатқызы
e-mail: zulfiya.myrzakhmet@icloud.com
Ғылыми жетекші: ф.ғ.к., аға оқытушы Мақұлбек А.Б.
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті,
Шымкент, Қазақстан

Abstract

This article examines euphemistic vocabulary in modern English as a meaningful part of linguistic and social practice. Euphemism is treated not simply as a polite substitute for an unpleasant word, but as a semantic and pragmatic device that helps speakers soften, veil, or

reinterpret negatively perceived meanings. The paper focuses on the reasons for euphemistic substitution, the main functions of euphemisms, and the semantic relations between the replacing and the replaced units. It is argued that euphemisms reflect both the flexibility of language and the value system of society. They show how communication is shaped by taboo, etiquette, stigma, prestige, and ideology.

Keywords: euphemism, euphemistic vocabulary, semantics, modern English, taboo, speech etiquette, masking, softening

The study of euphemisms remains relevant because this phenomenon lies at the intersection of language, culture, and social psychology. The article emphasizes that euphemistic substitution has attracted attention not only in linguistics, but also in other humanities, which already suggests its complexity and importance. Euphemisms are socially conditioned units: they appear where direct naming becomes undesirable, painful, rude, or socially inconvenient. For that reason, their analysis helps us understand not only lexical meaning, but also the attitudes and values shared by a speech community.

In modern linguistics, interest in euphemisms has increased together with broader attention to the human factor in language. What matters here is not merely the lexical item itself, but the speaker's choice of expression depending on communicative intention, social status, the relationship between speakers, and the subject of conversation. In other words, euphemism is closely linked to context. The same reality may be named directly in one situation and indirectly in another, and this difference is rarely accidental.

The aim of this article is to examine the semantic nature of euphemisms in modern English, describe their major functions, and explain why euphemistic substitution should be understood more broadly than a simple replacement of a rude word by a polite one. The discussion also shows that euphemistic vocabulary is dynamic and unstable: expressions that once sounded neutral or positive may eventually lose their euphemistic effect and require new substitutes.

A traditional definition presents euphemism as a milder word or expression used instead of one that sounds rude, tactless, or unpleasant. However, the article argues for a broader interpretation. From this perspective, euphemistic substitution is the replacement of one linguistic sign by another that is semantically and/or stylistically elevated and that creates a more favorable communicative effect. This broader view is important because it allows us to see euphemism not only in polite everyday speech, but also in professional, bureaucratic, advertising, and ideological discourse.

A central point in the source is that the key criterion for identifying a euphemism is the presence of a negative component in the meaning of the original word and the ability of the substitute to improve or soften that meaning. The negative element may belong to the denotative core of the word, but in other cases it may arise in the pragmatic sphere, through social associations and communicative expectations. Because of this, euphemism is not a purely lexical phenomenon. It is also evaluative and contextual.

This approach also explains why euphemisms cannot be limited to stylistically elevated expressions only. The article points out that even slang, colloquialisms, and stylistically lowered units may function as euphemisms if they cause less discomfort than the direct word in a given communicative setting. This idea is especially significant because it shows that euphemism depends not on dictionary labels alone, but on how a particular expression works in real speech. An expression may sound milder to one group of speakers and unacceptable to another, which makes the borders between euphemism and dysphemism unstable.

Historically, euphemisms are connected with taboo. The source traces the phenomenon back to ancient times and explains that early euphemistic replacements were motivated by religious prohibitions and fear of naming dangerous or sacred things directly. In that older

model, words were believed to have special power, so speakers avoided direct naming out of fear, reverence, or ritual caution. Later, with the development of society, the nature of prohibition changed. The main motives became social and psychological rather than purely religious.

The article distinguishes several major causes of euphemization. These include fear and religious awe, moral and ethical motives, the wish to follow the rules of etiquette, and the desire to conceal the true state of affairs either for reasons of prestige or for ideological purposes. This classification is useful because it shows that euphemisms do not all arise from the same impulse. Some are used out of tact and compassion, while others serve strategic, manipulative, or image-building goals.

The source also separates taboo spheres into more universal and more culturally conditioned ones. Universal or deeply taboo areas include death, disease, physical and mental defects, intimate bodily matters, and other realities that provoke fear, shame, disgust, or pain across many cultures. Alongside these, there are conditionally taboo spheres shaped more strongly by historical moment and social norms, such as prestige-sensitive occupations, political vocabulary, or ideologically charged expressions. This distinction helps explain why some euphemisms remain persistent across time, while others are temporary and heavily dependent on social change.

A particularly interesting point is that the article does not accept the idea that euphemisms will simply disappear in modern open societies. Although some traditional taboos may weaken, new prohibitions constantly emerge. Political correctness, public sensitivity, and new forms of social stigma continue to generate fresh euphemistic expressions. This means that euphemization is not fading away. It is changing its forms and adapting to new social realities.

According to the article, euphemisms perform two main functions: the function of softening and the function of masking. Softening occurs when the speaker attempts to reduce the emotional harshness of a statement and make it more acceptable to the listener. Masking, by contrast, does not merely reduce unpleasantness. It shifts attention away from the disturbing reality itself, sometimes to such an extent that the actual meaning becomes partially hidden behind a favorable or vague form.

Examples given in the source clearly show the softening function. In one case, a worker at an employment office avoids direct use of the words unemployed and recession, using expressions such as be out of marketplace and the current economic climate instead. The name Employment Center itself is presented as euphemistic because it emphasizes the positive component of gaining employment and suppresses the negative association with joblessness. In another example, Remedial Center is used instead of mental hospital, which removes the frightening and socially stigmatizing element and highlights the possibility of improvement or recovery.

The masking function becomes especially visible in business, advertising, and ideological language. The source notes that euphemistic renaming may be driven by prestige or ideology. In such cases, language does not simply protect the listener’s feelings; it can reshape perception itself. This is why euphemisms are common in bureaucratic language and why they may attract criticism. A euphemistic form can present dubious actions, unpleasant social facts, or low-prestige realities in a more favorable light. Thus, euphemism can serve both humane communication and strategic concealment.

This dual function makes euphemisms particularly interesting from a linguistic point of view. They are never neutral tools. Their use always implies a communicative intention: to protect, to persuade, to distance, to embellish, or to obscure. The same linguistic mechanism may therefore function ethically in one context and manipulatively in another.

One of the strongest arguments in the article is that euphemistic substitution is much broader than synonymy. The author explicitly states that the semantic relations between euphemism and replaced unit are wider than the traditionally assumed synonymous relations. Four major models are named: synonymous substitution, antonymic substitution, hyperonymic-hyponymic substitution, and substitution through a hidden semantic connection.

This is an important observation because it shows that euphemism does not always work through a simple "nicer equivalent." Sometimes the substitute is more general, more indirect, metaphorical, or structurally detached from the original meaning. The article even gives examples that go beyond ordinary synonymy, such as metaphorical and indirectly related replacements. As a result, euphemistic meaning is often created not by direct semantic sameness, but by strategic semantic distance.

The source also argues that the componential structure of meaning changes during euphemistic substitution. A typical result is that the euphemistic substitute becomes semantically more complex because additional associative components are introduced. At the same time, negative semantic features are neutralized, pushed to the periphery, or replaced by more positive potential features. This means that euphemization is not only renaming. It is semantic reorganization.

A very telling example is the chain of substitutions used for children with intellectual difficulties: retarded children → handicapped children → intellectually challenged children → children with learning difficulties. Each new stage tries to reduce stigma and create a more acceptable image. Yet the article also notes that even the newest euphemism may quickly lose its protective effect and develop negative associations. Once that happens, speakers begin searching for another replacement. The same tendency is mentioned in relation to the word recession, which at one point became so painful in public discourse that newspapers reduced it to the R-word.

Another major insight from the source is that euphemisms reflect the inner life of society: its fears, conflicts, preferences, and moral boundaries. The number of euphemistic substitutions around a certain subject can indicate how socially sensitive that subject is. This is why fields such as death, disease, bodily functions, sexuality, poverty, and unemployment tend to produce so many euphemistic forms. The article includes a broad thematic classification, drawing on R. W. Holder's dictionary, which shows just how many areas of life are affected by euphemization in modern English.

This social dimension explains why euphemisms are among the most unstable layers of vocabulary. The article repeatedly stresses the mobility and non-permanent composition of euphemistic vocabulary. As soon as a euphemism becomes too closely associated with the unpleasant denotatum, it begins to lose its euphemistic force. What was once tactful becomes ordinary; what was once neutral becomes stigmatized. From this point of view, euphemistic chains are not accidental. They are the natural outcome of a continuing struggle between naming and social discomfort.

This is also why euphemisms are valuable for semantic research. They reveal how lexical meaning is shaped not only by denotation, but by evaluation, connotation, and social use. Studying euphemisms makes it possible to observe the interaction of semantics and pragmatics in especially visible form. It also shows that language is deeply responsive to the cultural environment in which it functions.

To conclude, euphemistic vocabulary in modern English is a complex semantic and pragmatic phenomenon. It cannot be reduced to a set of polite expressions. Euphemisms arise where direct naming is felt to be socially, psychologically, or culturally undesirable. They are motivated by taboo, morality, etiquette, prestige, and ideology, and they perform two major functions: softening and masking. Their semantic organization is diverse and goes far beyond simple synonymy, including broader and more indirect forms of substitution.

The article makes it clear that euphemisms are important not only because they decorate or soften speech, but because they reveal how society itself works. Through euphemistic language we see what people fear, what they avoid, what they try to hide, and what they try to present in a better light. For that reason, the study of euphemisms contributes not only to lexical semantics, but also to our understanding of communication, culture, and the social life of language.

References:

1. Ayto, J. [1993]. Euphemisms. Oxford.
2. Crystal, D. [1995]. The Cambridge Encyclopedia of the English Language. Cambridge University Press.
3. Holder, R. W. [1995]. A Dictionary of Euphemisms. Oxford University Press.
4. Neaman, J. S., & Silver, C. G. [1995] . Book of Euphemism. Wordsworth Reference, Wordsworth Editions Ltd.
5. Warren, B. [1992]. What euphemisms tell us about the interpretation of words. Studia Linguistica, 46(2), 128–172.

DIGITAL IDENTITY AND SELF-PRESENTATION IN ENGLISH ON SOCIAL MEDIA

Abdisadyk A., Shayusupova M.
abdisadyk@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

The emergence of social media platforms has fundamentally transformed how individuals construct, perform, and negotiate their identities in public and semi-public spaces. As Goffman [1, p. 15] argued in his seminal work on self-presentation, individuals are perpetual performers who manage the impressions they create for different audiences. In the digital era, this performance has acquired new dimensions and complexities that deserve scholarly attention.

Social media platforms such as Twitter (now X), Facebook, Instagram, and LinkedIn have become primary arenas for identity work, where millions of users engage in elaborate processes of self-disclosure, impression management, and community building. Boyd [2, p. 31] conceptualizes these spaces as "networked publics" characterized by persistence, searchability, replicability, and invisible audiences — features that profoundly affect how users present themselves online.

The linguistic dimension of digital identity is particularly salient in English-language contexts, where the global spread of the language creates unique dynamics of inclusion, exclusion, and cultural negotiation. Thurlow and Mroczek [3, p. 47] argue that digital discourse is not merely a medium for identity expression but is constitutive of identity itself, as language choices actively construct social meanings and subject positions.

The theoretical foundation of this study rests on three intersecting frameworks: Goffman's dramaturgical model of self-presentation [1, p. 22], social identity theory as developed by Tajfel and Turner [4, p. 61], and the concept of "performed identity" as elaborated by Butler [5, p. 173]. Together, these frameworks provide analytical tools for understanding how digital identities are not pre-given entities but are continuously produced and reproduced through social interaction.

Scholars in digital communication studies have extended these classical frameworks to account for the affordances of social media platforms. Marwick and Boyd [6, p. 115] introduced the concept of "context collapse," referring to the flattening of multiple distinct audiences into a single, imagined audience that users must address simultaneously. This condition creates specific challenges for self-presentation, as the same post may be read by employers, family members, close friends, and strangers alike.

The linguistic choices users make on social media platforms are central to identity construction. Crystal [7, p. 88] identifies several distinctive features of computer-mediated communication, including creative abbreviation, emoticon use, and the blending of spoken and written registers. These features are not merely stylistic decorations but carry significant identity-marking functions, signaling group membership, cultural affiliation, and social stance.

The strategic deployment of hashtags represents a particularly rich site of identity work. Zappavigna [8, p. 204] demonstrates how hashtags function as searchable talk, allowing users to affiliate with imagined communities and signal alignment with particular values, interests, or social movements. The choice to use #BlackLivesMatter, #MeToo, or #ClimateAction, for instance, is simultaneously an act of political positioning and identity declaration.

Code-switching and style-shifting are also prevalent strategies in digital self-presentation. Androutsopoulos [9, p. 279] documents how multilingual users on social media alternate between English and their first languages to perform complex, hybrid identities that resist monolingual norms. Even among predominantly English-speaking users, register variation — moving between formal and colloquial speech — serves to construct different facets of the self for different relational contexts.

Different social media platforms offer distinct affordances that shape the possibilities and constraints of self-presentation. LinkedIn encourages professional identity construction through its profile templates, endorsement systems, and normative expectations of career-focused content. Instagram, by contrast, privileges visual aesthetics and curated lifestyle presentation. Twitter/X rewards wit, brevity, and real-time commentary. Each platform effectively recruits specific identity performances and penalizes others.

The dominance of English as the primary language of global social media has significant implications for non-native speakers, who must negotiate their identities in a language that may carry different cultural assumptions and social norms than their first languages. This negotiation is not merely a matter of linguistic competence but involves complex processes of cultural translation and identity positioning. At the same time, the widespread adoption of English on social media creates new opportunities for transnational community formation and cross-cultural identity expression.

Thus, digital identity and self-presentation on English-language social media represent rich and multifaceted phenomena that deserve continued scholarly attention. This article has demonstrated that online identity construction involves sophisticated linguistic and communicative strategies, is deeply shaped by platform affordances and algorithmic logics, and carries important implications for how individuals navigate their social worlds in an increasingly digital age. Future research should examine longitudinal patterns of identity work, the role of emerging platforms and formats such as short-form video, and the particular experiences of non-Western and non-native English-speaking users as they engage with platforms designed primarily for Anglophone contexts.

References:

1. Goffman E. The Presentation of Self in Everyday Life. – New York : Anchor Books, 1959. – 259 p.

2. Boyd D. It's Complicated: The Social Lives of Networked Teens. – New Haven : Yale University Press, 2014. – 281 p.
3. Thurlow C., Mroczek K. Digital Discourse: Language in the New Media. – New York : Oxford University Press, 2011. – 320 p.
4. Tajfel H., Turner J. C. An integrative theory of intergroup conflict // The Social Psychology of Intergroup Relations / ed. by W. G. Austin, S. Worchel. – Monterey : Brooks/Cole, 1979. – P. 33–47.
5. Butler J. Gender Trouble: Feminism and the Subversion of Identity. – New York : Routledge, 1990. – 272 p.
6. Marwick A., Boyd D. I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience // New Media & Society. – 2011. – Vol. 13, № 1. – P. 114–133.
7. Crystal D. Language and the Internet. – 2nd ed. – Cambridge : Cambridge University Press, 2011. – 328 p.
8. Zappavigna M. Discourse of Twitter and Social Media. – London : Continuum, 2012. – 240 p.
9. Androutsopoulos J. Code-switching in computer-mediated communication // Pragmatics of Computer-Mediated Communication / ed. by S. C. Herring, D. Stein, T. Virtanen. – Berlin : De Gruyter Mouton, 2013. – P. 267–296.

SOCIAL MEDIA AS A SPACE FOR IDENTITY CONSTRUCTION

Turgunboeva Z.
Zhandarbekova S.
turgunboeva.z@skpu.edu.kz
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Social media platforms have profoundly reshaped the ways in which individuals understand, express, and construct their identities. Unlike traditional offline contexts, where identity formation unfolds gradually across face-to-face interactions, digital environments offer users an unprecedented degree of agency over self-presentation. As Goffman [1, p. 15] argued in his foundational study of everyday social performance, individuals continuously manage the impressions they project before others. On social media, this dramaturgical process is amplified: users curate profiles, select photographs, craft captions, and choose affiliations in ways that collectively compose a public-facing self.

The concept of identity construction on social media cannot be understood without attention to the specific affordances of digital platforms. Boyd [2, p. 31] describes networked publics as spaces defined by persistence, searchability, replicability, and scalability — properties that fundamentally alter the conditions under which identity work is performed. Because content posted today may be retrieved, shared, or scrutinized years hence, users are compelled to manage their digital selves with a degree of permanence and consistency that offline contexts rarely demand. This structural feature makes social media simultaneously a canvas for self-expression and a site of heightened self-surveillance.

Identity theory offers a rich conceptual vocabulary for analyzing these processes. Drawing on Tajfel and Turner's [3, p. 61] social identity theory, we may observe that social media users not only construct individual selves but actively align themselves with social

categories — communities of interest, political movements, professional groups, or subcultural tribes — through deliberate choices of content, hashtag, and network affiliation. This group-based dimension of digital identity is visible in the coordinated use of shared symbols, language, and aesthetic conventions that signal belonging to particular online communities.

The performative dimension of digital identity is equally significant. Butler [4, p. 173] famously argued that identity is not a fixed essence but a repeated performance constituted through social acts. On social media, this insight acquires new urgency: the self is quite literally performed through each post, story, reel, or tweet. The iterative nature of these micro-performances — published daily or even hourly — means that digital identity is always in process, subject to revision, and responsive to audience feedback in the form of likes, comments, and shares.

One of the most consequential challenges users face in constructing digital identities is what Marwick and Boyd [5, p. 115] term "context collapse" — the compression of multiple, normally distinct social audiences into a single, undifferentiated readership. A post visible simultaneously to employers, family, acquaintances, and strangers requires users to negotiate competing relational norms within a single communicative act. This collapse of contexts produces distinctive identity management strategies, including audience segmentation across different platforms, selective self-disclosure, and the maintenance of multiple, purpose-specific accounts.

Language plays a central role in the construction of social media identities. Thurlow and Mroczek [6, p. 47] emphasize that digital discourse does not merely transmit pre-existing identities but actively constitutes them. Lexical choices, orthographic style, the adoption or rejection of slang, the frequency of emoji use, and the degree of grammatical formality all signal social positions and group memberships. A user who writes in carefully punctuated standard English projects a different identity from one who employs abbreviations, emoji sequences, and colloquial code-mixing — and both are making deliberate, identity-laden choices.

Platform architecture exerts a powerful but often invisible influence over the identity performances it enables. Instagram's visual-first design encourages users to construct identities organised around aesthetics, lifestyle, and aspiration. LinkedIn's professional templates and endorsement mechanisms channel identity construction toward career narratives and institutional affiliations. TikTok's algorithm rewards entertainment, authenticity, and rapid trend adoption, fostering identity performances calibrated to viral appeal. Each platform functions, in effect, as an identity scaffold — structuring the possibilities of selfhood while foreclosing others.

Social media also provides novel affordances for exploring and experimenting with identity in ways that offline contexts may not permit. Anonymity, pseudonymity, and the spatial separation of online and offline worlds allow individuals to try out identities that depart from their everyday social roles. Adolescents, in particular, use these platforms as laboratories for identity exploration, testing out values, social positions, and self-presentations before committing to them more permanently. This experimental quality of digital identity construction has significant implications for personal development, and for our understanding of identity as an inherently dynamic and negotiated process rather than a stable, pre-social given.

The reception and validation of digital identities by others is also a constitutive element of social media self-construction. Unlike private diary entries or interior monologues, social media posts are public-facing communicative acts designed to elicit responses. The metrics of likes, shares, and follower counts function as quantified feedback mechanisms that tell users how successfully their projected identity is being received. This audience-responsiveness

introduces an intersubjective dimension to digital identity work: the self that emerges on social media is always partly a reflection of the community that validates, ignores, or challenges it.

In sum, social media constitutes a complex and dynamic space for identity construction, one in which the boundaries between performance and authenticity, individual agency and structural constraint, and public presentation and private selfhood are continuously negotiated. The theoretical frameworks of Goffman [1], Boyd [2], Tajfel and Turner [3], Butler [4], Marwick and Boyd [5], and Thurlow and Mroczek [6] together illuminate the multiple dimensions of this process. Future scholarship should attend to cross-cultural differences in digital identity practices, the growing role of algorithmic curation in shaping the identities users are able to perform, and the long-term psychological effects of sustained digital self-presentation on individual well-being and social cohesion.

References:

1. Goffman E. The Presentation of Self in Everyday Life. – New York : Anchor Books, 1959. – 259 p.
2. Boyd D. It's Complicated: The Social Lives of Networked Teens. – New Haven : Yale University Press, 2014. – 281 p.
3. Tajfel H., Turner J. C. An integrative theory of intergroup conflict // The Social Psychology of Intergroup Relations / ed. by W. G. Austin, S. Worchel. – Monterey : Brooks/Cole, 1979. – P. 33–47.
4. Butler J. Gender Trouble: Feminism and the Subversion of Identity. – New York : Routledge, 1990. – 272 p.
5. Marwick A., Boyd D. I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience // New Media & Society. – 2011. – Vol. 13, № 1. – P. 114–133.
6. Thurlow C., Mroczek K. Digital Discourse: Language in the New Media. – New York : Oxford University Press, 2011. – 320 p.

COGNITIVE LINGUISTICS AS A FRAMEWORK FOR STUDYING EMOTIONAL LANGUAGE

Erlesbai M.
Bakhtygali K.
erlesbai_n@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

This article explores cognitive linguistics as a theoretical framework for analyzing emotional language, with particular emphasis on conceptual metaphor theory, embodiment, and categorization. It examines how emotions are structured, represented, and communicated through language, and discusses the implications of cognitive linguistic approaches for linguistic research and language education. The article argues that emotional language is deeply rooted in human cognition and experience, and that cognitive linguistics provides essential tools for understanding its complexity.

In contemporary linguistics, the study of emotional language has gained increasing attention due to its relevance in communication, cognition, and social interaction. Emotions

are not only psychological states but also linguistic phenomena that are expressed, interpreted, and negotiated through language. Traditional linguistic approaches often treated emotional expressions as peripheral or secondary to propositional meaning. However, cognitive linguistics challenges this view by emphasizing the central role of meaning, experience, and conceptualization in language.

Cognitive linguistics emerged in the late twentieth century as a response to formal and structuralist models of language. It is based on the assumption that language is an integral part of human cognition and reflects the way individuals perceive and conceptualize the world. One of the foundational principles of cognitive linguistics is that meaning is not abstract and independent but grounded in bodily experience and mental processes [1, p. 27].

A key contribution of cognitive linguistics to the study of emotional language is the theory of conceptual metaphor, developed by Lakoff and Johnson. According to this theory, abstract concepts, including emotions, are understood through more concrete domains of experience. For example, emotions such as anger, love, and happiness are often conceptualized through metaphors related to heat, journeys, or physical forces. Expressions like "boiling with anger" or "falling in love" illustrate how metaphor structures emotional understanding [2, p. 45].

Conceptual metaphors are not merely linguistic ornaments but fundamental cognitive mechanisms that shape thought and communication. They allow speakers to make sense of complex emotional experiences by relating them to familiar physical experiences. This perspective highlights the close relationship between language, cognition, and embodiment.

Embodiment is another central concept in cognitive linguistics. It refers to the idea that cognitive processes are grounded in bodily experiences and interactions with the physical world. Emotional language, therefore, reflects not only mental states but also bodily sensations and reactions. For instance, expressions such as "a heavy heart" or "butterflies in the stomach" demonstrate how physical experiences are used to describe emotional states [3, p. 102].

The embodiment perspective suggests that emotions are not purely abstract but are deeply connected to sensory and motor experiences. This has important implications for understanding cross-linguistic similarities and differences in emotional expression. While some metaphors may be universal due to shared human experiences, others may vary across cultures, reflecting different conceptualizations of emotions.

Another important aspect of cognitive linguistics is the theory of categorization. According to Rosch, categories are not defined by strict boundaries but are organized around prototypes, which are typical or central examples of a category [4, p. 36]. This idea can be applied to emotional language, where emotions are often categorized in flexible and context-dependent ways.

For example, the category of "fear" may include a range of related emotions such as anxiety, panic, and worry, each with varying degrees of intensity and different contextual meanings. Linguistic expressions of emotion, therefore, reflect not only discrete categories but also gradients and overlaps between emotional states.

Cognitive linguistics also emphasizes the importance of context in meaning construction. Emotional language is highly context-dependent, and its interpretation often relies on cultural, social, and situational factors. The same expression may convey different emotional meanings depending on the context in which it is used. This highlights the dynamic and flexible nature of emotional language.

In addition to theoretical contributions, cognitive linguistics offers valuable methodological tools for analyzing emotional language. Corpus-based studies, for example, allow researchers to examine patterns of emotional expression across large datasets. These

studies reveal how metaphors, collocations, and grammatical structures are used to encode emotions in natural language use.

Furthermore, cognitive linguistic approaches have important applications in language education. Understanding the conceptual basis of emotional language can help learners interpret and use emotional expressions more effectively. For example, teaching metaphorical patterns can enhance learners' ability to comprehend figurative language and improve their communicative competence.

However, the application of cognitive linguistics to emotional language is not without challenges. One limitation is the difficulty of empirically verifying cognitive models, as they often rely on abstract representations of mental processes. Additionally, cultural variation in emotional expression may complicate the identification of universal patterns.

Despite these challenges, cognitive linguistics remains a powerful framework for studying emotional language. It provides a comprehensive approach that integrates linguistic, cognitive, and cultural perspectives, offering deeper insights into how emotions are conceptualized and communicated.

Kövecses further emphasizes that emotional concepts are shaped by both universal bodily experiences and culture-specific factors, resulting in both shared and diverse patterns of emotional expression [5, p. 78]. This dual influence highlights the importance of considering both cognitive and cultural dimensions in the study of emotional language.

In conclusion, cognitive linguistics offers a robust and insightful framework for analyzing emotional language. By focusing on conceptual metaphor, embodiment, categorization, and context, it reveals the complex interplay between language and cognition in the expression of emotions. As research in this field continues to develop, cognitive linguistics will play a crucial role in advancing our understanding of emotional communication in both theoretical and applied contexts.

References:

1. Langacker R.W. *Cognitive Grammar: A Basic Introduction*. Oxford: Oxford University Press, 2008. 562 p.

2. Lakoff G., Johnson M. *Metaphors We Live By*. Chicago: University of Chicago Press, 1980. 276 p.

3. Gibbs R.W. *Embodiment and Cognitive Science*. Cambridge: Cambridge University Press, 2006. 337 p.

4. Rosch E. *Principles of Categorization*. In: Cognition and Categorization. Hillsdale, NJ: Lawrence Erlbaum, 1978. 328 p.

5. Kövecses Z. *Metaphor and Emotion: Language, Culture, and Body in Human Feeling*. Cambridge: Cambridge University Press, 2000. 223 p.

6. Barcelona A. *Metaphor and Metonymy at the Crossroads*. Berlin: Mouton de Gruyter, 2000. 540 p.

LINGUISTIC REPRESENTATION OF EMOTIONS IN ENGLISH AND KAZAKH: A COGNITIVE APPROACH

Kurmanbekova N., Turganbek D.
Erlesbai M,. Bakhtygali K.
kurmanbekova_n@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov

The linguistic representation of emotions has become a central topic in modern linguistics, particularly within the framework of cognitive linguistics. Emotions are not merely psychological states but are deeply embedded in language, shaping how individuals conceptualize, express, and interpret affective experiences. A cognitive approach to emotion language emphasizes the interaction between mental processes, cultural knowledge, and linguistic structures. This article explores how emotions are linguistically represented in English and Kazakh, highlighting similarities and differences through cognitive mechanisms such as conceptual metaphor, semantic categorization, and cultural models.

From a cognitive linguistic perspective, language and emotion are interconnected systems that operate within human cognition. Emotions are understood as evaluative mental states that arise from the interaction between bodily sensations, conceptual knowledge, and contextual interpretation [1, p. 34]. According to Barrett, emotions are not fixed biological entities but are constructed through language and conceptualization processes [2, p. 112]. Research shows that emotion words play a constitutive role in shaping emotional perception and experience [3, p. 45]. Thus, linguistic categories influence not only how emotions are expressed but also how they are experienced cognitively.

One of the key mechanisms in the linguistic representation of emotions is conceptual metaphor, as developed by Lakoff and Johnson. Their theory suggests that abstract concepts, including emotions, are structured through metaphorical mappings grounded in bodily experience [4, p. 23]. For example, in English, emotions are often conceptualized through metaphors such as "ANGER IS HEAT" or "HAPPINESS IS UP." Expressions like "boiling with anger" or "feeling up" illustrate how physical experiences are mapped onto emotional states.

In Kazakh, similar metaphorical patterns can be observed, but they are shaped by distinct cultural and conceptual frameworks. For instance, emotions are frequently associated with internal organs such as the heart ("жүрек") or liver ("бауыр"), reflecting a culturally specific embodiment of emotional experience [5, p. 67]. While English tends to emphasize physiological reactions and outward expressions, Kazakh often encodes emotions in terms of internal states and moral values. This aligns with cross-linguistic findings that emotional conceptualization varies across cultures due to different cognitive and cultural models [6, p. 91].

Another important approach to emotion representation is the Natural Semantic Metalanguage (NSM) developed by Wierzbicka. This framework aims to describe emotions using universal semantic primitives, allowing for cross-linguistic comparison. Wierzbicka argues that while all languages express emotions, the meanings of emotion words are culturally specific and cannot always be directly translated [7, p. 145]. For example, English distinguishes between "anger," "irritation," and "rage," whereas Kazakh may use different lexical and contextual strategies to express similar emotional states, often incorporating social and moral dimensions.

The principle of linguistic relativity, associated with Sapir and Whorf, further explains these differences. According to this hypothesis, the structure of a language influences how its speakers perceive and conceptualize the world [8, p. 12]. In the context of emotions, this means that English and Kazakh speakers may experience and interpret emotions differently due to the linguistic categories available to them. For instance, certain Kazakh emotional expressions related to respect, honor, or kinship may not have direct equivalents in English, reflecting culturally specific emotional concepts.

In addition to lexical and metaphorical representation, grammatical structures also play a role in encoding emotions. English frequently uses adjectives and verbs (e.g., "I am happy,"

"She fears"), while Kazakh may employ participial forms, evidential markers, and modal expressions to convey emotional nuances. These grammatical differences reflect broader cognitive patterns in how emotions are conceptualized and communicated.

In conclusion, the linguistic representation of emotions in English and Kazakh demonstrates the intricate relationship between language, cognition, and culture. A cognitive approach reveals that emotions are not universal entities but are shaped by conceptual metaphors, semantic structures, and cultural models embedded in language. While both languages share certain universal features, such as the embodiment of emotion, they differ significantly in their metaphorical mappings, lexical categories, and discourse strategies. Understanding these differences is essential for cross-cultural communication, translation studies, and language teaching, as it highlights the importance of considering both linguistic and cognitive factors in the study of emotions.

References:

1. Barrett L.F. *How Emotions Are Made*. New York: Houghton Mifflin, 2017. 384 p.
2. Lindquist K.A., Barrett L.F., Bliss-Moreau E., Russell J.A. Language and the perception of emotion // *Emotion*. 2006. Vol. 6, no. 1. P. 23–37.
3. Kövecses Z. *Metaphor and Emotion: Language, Culture, and Body in Human Feeling*. Cambridge: Cambridge University Press, 2000. 234 p.
4. Lakoff G., Johnson M. *Metaphors We Live By*. Chicago: University of Chicago Press, 1980. 220 p.
5. Wierzbicka A. *Emotions Across Languages and Cultures*. Cambridge: Cambridge University Press, 1999. 312 p.
6. Sapir E. *Language: An Introduction to the Study of Speech*. New York: Harcourt, 1921. 256 p.
7. Whorf B.L. *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf*. Cambridge, MA: MIT Press, 1956. 278 p.
8. Schwarz-Friesel M. *Language and Emotion*. Amsterdam: John Benjamins Publishing Company, 2015. 198 p.

ENGLISH MEDIA AS A PEDAGOGICAL TOOL: INTEGRATING AUTHENTIC TEXTS INTO LANGUAGE INSTRUCTION

Asan K.
asan_k@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

This article examines the role of English-language media as a pedagogical resource in language education, reviewing theoretical foundations in communicative language teaching and media literacy, analysing key instructional strategies supported by empirical research, and proposing a practical four-phase classroom framework. Implications for curriculum design, teacher training, and learner autonomy are discussed.

The theoretical case for media-based language instruction draws on converging streams of scholarship. Krashen's influential input hypothesis argued that language acquisition proceeds most effectively when learners encounter comprehensible input — language that is slightly beyond their current level of competence yet contextually accessible

[1, p.21]. English media, by situating language within rich visual, sonic, and contextual frames, provides precisely this calibrated challenge: lexical and grammatical complexity is scaffolded by images, tone, and surrounding discourse, enabling learners to infer meaning and construct form-meaning connections in ways that decontextualised exercises cannot replicate.

Communicative language teaching, as synthesised by Widdowson, repositioned the goal of instruction from grammatical accuracy to communicative competence — the capacity to use language appropriately in authentic social contexts [2, p.67]. Media texts are by definition communicative artefacts: they encode social meanings, address real audiences, and pursue genuine communicative purposes. Engaging with such texts positions learners as participants in actual discourse communities rather than as rehearsers of invented classroom scenarios.

Content and language integrated learning adds a further dimension by insisting that language is acquired most durably when it serves the simultaneous purpose of accessing substantive content. Coyle et al. articulated the 4Cs framework — Content, Communication, Cognition, Culture — as organising principles for CLIL instruction [3, p.41]. Media texts are uniquely suited to this framework: a single news broadcast may simultaneously present civic content, model journalistic register, demand inferential reasoning, and illuminate cultural assumptions embedded in language choices.

A substantial body of empirical research supports the effectiveness of media-based instruction across multiple dimensions of language development. Vocabulary acquisition studies have consistently demonstrated that incidental learning from audiovisual input produces measurable lexical gains. Nation and Webb, synthesising decades of research on incidental vocabulary learning, concluded that repeated encounters with words in meaningful, varied contexts — precisely what media exposure provides — are more effective for long-term retention than explicit memorisation exercises [4, p.132].

Listening comprehension research has similarly found significant gains from extended engagement with authentic media. Vandergrift and Goh demonstrated that learners who receive metacognitive strategy training alongside authentic listening input outperform those receiving transcribed or simplified texts across measures of comprehension, strategy use, and listening self-efficacy [5, p.89]. This finding has particular significance for media-rich classrooms: the challenge of authentic media is not merely an obstacle to be overcome but a pedagogically productive stimulus for metacognitive development.

Reading research has addressed the digital turn in media consumption, examining whether online news environments support or hinder comprehension relative to print. Mangen and colleagues found that digital reading environments can fragment attention and reduce deep processing, suggesting that effective media-based pedagogy must include explicit instruction in focused digital reading strategies [6, p.61]. This implies that the teacher's role extends beyond text selection to the explicit development of disciplined reading practices suited to the affordances and distractions of digital media.

Table 1. Four-phase media-based instruction framework for English language classrooms

Phase 1	**Phase 2**	**Phase 3**	**Phase 4**	**Outcome**
Pre-viewing / Pre-reading	**Comprehension**	**Language Focus**	**Extension**	**Competencies Developed**
Activate schema; predict content;	Decode literal meaning through guided questions	Analyse lexical, grammatical, and discursive	Produce a response: discussion,	Vocabulary, listening/reading, linguistic

introduce key vocabulary	and tasks	features of the text	written task, or counter-text	analysis, communicative production

The four-phase framework outlined above is enacted through a repertoire of specific instructional strategies. In Phase 1, pre-media activities serve to reduce the cognitive load of authentic input by activating relevant background knowledge and pre-teaching critical vocabulary. Teachers may present headline images, pose provocative questions related to the media topic, or elicit predictions about content — approaches that prime learners for purposeful, active engagement rather than passive reception.

Phase 2 employs comprehension-checking strategies calibrated to the medium. For audiovisual media, research supports multiple viewings at different speeds, with and without subtitles, as a means of progressive decoding [5, p.94]. For written media, reciprocal teaching techniques — summarising, questioning, clarifying, and predicting — have demonstrated consistent effectiveness in developing both comprehension and metacognitive awareness. Throughout this phase, the teacher's role is not to simplify but to scaffold: to provide sufficient support for learners to grapple productively with genuine linguistic challenge.

Phase 3 turns attention from meaning to form and discourse. Corpus-informed approaches — drawing on learners' observations of lexical patterns, collocations, and genre conventions in media texts — support an inductive mode of language discovery that deepens grammatical understanding while simultaneously developing register awareness. Learners may identify how broadcast news employs passive constructions to deflect agency, or how social media posts exploit brevity and deixis for persuasive effect.

Phase 4 — the productive extension — invites learners to synthesise linguistic and analytical learning in a communicative output task. Options include oral debate, analytical essay, rewritten news report, podcast episode, or counter-advertisement. Such tasks develop not only productive skills but critical agency: learners discover that media language is not transparent but constructed, not inevitable but chosen, and therefore challengeable.

Effective implementation of media-based pedagogy is not without challenges. The most commonly reported barrier is the mismatch between the linguistic complexity of authentic media and the proficiency levels of learners, particularly at lower levels of the CEFR scale. This challenge is real but manageable: a wide spectrum of English media — from highly visual infographics and captioned video to complex analytical journalism — offers gradations of accessible input appropriate to diverse learner profiles.

A second challenge concerns the rapid obsolescence of media texts. Unlike coursebook materials, which are designed for extended pedagogical use, media texts are ephemeral: the news story that animated a classroom discussion this semester may be irrelevant or misleading next year. Teachers using media as a primary instructional tool must therefore develop both the habit of continuous text curation and the methodological flexibility to work with unfamiliar content — competencies that initial teacher education programmes have not historically emphasised.

English media represents one of the most generative pedagogical resources available to language educators in the contemporary classroom. Grounded in the theoretical traditions of communicative language teaching, content and language integrated learning, and critical media literacy, and supported by robust empirical evidence across vocabulary, listening, and reading domains, media-based instruction offers a principled means of developing not only linguistic proficiency but the analytical and civic capacities that define educated engagement with the modern world.

The four-phase framework proposed in this article provides teachers with a structured yet flexible approach to media integration — one that respects the integrity of authentic texts while ensuring that learners receive the scaffolding necessary to engage with genuine linguistic and conceptual challenge. As English continues to function as the primary medium of global information, educators who equip their students with the tools to critically access and respond to English media serve not merely linguistic but democratic purposes.

References:

1. Krashen S.D. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press, 1982. 202 p.
2. Widdowson H.G. Teaching Language as Communication. Oxford: Oxford University Press, 1978. 168 p.
3. Coyle D., Hood P., Marsh D. CLIL: Content and Language Integrated Learning. Cambridge: Cambridge University Press, 2010. 173 p.
4. Nation I.S.P., Webb S. Researching and Analysing Vocabulary. Boston: Heinle, 2011. 304 p.
5. Vandergrift L., Goh C.C.M. Teaching and Learning Second Language Listening: Metacognition in Action. New York: Routledge, 2012. 267 p.
6. Mangen A., Walgermo B.R., Brønnick K. Reading linear texts on paper versus computer screen: Effects on reading comprehension // International Journal of Educational Research. 2013. Vol. 58. P. 61–68.

THE CONCEPT OF CRITICAL THINKING IN MODERN EDUCATION

Ordabek A.
ordabek_a@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

This article examines the concept of critical thinking in modern education, exploring its theoretical foundations, key characteristics, and its role in contemporary pedagogical practices. Particular attention is given to the integration of critical thinking into curriculum design and classroom instruction. The article argues that critical thinking is a fundamental competency for learners in the twenty-first century, enabling them to navigate complex information environments and participate effectively in society.

In the context of rapid technological advancement, globalization, and the widespread availability of information, education systems are increasingly focused on developing higher-order thinking skills. Among these, critical thinking has emerged as a central objective of modern education. It is commonly defined as the ability to analyze, evaluate, and synthesize information in a reflective and reasoned manner. Students who develop critical thinking skills are better equipped to question assumptions, assess evidence, and make informed decisions.

The theoretical foundation of critical thinking in education can be traced to the work of Bloom and his colleagues, who introduced a taxonomy of cognitive skills that places analysis, evaluation, and synthesis at the highest levels of intellectual activity [1, p.156]. This framework has been widely adopted in educational contexts and continues to inform curriculum development and assessment practices. The revised version of Bloom's taxonomy

emphasizes active cognitive processes, including analyzing, evaluating, and creating, which are essential components of critical thinking [2, p.213].

In addition to cognitive perspectives, critical thinking has been influenced by constructivist theories of learning, which emphasize the active role of learners in constructing knowledge. According to these theories, learning is not a passive process but an active engagement with ideas, experiences, and social interactions. Critical thinking, therefore, involves not only individual reasoning but also dialogue, reflection, and collaboration.

A significant contribution to the understanding of critical thinking comes from the work of Paul and Elder, who define it as a disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information [3, p.18]. Their model highlights the importance of intellectual standards such as clarity, accuracy, relevance, and logic, which guide effective reasoning. This approach underscores the idea that critical thinking is not an innate ability but a skill that can be developed through instruction and practice.

In modern education, critical thinking is closely linked to the concept of 21st-century skills. These include problem-solving, creativity, communication, and collaboration, all of which are essential for success in a rapidly changing world. Educational institutions are increasingly recognizing the need to integrate these skills into teaching and learning processes. Critical thinking, in particular, plays a crucial role in enabling students to evaluate information critically and avoid misinformation in digital environments [4, p.52].

The integration of critical thinking into classroom practice requires deliberate instructional strategies. Teachers must design learning activities that encourage inquiry, analysis, and reflection. For example, problem-based learning and project-based learning are widely used approaches that promote critical thinking by engaging students in real-world problem-solving. These methods require learners to gather information, analyze data, and develop solutions, thereby fostering higher-order thinking skills.

Another important strategy is the use of questioning techniques that stimulate critical thinking. Open-ended questions, in particular, encourage students to think deeply and articulate their reasoning. Instead of focusing on memorization, teachers can guide students to explore multiple perspectives, justify their answers, and engage in meaningful discussions.

Assessment also plays a key role in promoting critical thinking. Traditional assessment methods that emphasize recall and reproduction of information may not effectively measure critical thinking skills. Therefore, alternative forms of assessment, such as essays, presentations, and portfolios, are increasingly used to evaluate students' ability to analyze, evaluate, and create knowledge.

Despite its importance, the implementation of critical thinking in education faces several challenges. One of the main obstacles is the lack of clear definitions and consistent frameworks for teaching and assessing critical thinking. Different educators and institutions may have varying interpretations of what constitutes critical thinking, leading to inconsistencies in practice.

Another challenge is the limited preparation of teachers in developing and applying critical thinking strategies. Effective teaching of critical thinking requires not only subject knowledge but also pedagogical expertise. Teachers need professional development opportunities to enhance their understanding of critical thinking and learn how to integrate it into their teaching practices.

Furthermore, cultural and institutional factors may influence the development of critical thinking. In some educational contexts, traditional teaching methods that emphasize authority and memorization may limit opportunities for critical engagement. As a result, students may be less inclined to question information or express independent opinions.

Ennis, a prominent scholar in the field, emphasizes that critical thinking involves both cognitive skills and dispositions, such as open-mindedness, curiosity, and a willingness to reconsider one's views [5, p.9]. This perspective highlights the importance of fostering not only intellectual abilities but also attitudes that support critical inquiry.

In the digital age, critical thinking has become even more essential due to the proliferation of information sources. Students are constantly exposed to vast amounts of information, not all of which is reliable or accurate. Therefore, the ability to critically evaluate sources, identify bias, and distinguish between fact and opinion is crucial for informed decision-making.

Educational technologies can also support the development of critical thinking. Digital tools provide opportunities for interactive learning, collaboration, and access to diverse perspectives. However, the effective use of technology requires careful integration into pedagogical practices to ensure that it enhances, rather than distracts from, learning.

In conclusion, critical thinking is a fundamental component of modern education, essential for preparing students to navigate complex and dynamic environments. Its development requires a comprehensive approach that includes theoretical understanding, effective teaching strategies, and appropriate assessment methods. While challenges remain, the integration of critical thinking into education is crucial for fostering informed, reflective, and engaged citizens. As education continues to evolve, critical thinking will remain a key priority in shaping the future of learning.

References:

1. Bloom B.S., Engelhart M.D., Furst E.J., Hill W.H., Krathwohl D.R. *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York: David McKay, 1956. 342 p.

2. Anderson L.W., Krathwohl D.R. (eds.). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Educational Objectives*. New York: Longman, 2001. 392 p.

3. Paul R., Elder L. *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*. Boston: Pearson, 2008. 384 p.

4. Trilling B., Fadel C. *21st Century Skills: Learning for Life in Our Times*. San Francisco: Jossey-Bass, 2009. 256 p.

5. Ennis R.H. *Critical Thinking*. Upper Saddle River, NJ: Prentice Hall, 1996. 320 p.

6. Facione P.A. *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction*. California Academic Press, 1990. 112 p.

DEVELOPING STUDENTS' CRITICAL THINKING THROUGH ENGLISH MEDIA ANALYSIS

Kuandikova A.
kuandykova_a@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

This article reviews foundational and contemporary research on critical thinking pedagogy in English language classrooms, with particular attention to the use of media analysis as a methodological bridge between language learning and critical literacy. A five-

stage pedagogical framework is proposed, and implications for teacher practice and curriculum design are discussed.

In an era defined by information overload, algorithmic curation, and the rapid proliferation of digital media, the ability to critically evaluate texts — to question their origins, purposes, assumptions, and effects — has become an indispensable civic skill. For learners of English, this imperative carries additional weight: as the dominant language of global media, English-language texts shape political discourse, cultural representation, and public knowledge on a planetary scale. Students who consume English media without critical tools risk passive acceptance of perspectives, ideologies, and distortions embedded within seemingly neutral reporting or entertainment.

The concept of critical thinking in education traces its modern formulation to Bloom et al., whose taxonomy of educational objectives placed analysis, synthesis, and evaluation at the apex of cognitive achievement [1, p.156]. This hierarchy — revised by Anderson and Krathwohl to foreground the active processes of analyzing, evaluating, and creating — remains the most widely applied framework for designing higher-order learning tasks in language education. Bloom's revised taxonomy provides a particularly useful scaffold for media analysis tasks, as it maps directly onto the progressive demands of moving from textual comprehension to ideological critique [2, p.213].

Freire offered a more politically grounded theory of critical thinking through his concept of conscientizacao — the process by which learners develop a critical awareness of social reality and their position within it. For Freire, education is never neutral: it either domesticates, reproducing dominant structures of knowledge and power, or it liberates, enabling learners to name, question, and transform their world. Applied to English language pedagogy, Freirean principles suggest that media analysis should not merely teach students to identify rhetorical strategies, but to interrogate whose interests those strategies serve [3, p.89].

Pennycook extended this critical tradition within applied linguistics through critical applied linguistics, which examines how language teaching practices reproduce or contest relations of power, identity, and social inequality. In the context of English media analysis, this perspective draws attention to questions of representation: who is given voice in English-language news coverage, whose perspectives are marginalized, and how linguistic choices construct particular versions of social reality as natural or inevitable [4, p.143].

Media literacy — the capacity to access, analyze, evaluate, and create media — has been advanced by scholars and policy organizations as a foundational competency for digital citizenship. Hobbs has been among the most prolific advocates for integrating media literacy across educational disciplines, arguing that the critical skills demanded by media analysis — source evaluation, perspective-taking, recognition of bias and framing — are directly transferable to academic reading, argumentation, and civic participation [5, p.76].

Drawing on the theoretical frameworks reviewed above, the following five-stage model offers a structured pedagogical sequence for integrating media analysis into English language instruction. The model moves learners progressively from surface comprehension to ideological critique and productive response, aligning with both Bloom's revised taxonomy and Freire's emancipatory pedagogy [3].

Table 1. Five-stage media analysis framework for english language classrooms

Stage 1	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**
Media Selection	**Comprehension**	**Analysis Identify**	**Evaluation**	**Creation Produce**
Choose authentic English media texts (news, ads, films, social media)	Decode literal meaning: vocabulary, grammar, and context	bias, framing, purpose, audience, and rhetorical devices	Assess credibility, logic, evidence, and perspective	critical response: argumentative text, debate, or counter-media

In Stage 1, teachers select authentic English media texts appropriate to learners' proficiency level and interests — a news report on a current event, a commercial, a social media campaign, or a documentary excerpt. Authenticity is central: real-world texts expose learners to genuine language use and provide immediate motivation by connecting classroom learning to students' lived media environments.

Stages 2 and 3 move learners from literal comprehension to interpretive analysis, using guided questions to direct attention to authorial choices: Why is this story told from this perspective? What words are used to describe different groups? What is included, and what is omitted? Stage 4 introduces evaluative reasoning, asking students to assess the credibility and completeness of the text. Stage 5 — the most transformative — invites learners to produce critical responses, countering bias, rewriting from an alternative perspective, or designing their own media artifact [6, p.448].

Thus, English media analysis represents one of the most pedagogically productive and socially consequential approaches available to language educators today. By situating language learning within authentic, culturally relevant media contexts, and by guiding students through progressive stages of comprehension, analysis, evaluation, and creation, teachers can simultaneously develop linguistic proficiency and the critical thinking capacities that define educated, empowered citizenship in the twenty-first century.

The frameworks reviewed in this article — from Bloom's taxonomy to Freire's critical pedagogy, from Hobbs's media literacy to Luke's critical literacy roles — converge on a shared conviction: that education must move students beyond passive reception toward active, critical engagement with the texts that shape their world. For English language teachers, media analysis is not a luxury — it is a responsibility.

References:

1. Bloom B.S., Engelhart M.D., Furst E.J., Hill W.H., Krathwohl D.R. *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*. New York: David McKay, 1956. 342 p.

2. Anderson L.W., Krathwohl D.R. (eds.). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Educational Objectives*. New York: Longman, 2001. 392 p.

3. Freire P. *Pedagogy of the Oppressed*. New York: Continuum, 1970. 183 p.

4. Pennycook A. *Critical Applied Linguistics: A Critical Introduction*. Mahwah, NJ: Lawrence Erlbaum Associates, 2001. 256 p.

5. Hobbs R. *Digital and Media Literacy: A Plan of Action*. Washington, DC: The Aspen Institute, 2010. 48 p.

6. Luke A. Critical literacy in Australia: A matter of context and standpoint // *Journal of Adolescent & Adult Literacy*. 2000. Vol. 43, no. 5. P. 448–461.

THEORETICAL APPROACHES LINKING MEDIA ANALYSIS AND CRITICAL THINKING

Ergeshbaeva R.
ergeshbaeva_a@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

This article reviews the principal theoretical frameworks that underpin the relationship between media analysis and critical thinking in educational contexts. Drawing on cognitive, socio-cultural, and critical-pedagogical traditions, the article maps the conceptual landscape through which scholars and practitioners have sought to explain why engagement with media texts promotes higher-order reasoning, and propose an integrative model synthesising these perspectives for classroom application.

The claim that media analysis develops critical thinking has achieved near-consensus status in contemporary educational discourse. Policy frameworks, curriculum documents, and teacher education programmes across the world routinely invoke both concepts as essential goals of modern schooling. Yet the precise theoretical relationship between media analysis and critical thinking is rarely articulated with sufficient precision. What cognitive or social processes account for the developmental connection? Through which mechanisms does the interrogation of a news broadcast or advertising campaign translate into durable gains in reflective reasoning? These questions demand careful theoretical attention.

This article surveys four major theoretical traditions — cognitive taxonomy, critical pedagogy, sociocultural theory, and media literacy scholarship — and examines the distinctive account each offers of the media–critical thinking relationship. It then proposes an integrative model that draws on the complementary strengths of these traditions, providing language educators and curriculum designers with a coherent theoretical foundation for media-based instructional practice.

The most influential cognitive framework for understanding critical thinking in educational settings is the taxonomy of educational objectives first articulated by Bloom and colleagues, and subsequently revised by Anderson and Krathwohl. In its revised form, the taxonomy identifies six levels of cognitive engagement: remembering, understanding, applying, analysing, evaluating, and creating. The upper three levels — analysis, evaluation, and creation — are conventionally designated as higher-order thinking, and it is these that educational theory associates most directly with critical reasoning [1, p.67].

Media texts are particularly well suited to engaging the upper levels of this taxonomy. A news report or documentary invites learners first to comprehend and apply their existing knowledge, then to analyse the choices — editorial, linguistic, visual — that shape the text's meaning, then to evaluate the credibility, logic, and ethical implications of what they have encountered, and finally to create responses that demonstrate transformed understanding. Bloom's taxonomy thus provides a developmental map for media-based instruction, guiding teachers in designing tasks of progressive cognitive demand [2, p.213].

A significant limitation of the taxonomic approach, however, is its individualistic and primarily cognitive orientation. By framing critical thinking as a hierarchy of mental

operations, Bloom's taxonomy largely abstracts the thinking learner from the social, political, and ideological contexts in which media texts are produced and consumed. The critical analysis of media cannot be fully understood through cognitive categories alone; it requires attention to power, identity, and the social conditions of knowledge production — dimensions addressed more directly by other theoretical traditions.

Critical pedagogy, as developed by Freire and extended by Giroux, offers a fundamentally different account of the relationship between media engagement and critical thinking. For Freire, the central act of critical consciousness — conscientizacao — is not a cognitive achievement but a political one: it involves the learner's growing recognition of the social structures that shape their conditions of existence, and the awakening of the capacity to name, question, and act upon those structures [3, p.81].

Applied to media analysis, Freire's framework shifts the pedagogical question from 'Can students identify rhetorical devices?' to 'Can students recognise whose interests the text serves and whose voices it silences?' Media texts, in this perspective, are not merely linguistic objects to be decoded but ideological constructions to be interrogated. Critical thinking, from a Freirean standpoint, is not a generic cognitive skill but a situated political capacity: the ability to read the world as well as the word, to perceive the power relations encoded in apparently neutral language and imagery [3, p.93].

Giroux extended this tradition by theorising media culture as a form of public pedagogy — a pervasive educational force shaping values, desires, and identities outside formal schooling. For Giroux, the task of critical media analysis in educational settings is to counter the domesticating function of commercial media by equipping learners with the analytical tools to resist manipulation, question normalisation, and imagine alternatives [4, p.127]. This political conception of critical thinking through media analysis has profoundly influenced critical literacy curricula worldwide.

Vygotsky's sociocultural theory provides a third framework for understanding the developmental relationship between media analysis and critical thinking. The concept of the zone of proximal development — the space between what a learner can achieve independently and what becomes possible through guided interaction with a more capable peer or teacher — is central to sociocultural accounts of cognitive development [5, p.86]. Media texts function as ZPD resources when they present challenges beyond learners' current independent capacity, yet yield to understanding through scaffolded dialogue.

Crucially, for Vygotsky, thinking is not an interior monologue but a dialogic process: higher mental functions develop first in social interaction and are subsequently internalised. Classroom discussion of media texts — in which learners articulate, contest, and refine interpretations through talk — is thus not merely a vehicle for assessing understanding but the primary developmental mechanism through which critical thinking is formed. The teacher's role is to orchestrate productive disagreement and model the reasoning moves — questioning, qualifying, inferring, evaluating evidence — that learners progressively appropriate as their own [5, p.115].

Media literacy scholarship has approached the media–critical thinking relationship from a competency-based perspective, seeking to identify the specific skills and dispositions that constitute critical engagement with media. Hobbs's widely adopted framework defines media literacy as the capacity to access, analyse, evaluate, create, and act using all forms of communication [6, p.17]. Each of these competencies maps directly onto the higher-order thinking skills identified by cognitive taxonomists: analysis requires decomposition and inference; evaluation demands judgment and evidence-based reasoning; creation involves synthesis and metacognitive reflection on communicative choices.

Potter's cognitive media literacy model emphasises the role of knowledge structures — organised networks of information and schema that learners bring to media encounters —

in determining the quality of critical engagement. For Potter, media literacy is not binary but develops along a continuum, with more sophisticated readers able to perceive the constructedness of media messages, recognise the limitations and biases of their own interpretive frames, and actively position themselves as critical agents rather than passive consumers [6, p.53]. This developmental account complements both the taxonomic emphasis on cognitive progression and the sociocultural emphasis on scaffolded learning.

The four frameworks reviewed are not competing alternatives but complementary lenses, each illuminating a different dimension of the media–critical thinking relationship. Cognitive taxonomy provides the developmental map; critical pedagogy supplies the political and ethical horizon; sociocultural theory describes the dialogic mechanism of development; and media literacy scholarship operationalises the competencies to be cultivated. An adequate theoretical account of why media analysis promotes critical thinking must draw on all four.

The integrative model proposed here conceives of media-based critical thinking development as a process with three interdependent dimensions: cognitive (the progressive mastery of analytical, evaluative, and creative operations, as mapped by Bloom's revised taxonomy); dialogic (the social co-construction of critical interpretation through scaffolded classroom dialogue, as theorised by Vygotsky); and political (the developing awareness of the ideological functions of media and the learner's capacity to respond critically and creatively, as envisioned by Freire and Giroux). Media literacy competencies are positioned as the practical expression of all three dimensions in classroom activity.

The relationship between media analysis and critical thinking is theoretically rich and multi-layered. No single framework fully accounts for the developmental, social, political, and competency-based dimensions of this relationship. Yet the convergence across traditions is striking: from the cognitive taxonomists' hierarchy of mental operations, through Freire's emancipatory conscientizacao, Vygotsky's dialogic ZPD, and Hobbs's media literacy competencies, all point toward the same conclusion — that the critical interrogation of media is among the most productive contexts available for developing the higher-order reasoning capacities that education aspires to cultivate.

For educators, the integrative model proposed here offers a theoretically grounded basis for designing media-based instructional activities that address cognitive, dialogic, and political dimensions simultaneously. It also provides a framework for evaluating existing practice: approaches that develop analytical skills without attending to social dialogue or ideological critique address only one dimension of a fundamentally complex developmental process. Truly critical media pedagogy requires all three.

References:

1. Anderson L.W., Krathwohl D.R. (eds.). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Educational Objectives. New York: Longman, 2001. 392 p.

2. Bloom B.S., Engelhart M.D., Furst E.J., Hill W.H., Krathwohl D.R. Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain. New York: David McKay, 1956. 342 p.

3. Freire P. Pedagogy of the Oppressed. New York: Continuum, 1970. 183 p.

4. Giroux H.A. Disturbing Pleasures: Learning Popular Culture. New York: Routledge, 1994. 230 p.

5. Vygotsky L.S. Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press, 1978. 159 p.

6. Hobbs R. Digital and Media Literacy: A Plan of Action. Washington, DC: The Aspen Institute, 2010. 48 p.

NONVERBAL COMMUNICATION IN EDUCATIONAL SETTINGS

Syrazhidin M.
syrazhidin@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

This article reveals the role of nonverbal communication in educational settings, with a particular focus on teacher-student interaction, classroom management, and learning outcomes. It explores key types of nonverbal behavior, their communicative functions, and their impact on teaching effectiveness. The study argues that nonverbal communication is a crucial component of pedagogical practice, significantly influencing student engagement, motivation, and comprehension.

In modern education, communication between teachers and students extends beyond verbal instruction. Nonverbal communication—including gestures, facial expressions, posture, eye contact, and tone of voice—plays a vital role in shaping the learning environment. Research indicates that a substantial portion of meaning in classroom interaction is conveyed through nonverbal cues, which complement and enhance verbal communication [1, p. 22].

The nature of nonverbal communication in educational settings is dynamic and context-dependent. Teachers continuously use nonverbal signals to regulate classroom interaction, provide feedback, and maintain discipline. At the same time, students interpret these signals to understand expectations, evaluate their performance, and engage with the learning process. According to Knapp and Hall, nonverbal behavior is often more immediate and impactful than verbal communication, particularly in face-to-face interactions [2, p. 10].

One of the most important functions of nonverbal communication in education is the expression of emotions and attitudes. Teachers' facial expressions, tone of voice, and body language can convey enthusiasm, encouragement, frustration, or disapproval. Positive nonverbal behaviors, such as smiling and nodding, can create a supportive learning environment and increase student motivation. Conversely, negative nonverbal signals may discourage participation and reduce learner confidence.

Eye contact is a particularly significant element of classroom communication. It helps establish connection, maintain attention, and regulate interaction. Effective use of eye contact allows teachers to monitor student engagement and signal expectations. However, cultural differences must be considered, as eye contact norms vary across cultures and may influence student behavior [3, p. 67].

Gestures and body movements, or kinesics, also play a crucial role in teaching. Teachers use gestures to illustrate concepts, emphasize key points, and support verbal explanations. Research suggests that gestures can enhance comprehension, especially in language learning contexts, by providing visual and contextual cues [4, p. 145].

Another important aspect of nonverbal communication in education is proxemics, or the use of space. The physical distance between teachers and students can influence perceptions of authority, approachability, and engagement. Moving around the classroom and reducing physical distance can create a more interactive and inclusive learning environment.

Paralinguistic features, such as tone, pitch, and speech rate, also contribute to effective teaching. Variations in voice can highlight important information, maintain attention, and convey enthusiasm. A monotonous tone, on the other hand, may reduce student interest and hinder comprehension.

Nonverbal communication is also essential for classroom management. Teachers use nonverbal cues to signal transitions, maintain order, and address disruptive behavior. For example, a simple gesture or change in posture can be used to redirect attention without interrupting the flow of the lesson. Such strategies contribute to a more efficient and organized learning environment.

In addition to teacher behavior, student nonverbal communication provides valuable feedback. Students' facial expressions, posture, and eye contact can indicate levels of understanding, interest, or confusion. Teachers who are attentive to these cues can adjust their instruction accordingly, making learning more responsive and effective.

Nonverbal immediacy is another important concept in educational communication. It refers to behaviors that reduce psychological distance between teachers and students, such as smiling, eye contact, and open body posture. Research by Mehrabian suggests that nonverbal immediacy enhances interpersonal relationships and fosters a positive learning atmosphere [5, p. 142]. Teachers who display high levels of immediacy are often perceived as more approachable and supportive.

Cultural factors also play a significant role in nonverbal communication in educational settings. Students from different cultural backgrounds may interpret nonverbal cues differently, which can lead to misunderstandings. For example, silence may be interpreted as lack of participation in some cultures, while in others it may indicate respect and attentiveness. Therefore, teachers must develop intercultural competence to effectively manage diverse classrooms.

The increasing use of technology in education has also transformed nonverbal communication. In online and blended learning environments, many traditional nonverbal cues are limited or absent. As a result, teachers must rely on alternative strategies, such as visual aids, digital feedback, and expressive vocal delivery, to maintain engagement. The use of webcams and interactive tools can help partially compensate for the lack of physical presence.

Despite its importance, nonverbal communication is often overlooked in teacher training programs. Educators may not be fully aware of how their nonverbal behavior affects student learning. Therefore, professional development programs should include training in nonverbal communication skills to enhance teaching effectiveness.

Burgoon emphasizes that nonverbal communication is an integral part of the communication process, shaping both the content and relational aspects of interaction [6, p. 210]. In educational contexts, this means that nonverbal behavior not only supports the transmission of knowledge but also influences the quality of teacher-student relationships.

In conclusion, nonverbal communication plays a vital role in educational settings, affecting teaching effectiveness, student engagement, and classroom dynamics. Its functions include expressing emotions, regulating interaction, supporting comprehension, and managing behavior. Understanding and effectively using nonverbal communication can significantly enhance the teaching and learning process. As education continues to evolve, particularly with the integration of technology, the importance of nonverbal communication remains central to successful pedagogy.

References:

1. Richmond V.P., McCroskey J.C. *Nonverbal Behavior in Interpersonal Relations*. Boston: Allyn & Bacon, 2004. 320 p.

2. Knapp M.L., Hall J.A. *Nonverbal Communication in Human Interaction*. Boston: Wadsworth, 2010. 512 p.

3. Samovar L.A., Porter R.E., McDaniel E.R. *Communication Between Cultures*. Boston: Wadsworth, 2010. 432 p.

4. Goldin-Meadow S. *Hearing Gesture: How Our Hands Help Us Think*. Cambridge, MA: Harvard University Press, 2003. 256 p.
5. Mehrabian A. *Nonverbal Communication*. Chicago: Aldine-Atherton, 1972. 226 p.
6. Burgoon J.K., Guerrero L.K., Floyd K. *Nonverbal Communication*. Boston: Pearson, 2016. 496 p

CROSS-CULTURAL NONVERBAL COMMUNICATION IN ENGLISH LANGUAGE CLASSROOMS

Namazbai Sh.
namazbai_sholpan@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

This article draws on foundational theories of nonverbal communication and recent applied linguistics research to examine how cross-cultural nonverbal differences manifest in English language classrooms, and what educators can do to respond with greater cultural awareness and pedagogical sensitivity.

Communication is far more than words. Research consistently demonstrates that between 65 and 93 percent of the emotional meaning in face-to-face interaction is conveyed through nonverbal channels — gesture, gaze, posture, touch, tone, and the strategic use of silence. For learners of English as a second or foreign language, the challenge of cross-cultural communication is therefore twofold: they must acquire linguistic competence while simultaneously navigating a nonverbal code that may differ profoundly from that of their own culture [1, p.45].

English language classrooms are among the most culturally diverse spaces in contemporary education. Whether in urban ESL programs serving immigrant communities or EFL classrooms in Asia, the Middle East, or Latin America, teachers routinely encounter students whose nonverbal repertoires reflect cultural norms that may be invisible to, or misread by, educators trained in Anglo-American traditions. A student who avoids eye contact may be showing respect, not disengagement. A student who remains silent after a question may be reflecting carefully, not refusing to participate. Misreading these cues can damage rapport, undermine assessment accuracy, and reinforce cultural bias [2, p.102].

The scientific study of nonverbal communication gained momentum in the mid-twentieth century, most notably through the work of Hall, whose concept of proxemics introduced the idea that cultures vary systematically in how individuals use physical space during interaction. Hall distinguished between high-context cultures — in which meaning is embedded in situational and relational cues including nonverbal behavior — and low-context cultures, in which meaning is predominantly conveyed through explicit verbal content. This distinction remains foundational in cross-cultural communication research [3, p.213].

Ekman and Friesen contributed a landmark taxonomy of nonverbal behaviors, distinguishing between emblems (culturally specific gestures with direct verbal translations), illustrators (gestures that accompany and reinforce speech), regulators (behaviors that manage conversational turn-taking), and adaptors (self-directed movements often associated with emotional states). Critically, their research demonstrated that while basic emotional expressions may be universal, the display rules governing when and how they are expressed are culturally conditioned [4, p.49].

Knapp and Hall extended this framework to encompass the full spectrum of nonverbal communication channels relevant to educational settings, including kinesics (body movement), haptics (touch), vocalics (paralanguage), chronemics (use of time), and oculesics (eye behavior). Each of these channels is subject to culturally variable norms that bear directly on classroom dynamics [5, p.231].

Eye contact is perhaps the most frequently misread nonverbal behavior in cross-cultural educational encounters. In mainstream Anglo-American pedagogy, sustained eye contact signals attentiveness, honesty, and confidence, and teachers often interpret its absence as disengagement or evasiveness. However, across much of East Asia, South Asia, and parts of Africa and Latin America, avoiding direct gaze from an authority figure is a conventional marker of deference and respect [6, p.197]. When teachers mistake respectful gaze aversion for inattention, they risk misattributing academic disengagement to students who are, in fact, listening carefully.

Silence occupies a similarly ambiguous position. Western pedagogical traditions tend to treat silence as a communicative void to be filled quickly, often through teacher talk or prompt repetition. Yet it was documented that in many Indigenous North American, East Asian, and Scandinavian communicative cultures, silence is a meaningful and positive contribution to discourse — a sign of careful thought, respect for the speaker, or cooperative listening. In ESL classrooms with learners from these backgrounds, the instinct to break silence can inadvertently communicate impatience or distrust [7, p.192].

The table below synthesizes key differences in nonverbal communicative norms across three broad cultural groupings commonly represented in English language classrooms. It is important to note that these are generalizations that reflect dominant cultural patterns; considerable within-group variation exists, and individual behavior is always shaped by personal history, education, and experience.

Table 1. Cross-cultural nonverbal communication norms in language learning contexts

Nonverbal Cue	Anglo-American	East Asian	Middle Eastern / Latin
Eye Contact	Engagement & respect	Disrespect / challenge	Modesty / deference
Gestures	Emphatic / expressive	Restrained	Symbolic / ritual
Personal Space	Arm's length (~1m)	Larger distance (>1m)	Closer proximity
Touch	Handshake common	Bowing preferred	Cheek kiss common
Silence	Discomfort / pause	Respect / reflection	Politeness

Cross-cultural nonverbal communication is a rich, complex, and pedagogically vital dimension of English language teaching that has historically received insufficient attention in the field. As classrooms grow increasingly diverse and English continues to function as a global lingua franca across cultural boundaries, the ability of teachers and learners to interpret and negotiate culturally variable nonverbal cues becomes ever more consequential.

The research reviewed in this article demonstrates that behaviors as seemingly simple as a glance, a pause, or a gesture can carry profound and culturally specific meanings. Educators who develop intercultural nonverbal competence — and who cultivate it in their students — are better equipped to build inclusive, respectful, and communicatively effective classrooms. The future of English language teaching must be grounded not only in linguistic

theory, but in a deep and critical appreciation of the silent languages that shape every human interaction.

References:

1. Axtell R.E. *Gestures: The Do's and Taboos of Body Language Around the World*. New York: Wiley, 1998. 248 p.

2. Byram M. *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters, 1997. 206 p.

3. Hall E.T. *The Silent Language*. Garden City, NY: Doubleday, 1959. 320 p.

4. Ekman P., Friesen W.V. The repertoire of nonverbal behavior: Categories, origins, usage, and coding // *Semiotica*. 1969. Vol. 1, no. 1. P. 49–98.

5. Knapp M.L., Hall J.A. *Nonverbal Communication in Human Interaction*. 7th ed. Belmont: Wadsworth, 2010. 528 p.

6. Canagarajah A.S. Negotiating the local in English as a lingua franca // *Annual Review of Applied Linguistics*. 2006. Vol. 26. P. 197–218.

7. Holliday A. *Intercultural Communication and Ideology*. London: SAGE Publications, 2011. 192 p.

CULTURAL VARIABILITY IN NONVERBAL BEHAVIOR

Validi M.
validi_minura@mail.ru
Scientific Supervisor: *PhD, senior lecturer* Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

This article examines cultural variability in nonverbal behavior, focusing on how cultural norms and values shape the production and interpretation of nonverbal communication. It explores key theoretical perspectives, categories of nonverbal behavior, and cross-cultural differences in their use. The study argues that nonverbal communication is deeply embedded in cultural contexts and that understanding cultural variability is essential for effective intercultural communication.

In an increasingly globalized world, interactions between individuals from different cultural backgrounds have become more frequent. While verbal communication can often be translated or learned, nonverbal communication presents unique challenges due to its implicit and culturally specific nature. Nonverbal behavior includes gestures, facial expressions, eye contact, posture, touch, and spatial orientation, all of which can vary significantly across cultures [1, p. 18].

One of the fundamental aspects of cultural variability in nonverbal behavior is that the same nonverbal signal may have different meanings in different cultural contexts. For example, eye contact is considered a sign of confidence and attentiveness in many Western cultures, whereas in some Asian cultures, prolonged eye contact may be perceived as disrespectful or confrontational. Such differences highlight the importance of cultural norms in shaping communication practices.

Hall's theory of high-context and low-context cultures provides a useful framework for understanding these differences. In high-context cultures, communication relies heavily on implicit cues, including nonverbal behavior, shared knowledge, and context. In contrast, low-context cultures emphasize explicit verbal communication, with less reliance on

nonverbal signals [2, p. 91]. This distinction explains why misunderstandings often occur in intercultural interactions.

Another important dimension of cultural variability is the concept of proxemics, or the use of space in communication. Different cultures have varying norms regarding personal space and physical distance. For example, individuals from Mediterranean and Latin American cultures tend to prefer closer interpersonal distances, while those from Northern European cultures often maintain greater physical distance. These differences can influence perceptions of friendliness, intimacy, and respect [3, p. 135].

Kinesics, or body movement, is another area where cultural differences are evident. Gestures that are common and acceptable in one culture may be inappropriate or even offensive in another. For instance, a hand gesture used to signal approval in one country may have a negative connotation in another. This variability underscores the importance of cultural awareness in interpreting nonverbal cues.

Facial expressions are often considered universal, particularly for basic emotions such as happiness, sadness, anger, and fear. However, cultural norms influence how and when these emotions are expressed. Ekman's research suggests that while the basic expressions of emotion are universal, display rules—cultural guidelines for expressing emotions—vary across cultures [4, p. 60]. For example, some cultures encourage the open expression of emotions, while others promote emotional restraint.

Touch, or haptics, also varies significantly across cultures. In some cultures, physical contact is a common and accepted part of social interaction, while in others, it is limited to close relationships. These differences can affect perceptions of warmth, friendliness, and professionalism.

Another important factor in cultural variability is chronemics, or the use of time in communication. Cultures differ in their attitudes toward time, punctuality, and scheduling. Monochronic cultures, such as those in Northern Europe and North America, tend to value punctuality and structured time management. In contrast, polychronic cultures, such as those in the Middle East and Latin America, may adopt a more flexible approach to time [5, p. 210].

Nonverbal communication also plays a crucial role in expressing cultural identity. It reflects underlying cultural values, beliefs, and social norms. For example, patterns of eye contact, gestures, and posture can signal group membership and cultural affiliation. Understanding these patterns is essential for effective intercultural communication and for avoiding misunderstandings.

The study of cultural variability in nonverbal behavior has important implications for education, business, and international relations. In educational settings, teachers must be aware of cultural differences in nonverbal communication to create inclusive and supportive learning environments. For example, students from different cultural backgrounds may have different expectations regarding eye contact, participation, and interaction styles.

In business contexts, nonverbal communication can influence negotiations, leadership, and teamwork. Misinterpretation of nonverbal cues may lead to misunderstandings or conflicts. Therefore, intercultural training programs often include components on nonverbal communication to enhance cross-cultural competence.

Despite the importance of understanding cultural variability, it is important to avoid overgeneralization and stereotyping. While cultural patterns provide useful guidelines, individual differences must also be considered. Not all individuals within a culture will conform to the same communication norms.

Advances in technology have also affected nonverbal communication across cultures. In digital communication, traditional nonverbal cues are often absent, leading to the use of alternative forms such as emojis and visual symbols. These forms of communication may

have different interpretations across cultures, further highlighting the complexity of nonverbal behavior in a global context.

Gudykunst emphasizes that effective intercultural communication requires not only knowledge of cultural differences but also the ability to adapt communication behavior accordingly [6, p. 275]. This adaptability is essential for building mutual understanding and successful interactions in multicultural environments.

In conclusion, cultural variability in nonverbal behavior is a critical aspect of human communication that reflects the diversity of cultural practices and values. Nonverbal communication is deeply influenced by cultural norms, shaping how messages are expressed and interpreted. Understanding these differences is essential for effective intercultural communication, reducing misunderstandings, and fostering positive relationships in a globalized world. As cross-cultural interactions continue to increase, the study of nonverbal behavior remains a vital area of research and practice.

References:

1. Samovar L.A., Porter R.E., McDaniel E.R. *Communication Between Cultures*. Boston: Wadsworth, 2010. 432 p.
2. Hall E.T. *Beyond Culture*. New York: Anchor Books, 1976. 298 p.
3. Knapp M.L., Hall J.A. *Nonverbal Communication in Human Interaction*. Boston: Wadsworth, 2010. 512 p.
4. Ekman P. *Emotions Revealed*. New York: Times Books, 2003. 288 p.
5. Levine R. *A Geography of Time*. New York: Basic Books, 1997. 240 p.
6. Gudykunst W.B. *Bridging Differences: Effective Intergroup Communication*. Thousand Oaks: Sage, 2004. 312 p.

THE NATURE AND FUNCTIONS OF NONVERBAL COMMUNICATION

Akilbekova A.
akylbekova_a@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

This article examines the nature and functions of nonverbal communication, focusing on its role in human interaction, meaning construction, and social behavior. It explores key theoretical perspectives, categories of nonverbal signals, and their communicative functions. The study argues that nonverbal communication is an essential component of human communication, complementing and sometimes replacing verbal language, and plays a crucial role in expressing emotions, regulating interaction, and conveying social and cultural meanings.

In modern communication studies, nonverbal communication is recognized as a fundamental aspect of human interaction. It includes all forms of communication that do not involve words, such as facial expressions, gestures, posture, eye contact, tone of voice, and spatial behavior. Researchers estimate that a significant portion of communicative meaning is conveyed nonverbally, highlighting its importance in both interpersonal and intercultural contexts [1, p. 15].

The nature of nonverbal communication is complex and multifaceted. Unlike verbal language, which is structured and governed by grammatical rules, nonverbal communication

is often spontaneous, context-dependent, and culturally influenced. It operates simultaneously with verbal communication, providing additional layers of meaning. According to Knapp and Hall, nonverbal behavior is continuous and often unconscious, making it a powerful but sometimes ambiguous mode of communication [2, p. 7].

One of the central characteristics of nonverbal communication is its ability to convey emotions. Facial expressions, in particular, are among the most universal forms of nonverbal communication. Ekman's research demonstrates that basic emotions such as happiness, sadness, anger, fear, surprise, and disgust are expressed through similar facial expressions across different cultures [3, p. 58]. This universality suggests a biological basis for emotional expression, although cultural norms may influence how emotions are displayed.

Nonverbal communication can be categorized into several types. Kinesics refers to body movements, including gestures, facial expressions, and posture. These movements can reinforce or contradict verbal messages. For example, a smile may indicate friendliness, while crossed arms may suggest defensiveness or discomfort.

Another important category is proxemics, which studies the use of space in communication. Hall introduced the concept of personal space and identified different spatial zones that people maintain in social interactions [4, p. 122]. These zones vary across cultures, influencing how individuals perceive distance and intimacy.

Paralinguistics, or vocalics, refers to the nonverbal aspects of speech, such as tone, pitch, volume, and intonation. These features can significantly affect the interpretation of verbal messages. For instance, the same words can convey different meanings depending on the speaker's tone.

Haptics, or the use of touch, is another form of nonverbal communication. Touch can express a range of emotions, from affection and support to aggression and dominance. However, the meaning of touch is highly dependent on cultural norms and situational context.

Chronemics, the study of time in communication, also plays a role in nonverbal interaction. The way individuals perceive and use time—such as punctuality, pauses, and response delays—can convey attitudes and social relationships.

Nonverbal communication serves several important functions in human interaction. One of its primary functions is to complement verbal communication. Nonverbal cues can reinforce or clarify spoken messages, making communication more effective. For example, gestures can emphasize key points, while facial expressions can indicate emotional tone.

Another function is to regulate interaction. Nonverbal signals such as eye contact, nodding, and turn-taking cues help manage the flow of conversation. They indicate when a speaker is ready to talk, when they are listening, and when a conversation is ending.

Nonverbal communication also plays a critical role in expressing emotions and attitudes. It often conveys feelings more accurately than words, as individuals may consciously or unconsciously reveal their true emotions through nonverbal behavior. Mehrabian's research suggests that nonverbal cues play a significant role in communicating emotional meaning [5, p. 140].

In addition, nonverbal communication helps establish and maintain social relationships. It conveys information about status, power, and interpersonal dynamics. For example, posture, eye contact, and physical distance can signal dominance, submission, or equality in social interactions.

Another important function is the expression of cultural identity. Nonverbal behaviors are shaped by cultural norms and values, which influence how individuals communicate and interpret nonverbal signals. What is considered appropriate or polite in one culture may be perceived differently in another. This highlights the importance of cultural awareness in communication.

Despite its importance, nonverbal communication can also lead to misunderstandings. Because it is often ambiguous and context-dependent, the same nonverbal cue may be interpreted differently by different individuals. Cultural differences further increase the potential for miscommunication, especially in intercultural interactions.

Advances in technology have also influenced nonverbal communication. In digital communication, many traditional nonverbal cues are absent, leading to the development of alternative forms such as emojis, gifs, and visual symbols. These tools attempt to compensate for the lack of face-to-face interaction and convey emotional meaning in online communication.

Burgoon emphasizes that nonverbal communication is not merely a supplement to verbal language but an integral part of the communication process, with its own structure and functions [6, p. 205]. This perspective underscores the need to study nonverbal communication as a distinct and essential component of human interaction.

In conclusion, nonverbal communication is a complex and dynamic aspect of human communication that plays a vital role in conveying meaning, expressing emotions, and regulating social interaction. Its functions extend beyond supporting verbal language, influencing how messages are interpreted and how relationships are formed. Understanding the nature and functions of nonverbal communication is essential for effective communication in both personal and professional contexts. As communication continues to evolve in the digital age, the study of nonverbal communication remains highly relevant for understanding human behavior and interaction.

References:

1. Birdwhistell R.L. *Kinesics and Context: Essays on Body Motion Communication*. Philadelphia: University of Pennsylvania Press, 1970. 256 p.
2. Knapp M.L., Hall J.A. *Nonverbal Communication in Human Interaction*. Boston: Wadsworth, 2010. 512 p.
3. Ekman P. *Emotions Revealed*. New York: Times Books, 2003. 288 p.
4. Hall E.T. *The Hidden Dimension*. New York: Doubleday, 1966. 217 p.
5. Mehrabian A. *Nonverbal Communication*. Chicago: Aldine-Atherton, 1972. 226 p.
6. Burgoon J.K., Guerrero L.K., Floyd K. *Nonverbal Communication*. Boston: Pearson, 2016. 496 p.

POLITENESS AND COMMUNICATION STRATEGIES IN ONLINE INTERACTION

Zharylkapov A.
Beken A.
zharylkapov.a@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Politeness is among the most pervasive and consequential dimensions of human communication. Every act of speaking or writing positions the speaker in relation to an interlocutor, negotiating social distance, power, and face — the public self-image that individuals claim and protect in interaction. For decades, scholars working within pragmatics and sociolinguistics developed sophisticated frameworks to explain how speakers select from

available linguistic strategies to accomplish communicative goals while managing the relational risks inherent in every exchange.

The rapid diffusion of internet-mediated communication — email, social media, messaging applications, discussion forums, and video comment threads — has introduced new communicative contexts that both extend and challenge classical models of politeness. Online environments are characterized by features that have no precise analogue in face-to-face interaction: asynchrony, anonymity, multi-audience visibility, the persistence of written records, and the availability of paralinguistic substitutes such as emoji, GIFs, and typographic conventions. These affordances do not eliminate politeness — they transform it [1, p.102].

For English language learners, the stakes are particularly high. As English functions as the dominant language of global digital communication, learners must develop not only grammatical and lexical competence but pragmatic fluency in online registers — the ability to calibrate formality, manage face threats, signal solidarity, and navigate conflict in digitally mediated English interaction. This article reviews current research at the intersection of politeness theory and computer-mediated communication (CMC) to map this evolving terrain [2, p.56].

The dominant framework in politeness research for over four decades has been the face-threatening act (FTA) theory developed by Brown and Levinson. Building on Goffman's concept of face, Brown and Levinson proposed that all competent social actors are motivated by two face wants: positive face — the desire to be liked, approved of, and included — and negative face — the desire to be free from imposition and to have one's autonomy respected. Speech acts that threaten either dimension of face — requests, criticisms, apologies, refusals — trigger the deployment of politeness strategies scaled to the social variables of power, distance, and the inherent imposition of the act [3, 299].

Grice contributed a complementary framework through his cooperative principle and four conversational maxims — quantity, quality, relation, and manner — which describe the implicit norms those rational communicators follow to achieve efficient, truthful, and relevant exchange. Violations of these maxims, Grice argued, generate conversational implicates: meaning inferred beyond what is literally said. In online interaction, these maxims are routinely flouted — through hyperbole, irony, strategic vagueness, or deliberate over-information — producing rich layers of implied meaning that interlocutors must interpret through cultural and contextual knowledge [4, p.156].

Both frameworks, however, were developed with face-to-face dyadic interaction as their primary model. Locher and Watts challenged the universality of Brown and Levinson's model through their relational work framework, which emphasizes that politeness, is not a fixed set of strategies but an evaluative judgment made by participants in specific interactional contexts. This perspective is especially productive for analyzing online communication, where norms vary dramatically across platforms, communities, and cultural backgrounds [5, p.30].

Research in computer-mediated communication has identified a range of strategies through which online interactants manage face and signal relational alignment. Herring documented that despite early predictions of radical informality and disinhibition in online discourse, most digital communication reproduces recognizable politeness norms adapted to the affordances of the medium. Users routinely employ hedging, greeting rituals, expressions of appreciation, and solidarity markers even in ostensibly informal contexts such as social media comments or instant messaging.

Emoji and other visual paralinguistic resources have emerged as particularly significant politeness tools in digital interaction. Research has consistently shown that emoji function not merely as decorative additions to text but as tonal modifiers that soften requests, signal warmth, and disambiguate emotional intent in the absence of prosodic cues available in

spoken interaction. A request followed by a smiling emoji is systematically interpreted as less face-threatening than the same request without it — a finding with direct implications for English language learners who may be unaware of these conventions.

Impoliteness and its management constitute the other pole of online communication. Culpeper developed a comprehensive framework for analyzing impoliteness online, identifying strategies such as condescension, silencers, and explicit face attacks that are amplified by the anonymity and reduced accountability characteristic of many digital platforms. The phenomenon of flaming — aggressive, hostile communication directed at individuals or groups — represents an extreme enactment of face-threatening behavior that has significant consequences for community cohesion and the experience of marginalized users [6, p.231].

The following figure synthesizes the strategies identified in the literature into a hierarchical model that maps the continuum from highly face-protective formal politeness to openly face-threatening impoliteness. The model is presented as a layered spectrum to reflect the continuous and context-dependent nature of politeness evaluation, consistent with Locher and Watts's relational work perspective.

Table 1. Five-level spectrum of politeness strategies in online interaction

LEVEL 1 — Formal Politeness Honorifics, hedging, indirect requests, institutional registers
LEVEL 2 — Positive Politeness Solidarity markers, compliments, inclusion language, in-group cues
LEVEL 3 — Negative Politeness Minimising imposition, disclaimers, apologies, off-record hints
LEVEL 4 — Digital Mitigation Devices Emoji, GIFs, ellipsis, capitalization, exclamation softeners
LEVEL 5 — Impoliteness / Conflict Flaming, sarcasm, trolling, face-threatening acts online

Online interaction has not abolished politeness — it has diversified its expression, expanded its toolkit, and intensified its stakes. The frameworks of Brown and Levinson, Grice, Locher and Watts, Herring, and Culpeper collectively illuminate a digital communicative landscape in which face management remains central but the strategies available for its accomplishment have multiplied beyond anything classical politeness theory could foresee.

As English continues to serve as the primary language of global digital exchange, the pragmatic literacy to navigate its online registers — to signal respect without rigidity, solidarity without presumption, and disagreement without destruction — becomes an indispensable competency for learners and educators alike. Teaching politeness in the digital age is not a peripheral concern of language education; it is preparation for full participation in contemporary communicative life.

References:

1. Brown P., Levinson S.C. *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press, 1987. 345 p.

2. Herring S.C. A faceted classification scheme for computer-mediated discourse // *Language@Internet*. 2007. Vol. 4, no. 1. P. 1–37.

3. Goffman E. *Interaction Ritual: Essays on Face-to-Face Behavior*. New York: Anchor Books, 1967. 299 p.

4. Grice H.P. Logic and conversation // Cole P., Morgan J. (eds.). *Syntax and Semantics. Vol. 3: Speech Acts*. New York: Academic Press, 1975. P. 41–58.

5. Locher M.A., Watts R.J. Politeness theory and relational work // *Journal of Politeness Research*. 2005. Vol. 1, no. 1. P. 9–33.

6. Culpeper J. *Impoliteness: Using Language to Cause Offence*. Cambridge: Cambridge University Press, 2011. 292 p.

SPECIFICS OF ONLINE COMMUNICATION AS A LINGUISTIC ENVIRONMENT

Bakhtiyar A. , Bakhytova S.
bakhtiyar.a@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

The rapid expansion of digital technologies has significantly transformed the ways in which people communicate, giving rise to online communication as a distinct linguistic environment. This environment is characterized by unique features that differentiate it from traditional forms of oral and written communication. Understanding the specifics of online communication is essential for modern linguistics and foreign language education, as it shapes language use, influences discourse practices, and creates new opportunities and challenges for learners.

Online communication encompasses a wide range of platforms, including social media, messaging applications, forums, and video conferencing tools. These platforms facilitate both synchronous (real-time) and asynchronous (delayed) communication, allowing users to interact across geographical and temporal boundaries. According to Crystal, the language of the Internet represents a hybrid form that combines elements of spoken and written discourse, resulting in new linguistic conventions and norms [1, p.45].

One of the most distinctive features of online communication is its informality and flexibility. Users often employ simplified grammar, abbreviations, and non-standard spelling to increase speed and efficiency. For example, acronyms such as “LOL” (laugh out loud) or “BRB” (be right back) are widely used in digital communication. This tendency reflects the need for rapid interaction and the influence of conversational speech patterns on written language. At the same time, such features contribute to the development of a unique digital register that differs from standard language norms.

Another important characteristic of online communication is multimodality. Digital platforms allow users to combine text with images, audio, video, emojis, and other visual elements. Mayer’s cognitive theory of multimedia learning suggests that the integration of multiple modes of information enhances comprehension and engagement [2, p.213]. In online communication, multimodality serves not only a cognitive function but also a communicative one, as users employ visual elements to express emotions, clarify meaning, and enrich their messages.

The role of context in online communication is also специфическая. Unlike face-to-face interaction, where contextual cues such as intonation, facial expressions, and body language are readily available, online communication often relies on textual or visual substitutes. Emojis, punctuation, and formatting (e.g., capitalization, repetition of letters) are used to convey tone and emotional nuance. For instance, the use of multiple exclamation marks or elongated words (“soooo good”) can indicate enthusiasm or emphasis. These

strategies compensate for the lack of non-verbal cues and help maintain interpersonal relationships in digital environments.

From a sociolinguistic perspective, online communication reflects and reinforces group identity and social belonging. Users adapt their language to fit the norms of specific online communities, adopting particular slang, expressions, and communication styles. Herring notes that online discourse is shaped by social factors such as age, gender, and cultural background, as well as by the norms of the platform itself [3, p.121]. This variability highlights the dynamic and context-dependent nature of language use in digital environments.

Another специфическая feature of online communication is its tendency toward brevity and fragmentation. Messages are often short and segmented, reflecting the constraints of digital interfaces and the fast-paced nature of online interaction. This aligns with the principles of microlearning and the broader trend toward concise information consumption. Sweller's cognitive load theory supports the idea that shorter messages may be easier to process, as they reduce cognitive demands and allow for more efficient communication [4, p.257].

At the same time, online communication enables new forms of discourse that are not limited by traditional constraints. For example, users can engage in extended discussions through comment threads, collaborate on shared documents, or participate in global conversations in real time. These возможностей expand the scope of communication and create new opportunities for language use and development.

In the context of foreign language learning, online communication offers a rich linguistic environment that supports authentic interaction and exposure to real-life language use. Learners can communicate with native speakers, participate in online communities, and access a wide range of linguistic input. Nation emphasizes the importance of meaningful exposure and interaction for vocabulary acquisition, noting that language is best learned through use in context [5, p.121]. Online communication provides precisely such opportunities, making it a valuable tool for language education.

However, the специфическая nature of online communication also presents certain challenges. The prevalence of non-standard language forms may lead to the acquisition of incorrect or inappropriate usage, particularly among learners with limited proficiency. Additionally, the lack of immediate feedback in some forms of online communication can hinder language development. Therefore, educators must guide learners in navigating digital environments and developing critical awareness of language use.

Another challenge is the potential for miscommunication due to the absence of non-verbal cues. Messages may be interpreted differently depending on the reader's perspective, leading to misunderstandings. To mitigate this risk, users must develop digital communicative competence, which includes the ability to interpret and produce messages effectively in online contexts.

In conclusion, online communication represents a complex and dynamic linguistic environment characterized by hybridity, multimodality, informality, and adaptability. It reflects broader social and technological changes and has a profound impact on language use and development. For foreign language learners, it offers valuable opportunities for authentic communication and exposure to diverse linguistic practices. At the same time, it requires careful consideration and guidance to ensure effective and appropriate language use. As digital communication continues to evolve, its role in shaping linguistic competence will become increasingly significant.

References:

1. Crystal D. Language and the Internet. Cambridge: Cambridge University Press, 2001.

2. Mayer R.E. Multimedia Learning. 2nd ed. Cambridge: Cambridge University Press, 2009. 304 p.
3. Herring S.C. Computer-Mediated Communication: Linguistic, Social and Cross-Cultural Perspectives // Journal of Pragmatics. 1996. Vol. 25. P. 121–153.
4. Sweller J. Cognitive load during problem solving: Effects on learning // Cognitive Science. 1988. Vol. 12, no. 2. P. 257–285.
5. Nation I.S.P. Learning Vocabulary in Another Language. Cambridge: Cambridge University Press, 2001. 477 p.
6. Thurlow C. Computer-mediated communication: Social interaction and the Internet. London: Sage, 2004.

STORYTELLING IN ENGLISH LANGUAGE TEACHING

Shynybekova A.
Yermakhan D.
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
shynybekova_a@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Storytelling is among the oldest and most powerful modes of human communication, and its integration into English language teaching has generated a rich body of scholarly inquiry over the past four decades. From the foundational arguments of cognitive psychologists to the practical frameworks of applied linguists, researchers have converged on a compelling conclusion: narrative is not merely a vehicle for content delivery but a fundamental cognitive structure through which learners acquire, retain, and deploy language. This article examines the theoretical underpinnings of storytelling in English language teaching, surveys key empirical findings from prominent scholars in the field, and considers practical implications for classroom pedagogy.

The argument that narrative occupies a privileged place in human cognition was most influentially articulated by Jerome Bruner, who distinguished between paradigmatic reasoning — the logical, analytical mode associated with scientific thought — and narrative reasoning, through which people organise experience into meaningful sequences of events involving human or human-like agents [1, p.11]. For language learners, this distinction carries significant pedagogical weight. When new vocabulary and grammatical structures are embedded in a story, they become anchored to a network of causally and emotionally connected events, characters, and settings that provide multiple retrieval cues. Decontextualised learning, by contrast, offers the learner only a thin semantic strand to hold onto, which explains the notorious fragility of vocabulary learned from lists or grammar drills.

Stephen Krashen's input hypothesis, developed across a series of influential publications in the 1980s, provided a further theoretical rationale for story-based instruction [2, p.20]. Krashen argued that language acquisition occurs not through conscious study but through exposure to comprehensible input — language that is slightly beyond the learner's current competence but made intelligible through context, gesture, and prior knowledge. Storytelling is, by its very nature, a context-generating activity: the narrative frame, the characters' motivations, and the unfolding plot all conspire to make meaning available at multiple levels simultaneously, allowing learners to process language that would be opaque in isolation. The affective filter hypothesis, which Krashen developed alongside the input

hypothesis, adds a further dimension: when anxiety is low and motivation is high — conditions that a well-told story reliably produces — the learner's capacity for acquisition is maximally open.

Andrew Wright's extensive work on storytelling in language classrooms has done much to translate these theoretical insights into practical pedagogy [3, p.5]. Wright demonstrated through classroom research and teacher training programmes spanning several decades that story-based instruction produces qualitatively richer language output than comparable task-based instruction, attributing this superiority to the motivational pull of narrative suspense, the schema-activating effect of familiar story structures, and the emotional investment that well-drawn characters and plotlines generate. Learners engaged with a story are simultaneously processing language at phonological, lexical, grammatical, discursive, and pragmatic levels, in a state of heightened attention that differs fundamentally from the divided or reluctant attention typical of formal exercise work.

The development of Total Physical Response Storytelling (TPRS) by Blaine Ray and Contee Seely represents one of the most systematic attempts to operationalise story-based language teaching at the level of daily classroom practice [4, p.18]. TPRS builds entire lessons around co-constructed narratives in which learners contribute characters, settings, and plot developments while the teacher uses comprehensible input to steer the story toward target grammatical forms and vocabulary. The method rests on three pillars: establishing meaning, asking a story, and reading and discussing. Empirical evaluations of TPRS have reported superior vocabulary retention, improved reading comprehension, and greater learner willingness to communicate relative to traditional form-focused approaches, findings that align closely with the theoretical predictions of both Krashen's input model and Bruner's narrative cognition framework.

The relationship between storytelling and vocabulary acquisition has received sustained attention from Paul Nation, whose work on vocabulary learning and teaching has shaped curriculum design in English language programmes worldwide [5, p.218]. Nation's research on the conditions necessary for deep vocabulary acquisition — multiple encounters in varied contexts, meaningful engagement with word meaning, and productive use — are all naturally satisfied within story-based instruction. A word encountered repeatedly across the episodes of a narrative, always in association with the same character or thematic thread, is processed more deeply and retained more durably than a word drilled in isolation. Nation's influential distinction between deliberate and incidental vocabulary learning suggests that stories are particularly powerful vehicles for incidental acquisition, particularly when learners are sufficiently engaged with the narrative to sustain attention across extended passages of text or oral performance.

Kieran Egan's work on the role of imagination and story in education offers a somewhat different perspective, rooted in developmental psychology and educational philosophy rather than applied linguistics [6, p.2]. Egan argued that children — and, by extension, adult learners — engage most deeply with content that is structured according to the principles of story: binary opposites (good and evil, familiar and strange, safe and dangerous), emotional resonance, and a sense of narrative rhythm that moves from tension toward resolution. For language teachers, this insight suggests that the effectiveness of storytelling depends not only on the linguistic difficulty of the material but on the narrative craft with which it is presented: a poorly constructed story, however linguistically appropriate, will fail to engage the imaginative and emotional capacities that make narrative acquisition so powerful. Egan's educational storytelling model, which he termed the Story Form, provides a practical framework for designing curriculum units that harness these narrative principles across all subject areas, including language learning.

The digital revolution has introduced new dimensions to storytelling in English language teaching that earlier theorists could not have anticipated. Digital storytelling — the practice of creating short multimedia narratives using images, audio, and video — has emerged as a pedagogically rich genre that simultaneously develops narrative competence, multimodal literacy, and all four traditional language skills [3, p.145]. Learners engaged in digital storytelling projects must plan their narratives, script and rehearse oral or written texts, select and sequence visual elements, and present their work to authentic audiences, a sequence of tasks that integrates productive and receptive language use in deeply motivating ways. Research on digital storytelling in EFL and ESL contexts has reported gains in writing quality, speaking confidence, and learner autonomy, alongside the development of twenty-first-century skills that extend well beyond language proficiency alone.

The pedagogical implications of this body of research are substantial. Teachers who wish to harness the power of storytelling in their classrooms need not rely exclusively on prepared texts or published materials: co-constructed narratives, personal anecdotes, picture-book read-alouds, and learner-generated digital stories all represent legitimate and effective vehicles for story-based instruction. What matters most, as the research consistently shows, is the quality of narrative engagement — the degree to which learners are drawn into the world of the story, emotionally invested in its characters, and cognitively active in predicting, inferring, and responding to its events. Teachers who develop their own storytelling craft, attending to pacing, character, suspense, and voice, will find that their learners' language development reflects the depth and authenticity of the narrative experiences they provide.

Assessment within story-based frameworks also invites reconsideration. Traditional discrete-point testing of vocabulary and grammar sits uneasily with pedagogical approaches that emphasise contextualised, integrated language use. Portfolio-based assessment, narrative performance tasks, and collaborative story-building activities offer more ecologically valid alternatives that honour the holistic nature of language acquisition as it occurs through narrative engagement. These approaches are not merely more authentic; they are also more informative, revealing aspects of learner competence — pragmatic appropriateness, narrative coherence, creative language use — that standardised tests are structurally unable to capture.

In conclusion, the case for storytelling in English language teaching rests on a convergence of evidence from cognitive psychology, applied linguistics, vocabulary research, educational philosophy, and classroom practice. The scholars reviewed in this article — Bruner, Krashen, Wright, Ray and Seely, Nation, and Egan — approach the question from different disciplinary traditions and methodological commitments, yet their findings point consistently toward the same conclusion: narrative is not an optional enrichment to the language curriculum but a foundational mode of learning that deserves to be placed at the centre of pedagogical design. As the profession continues to develop in response to new technologies, diversifying learner populations, and evolving understandings of communicative competence, the ancient human art of storytelling remains one of the most reliable and generative tools available to the language teacher [1, 2].

References:

1. *Bruner J. Acts* of *Meaning.* Cambridge, MA: Harvard University Press, 1990. 181 p.

2. *Krashen S.*D. *Principles and Practice in Second Language Acquisition.* Oxford: Pergamon Press, 1982. 202 p.

3. *Wright* A. *Storytelling with Chi*ldren. Oxford: Oxford University Press, 2009. 240 p.

4. *Ray B., Seely C. Fluency through TPR Storytel*ling. 6th ed. Bakersfield: Command Performance Language Institute, 2015. 302 p.

5. *Nation I.S.P. Learning Vocabulary in Another* Language. 2nd ed. Cambridge: Cambridge University Press, 2013. 506 p.
6. *Egan K. Teaching as Story Telli*ng: An Alternative Approach to Teaching and Curriculum. Chicago: University of Chicago Press, 1986. 134

GAMIFICATION IN ENGLISH LANGUAGE TEACHING

Aibozymova S.
Abdullakyzy G.
aibozimovas@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Gamification leverages the psychological mechanisms underlying game engagement — challenge, reward, progress visibility, competition, and mastery — to redesign the learning environment in ways that increase voluntary participation and persistence. Storytelling, by contrast, works through the ancient human appetite for narrative: the desire to know what happens next, to inhabit another consciousness, to find meaning in sequence and causality. Where gamification engages the will to win, storytelling engages the capacity for empathy — and in combination; these two impulses create learning experiences of unusual depth and durability.

This article reviews the scholarly foundations of both approaches, synthesises evidence for their effectiveness in language education, and explores the pedagogically rich territory where game mechanics and narrative merge in practice.

The term gamification was popularised in its educational application by Deterding et al., who defined it as the use of game-design elements in non-game contexts with the aim of influencing behaviour, increasing engagement, and solving problems. In language education, gamification typically involves the introduction of mechanics such as points, badges, leaderboards, levels, quests, and immediate feedback systems into classroom activities or digital learning platforms [1, p.6]. These mechanics are not superficial decorations but structural features that tap into deep psychological needs identified by Deci and Ryan's self-determination theory: the needs for competence, autonomy, and relatedness [2, p.231].

The need for competence is addressed by challenge systems that calibrate task difficulty to the learner's current level, providing frequent small victories that sustain effort and build self-efficacy. The need for autonomy is supported by choice architectures that allow learners to select tasks, pace their progress, and pursue personalised learning paths. The need for relatedness is met through collaborative quests, team-based competitions, and community leaderboards that embed individual effort within a social context. When these three needs are satisfied simultaneously, learners enter what Csikszentmihalyi termed flow — the state of optimal experience characterised by effortless concentration, loss of self-consciousness, and intrinsic satisfaction — a state that is also, crucially, maximally conducive to language acquisition [3, p.178].

The pedagogical power of storytelling in language education rests on foundations that are simultaneously cognitive, affective, and sociocultural. Bruner argued that narrative is not merely a mode of entertainment but one of the two fundamental modes of human thought — alongside paradigmatic or logical thinking — through which people make sense of experience, construct identity, and transmit culture. For language learners, engagement with

narrative provides contextualised, emotionally anchored encounters with vocabulary and grammar that resist the forgetting characteristic of decontextualised learning [4, p.89].

Wright demonstrated through extensive classroom research that story-based instruction produces measurably richer language output than task-based instruction alone, attributing this superiority to the motivational pull of narrative suspense, the schema-activating effect of familiar story structures, and the emotional investment that characters and plot generate. Learners who are absorbed in a story are simultaneously processing language at multiple levels — phonological, lexical, grammatical, discursive, and pragmatic — in a state of heightened attention that is qualitatively different from the divided or reluctant attention typical of decontextualised exercise [5, p.102].

The Total Physical Response Storytelling (TPRS) method, developed by Ray and Seely, operationalises these insights by building entire language lessons around co-constructed narratives in which learners contributes characters, settings, and plot developments while the teacher uses comprehensible input to steer the story toward target grammatical forms and vocabulary. TPRS has accumulated a substantial evidence base demonstrating superior vocabulary retention, improved reading comprehension, and greater learner willingness to communicate relative to traditional form-focused approaches [6, p.105].

When gamification and storytelling are integrated rather than applied in isolation, their combined effect exceeds the sum of their individual contributions. Narrative provides the meaning system within which game mechanics acquire emotional resonance: points are not arbitrary tokens but measures of a hero's progress; badges are not bureaucratic certifications but earned insignia with story significance; a leaderboard is not a cold ranking but a record of competing champions in an unfolding adventure. The figure below represents this convergence and its principal learning outcomes.

Translating the convergence of gamification and storytelling into practical classroom design requires attention to both structural and relational dimensions of the learning environment. At the structural level, teachers can design unit-length narrative arcs in which learners adopt character identities, accumulate experience points through language tasks, and advance through story chapters by demonstrating linguistic competence. Such role-playing quest structures have been implemented successfully at multiple proficiency levels and in both face-to-face and online teaching contexts.

At the relational level, the teacher's role shifts from knowledge transmitter to storyteller, game master, and narrative collaborator. This shift demands both creative flexibility and pedagogical intentionality: the ability to improvise within a narrative framework while keeping language learning objectives clearly in view. Assessment, too, can be reimagined within this framework — portfolio evidence of a character's language journey, peer evaluation of narrative contributions, and performance-based demonstrations of communicative competence embedded within the story world.

Gamification and storytelling represent two of the most humanly resonant pedagogical tools available to English language teachers — the first tapping into the drive to achieve and compete, the second into the need to imagine and connect. Used separately, each enriches the learning experience considerably. Used together, within a principled design that gives game mechanics narrative meaning and narrative structure game-like momentum, they create conditions for language learning of exceptional depth, motivation, and joy [1, 14].

The growing body of research reviewed in this article provides robust theoretical and empirical support for this integrated approach. As the English language teaching profession continues to evolve in response to changing learner needs, digital affordances, and pedagogical knowledge, the integration of gamification and storytelling offers a compelling vision of what language education can be: not a rehearsal for life, but a vivid, engaging, and linguistically rich experience of it.

References:

1. Deterding S., Dixon D., Khaled R., Nacke L. From game design elements to gamefulness: Defining gamification // *Proceedings of the 15th International Academic MindTrek Conference*. 2011. P. 9–15.
2. Deci E.L., Ryan R.M. *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum Press, 1985. 371 p.
3. Csikszentmihalyi M. *Flow: The Psychology of Optimal Experience*. New York: Harper & Row, 1990. 303 p.
4. Bruner J. *Acts of Meaning*. Cambridge, MA: Harvard University Press, 1990. 181 p.
5. Wright A. *Storytelling with Children*. Oxford: Oxford University Press, 1995. 192 p.
6. Ray B., Seely C. *Fluency through TPR Storytelling*. 4th ed. Bakersfield: Command Performance Language Institute, 2004. 189 p.

MICROLEARNING TECHNIQUES FOR TEACHING VOCABULARY VIA SHORT VIDEOS

Sansyzbaev M.
sansyzbaev_m@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

The rise of smartphones, social media, and short-form video platforms has transformed the media landscape in ways that carry significant pedagogical implications. Platforms such as TikTok, YouTube Shorts, and Instagram Reels have normalized the consumption of information in episodes of sixty to ninety seconds — a duration that aligns strikingly well with established principles of working memory capacity and attentional focus. Microlearning, as a formal instructional design strategy, harnesses precisely this affordance: delivering targeted, memorable content in brief, self-contained units that can be revisited repeatedly across distributed time intervals [1, p.7].

This article synthesizes research from cognitive psychology, vocabulary acquisition theory, and educational technology to examine how short video microlearning can be designed and deployed to maximize lexical retention and productive use in English language learners.

The theoretical case for microlearning rests on several well-established findings in cognitive science. Sweller introduced cognitive load theory, which distinguishes between intrinsic load (the inherent complexity of the material), extraneous load (unnecessary cognitive demands imposed by poor instructional design), and germane load (the mental effort directed toward schema formation). Short, focused video lessons reduce extraneous load by eliminating irrelevant content and sustaining a single clear learning objective — typically the introduction and contextualization of three to five target vocabulary items [2,].

Mayer developed the cognitive theory of multimedia learning (CTML), which posits that learning is optimized when verbal and visual information are presented simultaneously and in alignment. CTML identifies several design principles directly applicable to vocabulary video production: the segmenting principle (breaking content into learner-paced segments), the signaling principle (using cues such as highlighting or on-screen text to direct attention to key words), and the redundancy principle (avoiding the simultaneous presentation of spoken

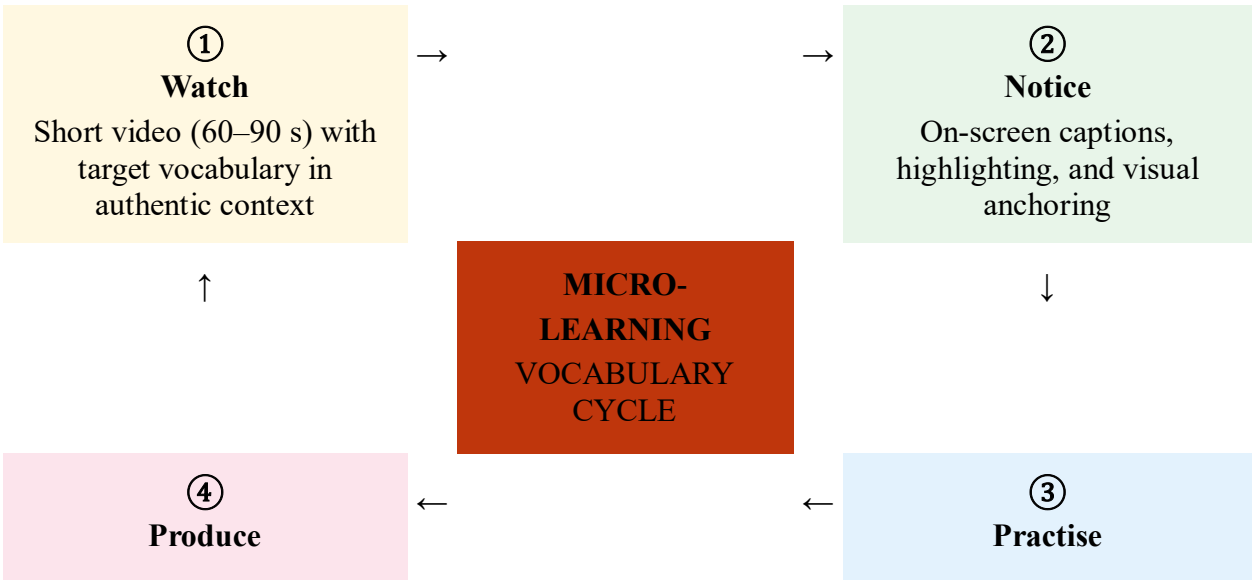
and written text unless one channel supplements the other meaningfully). Well-designed vocabulary microvideos operationalize these principles by embedding target words in spoken dialogue while displaying them visually with contextual images or example sentences [3, p.213].

Nation distinguished between incidental and intentional vocabulary learning, arguing that both are necessary for full lexical acquisition. Incidental learning — acquiring word meaning through meaningful engagement with text or speech — is supported by short videos that embed target words in authentic or near-authentic communicative contexts: a news clip, a cooking tutorial, a dramatic scene. Intentional learning — the deliberate study of word form, meaning, and use — can be systematically incorporated through post-viewing micro-tasks such as spaced repetition quizzes, cloze exercises, or sentence production activities [4, p.121].

Schmitt emphasized the importance of multiple encounters with a word across varied contexts for it to move from passive recognition to active productive control. The iterative structure of microlearning in which short videos are revisited at spaced intervals — directly support this principle. When a learner watches a sixty-second clip featuring the word "ambiguous" in a news context on Monday, encounters it again in a Tuesday quiz, and uses it in a micro-writing task on Thursday, the spaced retrieval practice strengthens the memory trace and extends the interval before forgetting [5, 329].

Godwin-Jones highlighted the pedagogical potential of mobile video for vocabulary learning, noting that the combination of audio, visual, and textual modalities in a single portable device creates optimal conditions for vocabulary encoding. Research on dual-coding theory — the principle that memory is strengthened when information is encoded through both verbal and imagistic channels — supports the design of vocabulary microvideos that pair spoken definitions with visual representations of word referents [1, p.45].

The following figure presents a four-stage instructional cycle for vocabulary microlearning via short video. The model integrates the theoretical principles reviewed above into a practical classroom sequence applicable to both teacher-designed and platform-based video content. Each stage is designed to be completed in five minutes or fewer, enabling the full cycle to be embedded within a single class period or distributed across a week of self-directed mobile learning.



Micro-task: use word in sentence, voice note, or short writing

Spaced-repetition quiz, matching, or gap-fill (≤ 5 minutes)

Figure 1. The microlearning vocabulary cycle for short-video instruction

Short-video microlearning represents a convergence of cognitive science, vocabulary pedagogy, and contemporary digital culture that language educators can no longer afford to overlook. By designing brief, visually rich, contextually grounded video experiences aligned with spaced repetition and multimedia learning principles, teachers can meet learners in the media environments they already inhabit — and turn the habits of digital consumption into the architecture of lexical growth.

The four-stage Microlearning Vocabulary Cycle proposed in this article offers a practical framework for translating theoretical insight into classroom action. As short-form video continues to dominate global digital attention, its pedagogical potential for vocabulary instruction will only deepen — provided educators approach it with intentionality, design sophistication, and a commitment to meaningful language use.

References:

1. Godwin-Jones R. Smartphones and language learning // *Language Learning & Technology*. 2017. Vol. 21, no. 2. P. 3–17.

2. Sweller J. Cognitive load during problem solving: Effects on learning // *Cognitive Science*. 1988. Vol. 12, no. 2. P. 257–285.

3. Mayer R.E. *Multimedia Learning*. 2nd ed. Cambridge: Cambridge University Press, 2009. 304 p.

4. Nation I.S.P. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press, 2001. 477 p.

5. Schmitt N. Instructed second language vocabulary learning // *Language Teaching Research*. 2008. Vol. 12, no. 3. P. 329–363.

METHODOLOGICAL APPROACHES TO TEACHING VOCABULARY THROUGH VIDEO-BASED MICROLEARNING

Idris K.
izbasar_g@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

In the context of rapid digitalization and the growing influence of multimedia technologies, the integration of video-based microlearning into foreign language education has become a significant methodological innovation. Teaching vocabulary through short, focused video content represents a convergence of communicative language teaching, cognitive psychology, and modern instructional design. This approach not only reflects current trends in learners' media consumption but also addresses key challenges in vocabulary acquisition, such as retention, engagement, and contextualization.

Vocabulary is a fundamental component of communicative competence, and its effective acquisition requires repeated exposure, meaningful context, and active use. Traditional methods of vocabulary instruction, often based on memorization and translation, have proven insufficient in developing learners' ability to use words in real communicative situations. In contrast, video-based microlearning provides authentic contexts, multimodal input, and opportunities for interaction, thereby enhancing both receptive and productive vocabulary knowledge.

From a methodological perspective, video-based microlearning is grounded in several key theoretical frameworks. One of the most influential is Sweller's cognitive load theory, which emphasizes the limitations of working memory and the need to manage cognitive resources effectively [1, p.257]. Short video segments, typically lasting between 60 and 90 seconds, reduce extraneous cognitive load by focusing on a limited number of lexical items and presenting them in a clear and structured manner. This allows learners to concentrate on essential information without being overwhelmed.

Another important theoretical foundation is Mayer's cognitive theory of multimedia learning, which highlights the benefits of combining visual and auditory information [2, p.213]. Video-based microlearning leverages this principle by presenting vocabulary through spoken language, on-screen text, and visual imagery simultaneously. For example, a short video may introduce new words within a dialogue while displaying subtitles and relevant images, thereby facilitating dual coding and improving retention.

Nation's framework for vocabulary acquisition also plays a crucial role in shaping methodological approaches to video-based microlearning. He distinguishes between intentional and incidental learning, both of which are essential for effective vocabulary development [3, p.121]. Video content supports incidental learning by embedding target words in meaningful contexts, while follow-up activities such as quizzes, matching exercises, and sentence production tasks promote intentional learning. This combination ensures a more comprehensive and durable acquisition of lexical items.

Schmitt further emphasizes the importance of repeated exposure and varied contexts for moving vocabulary from passive recognition to active use [4, p.329]. Video-based microlearning naturally incorporates these principles through the use of short, repeatable content that can be revisited multiple times. Learners may encounter the same word in different videos, contexts, and tasks, which strengthens memory and enhances their ability to use the word appropriately.

A key methodological model for implementing video-based microlearning in vocabulary instruction is the four-stage learning cycle: exposure, noticing, practice, and production. In the exposure stage, learners watch a short video containing target vocabulary in an authentic or semi-authentic context. This is followed by the noticing stage, where attention is directed to key lexical items through captions, highlighting, or repetition. The practice stage involves controlled activities such as gap-filling, matching, or multiple-choice exercises, which reinforce understanding. Finally, the production stage encourages learners to use the new vocabulary in speaking or writing tasks, thereby promoting active language use.

This structured approach reflects the principles of communicative language teaching, which emphasize meaningful interaction and learner engagement. By integrating vocabulary instruction into communicative tasks, video-based microlearning helps learners develop not only lexical knowledge but also the ability to use language effectively in real-life situations.

The role of technology is central to the implementation of video-based microlearning. Mobile devices and online platforms provide learners with access to a wide range of video content, enabling flexible and personalized learning experiences. Godwin-Jones highlights the potential of mobile-assisted language learning to support vocabulary acquisition through

multimedia resources and interactive features [5, p.10]. Learners can watch videos, complete exercises, and receive immediate feedback, all within a single digital environment.

Moreover, video-based microlearning aligns with the principles of learner-centered education. It allows learners to control the pace, timing, and frequency of their learning, which increases motivation and autonomy. The use of short videos also caters to modern learners' preferences for quick, engaging, and visually rich content, making the learning process more enjoyable and effective.

Despite its advantages, the implementation of video-based microlearning requires careful methodological planning. One challenge is ensuring the pedagogical quality of video content. Videos must be designed with clear objectives, appropriate difficulty levels, and meaningful contexts. Overloading videos with too much information or including irrelevant content can reduce their effectiveness and increase cognitive load.

Another important consideration is the integration of microlearning into the broader curriculum. While short videos are effective for introducing and reinforcing vocabulary, they should be complemented by other instructional activities that promote deeper understanding and skill development. Teachers play a crucial role in selecting, adapting, and sequencing video content to align with learning goals.

In addition, assessment strategies must be adapted to reflect the principles of microlearning. Continuous assessment through short quizzes, reflective tasks, and performance-based activities can provide valuable insights into learners' progress and support ongoing learning.

In conclusion, methodological approaches to teaching vocabulary through video-based microlearning represent a dynamic and effective response to the demands of modern education. By combining theoretical insights from cognitive psychology, vocabulary acquisition, and multimedia learning, this approach enhances the efficiency and quality of vocabulary instruction. It promotes active engagement, contextualized learning, and long-term retention, making it a valuable tool for developing communicative competence. However, its success depends on thoughtful design, careful integration, and a commitment to pedagogical excellence.

References:

1. Sweller J. Cognitive load during problem solving: Effects on learning // Cognitive Science. 1988. Vol. 12, no. 2. P. 257–285.
2. Mayer R.E. Multimedia Learning. 2nd ed. Cambridge: Cambridge University Press, 2009. 304 p.
3. Nation I.S.P. Learning Vocabulary in Another Language. Cambridge: Cambridge University Press, 2001. 477 p.
4. Schmitt N. Instructed second language vocabulary learning // Language Teaching Research. 2008. Vol. 12, no. 3. P. 329–363.
5. Godwin-Jones R. Smartphones and language learning // Language Learning & Technology. 2017. Vol. 21, no. 2. P. 3–17.
6. Hug T. Microlearning: A New Pedagogical Challenge. Innsbruck: Innsbruck University Press, 2005.

THE CONCEPT OF MICROLEARNING IN MODERN EDUCATION

Izbasar G.
izbasar_g@mail.ru

Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

The rapid development of digital technologies and the transformation of educational environments have led to the emergence of innovative instructional approaches aimed at increasing learning efficiency and engagement. One of the most prominent trends in contemporary pedagogy is microlearning, a concept that focuses on delivering educational content in small, focused, and easily digestible units. In modern education, microlearning is increasingly recognized as an effective strategy for addressing the challenges of information overload, limited attention spans, and the need for flexible learning solutions.

Microlearning can be defined as an instructional approach that presents content in short, self-contained segments, typically lasting from a few seconds to several minutes. These segments are designed to achieve specific learning objectives and are often delivered through digital platforms such as mobile applications, videos, or online modules. According to Hug, microlearning emphasizes brevity, relevance, and accessibility, allowing learners to engage with content at their own pace and according to their individual needs [1, p.45].

The theoretical foundations of microlearning are rooted in cognitive psychology, particularly in the principles of cognitive load theory. Sweller argues that the human working memory has limited capacity, and excessive information can hinder learning [2, p.257]. Microlearning addresses this issue by breaking down complex information into smaller units, thereby reducing cognitive load and facilitating comprehension. By focusing on one concept or skill at a time, learners are better able to process and retain information.

In addition, microlearning aligns with Mayer's cognitive theory of multimedia learning, which highlights the importance of combining visual and verbal information to enhance understanding. Short instructional videos, infographics, and interactive elements used in microlearning environments support dual-channel processing and promote deeper learning [3, p.213]. The use of multimedia elements not only improves retention but also increases learner motivation and engagement.

Another important aspect of microlearning is its compatibility with the principles of spaced repetition and distributed practice. Research by Nation indicates that repeated exposure to information over time significantly improves long-term retention [4, p.121]. Microlearning facilitates this process by allowing learners to revisit short content units multiple times, reinforcing their knowledge and strengthening memory traces. This is particularly beneficial in language learning, where consistent practice is essential for vocabulary acquisition and skill development.

Schmitt also emphasizes the importance of multiple encounters with learning material in different contexts for effective knowledge acquisition [5, p.329]. Microlearning environments often incorporate quizzes, flashcards, and short exercises that encourage active recall and application of knowledge. These activities not only reinforce learning but also provide immediate feedback, enabling learners to identify and address gaps in their understanding.

From a pedagogical perspective, microlearning supports learner-centered education by promoting autonomy and flexibility. Learners can access content anytime and anywhere, using mobile devices or online platforms. This flexibility is particularly valuable in today's fast-paced world, where learners often balance education with work and other responsibilities. Godwin-Jones highlights the role of mobile technologies in facilitating microlearning, noting that smartphones provide constant access to educational resources and enable personalized learning experiences [6, p.10].

Furthermore, microlearning is well-suited to the needs of modern learners, who are accustomed to consuming information in short, engaging formats through social media and digital platforms. The use of short videos, interactive tasks, and gamified elements aligns with learners' preferences and increases their motivation to engage with educational content. As a result, microlearning can enhance both the effectiveness and the attractiveness of the learning process.

In the context of foreign language education, microlearning has significant potential for improving vocabulary acquisition, grammar practice, and communicative skills. Short lessons focusing on specific language elements can be easily integrated into daily routines, allowing learners to practice regularly without feeling overwhelmed. For example, a brief video introducing new vocabulary, followed by a short quiz and a productive task, can effectively reinforce learning within a limited time frame.

Despite its numerous advantages, microlearning also presents certain challenges. One potential limitation is the risk of fragmentation, where learners acquire isolated pieces of knowledge without developing a comprehensive understanding of the subject. To address this issue, microlearning should be integrated into a broader instructional framework that ensures coherence and progression. Teachers play a crucial role in designing sequences of microlearning activities that build upon each other and contribute to overall learning objectives.

Another challenge is the need for high-quality content design. Effective microlearning requires careful planning to ensure that each unit is meaningful, engaging, and aligned with learning goals. Poorly designed content may fail to achieve its intended outcomes and may even increase cognitive load. Therefore, educators must apply principles of instructional design and multimedia learning when developing microlearning materials.

In conclusion, microlearning represents a significant innovation in modern education, offering a flexible and efficient approach to teaching and learning. By delivering content in short, focused units, it addresses the cognitive and practical needs of contemporary learners. Supported by theories of cognitive load, multimedia learning, and spaced repetition, microlearning enhances comprehension, retention, and engagement. However, its successful implementation depends on thoughtful integration into the curriculum and the use of effective instructional design strategies. As digital technologies continue to evolve, microlearning is likely to play an increasingly important role in shaping the future of education.

References:

1. Hug T. Microlearning: A New Pedagogical Challenge. Innsbruck: Innsbruck University Press, 2005.

2. Sweller J. Cognitive load during problem solving: Effects on learning // Cognitive Science. 1988. Vol. 12, no. 2. P. 257–285.

3. Mayer R.E. Multimedia Learning. 2nd ed. Cambridge: Cambridge University Press, 2009. 304 p.

4. Nation I.S.P. Learning Vocabulary in Another Language. Cambridge: Cambridge University Press, 2001. 477 p.

5. Schmitt N. Instructed second language vocabulary learning // Language Teaching Research. 2008. Vol. 12, no. 3. P. 329–363.

6. Godwin-Jones R. Smartphones and language learning // Language Learning & Technology. 2017. Vol. 21, no. 2. P. 3–17.

VOCABULARY AS A CORE COMPONENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

Asilkhan A.
asylkhan_a@mail.ru
Scientific Supervisor: PhD, senior lecturer Polatova S.D.
saulepolatova@gmail.com
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

The development of communicative competence is widely recognized as the primary goal of foreign language education in the modern educational paradigm. Within this framework, vocabulary occupies a central position, as it constitutes the essential building block for meaningful communication. Without sufficient lexical knowledge, learners are unable to express ideas, comprehend input, or participate effectively in real-life communicative situations. Thus, vocabulary can be considered not merely a component, but the core element of foreign language communicative competence.

Communicative competence, as conceptualized by Hymes, extends beyond grammatical knowledge to include the ability to use language appropriately in various social contexts. Later models, particularly that of Canale and Swain, identify several interrelated components: grammatical, sociolinguistic, discourse, and strategic competence. Vocabulary intersects with all these components, serving as the foundation upon which they operate. Lexical knowledge enables learners to construct grammatically correct sentences, maintain coherence in discourse, and employ strategies to overcome communication breakdowns.

From a linguistic perspective, vocabulary knowledge involves not only the form and meaning of words but also their usage in context. Nation emphasizes that knowing a word includes its pronunciation, spelling, grammatical behavior, collocations, and frequency [1, p.45]. This multidimensional nature of lexical competence highlights its complexity and its importance in achieving communicative goals. Learners must acquire both receptive vocabulary (words they can recognize and understand) and productive vocabulary (words they can actively use in speech and writing).

Research in second language acquisition consistently demonstrates that vocabulary size is a strong predictor of language proficiency. Schmitt argues that a limited vocabulary restricts learners' ability to communicate effectively, even if their grammatical knowledge is relatively advanced [2, p.329]. This suggests that vocabulary development should be prioritized in language instruction, particularly at the early and intermediate stages of learning.

The cognitive dimension of vocabulary acquisition further underscores its significance. According to Sweller's cognitive load theory, learners have limited working memory capacity, which affects their ability to process new information [3, p.257]. Vocabulary learning, therefore, must be structured in a way that reduces cognitive overload and facilitates retention. Techniques such as chunking, repetition, and contextualization help learners internalize lexical items more efficiently. When vocabulary is presented in meaningful contexts rather than in isolation, learners are more likely to retain and use it appropriately.

In addition, Mayer's cognitive theory of multimedia learning highlights the effectiveness of combining verbal and visual information in vocabulary instruction. When learners encounter new words alongside images, audio, and contextual examples, they are able to form stronger mental representations [4, p.213]. This multimodal approach aligns with

the principles of communicative language teaching, which emphasize authentic and meaningful language use.

Another important aspect of vocabulary as a core component of communicative competence is its role in discourse construction. Words are not used in isolation; they function within larger units of meaning such as phrases, sentences, and texts. Knowledge of collocations and lexical patterns enables learners to produce more natural and fluent language. For example, understanding that certain words frequently occur together (e.g., "make a decision" rather than "do a decision") is essential for achieving native-like proficiency.

Furthermore, vocabulary knowledge contributes to sociolinguistic competence by enabling learners to choose appropriate words in different social contexts. The use of formal or informal vocabulary, idiomatic expressions, and culturally specific terms reflects the speaker's awareness of social norms and conventions. Without adequate lexical resources, learners may struggle to convey politeness, formality, or emotional nuance in communication.

The role of vocabulary in strategic competence should also be considered. When learners lack specific words, they often rely on paraphrasing, approximation, or borrowing from their first language. These strategies, while useful, are limited by the learner's existing vocabulary. A richer lexical repertoire allows for greater flexibility and creativity in communication, reducing the need for compensatory strategies.

Modern approaches to language teaching increasingly emphasize the integration of vocabulary instruction into communicative activities. Rather than teaching words in isolation, educators are encouraged to embed vocabulary within meaningful tasks such as discussions, role-plays, and problem-solving activities. This approach reflects the understanding that vocabulary is best acquired through use and interaction.

Moreover, the advent of digital technologies has opened new possibilities for vocabulary learning. Mobile applications, online platforms, and multimedia resources provide learners with access to authentic language input and opportunities for practice beyond the classroom. Godwin-Jones highlights the potential of mobile-assisted language learning to support vocabulary acquisition through interactive and personalized experiences [5, p.10]. These tools facilitate repeated exposure to lexical items, which is essential for long-term retention.

Despite the recognized importance of vocabulary, it is often underemphasized in traditional language instruction, which tends to focus on grammar and translation. This imbalance can hinder the development of communicative competence, as learners may know grammatical rules but lack the lexical resources to apply them in real communication. Therefore, a shift toward vocabulary-centered instruction is necessary to meet the demands of contemporary language education.

In conclusion, vocabulary is a fundamental and indispensable component of foreign language communicative competence. It underpins all aspects of language use, from grammatical accuracy to sociolinguistic appropriateness and strategic flexibility. Effective vocabulary instruction requires a comprehensive approach that integrates cognitive, linguistic, and communicative principles. By prioritizing vocabulary development and employing innovative teaching methods, educators can enhance learners' ability to communicate confidently and effectively in a foreign language.

References:

1. Nation I.S.P. Learning Vocabulary in Another Language. Cambridge: Cambridge University Press, 2001. 477 p.

2. Schmitt N. Instructed second language vocabulary learning // Language Teaching Research. 2008. Vol. 12, no. 3. P. 329–363.

3. Sweller J. Cognitive load during problem solving: Effects on learning // Cognitive Science. 1988. Vol. 12, no. 2. P. 257–285.
4. Mayer R.E. Multimedia Learning. 2nd ed. Cambridge: Cambridge University Press, 2009. 304 p.
5. Godwin-Jones R. Smartphones and language learning // Language Learning & Technology. 2017. Vol. 21, no. 2. P. 3–17.
6. Hymes D. On communicative competence // Sociolinguistics. 1972. P. 269–293.

DIFFERENCES BETWEEN LEARNING THROUGH LISTENING AND WATCHING A VIDEO IN LEARNING A FOREIGN LANGUAGE

***Ізбасар Гулбану Құрбанәліқызы**, магистрант*
e-mail: izbassargulbanu@gmail.com
Ғылыми жетекшісі: Сманова Г.И., п.ғ.к., доцент м.а.,
e-mail: gaziza_on@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Abstract

The integration of multimedia technologies into foreign language education has significantly transformed teaching methods and learning environments. Among various multimedia tools, video materials are considered one of the most effective resources for developing communicative competence. This study investigates the differences between learning through listening-based instruction and video-supported instruction in foreign language learning. This study consists of 1 figure and 1 table.

Keywords: video-based learning, listening comprehension, foreign language teaching, multimedia learning, communicative competence.

The integration of multimedia technologies into foreign language education has received increasing attention in recent decades. The rapid development of digital media and online resources has transformed traditional language teaching practices and created new opportunities for interactive and learner-centered instruction. Among various multimedia tools, video materials have emerged as one of the most effective resources for developing listening comprehension and communicative competence.

One of the theoretical foundations supporting the use of multimedia in education is Mayer's Cognitive Theory of Multimedia Learning. According to Mayer (2009), learners process information through two separate channels: visual and auditory. When information is presented simultaneously through these channels, learners are able to build stronger mental connections and retain information more effectively. In the context of language learning, video materials provide both visual and auditory input, which can significantly enhance comprehension and memory retention. [4, 63 p.].

Another important theoretical framework is Krashen's Input Hypothesis, which emphasizes the role of comprehensible input in language acquisition. Krashen (1982) argues that language learners acquire new linguistic structures when they are exposed to meaningful language input slightly above their current proficiency level (i+1). Authentic video materials often provide such input because they expose learners to natural language use in real-life communicative contexts [3, 21 p.].

Listening comprehension has long been recognized as one of the most challenging yet essential skills in second language acquisition. Vandergrift (2007) notes that listening is not a passive skill but an active cognitive process that involves interpreting meaning from spoken language [6, 191 p.]. Effective listening instruction requires learners to develop strategies such as predicting content, identifying key information, and interpreting contextual cues. Traditional listening activities typically rely on audio recordings, which provide linguistic input without visual context. While such activities can help learners focus on pronunciation and intonation, they may also create comprehension difficulties, particularly for learners at lower proficiency levels. Field (2008) suggests that many learners struggle with listening tasks because they lack contextual support and visual clues that help interpret meaning [1, 89 p.].

In contrast, video materials offer additional contextual information that can facilitate comprehension. Visual elements such as facial expressions, gestures, body language, and environmental context help learners interpret spoken language more accurately. According to Harmer (2007), video materials allow learners to observe authentic communication and understand how language is used in real-life social interactions [2, 118 p.]. The study emphasizes that multimedia environments create richer learning experiences by combining multiple forms of input.

Another important aspect of video-supported instruction is its influence on learner motivation. According to Richards and Rodgers (2014), motivation plays a crucial role in successful language learning. [5, 83 p.] Video materials often increase learners' interest and engagement because they present language in dynamic and meaningful contexts. Visual narratives, authentic dialogues, and real-life situations make learning more enjoyable and relevant for students.

Despite the growing body of research supporting the use of video materials in language teaching, many classrooms still rely heavily on traditional listening-based instruction. In many educational contexts, listening activities are limited to audio recordings and comprehension questions, which may not fully exploit the potential of multimedia learning. Moreover, some studies suggest that video materials are often used without a structured pedagogical framework. Simply watching videos without guided tasks may not lead to effective language learning. Therefore, it is important to integrate video materials systematically into the instructional process through structured stages such as pre-viewing, while-viewing, and post-viewing activities. Although previous research has demonstrated the potential benefits of video-based instruction, further empirical studies are needed to compare the effectiveness of video-supported learning with traditional listening-based instruction in real classroom settings. In particular, there is a need for studies that examine how video materials influence learners' listening comprehension, vocabulary development, and classroom engagement over a sustained period of instruction.

The present study addresses this research gap by investigating the differences between learning through listening and learning through video materials in a foreign language classroom. By comparing the outcomes of experimental and control groups over a five-week instructional period, the study aims to provide empirical evidence regarding the pedagogical effectiveness of video-supported instruction.

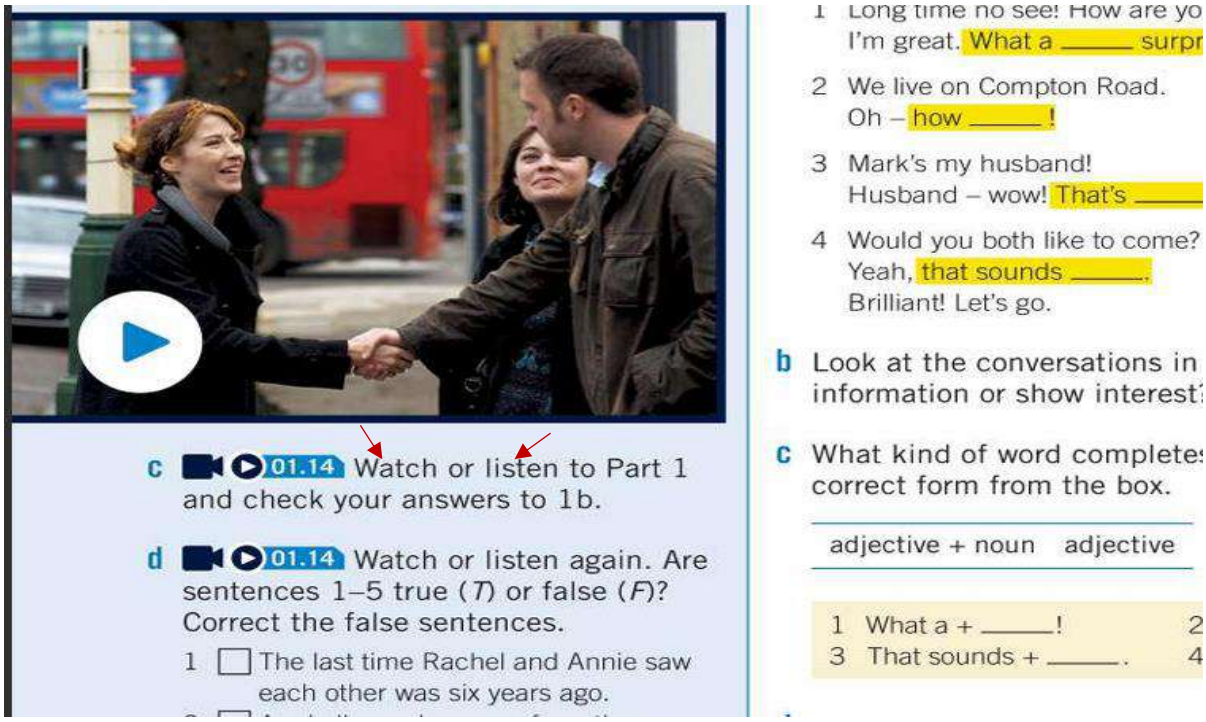
The use of multimedia resources in language education has been widely discussed in contemporary pedagogical research. According to Mayer's multimedia learning theory, individuals learn more effectively when information is presented through both visual and auditory channels rather than through a single mode of communication. This theory suggests that combining audio and visual elements can enhance comprehension and memory retention.

The experimental study was conducted at «IGQ school» additional educational center offering English language courses. The participants included 24 learners aged 13–15 studying

English at the Pre-Intermediate (B1) level. The research lasted five weeks, from January 19 to February 23, 2026. [7, 7-56p.]The instructional process included three lessons per week, each lasting 75 minutes. The learners were divided into two groups:

- Experimental group – 12 learners who received systematic video-supported instruction. In this group, the learning activities were completed using the video materials included in the coursebook Empower Second Edition Pre-Intermediate (B1). Learners watched the videos and completed the accompanying tasks designed to develop listening comprehension and communicative skills.
- Control group – 12 learners who studied using traditional listening-based activities. The same units and tasks from the coursebook were used; however, instead of watching the videos, learners only listened to the audio versions of the same materials and completed the same comprehension tasks.

Figure 1 – Sample page from Empower Pre-Intermediate (B1), p. 12.



Both groups worked with identical instructional content, including the same topics, exercises, and language objectives from the course book Empower Second Edition Pre-Intermediate (B1). The only difference between the groups was the mode of input delivery: the experimental group received audiovisual input (video + audio), while the control group received audio-only input. This design allowed the study to isolate the effect of video-supported instruction on learners' listening comprehension and language development. The experimental instruction followed a three-stage model of video integration:

- *pre-viewing activities* (predicting information questions and vocabulary preparation)
- *while-viewing activities* (check-in tasks)
- *post-viewing activities* (discussion and comprehension tasks)

In the control group, the instructional process followed the same three stages in order to maintain methodological consistency. However, the activities were limited to audio-based listening tasks instead of video materials. Thus, during the while-listening stage, learners in the control group listened to the audio versions of the same materials rather than watching the videos. The pre-listening and post-listening stages included similar activities such as

vocabulary preparation, comprehension questions, and communicative discussions based on the listening content.

To evaluate learners' progress, both groups completed a pre-test and a post-test consisting of 30 multiple-choice questions. The tests measured listening comprehension and vocabulary recognition. In addition to formal testing, classroom observations and learner participation records were used to collect qualitative data. The statistical analysis revealed notable differences between the experimental and control groups. Data for this study were collected through both **quantitative and qualitative methods** in order to obtain a comprehensive understanding of the effectiveness of video-supported instruction in foreign language learning. The primary quantitative data were collected using **pre-test and post-test assessments** administered to both the experimental and control groups. Each test consisted of **30 multiple-choice questions**, designed to evaluate learners' listening comprehension and vocabulary recognition. The questions were divided into three levels of difficulty: easy, medium, and difficult. The same test was administered before and after the five-week experimental period to measure learners' progress and to ensure the comparability of results.

The tests were conducted using **Google Forms**, which allowed efficient administration of the assessments and automatic recording of the results. This digital format also minimized potential scoring errors and ensured consistency in data collection. In addition to the quantitative data, **qualitative data** were collected through **classroom observations** during the instructional process. These observations focused on learners' participation in communicative tasks, engagement during lessons, and their willingness to interact in English. The observational data helped provide insights into learners' motivation and classroom behavior, which are important factors in language learning. The collected data were analyzed using both **descriptive and inferential statistical methods on SPSS**. First, descriptive statistics were calculated in order to determine the **mean scores and standard deviations** of the pre-test and post-test results for both groups. These measures provided an overview of learners' performance before and after the experimental instruction.

Second, a **paired samples t-test** was conducted to examine whether the differences between pre-test and post-test scores within each group were statistically significant. This analysis helped determine whether the instructional process led to measurable improvement in learners' listening comprehension.

Third, an **independent samples t-test** was applied to compare the post-test results of the experimental and control groups. This analysis was used to determine whether video-supported instruction produced significantly better learning outcomes compared to traditional listening-based instruction. To evaluate the magnitude of the instructional impact, **effect size (Cohen's d)** was calculated. The obtained value indicated a very large effect size, demonstrating that the integration of video materials had a strong influence on learners' listening comprehension and overall language development. Finally, qualitative data from classroom observations were analyzed descriptively to identify patterns related to learner engagement, participation in communicative activities, and motivation during the lessons. These qualitative findings supported the quantitative results and provided additional insights into the effectiveness of video-supported instruction.

Table 1 - Results

Group	N	Pre-test mean	Post-test mean	SD
Experimental	12	16.92	24.92	1.16
Control	12	15.92	19.92	0.79

The experimental group demonstrated an average improvement of 8 points, while the control group improved by 4 points. An independent samples t-test revealed a statistically significant difference between the groups: $t(22) = 12.29$, $p < 0.01$. The calculated effect size was extremely large: Cohen's $d = 5.02$. These results indicate that video-supported instruction had a strong positive impact on learners' listening comprehension.

The results also indicated that learners exposed to video materials retained new vocabulary more effectively than those who relied solely on listening-based instruction. The findings of the study confirm that video-supported instruction can significantly enhance foreign language learning. The combination of auditory and visual input allows learners to process information more effectively and understand the context of spoken language. The results also support the principles of multimedia learning theory, which suggests that multimodal input improves comprehension and memory retention. Furthermore, the use of video materials increased learners' motivation and engagement during lessons. Learners showed greater interest in classroom activities and participated more actively in discussions. However, it should be noted that video materials must be integrated systematically into the instructional process. Without structured tasks and pedagogical guidance, video content may become passive entertainment rather than an effective learning tool.

The present study investigated the differences between learning through listening and learning through video materials in foreign language instruction. The results demonstrate that video-supported instruction can significantly improve learners' listening comprehension, vocabulary acquisition, and classroom engagement. Video materials provide authentic language input and contextual information that support the development of communicative competence. In addition, video-based activities create a more dynamic and interactive learning environment. Therefore, foreign language teachers are encouraged to integrate video materials systematically into their instructional practices in order to enhance the effectiveness of language learning.

References:

1) Field, J. (2008). *Listening in the language classroom*. Cambridge University Press. https://scholar.google.com/scholar?q=Field+Listening+in+the+Language+Classroom
2) Harmer, J. (2007). *How to teach English*. Longman. https://scholar.google.com/scholar?q=Harmer+How+to+Teach+English
3) Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon. https://scholar.google.com/scholar?q=Krashen+1982+input+hypothesis
4) Mayer, R. (2009). *Multimedia learning*. Cambridge University Press. https://scholar.google.com/scholar?q=Mayer+Multimedia+Learning
5) Richards, J., & Rodgers, T. (2014). *Approaches and methods in language teaching*. Cambridge University Press. https://scholar.google.com/scholar?q=Richards+Rodgers+Approaches+Methods+Language+Teaching
6) Vandergrift, L. (2007). Listening to learn or learning to listen? *Annual Review of Applied Linguistics*, №27, P. 191-210. https://scholar.google.com/scholar?q=Vandergrift+Listening+to+Learn
7) Doff, A., Thaine, C., Puchta, H., Stranks, J., Lewis-Jones, P., & Rea, D. (2022). Empower Pre-Intermediate B1 Student's Book (2nd ed.). Cambridge University Press. Units 1-5, P. 7-56.

TEACHING OF SELF-STUDY LEARNING STYLE AT FOREIGN LANGUAGE LESSONS

Kanatbek Zhannur
Research Supervisor: Candidate of Pedagogical Sciences,
Acting Associate Professor Smanova G.I.
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

The aspiration to make tasks more engaging and less stressful reflects a high level of intellect, imagination, and a desire to acquire knowledge. These are essential conditions for developing a strong interest in academic subjects.

Self-study is considered a specific form of students' educational activity, characterized by its distinctive features. In fact, it represents a type of self-education that takes place as part of a student's learning process in the classroom. The concept of independent student work in modern education is defined in accordance with the organization of the teacher's role.

Various types of individual and group student activities are considered forms of independent work. They can be carried out both in the classroom and at home, without the direct involvement of a teacher. Learning abroad or outside the classroom environment serves as a basis for developing independent student activity. It includes different types of tasks connected with lessons and is closely related to the student's personality. Independent work is a freely chosen, internally motivated activity. It involves performing a range of actions, understanding the purpose of the task, accepting an academic problem, giving it personal meaning, and organizing one's own learning process. It also includes time management, self-monitoring, and self-evaluation.

Mastering a foreign language is connected with the development of students' pronunciation, vocabulary, grammar, and communication skills. This forms the foundation for understanding spoken language and improving speaking, reading, and writing abilities. As is well known, skills develop only through regular practice using appropriate learning materials. Such activities include listening, speaking, reading, and writing repeatedly in the target language. [1].

Speaking, as a primary form of oral communication, usually occurs in the presence of interlocutors. In school settings, this role is performed by teachers or classmates. However, teaching speaking requires specific stages, in which independent work plays a significant role.

It is also important to include vocabulary practice in independent work, such as forming associations and practicing usage. Reading, on the other hand, is typically an individual activity, so independent work is highly suitable for its development. Listening to English speech can take place both in the classroom and independently, using teacher input, audio recordings, or other materials. Therefore, independent work is highly relevant for developing all types of language skills.

Training in composition writing also involves several important stages. Among different forms of independent student work, writing tasks performed in the classroom play a particularly significant role.

Written assignments are both productive and motivating elements of the learning process. The use of literary and artistic texts in foreign language instruction improves students' expressive skills and provides communicative, cognitive, and aesthetic motivation. Writing activities, especially essays, represent a form of independent work that contributes to the development of students' written communication skills and their individual learning abilities.

This type of activity stimulates students' cognitive and speech development, increases their interest in literature, and contributes to a deeper understanding of the culture of the target language. It also helps expand students' vocabulary. As a result, learners develop both active and passive vocabulary. It is important that students feel comfortable with different types of tasks. [2].

Modern approaches to reading in a foreign language involve not only understanding the content of a text but also developing a personal response to it. This includes reflection, empathy, interpretation, and engagement with the author's perspective.

According to dictionary definitions, an essay is a form of writing in which the author expresses personal impressions, thoughts, and associations in response to a topic.

During lessons, students analyze selected topics and defend their viewpoints. They should be able to critically evaluate the material, organize their ideas in written form, and present well-reasoned arguments. This type of activity develops students' cognitive abilities, logical reasoning, and analytical thinking. Importantly, it also fosters the ability to think in a foreign language.

In addition, the use of music and songs in language learning contributes to the development of socio-cultural competence and familiarity with the cultures of English-speaking countries. The methodological benefits of using songs in foreign language instruction are significant. Music supports both aesthetic and moral development, enhances students' creative potential, and creates a positive psychological atmosphere in the classroom. It helps reduce fatigue, stimulates speech activity, and can lower stress levels while restoring students' ability to work effectively.

Recently, the approach based on project activities has been gaining more and more supporters. It is aimed at developing a child's independent and creative thinking, as well as teaching them to apply knowledge in practice and take responsibility for their learning.

The project method is characterized by its cooperative nature. Although the work involves independent study, it is focused on the student as an active participant in the learning process. It requires a high level of both individual and collective responsibility for completing each task. Teamwork among students is built through active communication and collaboration.

The project method is a type of educational activity in which students take an active and subjective role. The topic of a project is usually connected to a real-world problem and often has an interdisciplinary character. When selecting a project topic, the teacher should consider students' interests, abilities, prior experience, and the practical value of the expected results. [3].

Project outcomes can take many different forms, such as essays, recommendations, albums, collages, or other creative products. The presentation of results may also vary: reports, conferences, competitions, celebrations, or performances.

The main result of project-based learning is the application and integration of acquired knowledge, skills, and abilities in new situations. Work on a project typically includes several stages: choosing a topic and defining the problem; forming a team; planning the project; setting deadlines; distributing tasks among students; completing the tasks; discussing the results; presenting the final product; and evaluating the overall performance.

Project-based work requires students to demonstrate independence, research skills, coordination, active inquiry, and effective communication. The teacher's role is to guide students in selecting topics, planning their work, providing support, monitoring progress, and participating in the process as a facilitator.

Thus, the main idea of the project method is to shift the focus from passive learning to active cognitive engagement through independent work. This approach can be applied at all

levels of education, although the scope and complexity of projects may vary depending on the students' age and the teacher's guidance.

In modern pedagogy, it is common to distinguish several levels of independent learning:

- reproductive (copying);
- partially independent;
- fully independent learning [4].

The reproductive level of independent learning is especially important when studying a foreign language, as it forms the foundation for further development. At this stage, lexical and grammatical skills are developed, and language patterns are stored in the learner's memory.

Independence is considered an important personal quality in pedagogy. It is characterized by two main factors. The first includes the learner's abilities, knowledge, and competencies. The second factor involves the learner's attitude toward the learning process, its outcomes, and the conditions under which it takes place, as well as interaction with others during learning activities.

One of the key challenges in education is the development of learners' independence — their ability to plan, organize, and carry out their own learning. Development is understood as a process in which new qualities are formed based on existing personal characteristics, including both innate and acquired traits. In pedagogical research, independent learning is viewed as a condition, method, and form of developing students' cognitive abilities through various types of independent activity.

Independent learning can be organized in different forms: individually, in pairs, in small groups, or as a whole class.

Each of these forms contributes to the development of students' organizational, cognitive, educational, and communicative skills. They promote effective learning while simultaneously improving students' learning strategies. One of the main goals of modern education is to increase students' responsibility and independence, as well as to develop their ability to learn autonomously and show initiative.

At present, independent learning is an essential part of the curriculum and one of the key components of the educational process. Its main outcome is the development of subject knowledge, skills, and competencies, which are considered integrated characteristics necessary for problem-solving. Independent work should be aimed at helping students master effective learning strategies.

However, issues such as planning, organization, and assessment of independent learning are still not fully explored in pedagogical theory, especially in the context of educational modernization. This problem is particularly relevant in foreign language learning.

Today, the development of communicative competence is considered a priority. Therefore, it is important to reconsider the ways in which independent work is organized. The effectiveness of independent learning can only be achieved if it is properly structured and supported at all stages of education.

Modern approaches increasingly involve the use of information technology. The integration of digital tools helps solve key challenges in foreign language teaching, such as classroom management, individualization of learning, and the lack of a natural language environment. It also enables non-linear presentation of information and supports different types of perception.

The use of information technology allows students to learn at their own pace, increases their motivation and responsibility, and helps tailor instruction to individual needs and interests. It also introduces an intercultural component into the learning process.

Independent learning can be viewed as a specific form of educational activity with its own characteristics. It represents a higher level of learning activity and is closely connected with self-education.

Thus, the development of independent learning is a primary goal, which cannot be achieved without progressing through its lower stages. Properly designed tasks play a crucial role in intensifying both cognitive and independent learning processes in foreign language classes. At the same time, effective organization of active learning is essential.

To enhance learning activity, tasks should be aimed at activating:

1. attention;
2. logical thinking based on existing knowledge and skills;
3. independent inquiry and acquisition of new knowledge [5].

Foreign language learning has its own specific features. It is a complex cognitive process that requires concentration, memory, motivation, and willpower. At the same time, it contributes to learners' cultural awareness by introducing them to the traditions, psychology, and lifestyles of people from other countries.

Unlike many other subjects, foreign language learning requires not only knowledge but also practical skills. Limited classroom time makes independent learning especially important for maintaining motivation and achieving progress.

Therefore, independent learning should be encouraged both at school and at home, becoming an integral part of students' educational experience.

References:

1. Akimova M.K. «Individuality of the pupil and an individual approach» - M: Knowledge, 2022.

2. Kuzmenkova JU.B. «Possibilities of planning English lessons». - 2016.

3. Mishneva E.K. About one of development ways of school abilities of pupils in a course of mastering a foreign language at an average grade level//Foreign languages at school. - 2025.

4. Altshuller G.S. «Development of self-study imagination» – 2017.

5. Brown H.D. Principles of Language Learning and Teaching (4th edition). – Englewood Cliffs NJ: Prentice Hall, 2020. – 320-355 p.

DEVELOPING STUDENTS' CRITICAL THINKING SKILLS IN FOREIGN LANGUAGE CLASSES BASED ON PROBLEM SITUATIONS

Ushken Orazkul
Research Supervisor: Candidate of Pedagogical Sciences,
Acting Associate Professor Smanova G.I.
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

A number of things influence how critical thinking develops in the modern world. It is crucial that this kind of education be considered in pertinent papers, including professional standards for instructors and curriculum and achievement requirements. Teachers also need to have specialized training in this area. We can discuss the potential for critical thinking development only if these prerequisites are satisfied. An essential component of this process

is the creation of unique educational methods for thinking. It should be mentioned that the framework of current curricula and the pathways leading to them can effectively accommodate the development of critical thinking. R. Yuan and P. Stapleton offer suggestions in their paper for training foreign language instructors who have grown in pedagogical proficiency and critical thinking. In order to accomplish this, they suggest that instructors of aspiring foreign language learners should give their pupils relevant readings, assignments, and subjects that foster critical thinking. Additionally, in order to help students develop their critical thinking abilities and obtain a deeper comprehension of pedagogical competence in this area, language teachers can give student teachers minor research projects pertaining to the development of critical thinking in foreign language courses. [1]

A foreign language class's learning method should be designed to encourage students to voice their thoughts and opinions on a regular basis. The activation of mental processes follows from this. In this instance, a contradiction or problematic circumstance serves as the inspiration for the idea. As a result, the instructional materials ought to be troublesome. All of this enables you to concentrate on individual problem-solving investigation and knowledge acquisition rather than merely mechanically acquiring information during the learning process. The information gathered can be used to generate new knowledge. The aim of problem-based learning is to develop a unique mental activity style, which is demonstrated by the student's capacity to locate solutions to problems, utilize supplementary data, and formulate their own opinions, supporting them with arguments and evidence. These are all critical thinking abilities that are necessary to address any challenge.

Organizing the debate process greatly depends on reading texts, which includes using all forms of reading, looking for more information, and discussing it further. Students express their opinions both orally and in writing since they are always communicating. As a result, having a strong vocabulary is essential for expressing thoughts and ideas. Thus, enough time and focus should be allocated to the lexical skill development process. Given that communication is a cognitive process, educating children to think critically while they are learning a foreign language does not conflict with the primary goal of teaching a foreign language, which is to teach them all kinds of speech activities.

Since the process of developing these skills is based on students' comprehension and assessment, the efficiency of learning in the context of critical thinking is significantly influenced by the beginning knowledge that students possess. The fundamental structural components of critical thinking-fact, statement, opinion, argument, and proof must be introduced to pupils during the learning process. They must be able to work with and differentiate between these ideas. Gaining proficiency in induction and deduction is another essential component of learning. They are closely related to logic, which is a necessary component in developing and using critical thinking. The instructor must combine inductive and deductive approaches.

Thus, the basis of the proposed methodology is B. Bloom's taxonomy; the main methods are the method of developing critical thinking through reading and writing, the method of problem situations and project activities. The content analysis of the discipline showed that such topics as "Education", "Unemployment", "People and Lifestyles", "Environment and Globalization" have the potential to develop students' critical thinking. The texts of newspaper articles of a problematic nature were used as a support for developing the tasks. The sources were the online resources of the British national newspapers "The Times", "The Guardian", "The Independent" and "The Daily Telegraph".[2]

The following elements make up the critical thinking development model for students: objectives, techniques, technologies, training aids, methodological aids, and anticipated outcomes:

1. The model's goal is to help students become more adept at critical thinking while they are learning a foreign language. The state order's requirements for a comprehensive new model of a graduate-one who is an active participant in the educational process, capable of independently acquiring knowledge, selecting the relevant information from a vast flow, possessing a high degree of communicative culture, capable of conducting a discussion, and capable of collaboratively making decisions—dictate this formulation. The defined approach is the problem-situation approach. Its fundamental component is the methodical engagement of students in the process of looking for a rational solution to issues that are new to them. It enables the learner to acquire problem-solving skills in both science and life. The primary method of labor is holding a conversation. Learning how to deal with information and discussion culture is part of the conversation process. Reading texts is crucial, requiring the use of various reading formats, as is looking for more information and having a discussion about it afterward. The application of the discussion method aids in the application of the text-centric and communicative principles.
2. The suggested model's implementation entails a three-stage algorithm for text processing as well as the integrated use of technology to foster critical thinking through writing and reading. The steps of working on the text material are reflected in the technology's distinct three-phase structure, which is challenge-comprehension or realization of meaning-reflection. One of the principles of teaching reading and writing can be the correlation between the three-phase model for developing critical thinking and the stages of text work. This is because the algorithm for working on the text consists of three stages: pre-text, text, and post-text. The objectives of these stages of text work and the technological functions are very close.

3. According to methodological literature, teaching aids are typically defined as a range of resources and instruments used in the educational process that enable the achievement of the established learning objectives more successfully and in a logically shorter amount of time. Authentic texts were regarded as the primary instructional aids in the study's framework. "Authentic" means "natural" in English translation. Materials that are utilized in the actual lives of the nations where a certain foreign language is spoken are regarded as authentic. These consist of excerpts from periodicals and newspapers, different kinds of announcements (announcements, posters, advertisements, signs, schedules, menus, etc.), letters, correspondence, news programs on television and radio, tickets for flights and trains, and fiction. An authentic book that demonstrates the traits of a different (foreign) language community should serve as the foundation for teaching a foreign language. Students gain a deeper understanding of their home culture through authentic literary materials that expose them to the culture, social processes, and the quirks of society's way of thinking and living.

It is no coincidence that a newspaper item was chosen as a teaching tool. There are several benefits to working on a newspaper article in a foreign language class: - lessons become more interesting and relevant; a significant portion of students are expected to participate in the discussion process, which creates a serious, cohesive environment in the classroom; - articles are varied and a great source of debates and discussions, which helps to develop not only critical thinking but also the abilities of all speech activities, including speaking, listening, writing, and reading; - diversity, a range of difficulty levels, consideration of sociocultural, political, and economic issues, contextual reading, literary English text design, the chance to examine the text critically, the ability to share hypotheses with other students, and the freedom to interpret the facts on one's own [3].

Increasing students' motivation to read the press is the most crucial requirement for this project to be successful. The selection of the newspaper is influenced by a number of factors, including the students' interests, preparation level, and the objectives of their

education. When working with an English newspaper for the first time, students need to be familiar with its format and the names of its sections. The structure of Kazakh and international newspapers can be critically compared when one is aware of the characteristics of a specific newspaper. Relevant terms such as "article with the author's name," "expression of gratitude," "inverted pyramid structure," and "first paragraphs of an article" are introduced and discussed in a group or frontally while talking about how articles are organized .

In the succeeding newspaper assignment, the teacher's role is to make sure that students understand precisely how to approach the analysis of the content they have read from the perspective of a critical reader. The following supporting points must be used by the student when conducting a thorough and critical analysis of an article: the article's purpose, the target audience, the topic of the discussion, the reason, the main point, the facts, the style, the way the arguments are presented, the conclusions, the meaning, the effect on the reader, and the merits.

The following are the objectives of teaching reading using newspaper content: 1) to adopt various forms of reading (study, familiarization, browsing, and search) and teach students to read articles in their original form (genuine); 2) instruct in the discussion of sociopolitical issues and subjects; 3) impart the ability to articulate one's perspective on what has been read; 4) enhance lexical, grammatical, and listening abilities; 5) establish interdisciplinary links, raise students' general cultural and educational levels, and broaden their perspectives.

By methodological means, we mean a set of challenging exercises that were created using content from British newspapers. D. Dewey thought that the primary goal of the educational system was to teach people how to think through exercises. According to Ushinsky K.D., the first and most crucial component of exercise success is its systematicity; a lack of this systematicity is the primary cause of the poor outcomes of many workouts.

Teachers of foreign languages should be transparent with students about the nature of teaching in schools in order to prepare them for the job. They can share teaching scenarios, perform hands-on training in actual schools, and offer real-world lesson examples. In teacher education, it is crucial to clearly demonstrate and explain how critical thinking develops. The abilities should be progressively internalized by student teachers and added to their teaching toolkit. In this situation, it's critical to cultivate both basic abilities like asking and responding to questions as well as more sophisticated ones like looking for alternate hypotheses, promoting the investigation of opposing viewpoints, or coming up with original solutions to issues.

References:

1 Paul, R., & Elder, L. Critical Thinking: Tools for Taking Charge of Your Learning and Your Life (3rd ed.). Pearson., 2019

2. Brown, H. D. Principles of Language Learning and Teaching (6th ed.). Pearson Education. 2014

3. Facione, P. A. Critical Thinking: What It Is and Why It Counts. Insight Assessment. 2015

METHODS AND TECHNIQUES TO INTRODUCE LANGUAGE INTO FLT

Saparkhan Sabira
Research Supervisor: Senior Lecturer R.D.Zhekebaeva
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Introducing culture into language teaching in order to develop intercultural competence is an urgent and significant aspect. There are many effective methods to do it, let us consider some of them.

One of the popular methods is a content-based language teaching. In FLT context it refers to the use of topics which are relevant for culture, inclusion of the topics of social issues, art, history, etc. These culture relevant topics should be the focus of the lesson, not additional material. Thus, the approach integrates content by means of academic and cultural materials.

According to the point of view of some researchers this approach helps students acquire language in context while investigating topics related to culture like history, geography, literature, customs and traditions, religion, etc. An example of implementing this method can be the reading of the historical text followed by its discussion and vocabulary work.

We can exemplify the types of tasks that can be implemented within this approach. Let us consider some of them.

Reading comprehension is a skill which can be taught with the help of a text on a specific topic. Students are to be provided by a text about climate change, a historical event or a technological advancement. Then students have to read the article and answer comprehension questions, summarize the article and to discuss the main ideas in the classroom. For instance, teachers can take a text about Industrial revolution and answer questions about its causes and effects.

Research paper on a topic of interest is another task that can grasp the attention of students. The main aim of this type of task is to enhance writing, critical thinking and research skills. The teacher asks students to choose a topic (global issues, environmental problems, a historical event, a famous personality), research it in English and write a research paper. A research should consist of introduction, body paragraphs with detailed information and a conclusion. As a specific topic they can write a research on a topic "The impact of social media on society". [1].

One more effective task is creation of a documentary or presentation. The purpose of the assignment is to develop speaking, listening and presentation skills. Students have to prepare a documentary or presentation on a subject of interest. They may use visuals to explain some historical events or explain some concepts of cultural value. As an example of the assignment they can be given a topic about different cultures around the world, discussing their clothes, traditions, food and etc.

Debating on a controversial topic would be a good task to start when teachers want to develop students' critical and persuasive speaking abilities. The topic for debating can be "Should the plastic things be banned?" or "Is climate change influenced by human activity?". Students are asked to prepare arguments for and against, then they will present their arguments using persuasive languages and strategies. A topic for a debate can be "Should schoolchildren wear a uniform?"

Storytelling or creative writing will develop imagination, writing skills and vocabulary. The assignment will contain prompts for students who are going to write a short story. The prompts will incorporate new vocabulary words or sentence structures, the stories will be shared with classmates. A short story may be about a time traveler visiting ancient Egypt.

Movie review is also a good task, which is loved by students, they will develop listening, writing and critical thinking skills. The students are asked to watch a film in English, it may be watched at home as an element of a flipped classroom, and write a review, analyzing the themes, characters, and the plot. Teachers have to provide their feedbacks on

the language they used. For instance, they can be suggested to watch a film "The pursuit of Happiness" and then they will write a review penetrating on the themes of determination and success.

Listening and note taking exercises are also a good asset for teachers when they want to develop listening and summarization skills of their students. They will have to play an audio recording/TED talk or a podcast and have students take notes on key points, afterward they can compare and summarize main ideas. As an example, teachers of English can suggest to listen to a TED talk about the future of technology and write a summary.

To work in a literature circle is a good idea as well, when students are aimed to foster reading comprehension and make analysis of a literary work. Students would have to read a chapter from a book and then participate in a literature circle where they will discuss themes, characters and the plots or they can write a book review. For instance, they can read "Charlotte's web" and express their ideas about friendship and loyalty.

Cultural exchange program when students can participate in learning about different cultures to practice writing and speaking skills. Students will have to do a research on the culture of an English speaking country (USA, UK, Australia) and present their results. This includes creating posters, reports, presentations. The topic of the research can be different like: history, food and traditions of Thanksgiving in the United States.

Another very popular methodology is called task-based language teaching. Task-based teaching is focused on real-world tasks to stimulate communication and language use was introduced by Rod Ellis, Peter Skehan, Shaofeng Li [2].

The activity to practice is a role play, which aims to improve conversation skills, vocabulary and social interaction. Students will take on different roles and engage in a simulated conversation, such as buying groceries or ordering meal in a restaurant.

Problem solving tasks are practiced to enhance speaking, critical thinking and collaboration and using of problem solving language. Provide students with a real-life problem to solve, such as planning a trip or designing a product, they must discuss the solutions in English.

The next activity to mention is Information gap, the purpose of which is to encourage question formation, listening skills and the use of descriptive language. The activity supposes that a student will have a piece of information (a map, a picture) that another student needs. They have to ask and answer questions from each other to fill in the missing information.

Interviewing is a means for students' engagement and participation, while this activity they will develop their listening comprehension and speaking fluency skills. Students are questioning each other on such topics like hobbies, career goals, daily routines, and others.

Project works are aimed at enhancing students' collaboration, research skills and public speaking abilities. Students will collaborate on a long-term project, such as creating presentations, writing a story or research a topic and present their works in the audience.

When doing surveys and data collections students practice question formation, speaking skills and analyzing responses. Students design a survey (about people's favorite food, hobbies and travel preferences).

Storytelling and sequences will help students focus on narrative skills, sequencing and using past tense correctly. Students will be provided with a series of images or events and asked to tell a story following sequencing and narrating it in English.

Task-based games are also a popular tool in teachers' hands, which engage students in active learning while reinforcing vocabulary and grammar in a fun context. They will participate in language games like word bingo, charades, or Pictionary where students need to play in a structured way using vocabulary and grammar.

Video creation will develop students' speaking, writing and editing skills while using English for creative expression. Ask students to create a short video or skit on a given theme (traditions, cities, travelling, etc.).

These tasks focus on using language for meaningful communication and help students see the practical of English language in cultural contexts.

Another effective approach to teaching culture in the English language classroom is known as immersive teaching. Immersive teaching of culture in the English classroom can provide students with a deeper understanding of the target language by integrating cultural elements into language learning. For instance, the tasks like Cultural exchange and Guest Speakers, Cooking or Food Activities, Music and Dance, Celebrating Holidays and Festivals, Cultural simulation games, Film and TV Shows, Virtual travel, Literature from diverse English-speaking cultures, Cultural Field trips, Current events, Culture exchanges, Exploring Sports and Games would immerse students into the English culture.

Let us consider the activity Cultural Exchange and Guest Speakers, students will hear authentic accents and gain firsthand knowledge of different cultures while practicing listening and speaking. Native speakers or individuals from different English-speaking countries will be invited to the classroom for a cultural exchange, there they would share personal stories, traditions, customs and language nuances.

While doing Cooking or Food activities students will learn vocabulary related to food, cooking processes, and cultural practices around meals, they will enjoy hands-on activities. Students are introduced to traditional English dishes or foods from various English-speaking countries (ex. British fish and chips, American burgers, or Australian pavlova). They could follow a recipe, watch cooking videos, or even try preparing a simple dish.

Music and dance encourage listening comprehension, cultural awareness and understanding of how music and dance reflect a culture's values and history. Students will listen to the music from different English –speaking cultures (ex. British pop, American folk, Jamaican reggae) and explore the lyrics, themes, and history behind the songs, they also can learn a simple cultural dance (Irish step dance, American line dance).

Celebrating Holidays and Festivals provide cultural context while teaching relevant vocabulary, phrases, and customs related activities or crafts. Students will celebrate key holidays from English–speaking cultures in the classroom (Thanksgiving, Halloween, St. Patrick's Day, Christmas, or Australia day). They will learn about the history, customs, and language associated with these celebrations and even participate in related activities or crafts.

Cultural simulation games would engage students in real-life cultural contexts and help practice problem-solving and language use in specific cultural settings [3]. A English-speaking teacher will organize role-playing or simulation activities where students must solve cultural dilemmas or engage in daily life situations from a particular country (a British afternoon tea, American sports events, or Canadian winter sports).

Film and TV Shows allow students to immerse themselves in the culture through visual media and gain insights into societal norms, language variety, and traditions. Students will be shown clips from popular films, TV shows, or documentaries from English-speaking countries (British sitcoms, American dramas, Australian reality shows). After watching they will have discussions about cultural norms, accents, language, and context depicted in the scenes.

With Virtual travelling students will learn about geography, famous cultural cities and practice while improving their language skills through guided discussions or activities. Students will be taken on a virtual tour of famous landmarks in English-speaking countries (visiting the tower of London, New Your city, The Great Barrier Reef), they can use virtual maps, videos, and documentaries, and then be engaged in a discussion or write about their experiences.

Literature from different English-speaking cultures help students gain deeper insights into the diverse ways English is used, as well as the cultural backgrounds that influence writing styles, themes, and values. Teachers will introduce students to literature from various English speaking regions, such as novels, short stories, or poems from the UK, The US, Australia, or South Africa. After reading, engage students in discussions about the cultural contexts of the stories.

Cultural field trips (Local or Virtual), this activity will help students practice language through interaction and experience a cultural environment first-hand, besides, they will learn about history, art and customs. Teachers may organize a field trip to a local museum, cultural center, or restaurant that focuses on culture of English–speaking countries. Or, teachers may arrange virtual field trips using online platforms to visit cultural institutions in English-speaking countries.

Current events and News Discussion will develop students' critical thinking skills, help students understand global perspectives and increase vocabulary related to social issues, politics and global affairs. Teachers will introduce students to current events or news from English-speaking countries, after reading articles or watching news, students will discuss cultural perspectives and issues that are relevant for these countries.

Interactive language and Culture exchanges foster intercultural communication, develop language skills, and enhance understanding of cultural differences through direct interaction. Teachers have to set up virtual or pen-pal exchange with students from schools in English-speaking countries. Students will communicate in English while sharing information about their own cultures and learning about the cultures of their peers.

Exploring Sports and Games students will know cultural importance of sports while learning related vocabulary and expressions. Students will be introduced to popular sports in English-speaking cultures (American football, English cricket, Australian rules football), afterwards they will discuss the rules, history and cultural differences and significance of the sport.

These immersive activities will not only improve students' English language skills but also develop a richer understanding of cultures associated with the language they are learning .

References:

1. Brown, D. (2011). Principles language learning and teaching. Foreign Language Teaching and Research Press, 2001.
2. Lange, D. L., & Paige, R. M. (2003). Interdisciplinary perspectives on culture learning in the second language curriculum. In Lange, D. L., & Paige, R. M. (Eds.). Culture as the core: Perspectives on culture in second language learning (pp. ix-xvii). Greenwich, CT: Information Age
3. Tran-Hoang, T. (2010). Teaching Culture in the EFL/ESL Classroom. A Paper presented at the Los Angeles Regional California Teachers of ESOL, Fullerton, California.

TYPES OF MOTIVATION IN LANGUAGE LEARNING

Bolat Marzhan
Research Supervisor: Senior Lecturer R.D.Zhekebaeva
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Language learning motivation is often classified into different types based on psychological, educational, and social factors. The two most commonly recognized types are

integrative and instrumental motivation, but other forms, such as intrinsic and extrinsic motivation, also play crucial roles. The concepts of integrative and instrumental motivation were first introduced by Robert Gardner and Wallace Lambert in the 1950s and 1960s. Their research on bilingualism led to the Socio-Educational Model of Second Language Acquisition, where they defined these two types of motivation. Integrative motivation refers to a learner's desire to learn a language in order to integrate into a culture, communicate with native speakers, or become part of a specific language community. Instrumental motivation refers to learning a language for practical reasons such as career advancement, academic success, travel, or other benefits. Unlike integrative motivation, which is driven by a desire to connect with a culture or community, instrumental motivation focuses on external rewards and specific goals. Gardner finds that while instrumental motivation helps with short-term success, when learners have specific career, academic, or travel goals, and integrative motivation leads to deeper, long-term proficiency, as it is rooted in personal interest, cultural appreciation, and social connection. Learners who are intrinsically motivated to integrate into a language community often achieve higher proficiency and long-lasting fluency. High motivation leads to more practice, perseverance, and risk-taking in speaking and writing. Gardner and Lambert found that instrumental motivation is effective for achieving short-term learning goals, but it may not always sustain long-term interest [1].

In a study conducted by Ryan and Deci on "Self-Determination Theory", they introduced intrinsic and extrinsic types of motivation. Intrinsic motivation is learning for personal enjoyment, driven by interest, curiosity rather than external rewards. Extrinsic Motivation is learning a language due to external pressures, such as grades, parental expectations, or social recognition. Ryan and Deci found that students with intrinsic motivation (performed better and showed resilience in overcoming learning obstacles. The theory is a psychological framework that explains human motivation and behavior. The core idea of the theory is that people are more motivated and perform better when they act out of personal interest and internal satisfaction rather than external pressures. Ryan and Deci identified three fundamental psychological needs that must be fulfilled for individuals to feel motivated and engaged in learning or any activity:

1) The Need for Control and Choice. People are more motivated when they feel in control of their actions and make their own choices. In education, students perform better when they can choose topics, learning methods, or projects that interest them. A student given the freedom to select a book to read in English will be more engaged than a student forced to read an assigned text.

2) The Need to Feel Capable and Effective. People are driven to develop and demonstrate mastery in tasks. In language learning, students feel motivated when they experience progress and receive constructive feedback. A student who receives positive feedback on their speaking skills will feel more confident and motivated to continue improving.

3) The Need for Social Connection and Belonging. People are motivated when they feel connected to others and supported in their learning environment. Language learning improves when students engage in meaningful conversations and group activities. A student in a supportive language-learning community (e.g., study groups, online forums) will be more motivated than one studying alone [2].

Achievement Motivation, introduced by David McClelland in his Need for Achievement Theory, explains that some individuals are driven by a strong desire to excel, set goals, and accomplish tasks efficiently. Students with a high need for achievement performed better in exams because they were self-motivated to succeed rather than being driven by external rewards (grades) .

Social Motivation was introduced by Abraham Maslow in Maslow's Hierarchy of Needs and Lev Vygotsky in Social Learning Theory . Social motivation refers to the drive to interact, connect, and learn through relationships with others. In education, socially motivated learners thrive in collaborative settings and perform better when they feel a sense of belonging. Maslow placed belongingness and love needs at the third level of his Hierarchy of Needs, stating that humans need to feel accepted in social groups (friends, family, and peers). Social interaction enhances motivation, making students more engaged and persistent in learning. Lev Vygotsky's Social Learning Theory argues that learning happens best through social interaction and collaboration.

A brief summary on types of motivation you can see in the table below:

Type of Motivation	Definition	Example	Effect on Learning
Integrative	Learning to connect with a culture or community.	A student learns French to integrate into French society.	High fluency and long-term engagement.
Instrumental	Learning for practical purposes (career, exams).	A professional learns English for job promotions.	Useful for short-term goals, but may lack deep connection.
Intrinsic	Learning for personal enjoyment and curiosity.	A student loves reading books in Japanese.	Deep engagement and long-lasting retention.
Extrinsic	Learning due to external rewards or pressures.	A child studies Spanish because parents expect them to.	Effective for exams, but motivation may decrease over time.
Achievement	Learning to challenge oneself and achieve goals.	A student competes in a German language contest.	High effort, goal-driven learning.
Social	Learning to build friendships and communicate.	A teenager learns Korean to chat with K-pop fans.	Encourages real-world practice.

Table 1. Types of Language Learning Motivation

Middle school is a critical period in students' academic development, but some students can gradually feel decline of motivation when learning a foreign language. Currently, the problem of motivation for learning a foreign language in secondary school is particularly topical. Researchers of the motivation issue cite data on its decrease from class to class . At the beginning students are highly motivated. They want to speak a foreign language with their peers, recite poems and sing songs in a foreign language. Children are very interested when they realize the possibility that they can speak two languages. But many students stop showing interest at the very beginning of their studies, since during this period the process of accumulation of "building material" occurs, this is the stage of primitive content, overcoming various difficulties, which pushes back the achievement of the goals that were dreamed of. There are various factors which can be the reasons of low students' motivation.

To develop long-term positive motivation in students, various psychological and pedagogical factors must be considered. The following factors to maintain high motivation of students:

1) Content of educational material should be analyzed. How interesting and relevant the material is for students to affect their motivation. Students engage more with content that connects to their personal experiences, real-life applications, or future goals. Students mostly do not see the practical use of learning a foreign language in real-life situations. A student might think, "Why should I learn English if I don't plan to visit England?" Most students do not use a foreign language outside the classroom. They rarely interact with native speakers of the language they are learning.
2) Organization of learning activities. The structure of the lesson, the use of technology, and the variety of tasks impact engagement of students. A monotonous routine reduces motivation. Students feel unmotivated when every lesson involves memorizing vocabulary lists and grammar rules, writing exercises and textbook drills.
3) Teacher's pedagogical style. The teacher's attitude, communication style, and enthusiasm significantly influence student motivation. A strict, authoritarian approach may cause anxiety, whereas a supportive, encouraging style fosters confidence. Middle school students are highly self-conscious and afraid of being judged. They can avoid speaking because they fear making pronunciation errors or using incorrect grammar. A student feels hesitation to answer in class because they don't want to be laughed at by peers or judged by teacher. That is why it is important to create a safe, non-judgmental learning environment in class where mistakes are part of the learning process.
4) Group and collective learning. Students feel more engaged when working in teams rather than learning in isolation. Collaboration builds confidence and makes learning feel more natural.
5) Evaluation of learning in an impersonal, comparative dynamic. Students perform better when they are assessed based on their own progress rather than compared to others. A growth-oriented approach helps students stay motivated instead of feeling discouraged .

So, the challenge is not just creating motivation, but sustaining and increasing it [14]. In our mind, it is extremely important to have a friendly and stress-free environment. It helps students feel comfortable expressing themselves in a foreign language. Fear of making mistakes is one of the biggest obstacles to language learning. Students should know that mistakes are part of learning. Instead of criticism teachers should implement more praise and point out more positive sides of the student. For example, words like "That's a great try! Let's improve it together" reduce the anxiety of student and he feels more comfortable in class. Positive reinforcement is more effective than punishment in maintaining motivation. Teacher can implement a reward system (e.g., collecting points for participation, certificates for achievements, organize contest like "Student of the Month" for language progress, and use constructive feedback instead of strict correction.

Teacher should encourage student autonomy and goal setting . It means that when students have control over their learning, they feel more engaged and responsible for their own progress. Students should see a clear link between effort and success. Teacher can help them to set personal learning goals, if the student hesitates. It is very useful to give the opportunity the students to grade themselves with a help of progress-tracking tools like language portfolios. Language portfolios like journals where students set the goals, indicate

their levels of language skills, assessment scores and see the progress or regress of learning outputs themselves .

Students are more motivated when they see the practical application of the language . It is effective to use authentic materials like movies, songs, news articles, and social media in language teaching, using active and creative teaching methods on technology-based learning. There are a lot of channels in You Tube with educational videos on various topics accompanied with subtitles, songs, educational podcasts as The BBC Learning English Podcast, Learn English Podcasts by the British Council, The Breaking News English Podcast with articles designed for different language levels. Gamification and active learning methods help maintain student interest. Interactive apps as Duolingo, Quizlet, Babbel, Memrise, Kahoot for independent vocabulary practice, AI chatbots like ChatGPT or Andy English Bot for conversational practice make lessons more engaging and interactive. [3].

Problem-Based Learning (PBL) makes the lesson interesting, when students are given real-world projects to solve in the English language (e.g., "How would you plan a budget-friendly trip to Spain?"). Projects help develop students' imagination, self-discipline, teamwork skills, research skills, and interest in the language being studied. Projects allow students to express their thoughts on a given topic and discuss issues of interest to them in discussions. When students are given a tasks to create their own podcasts, blogs, or video reports in the English language they express their own creativity and individuality. Role-Playing and Simulations is one of the effective was to practice speaking language with ordering food, job interviews, or emergency conversations.

To conclude, enhancing motivation in foreign language learning requires a multi-faceted approach which can consist of the following aspects:

a) Creating a positive classroom environment
b) Encouraging student autonomy
c) Making learning interactive and relevant
d) Incorporating modern technologies and active methods
e) Using rewards and recognizing progress

In our opinion, by integrating these strategies, teachers can transform language learning into an exciting and meaningful process for students.

References:

1. Ushioda, E. (2021). Language learning at university: Exploring the role of motivational thinking. In Z. Dörnyei & R. Schmidt (Eds.), Motivation and second language acquisition (pp. 93–125). University of Hawaii Press.

2. Dörnyei, Z., & Ushioda, E. (2022). Teaching and researching motivation (2nd ed.). Longman.

3. Clément, R. (2019). Ethnicity, contact and communicative competence in a second language. In H. Giles, W. P. Robinson, & P. M. Smith (Eds.), Language: Social psychological perspectives (pp. 147–154). Pergamon Press.

ROLE OF PODCASTS AND AUDIOBOOKS IN DEVELOPING LISTENING SKILLS

Orynbek Yerzhan Bekzhanuly
Research Supervisor: English teacher Artykova N.O.
№99 school gymnasium, Shymkent

Podcasts and audiobooks have emerged as powerful tools in language learning, offering authentic and engaging listening experiences that enhance comprehension, vocabulary acquisition, and overall fluency. These audio resources provide learners with real-world exposure to spoken language, improving their ability to process spoken discourse effectively [1]. There are many beneficial aspects of audio resources use in learning foreign language. Podcasts and audiobooks expose learners to natural speech patterns, intonation, and different accents, which helps them adapt to real-life conversations. Unlike scripted classroom dialogues, these resources provide authentic listening experiences, making learners more comfortable with spontaneous speech, colloquial expressions, and regional variations. For example, podcasts like "The BBC Learning English Podcast" or "The ESL Pod" feature diverse speakers, helping learners improve their ability to understand various English accents. Listening to audiobooks and podcasts helps learners understand vocabulary and grammar in context. Instead of memorizing isolated words, they hear them used in meaningful sentences, reinforcing their understanding of syntax and semantics. Listening to an audiobook version of fiction allows learners to grasp vocabulary through storytelling, improving comprehension skills. Podcasts and audiobooks require focused and sustained attention, which improves active listening skills. Many educational podcasts discuss current events, debates, or storytelling, encouraging learners to analyze, infer, and critically evaluate content. As an example podcast "TED Talks Daily exposes students to diverse topics, challenging them to listen for key points, summarize ideas, and evaluate arguments. Regular listening to fluent speakers speech helps learners develop better pronunciation, rhythm, and intonation. They can mimic speech patterns, improve stress and intonation, and become more confident in their spoken English. Learners practicing with "The American English Pronunciation Podcast" can fine-tune their pronunciation by imitating native speakers. Unlike traditional classroom-based listening exercises, podcasts and audiobooks provide flexible learning. Learners can choose content that matches their interests, proficiency level, and learning goals, making the experience more engaging and motivating [2].

As we have already mentioned, podcasts and audiobooks have become an essential tool for developing listening skills, offering learners exposure to authentic speech, varied accents, and contextual language use. They can be classified based on their content type, purpose, format, and learner engagement level.

According to the content podcasts can be educational. These podcasts are specifically designed for language learners and include structured lessons, grammar explanations, vocabulary building, and pronunciation practice. They are "BBC Learning English Podcasts", "ESLPod" (English as a Second Language Podcast), "The American English Pronunciation Podcast"

Authentic Podcasts are real-world podcasts intended for native speakers, exposing learners to natural speech patterns, slang, and real-life conversations. For examples: "TED Talks Daily", "The Daily", "Freakonomics Radio".

There are Storytelling and Narrative Podcasts. They focus on narratives, fictional or real-life stories, which help learners improve comprehension, sequencing, and vocabulary. For example "Librivox Audiobooks", "Storynory (Fairy Tales and Myths)", "This American Life".

News and Current Affairs Podcasts. These podcasts provide information about world events and are great for learners who want to practice understanding formal and journalistic language. There are a great variety of them: "CNN 10", "BBC Global News Podcast", "NPR Up First".

Conversational and Interview-Based Podcasts. These podcasts feature discussions or interviews on various topics, helping learners understand spontaneous, unscripted speech. ("The Joe Rogan Experience", "The Michelle Obama Podcast", "The Tim Ferriss Show".

Podcasts based on purpose and learning goals are designed to learners' purpose. For example, if a learner wants to improve listening comprehension he can use "The English We Speak (BBC)", "Voice of America Learning English". Or if he wants to improve pronunciation or accent training he can use "Speak English with Vanessa", "The InFluency Podcast"

Useful podcasts for students preparing for exams or professionals needing to improve workplace communication are "The Business English Pod", "IELTS Energy Podcast", "The TOEFL Podcast"

Interactive Podcasts include exercises, quizzes, and participation activities for active learning. For example, such podcasts as "The Duolingo Podcast", "ESL Pod"

Podcasts can be based on learner engagement level. Passive listening podcasts when learners listen without active engaging, absorbing language through exposure (audiobook-based podcasts, news podcasts). Active listening podcasts, when learners are to complete tasks, repeat phrases, or answer comprehension questions [3]. For example: "BBC Learning English's 6 Minute Vocabulary", "Interactive ESL Podcasts with exercises"

By categorizing podcasts based on content, purpose, format, and engagement level, learners can choose the most suitable ones to enhance their listening skills.

Audiobooks are also a valuable resource for improving listening comprehension, pronunciation, and vocabulary acquisition. There are audiobooks based on content type. They are fiction audiobooks which include novels, short stories, and fairy tales. They help learners improve listening comprehension through engaging storytelling. For example: "Harry Potter Series" by J.K. Rowling, "The Great Gatsby" by F. Scott Fitzgerald", "Pride and Prejudice" by Jane Austen.

Non-Fiction Audiobooks cover real-world topics such as history, science, biographies, and self-improvement. They are useful for academic and professional language learners. For example: "Sapiens: A Brief History of Humankind by Yuval Noah Harari, "Atomic Habits" by James Clear, "The Power of Habit" by Charles Duhigg.

There are educational and language learning audiobooks designed to improve language skills, offering grammar explanations, vocabulary building, and pronunciation practice. For example, "English Grammar in Use (Audiobook version)" by Raymond Murphy, "Fluent English: Perfect Natural Speech" by Barbara Raifsnider.

Children's Audiobooks are distinguished by simple language, clear pronunciation, and engaging stories for beginner learners. For example: "The Very Hungry Caterpillar" by Eric Carle, "Winnie the Pooh" by A.A. Milne.

Self-Development and Motivational Audiobooks help with personal growth while improving listening skills. For examples: "The 7 Habits of Highly Effective People" by Stephen R. Covey, "Think and Grow Rich" by Napoleon Hill.

Learning audiobooks designed to improve pronunciation and accent ("American Accent Training" by Ann Cook). Business and Academic English Audiobooks (BBC Learning English).

So, we can see a great variety of podcasts and audiobooks. They can be educational, fiction and storytelling, children stories, news and current affairs, self-improvement, motivation, entertainment, business, crime and mystery and others. In our project work we keep focus on educational podcasts and audiobooks suitable for learning English as second language, which provide a rich resource for teachers and students, offering exposure to diverse accents, vocabulary, and speech patterns and help learners develop listening skills effectively.

The article by Malushko E. Yu. discusses the principles of choosing podcasts for developing auditing skills among university students which are almost similar to Agafonova L.I. and Anikina Zh.S's. The author analyzes the qualitative characteristics of podcasts that

contribute to the effective perception of foreign speech. The author identifies six main criteria:

1. Compliance with language level. The material should be adapted to the students' level (A1–C1). There should be podcasts with simplified vocabulary for beginners.
2. Authenticity and naturalness of speech. The podcast must contain real conversational structures. It is desirable that it use natural intonation, accents, and idioms.
3. Variety of topics. The topic must correspond to the interests and professional needs of students. Podcasts should cover social, scientific, cultural and professional topics.
4. Optimal duration. It is better to choose short podcasts for educational purposes (3-10 minutes) so that students can fully work through the material.
5. Availability of auxiliary materials. It is desirable that podcasts include transcripts, assignments, and glossaries. This makes it easier to work with unfamiliar words and expressions.
6. Technical recording quality. It presupposes clear pronunciation, no noise or background interference .

Using podcasts and audiobooks in middle school classrooms can enhance listening skills, vocabulary, comprehension, and cultural knowledge while keeping students engaged.

References:

1. Brown, H. D. Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd ed.). White Plains, NY: Pearson Education, 2021
2. Rivers, W. M. Teaching Foreign-Language Skills (2nd ed.). University of Chicago Press., 1917
3. Vandergrift and Goh. Teaching and Learning Second Language Listening: Metacognition in Action, 2012

THE 4K MODEL (CRITICAL THINKING, CREATIVITY, COMMUNICATION, COOPERATION) AND ITS ROLE IN EDUCATION

Khudaibergen Aknur
Research Supervisor: Senior Lecturer R.D.Zhekebaeva
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Making Kazakhstani education competitive and improving its quality to rank among the finest in the world is a very significant task facing the country's general education system today. Analyzing the standards used globally to evaluate educational quality is essential to finding a solution to this issue. And how does our Kazakhstani comprehensive school graduate fall behind his counterparts in other wealthy nations? Rapid advancements in technology, work organization, human thought, communication, globalization, and integration necessitate updating educational goals and identifying the skills that employers value today and will value in the future. The World Economic Forum's list of essential 21st-century talents, or 4K for short, is the most widely used list of these qualities worldwide. It includes critical thinking, creativity, communication, and teamwork. [1]

Teaching people to read and write, and count was the primary objective of mass education in the 20th century. Approximately 85% of people worldwide were basic literate-that is, able to read, write, and count-by the start of the twenty-first century. However, this is insufficient in the era of quickly evolving technology, which calls for a high degree of intelligence, a strong will, innovative thinking, moral values, and the capacity for

cohabitation and collaboration. The shift from utilitarian industrial education to an integrated educational paradigm is crucial in the twenty-first century. The conventional paradigm solely addressed pupils in order to prepare them for life in the future, and it rigorously segregated education from other areas of life.

The new paradigm assumes that everyone learns throughout their lives, making it continuous. This type of educational system supports a person's development as a whole individual in all areas of his life, in addition to imparting knowledge and developing skills. A person should be educated to acquire the skills necessary for effective development, such as the ability to think logically while simultaneously coming up with unconventional solutions to problems, the ability to work freely in a team, the ability to cooperate and build communications, and the ability to adapt to a variety of situations.

The talents in question are also commonly referred to as 21st century skills, and there are several ways to categorize them. They are sometimes referred to as the four C's: critical thinking, communication, collaboration, and creative thinking. As a goal and a method of learning, a foreign language offers participants in the educational process a pretty wide range of possibilities to hone these abilities. Students are frequently requested to write stories of various types during foreign language classes; these assignments can be modified to fit a particular style and help students improve their writing or speaking abilities.

Not every kid is able to write a tale about a certain subject right away. Storyboards can be useful in this regard. Storyboards are visual narratives that resemble comic book-style frames from a movie or cartoon that have been printed onto paper. Based on the lesson's goals, the instructor can select a theme for a picture story. This can be anything from draughting an article or creating a lengthy monologue to practicing certain grammatical structures or vocabulary units. You can obtain pre-made storyboards on the Internet for a variety of subjects, as well as complete manuals with pre-made developments. For making storyboards, there are a variety of internet resources available

When using storyboards, there are so many different activities, work formats, and educational interactions that it is reasonable to conclude that this is a universal instrument for soft skill development. Only the teacher's level of methodological proficiency and inventiveness can restrict their potential applications. There is currently a lot of discussion and writing regarding the value of cultivating critical thinking skills in foreign language instruction as well as throughout the learning process.

We won't delve into the technology of critical thinking development in general; instead, we'll focus on a few strategies for using online resources to help students' cognitive processes. The ability to seek for information is the most basic yet crucial skill in today's world. Already in the 5th-6th grade, it is necessary to teach students to search for information correctly, to correctly enter keywords in the search line. The fundamentals of information search: eliminate superfluous words, choose your search terms carefully, and don't stop at the first results because they could not be accurate.

Gaining this ability enables pupils to deal with texts more effectively and identify concepts and keywords within them. Analyzing the content on different websites is a logical next step in this process. First, we ask students to assess the site's appearance, including the address's perceived reliability, the amount of advertising, the resource's creation date, and the text's compositional structure. Working with the material that has been directly presented, both graphically and textually, is the next step. Are the pictures the property of this copyright holder? Who is the writer of this article or text? How is he doing? To what extent is the information in the text trustworthy? How strong is the argument made in the text, and is it backed up by facts and evidence?[2]

Naturally, senior courses can complete this type of work in a foreign language, but junior classes can already employ some of the components. Undoubtedly, the teacher must

prepare more for this type of task. It is essential to locate websites free of dangerous content, establish a clear assignment scheme, and most likely complete preparation work to practice the required grammar and vocabulary.

It is impossible to discuss using information from websites as reading in the sense of the traditional foreign language teaching methodology because scientific studies have shown that the depth of comprehension of text from a screen is lower than that of a paper medium, and the speed at which electronic text is read differs from that of paper text. These activities also aid in the development of so-called visual literacy, which is the capacity to decipher and derive meaning from data that is displayed as an image, diagram, or table.

One of the most crucial skills required for living in the information and digital age is visual literacy, which first emerged and was well explained in the late 1960s. The capacity to carefully and accurately formulate enquiries is another crucial talent for any professional. "Thin" and "thick" issues are frequently discussed in relation to teaching approaches. It is crucial for educators to teach their pupils how to ask difficult questions in addition to asking them themselves. For instance, at the conclusion of nearly every lesson, we ask the seventh-grade Suvorov cadets to develop one question about the lesson's topic and progress, starting with "How." By this point, they are already able to pose questions correctly in English.

You can learn more about what a "geographical question" is and how to tell a geographic question from a non-geographical inquiry on the National Geographic website. Any research project should begin with a "geographical" inquiry. "What objects are located here?" is not a geographic inquiry, for instance. By changing the current query, we obtain the geographic query, "Why are these objects located here?" The questions "When did the event occur? - How did the event influence....?" have a similar link. Students will learn to ask those same "thick" enquiries more quickly if you introduce them to these ideas and demonstrate their specificity. Why not employ the content of a related scientific topic to improve soft skill development and foreign language instruction? The idea that a foreign language instructor should serve as a linguistic coach is becoming more and more popular these days. The sphere of corporate professional training of specialists is rapidly giving way to methodological literature with this new idea. [3]

Linguistic coaching involves more than just personalizing the foreign language instruction process; it involves fully adapting to the student's practical demands and achieving the maximum level of communicative skill development under the circumstances. Therefore, at this point in the education system's evolution, the issue of graduates' soft skills development is of greater significance to higher education institutions. Given that a university's reputation is mainly based on the career prospects of its students, employers are particularly interested in knowing which skills are most in-demand. However, we believe that secondary school pupils' cross-subject competency development is crucial and should not be undervalued. The degree to which meta-subject skills-basically, the "skills of the 21st century"-are developed is subject to certain requirements set by the national state standard of education for the younger generation.

One of the most popular models describing the key competencies of the 21st century is the 4C model, which includes four basic skills: critical thinking, creativity, communication and cooperation. This concept was developed and popularized by F. Trilling and C. Fadel (2009) as part of the Partnership for 21st Century Skills movement.

1. Critical thinking involves the ability to objectively analyze information, formulate logical conclusions, and evaluate arguments and evidence. In the context of school, the development of critical thinking in English lessons can be realized through work with authentic texts, discussions, debates, project-research activities.

2. Creativity is associated with the ability to generate non-standard ideas, find original solutions, and think "beyond" the usual stereotypes. In English lessons, creativity is

developed through creative projects, essays, dramatizations, and the creation of various media products.

3. Communication involves the effective exchange of thoughts, ideas, and emotions. In a foreign language lesson, communication comes to the fore: students master oral and written speech skills, improve their ability to interact with different interlocutors, and learn public speaking.

4. Cooperation (collaboration) involves the ability to work in a team, take responsibility for the overall result, distribute roles, and effectively interact with other people. In English lessons, this can be realized through group project activities, pair work, and group discussions.

The role of the 4K model in modern education is difficult to overestimate, since it responds to the challenges of a global world where the ability to interact, analyze, and create innovative solutions is becoming a determining factor for success. Teachers focused on developing 21st century competencies can effectively use this model when planning lessons, developing assignments, and project work, thereby increasing motivation and learning outcomes.

References:

1.Болотов В. А. Компетентностный подход к образованию: проблемы и перспективы // Педагогика. – 2013. – № 6. – С. 10–18.

2.Гальскова Н. Д. Теория обучения иностранным языкам. Лингводидактика и методика. – М.: Академия, 2014. – 336 с.

3.Kilpatrick W. H. The Project Method: The Use of the Purposeful Act in the Education Process. Teachers College Record, 1918.

PRACTICAL APPLICATION OF METHODS AND TECHNIQUES TO DEVELOP CREATIVE THINKING

Yertargyn Zhaniya
Research Supervisor: Candidate of Pedagogical Sciences,
Acting Associate Professor Smanova G.I.
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

The desire to engage in tasks requiring intellectual acumen, creativity, curiosity, and aspiration reflects essential conditions for developing a genuine interest in a subject. Independent work is regarded as a specific form of students' educational activity, characterized by its distinct features. In essence, it represents a structured form of training integrated into the student's classroom learning. The concept of autonomous student work in contemporary didactics is closely associated with the organization of the teacher's role.

Various types of individual and collective student activities constitute independent work. These activities are performed both in class and as extracurricular assignments at home, according to tasks set without direct teacher supervision. Learning a foreign language at home or outside the classroom serves as a fundamental example of autonomous student activity [1].

Independent work encompasses a variety of activities aimed at both education and personal development. Such work should be voluntary, intrinsically motivated, and allow for personal choice. It involves the student performing multiple tasks, understanding the purpose

of the activity, recognizing an educational problem, assigning personal meaning to the task, integrating diverse interests into its execution, self-organizing the distribution of educational activities over time, self-monitoring during implementation, and carrying out other related actions.

Mastering a foreign language is closely associated with the development of students' oral, lexical, syntactic, orthographic, and other linguistic skills. These skills form the basis for understanding spoken discourse and improving speaking, reading, and writing abilities. As is known, skills develop most effectively through regular practice of specific learning activities, particularly those that allow repeated listening, speaking, reading, and writing in the target language.

Oral discourse, and especially speaking practice, is primarily conducted in the presence of interlocutors, a role fulfilled at school by the teacher and classmates. Nevertheless, practicing speaking requires certain stages for which independent work provides the most effective structure.

It is also important to consider activities related to language material in independent work, including its processing and partial application. In terms of reading, this type of activity is performed by the learner largely alone, which makes independent work particularly relevant. Careful listening to English speech occurs not only in class, under the teacher's guidance or via audio recordings, but also through audio materials designed for autonomous student work, which are highly relevant to this type of discourse activity. Writing practice similarly requires specific stages. When comparing independent work with in-class student work, the former is of greater significance for developing language skills.

Performance-based activities represent an effective and productive method of study. Incorporating excerpts from foreign literature into foreign language lessons enhances students' oral skills, fosters the development of cognitive, educational, and aesthetic motivation, and stimulates creative engagement. Performance preparation is a form of creative work that promotes the development of students' communicative competencies and reveals their individual creative potential.

This type of activity strengthens students' cognitive and verbal skills, increases their interest in literature, facilitates the deep learning of the culture of the target language country, and expands their linguistic competence. Such activities also contribute to vocabulary acquisition. At the same time, the preparation of younger students' vocabulary leads to the development of so-called passive vocabulary. It is important that students enjoy this type of work.

A modern approach to studying English involves not only the acquisition of knowledge in a subject area but also the development of personal engagement, connection to the text, independent reflection, empathy, and an understanding of the author's perspective. In this context, the term "essay" is understood as a sketch-like form in which both factual content and the expression of impressions, reflections, and associations play a central role.

English lessons, students analyze selected topics and defend their viewpoints. They should be able to critically evaluate texts, express their thoughts in written form according to the assigned topic, defend their positions, and make independent judgments in classroom discussions. This type of activity develops students' intellectual abilities, logic, and systematic thinking, which are crucial for reasoning in a foreign language [2].

Performance activities in the form of musical plays also contribute to the development of socio-cultural competence and provide students with insights into the culture of English-speaking countries. The benefits of integrating musical creativity into foreign language teaching are self-evident.

Project-based learning promotes the aesthetic and moral education of students and more fully develops the creative potential of each individual. During lessons involving

musical performance, a positive psychological atmosphere is created, fatigue is reduced, and language activity is stimulated. Such activities often also serve as a form of relaxation, reducing stress and restoring students' cognitive capacity.

Recently, the project method has gained increasing popularity. It is aimed at fostering students' active independent thinking, teaching them to recall and apply knowledge acquired at school, and enabling them to experiment with this knowledge.

The structure of project work varies according to the collaborative nature of the task. Activities are inherently creative and focused on the individual student. They require a high level of personal and collective responsibility for the completion of each component of the project. Collaboration among a group of students within a project is inseparable from active cognitive engagement. The project process represents a form of organizing research-oriented educational activity in which students take an active conceptual position. A project topic may be related to a single subject area or have an interdisciplinary character. When selecting a project topic, the teacher should be guided by students' interests and needs, their abilities, the personal significance of the prospective work, and the practical value of its outcomes.

The completed project can be presented in various forms, including essays, recommendations, collections, montages, and other outputs. Presentation formats are also diverse: reports, discussions, competitions, events, or exhibitions. The main outcome of project work is the actualization of existing knowledge and the acquisition of new knowledge, skills, and abilities, as well as their creative application in novel contexts. [3].

Project work is carried out in specific stages and generally extends beyond regular classroom activities: selection of a topic or project problem; formation of a group of participants; development of a project plan and definition of terms; assignment of tasks among students; completion of individual tasks; discussion of results within the group; recording of the collective outcome; reporting on the project; and evaluation of project performance.

This structured method of work demands from students a high level of autonomy in research activity, coordination of their efforts, active investigation, and effective performance and public presentation.

The role of the teacher consists in preparing students to engage in project work, selecting topics, providing support in planning, and supervising and consulting students throughout the project implementation, while maintaining the capacity for participatory involvement.

Thus, the central idea of the project method lies in shifting the emphasis from routine types of activity to the active cognitive engagement of students during collaborative creative work. The predefined forms of project work are applicable across all classes, although their scope and the degree of teacher supervision may vary.

Within this approach, the following levels of independent work are distinguished:

- **Reproductive (replicative)**;
- **Semi-creative**;
- **Creative**.

The reproductive level of independent work is particularly important in foreign language learning, as it forms the foundation for subsequent levels. It is responsible for the development of articulation, lexical and syntactic competence, and the formation of patterns in students' memory.

Autonomy is regarded in pedagogy as a personal attribute, comprising two components. The first component includes the set of knowledge, skills, and abilities possessed by the individual. The second component concerns the individual's relationship to the activity process, its outcomes, and conditions of acceptance, as well as the development of communication skills during interaction with others.

A key issue in pedagogy is the problem of formation—namely, to create, organize, and develop. Development is understood as a process during which something new emerges based on the individual's existing characteristics and acquired skills. Research on educational autonomy highlights conditions, methods, and structures for developing students' creative capacities through independent types of activity

Independent work can be carried out in various organizational forms: individually, in pairs, in small groups, or as a whole class. Each of these forms fosters the development of organizational, informational, educational, and cognitive competencies in students, which in turn facilitates progress in language learning alongside the development of learning strategies.

One of the primary objectives outlined within the modernization of Russian education up to 2010 was to enhance the role of students' independent work and strengthen teachers' responsibility, thereby promoting the development of independent learning skills, fostering creative activity, and reinforcing practical engagement.

At the current stage, independent work is a mandatory component of the curriculum and a significant element of the educational process, the outcome of which is the advancement of subject knowledge and skills, considered as an integrated quality of preparation for problem-solving. Independent student work should focus on mastering educational methods and strategies. However, the planning, organizational structures, methods, and monitoring of results of independent work remain insufficiently explored in the theory of education in the context of modernization.

The organization of independent work is particularly critical in foreign language learning. At present, students exhibit varying levels of language competence, making it necessary to rethink the organization of independent work. The full benefits of independent work can be realized only when it is systematically integrated into the teaching and educational process as a comprehensive system encompassing all grade levels.

Such a system should include digital support. The introduction of information technology allows the implementation of effective methods for teaching foreign languages, addressing issues such as individualized instruction, learner comfort, nonlinear information delivery, incorporation of diverse observation types, and compensation for the lack of a target-language environment.

The use of information technology enables students to learn a foreign language at an individual pace, enhances their autonomy and responsibility, aligns teaching with the interests and goals of each student, and introduces an intercultural dimension into the learning process.

this context, independent work should be understood as a specific type of student educational activity, characterized by all its distinctive features. It represents a higher form of educational activity and, in practice, constitutes structured training integrated into classroom learning.

References:

1. Vitin ZH.L. «Modern methods of teaching and studying of foreign languages». – S-pb.: 2017.
2. Vjatjutnev M. N. «Teaching a foreign language in an elementary school//Foreign languages at school». – 2018.
3. Gallic N.D. «Modern methods of teaching foreign languages»– M: the Arkti-gloss, 2014.

THE ROLE OF MEDIA RESOURCES IN LANGUAGE LEARNING AND TEACHING

Айнақул Айым Нуржанқызы
Тоқберген Арайлым Нұржанқызы
Бахтигерей Ақұштап Жомартқызы
Қалжан Аружан Маратқызы
Ғылыми жетекші: п.ғ.к., доцент м.а. Сманова Г.И.
Ө.Жәнібеков атындағы Оңтүстік Қазақстан
педагогикалық университеті
Шымкент, Қазақстан

The term "media" refers to the numerous forms of communication that are widespread and technologically driven materials that are utilised in the spread of information and entertainment. Some examples of media include computers, newspapers, television, social media, radio and other similar platforms [1].

There are many different ways for learning through media that could make the learning process more effective. Clips from movies, melodies, films, headlines, songs, radios and podcasts as well as articles from newspapers, visual scaffolding, images, graphic organisers, and other similar things are included in this category. Through the utilisation of various forms of media, the job of the educator shifts from that of a solitary provider of information to that of a coordinator of educational experiences. As a consequence, the divide in communication between the instructor and the students is bridged, which enables the instructor to better explain concepts, which in turn improves the process of instruction and learning.

According to Erben, media-support learning programmes that involve computers, their software, and the expertise of the language learner are an assistance to improve the presentation, reinforcement, and evaluation of materials by a teacher. These programmes involve computers [2].

Learners are also provided with the most recent information on the most recent technical advancements in language instruction when they participate in media-supported learning. Carol Chapelle makes the following assertion: "...the intersection of language and technology may change significant ideas that underpin work in applied linguistics, such as the ability to communicate, grammar analysis, and syntax of the language that English uses, as well as the tools that are available to teachers." A learner is left with the problems, tasks, possibilities, and requirements to communicate linguistically with very advanced technologies as a result of the intersection of technology and language. Learners will gain insights into what parts of cultural and linguistic understanding are boosted and lessened by the junction of technology and language if they conduct an in-depth investigation of the mixture .

In a similar vein, Onuigbo and Eyisi argue that this method of education, which involves the utilisation of media-based support aids, has the ability to alleviate anxiety and boost oral talks. Additionally, it promotes social learning, which in turn promotes an equitable class structure that boosts students' motivation and brings about improvements in their writing and speaking abilities.

In the end, it is evident that teaching and learning that is supported by media provides numerous chances for instructors as well as pupils to appreciate the linguistic significance of technology and methods of learning within the context of English as a second language (ESL) environments.

Multimodal materials for learning and educational technology, such as instructional systems, discussion boards, weblogs, social networks, and the internet, have been utilised on

a daily basis by a large number of educators and students of English as a foreign language (EFL) ever since the computer and other forms of new educational technology have been integrated into language instruction. Therefore, multimedia-assisted English learning and instruction has been introduced into the realm of English language learning as the realistic alternatives of the traditional educational framework. The advent of a sociocultural theory of education that relies on constructivist perspectives coincides with the widespread use of technology in the teaching and learning of the English language. A significant number of educators and academics have come to the realisation that deeper learning takes place when individuals engage in social engagement with one another in actual and interactive situations that require communication. This realisation has been made possible by the proliferation of multimedia and computer-based English language instruction and learning environments.

Classroom language learning tasks are student-focused, authentic, and organised in an environment that is supportive and relevant, according to the constructivist pedagogical framework that is now in use. The English language students can now acquire fresh material beyond the classroom, thanks to the incorporation of cutting-edge technical abilities into the traditional curriculum. The current trend in English education is to incorporate multimedia and technology-assisted learning. As a result, it is crucial for English teaching professionals to stay updated on the latest English language teaching methods and acquire the necessary knowledge and abilities in educational technology. Teachers act as facilitators and mentors while learners actively participate in crafting their own knowledge and generating meaning. Learners utilise what they already know to actively acquire new information and skills in a more cooperative and self-directed manner. Students acquire novel information and knowledge based on their individual needs and interests, demonstrating proactive engagement in their learning activities and achievements. Integrating applications that use multimedia into instruction in the English language helps engage learners in activities that foster critical thinking skills. Multimedia-based instruction and learning environments can offer significant assistance to students of English, enabling them to successfully enhance their ability to communicate in English. Interactive multimodal language acquisition resources provide genuine opportunities for exercising all language skills, such as listening, reading, writing, and speaking. [3]

Since the mid-1960s, an increasing number of educational experts have recognised that the curriculum and the methods used to teach it are closely interconnected. They hold the belief that the utilisation of instructional materials has a positive impact on the process of learning and instruction. It not only influences the content that is learned, but also the manner in which this information is conveyed and integrated into the learner's existing knowledge framework. Since the mid-1960s, a group of teaching specialists has recognised that content and the methods used to teach it are closely connected. They hold the belief that the utilisation of instructional resources has a positive impact on the process of instruction and learning. It not only affects what is learned, but also influences the manner in which this information is conveyed within the learner's existing knowledge framework .

The efficacy of media tools in the pedagogical process is seen in Dyson's findings: Direct sensory experience occurs when we actively engage in interacting with and deriving pleasure from physical contact with objects. It encompasses the stimulation of our senses, such as sight, spatial awareness, movement, sound, touch, taste, and smell, which serve as detectors of our surroundings.

According to Curren, John Locke's reasoning asserts that all basic ideas derive from our direct experience of the external world, which we perceive through our senses. The idea emphasises the importance of learners possessing a substantial foundation of experience that may be utilised by their formal education. Without prior experience, individuals may acquire knowledge of words, but they will not get a complete understanding or expertise in the

fundamental concepts associated with those words. Children residing in isolated inland regions may absorb the word "sea," but they are likely to grasp the idea of the "sea" as a distinct thing since they have not personally encountered it. Media tools, that include motion and video, can be utilised to visually depict the appearance of the sea to learners.

Moreover, research on interaction in classrooms has demonstrated a significant impact of the teaching resources on the learning process. Chance and Chance, for example, argued that "communication research substantiates the proverb that actions have more impact than words," implying that learners must engage in practical activities to enhance their learning successfully.

Media resources, such as movies, paintings, and photographs, can be utilised in various ways to enhance English language acquisition. The findings from various experimental freshmen composition classes conducted at the University of Northern Michigan between 1973 and 1975 revealed that students responded with great excitement to the courses, notably commending the incorporation of films. The majority of individuals developed a favourable disposition towards written form, literature, and artwork as a whole. A significant improvement in writing skills was reported by 65% of the pupils.

Bullough argued that in order for individuals to learn basic concepts, it is essential for them to directly engage with instructional resources and encounter the elements that constitute these concepts within their own experiences.

Taylor contends that learners cannot rely solely on reading or writing about a topic, as the brain's optimal learning occurs through multi-sensory processing. In order to facilitate efficient teaching and learning, it is essential to engage as many sensory modalities as possible, including auditory, visual, tactile, and gustatory experiences. In addition, he claimed that the brain is able to understand intricate subjects more effectively when they are presented alongside a diverse range of sensory stimuli. To maximise the number of associations, it is necessary to have several paths, multiple models, and many sensory experiences. When the issue is more intricate, the brain is more likely to comprehend and remember the idea if the educational experience incorporates abundant sensory stimuli. When many sensory systems transmit information to the brain, along with certain emotions, the process of learning becomes more efficient and the ability to remember is improved .

The incorporation of media resources in current language teaching approaches is widely acknowledged as a crucial element in improving language learning outcomes. Media resources refer to a diverse array of materials, including audio-visual material, online platforms, and interactive tools. These resources are used to enhance the language learning process and promote effective communication skills .

An important function of media materials in English classes is to offer learners genuine language practice. The importance of authenticity in language acquisition cannot be overstated, as it closely reflects real-life language usage and greatly assists learners in enhancing their capability to communicate effectively. According to Ellis, learners can better understand and use the cultural subtleties, idioms, and natural language patterns necessary for successful communication by immersing themselves in real-life media content including movies, TV series, podcasts as well as and internet-based news articles. Students have a deeper appreciation for the language's cultural significance and improved listening and understanding abilities as a result of this exposure .

Also, media resources provide opportunities for multimodal learning, which is great because people have different preferences and styles of learning.

References:
1. Ozverir, I., Herrington, J., & Osam, U. Design principles for authentic learning of English as a foreign language. British Journal of Educational Technology, 47(3), 2016. pp 484–493.
2. Barrot J. Exploring the Implementation of Communicative Language Teaching in the Philippines: A Tertiary Teachers' Perspective. Social Science Electronic Publishing, 12(3), 2018. pp 5-12.
3. Bobokulova L.R. Communicative competence for English language learners.2020. Trofimova G

THE IMPACT OF PODCASTING ON LEARNING IN MODERN CONTEXTS

Мәжитбай Дінмұхамет Ерболұлы
Хамид Сұлтан Шахидинұлы
Қалық Еркежан Еркінқызы
Ғазизұлы Ерғали
Ғылыми жетекші: п.ғ.к., доцент м.а. Сманова Г.И.
Ө.Жәнібеков атындағы Оңтүстік Қазақстан
педагогикалық университеті
Шымкент, Қазақстан

Podcasting technology, although it emerged more than a decade ago, has recently gained significant popularity. The term "podcast" originates from the combination of the words iPod and "broadcast." One of the key advantages of this technology is that it allows learners to access audio content anywhere, not only in the classroom. Listening is a fundamental skill in language acquisition, and the use of podcasts can also contribute to the development of reading and writing skills, thereby enhancing overall literacy.

According to Vandenberg, podcasting provides broader opportunities for the development of critical thinking, enabling learners to produce logical and coherent reasoning. Furthermore, each podcast segment can be tailored to the learners' proficiency levels, needs, and interests. Nowadays, individuals of different age groups frequently engage with podcasts on a wide variety of topics in diverse contexts, such as commuting, cooking, exercising, or during leisure time. This demonstrates that podcasting represents a flexible, accessible, and personalized mode of learning.[1]

As a result, educators have increasingly begun to incorporate podcasting into their pedagogical practices. This technology does not require significant time for content distribution, and in the era of smartphones and the internet, materials can be delivered efficiently. Podcasts are available in both audio and video formats and may be either paid or open-access. Moreover, they can be easily created and edited by users, which further enhances their applicability in educational settings.

Studies conducted by researchers such as Kennedy, O'Bannon, Blum, and Van Wyk indicate that the use of podcasting significantly improves learning outcomes across various groups of learners. In particular, students demonstrate higher levels of motivation and engagement when exposed to this form of content.

For example, at the School of North Carolina, a program titled "The Walking Classroom" was implemented, in which students were encouraged to walk for twenty minutes while listening to short podcasts, followed by discussions with peers and instructors.

Additionally, comprehension tests were administered to assess understanding of the material. The results revealed improvements in both students' mood and cognitive performance.[2]

However, despite its numerous advantages, podcasting technology also has certain limitations. These primarily relate to issues such as internet speed and the availability of necessary equipment, which may create barriers to access. Nevertheless, these challenges can be mitigated by downloading content in advance and providing it offline to learners.

The next situation, can also create some difficulties when there is a vast option of choosing platforms and topics for podcasts. Learners who are not previously familiar with this format of information consumption may feel some frustration at the overwhelming number of variations of podcast exposure.

Therefore, the educator should take into account the students' learning experience, level and interests. Explain in advance the instructions for actions, technical points and the use of content. The views and beliefs about this learning tool can be different from a pedagogical perspective .

Through the application of effective strategies for successful overcoming difficulties, one can find answers to solve the challenges encountered. Favouring podcasting technology is essential to learning.

It is worth trying out the capabilities of such tools that deliver content through audio and podcasts to determine if the technology is right for you, your learners, and you. Many cases of implementation in teaching practice using podcasts have shown successful learning outcomes.[3]

To begin with, it is worth identifying the main goals, objectives that need to be achieved during the learning period, and the skills that are important to develop in learners. Afterwards, it is necessary to consider the application of podcasting technology within the training programme. If this training format is suitable and meets the requirements, then the following three steps should be identified:

- pre-listening, when, before including the audio, it is important to outline the plan of action that will be carried out, so that the students have an idea of the order and form of the exercises. For example, explaining the instructions, handing out a list of new words;
- while-listening, this stage takes place during listening, when students are focused and in the process. For example, filling in the blanks in an exercise while listening to a podcast;
- post-listening is necessary for reflection, discussion and summarizing. Pupils analyze content more deeply and thoroughly.

It is worth considering the choice of podcast topic carefully, taking into account factors such as the student's language level, interests and needs, previous experience of listening to podcasts. There are many formats for podcasting, such as:

- wow in the world;
- brains on;
- serial;
- storytelling;
- student-created options etc.

All of the above and many other options on the Internet, can be useful for both professional and personal development, everyone will find the right podcast style for themselves .

The various topics of the podcasts will broaden students' horizons and give them an overview of the world, different cultures, narratives and styles of presentation. Choosing interesting podcasts with a personalized approach will help to maintain motivation, engagement and active participation in lessons.

However, it is important for the teacher to be mindful of the length of the podcast, as listening for too long can lead to a loss of concentration and interest. It is important to find the optimal length for listening along with the amount of time devoted to the exercise and discussion of the information. Otherwise, students will feel overwhelmed by the volume of information.

You can listen to interviews, news reports, book or TV series reviews, monologues, debates and much more. The selection of topics should be tailored to the level of English proficiency, as a large amount of unknown vocabulary or sentence structures will lead to frustration.

When selecting a podcast, each teacher should ask themselves the following list of questions:

1) What is the purpose and objectives of the lesson?

2) What is the English language proficiency level of the class?

3) What needs and preferences do the students have?

4) What podcast format, style, and topic best addresses the above questions?

5) What is the maximum and minimum listening duration?

6) What activities and exercises are important to introduce to reinforce the content listened to?

7) How will reflection and assessment feedback be provided?

Therefore, by answering the questions, the teacher will be able to construct an effective and productive lesson based on podcasting technology, resulting in the development of foreign language skills with successful learning outcomes.

Moreover, after some time and experience with such a tool, you can give learners the task of trying to record a podcast themselves, choosing a topic, style and listening format.

Divide the learners into groups where each will write their own scripts and then implement the ideas in a podcast format. After listening, peers evaluate each other and correct each other, making changes to improve the quality of the podcast.

H. Morgan states that will not only develop receptive skills, but also productive skills. Pupils practice listening, reading, speaking and writing. In addition, which is also very important in today's world, they develop critical and creative thinking, problem-solving, planning and organization skills, teamwork, presentation skills, reflection and analysis skills. In this way, theoretical knowledge is reinforced by practical application and develops students' motivation for life-long learning .

Each learner is given the opportunity to express themselves to the full extent, realize their potential and further growth. The knowledge gained is consolidated in the long-term memory. People from all over the world can listen to the podcasts created by the learners by publishing them on websites such as:

- Buzzsprout,
- Audioboom,
- iTunes,
- Soundcloud,
- Spotify,
- VK,
- YouTube (if you want to add demonstration to support the content).

From this we can conclude that podcasting technology provides a large number of opportunities to create unique lessons and to accompany teaching with interesting learning material. Digital tools help to realize podcasting within an educational context.

The advantages outweigh in relation to the disadvantages, which can be dealt with depending on the choice of the right strategy. Based on the results of researchers'

studies and their experiments, the use of podcasts has found its way into pedagogy as one of the effective, accessible and personalized learning tools.

References:

1 Vandenberg D. Using podcasts in your classroom // Metaphor. – 2018. – №2. – P. 54-55

2 Besser E. D., Blackwell L. E., Saenz M. Engaging students through educational podcasting: Three stories of implementation // Technology, knowledge and Learning. – 2022. — № 3(27). – P. 749-764

3 The Walking Classroom. Classroom testing research study. Retrieved from https://www.thewalkingclassroom.org/wp-content/uploads/2018/09/UNC-Research-Summary-Sept-2018.pdf

EMOTIVITY AS A PROBLEM OF LITERARY TRANSLATION FROM ENGLISH INTO GERMAN

Исабек Диана Нұржанқызы, Лесбекқызы Әсем Сайфуддинқызы Ай-Дина, Рустемова Наргиза
dianaisabekova746@gmail.com
Ғылыми жетекші: ф.ғ.к аға оқытушы Мақұлбек Азамат Болатбекұлы
azeke_k.f.n@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Abstract

This article examines emotivity as one of the central categories of literary discourse and as an important issue in translation studies. Special attention is given to the way emotional meaning is conveyed when a literary text is translated from English into German. The analysis shows that the main difficulties arise not only from lexical differences between the two languages, but also from the fact that emotions are expressed through context, syntax, imagery, connotation, and culturally specific ways of shaping experience. The article argues that in literary translation the translator should not aim at mechanical formal equivalence. What matters more is the preservation of emotional force, authorial tone, and the overall aesthetic impact of the original.

Keywords: emotivity, literary translation, emotions, English-German translation, literary text, lexical means, syntactic means

The transmission of emotions in literary translation remains one of the most difficult and most interesting problems in modern linguistics. A literary text influences its reader not only through information, plot, or ideas, but also through feeling. A reader does not simply understand a novel or a story rationally; they react to it through sympathy, tension, irritation, anxiety, admiration, or sorrow. For that reason, the issue of emotivity cannot be treated as something secondary. In many cases, it is the emotional layer of the text that shapes the reader's final impression. The article also emphasizes that emotivity is especially characteristic of literary style, where it serves as one of the main instruments of pragmatic and aesthetic impact.

The relevance of this topic is clear. As intercultural and interlingual communication becomes more intensive, the quality of literary translation matters more than ever. Yet emotional meaning is rarely conveyed by direct naming alone. It is often built through implication, metaphor, phraseology, unusual syntax, rhythm, or contextual shades of meaning. This makes translation especially demanding. The purpose of this article is to show why emotivity becomes a central problem in literary translation and which lexical and syntactic means are especially important when emotional content is transferred from English into German. The source study defines its aim as identifying lexical and syntactic means of adequately rendering descriptions and expressions of emotional states in translations of modern English-language literary works into German.

In the uploaded work, emotivity is treated as the linguistic aspect of emotionality rather than as emotion itself. This distinction is important. Emotion belongs to human experience and psychology, while emotivity belongs to language and text. In other words, emotivity is the way emotions become verbalized, structured, and made available to a reader through linguistic means. Such an approach allows us to analyze not only words that directly name feelings, but also those elements that indirectly create an emotional effect.

Another important point is that emotivity is not limited to clearly emotional vocabulary. A neutral word can acquire emotive force in context, and a seemingly ordinary construction may carry a strong emotional charge depending on the situation, narrative perspective, or stylistic role in the text. This idea is especially significant for translation. A translator does not work only with dictionary meanings. They work with emotional perspective, with layers of implication, and with the function a given unit performs inside a larger artistic structure. That is why literary translation requires interpretation as much as substitution.

One reason is the implicit nature of emotional expression. Emotional utterances are often built on hints, omissions, irony, ambiguity, and understatements. What appears natural and emotionally loaded in one language may sound flat, excessive, or simply unclear in another. The article directly states that emotive content is especially difficult to transfer because emotional meaning tends to resist literal interpretation and depends heavily on context. This is why formal accuracy alone often fails to preserve the original effect.

A second difficulty lies in the fact that emotions in literature are frequently expressed through complex symbolic forms: phraseological units, extended metaphors, and other figurative patterns that may cover more than a single word or sentence. Such forms rarely match perfectly across languages. Even when there is an apparent equivalent, it may not produce the same stylistic or emotional resonance. As a result, the translator's task is not just to communicate facts, but to evoke in the target reader an emotional response as close as possible to that produced by the original.

A third difficulty is cultural. The article stresses that emotions are universal in human experience, but their verbal representation is not universal. Similar feelings may be expressed in different languages through different parts of speech, different patterns of word order, different metaphorical images, or different degrees of explicitness. In some cases, what is verbalized in one language may remain only implied in another. This means that literary translation of emotive passages is always also an act of intercultural interpretation.

The lexical part of the source study shows that some emotive elements are especially vulnerable to transformation in translation. Among the most interesting are those that express emotion indirectly and those that carry emotive meaning through connotation, such as metaphors, phraseological units, and neologisms. The article identifies one especially noticeable tendency: when emotive elements are translated from English into German, the German phrase often becomes more detailed, expanded, and explicit than the English original.

This tendency is linked in the article to the relative compactness of English literary phrasing. English authors often rely on compressed structures, contextual meaning, phrasal verbs, and short authorial metaphors. German translation, by contrast, frequently unfolds or explains what the English text leaves condensed. Two lexical zones are singled out as particularly important here: phrasal verbs and authorial neologisms. Both are capable of carrying strong emotive charge in a compact form, and both often require transformation in translation.

The study does not suggest that expansion is always the best choice. On the contrary, one of its practical conclusions is that translators may sometimes benefit from following the compactness of the English phrase more boldly, provided that the German structure remains natural and the emotive tone is not weakened. At the same time, the article also suggests that German translation could, in some cases, become more creative in introducing neologisms, especially when translating experimental prose, science fiction, or youth-oriented fiction. This is an important point because it presents translation not as passive reproduction, but as stylistically responsible artistic decision-making.

The source text pays equal attention to syntactic emotivity. It shows that emotional meaning is often conveyed not only through what is said, but through how the utterance is structured. A major role is assigned to inversion and other marked syntactic patterns. Since English has a more fixed word order, inversion there is highly expressive. In German, where word order is more flexible, the same pattern cannot always be reproduced mechanically with the same effect. For that reason, syntactic compensation becomes necessary. The article specifically points to different kinds of inversion as typical syntactic emotive means that undergo expanded and transformed rendering in German translation.

The study also identifies several German syntactic resources that can compensate for emotive effects found in the English original. Among the most productive are impersonal constructions expressing physical or emotional state and ellipsis of the subject. These means are presented not simply as grammatical alternatives, but as effective tools for intensifying emotive tone in translation. In other words, a translator may preserve or even strengthen emotional impact not by copying the form of the original, but by using those resources that are natural and expressive in the target language.

This leads to an important general conclusion: syntax in literary translation is not merely a technical frame for meaning. It is one of the ways emotion itself is shaped in the text. Tension, hesitation, shock, immediacy, and psychological pressure can all be encoded syntactically. Therefore, the translator must pay attention not only to lexical semantics, but also to sentence structure, rhythm, and the interplay between form and emotional perspective.

The analysis makes it possible to conclude that emotivity is one of the central categories of literary discourse and one of the most difficult areas of literary translation. Emotional meaning is created through the interaction of lexis, syntax, connotation, imagery, and context. Because of this, literal transfer is rarely sufficient. A formally accurate translation may fail to reproduce the original emotional force, while a more flexible rendering may prove to be more adequate in artistic terms. The article explicitly argues for the non-equivalence of equivalence and adequacy, and this distinction is essential for understanding literary translation.

The source study also demonstrates several recurring tendencies in English-German literary translation. The German phrase often becomes more explicit and extended; phrasal verbs and authorial neologisms are among the most difficult lexical zones; inversion is among the most transformable syntactic devices; and German impersonal constructions and subject ellipsis can serve as valuable compensatory means. Taken together, these observations support a broader idea: successful literary translation is not achieved by copying form, but by

preserving emotional energy, stylistic appropriateness, and the artistic impact of the original in a way that sounds natural in the target language.

References:

1.Strelnitskaya, E. V. (2009). Emotivity and translation: Features of linguistic representation of emotions in literary translation from English into German. Candidate article. Moscow.

2.Aleksandrova, O. V. (2009). Problems of expressive syntax: Based on the English language. Moscow: LIBROKOM.

3.Arnold, I. V. (1981). Stylistics of modern English. Leningrad: Prosveshchenie.

4.Teliya, V. N. (1986). The connotative aspect of the semantics of nominative units. Moscow: Nauka.

5.Ter-Minasova, S. G. (2000). Language and intercultural communication. Moscow: Slovo.

DIGITAL AND AI TECHNOLOGIES IN ENGLISH LESSONS: COMPARATIVE DEVELOPMENT OF SPEECH CULTURE AMONG SENIOR STUDENTS

Ilhamzhanova Durdona *- 4th-year students*
Scientific supervisor: Nyshanova S.T.
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Түйіндеме

Мақалада жоғары сынып оқушыларының ағылшын тілі сабақтарында сөйлеу мәдениетін қалыптастыруда цифрлық технологиялар мен жасанды интеллект құралдарын қолданудың салыстырмалы әдістемесі қарастырылады. Зерттеуде дәстүрлі оқыту тәсілдері мен цифрлық және AI-негізделген технологиялардың оқушылардың тілдік дағдыларын, коммуникативтік құзыреттілігін және сөйлеу мәдениетін дамытудағы педагогикалық мүмкіндіктері салыстырмалы түрде талданады. Зерттеу әдіснамасы ғылыми әдебиеттерді талдау, педагогикалық бақылау және оқыту тәжірибесін жинақтау әдістерін қамтиды. Зерттеу нәтижелері цифрлық және жасанды интеллектке негізделген технологияларды қолдану оқушылардың оқу уәждемесін арттырып, сөйлеу мәдениетін жетілдіруге, оқытуды жекелендіруге және тілдік дайындық сапасын жақсартуға ықпал ететінін көрсетеді. Мақалада аталған технологияларды жоғары сыныптағы ағылшын тілі сабақтарына әдістемелік тұрғыдан негізделген түрде енгізудің маңыздылығы тұжырымдалады.

Кілт сөздер: цифрлық технологиялар, жасанды интеллект, ағылшын тілін оқыту, сөйлеу мәдениеті, жоғары сынып оқушылары, салыстырмалы әдістеме.

Аннотация

В статье рассматривается сравнительная методология формирования речевой культуры старшеклассников на уроках английского языка с использованием цифровых технологий и инструментов искусственного интеллекта. Основное внимание уделяется сравнительному анализу традиционных методов обучения и цифровых, AI-ориентированных технологий в развитии языковых навыков, коммуникативной компетенции и речевой культуры учащихся. Методология исследования включает анализ научной литературы, педагогическое наблюдение и обобщение практического

опыта преподавания. Результаты исследования показывают, что использование цифровых и ИИ-ориентированных технологий способствует повышению учебной мотивации, совершенствованию речевой культуры, индивидуализации обучения и улучшению качества языковой подготовки. Сделан вывод о необходимости методически обоснованного внедрения данных технологий в процесс обучения английскому языку старшеклассников.

Ключевые слова: цифровые технологии, искусственный интеллект, обучение английскому языку, речевая культура, старшеклассники, сравнительная методология.

The rapid development of digital technologies has significantly transformed the educational landscape, particularly in the context of foreign language teaching. Secondary schools are increasingly adopting technology-enhanced learning environments in response to the growing demands of a digital society. English language education, as a key component of the school curriculum, is especially influenced by these changes due to its communicative and practical orientation.

Modern learners are accustomed to digital forms of communication and information exchange, which necessitates the use of innovative instructional approaches. Traditional teaching methods, while still valuable, often fail to fully engage students or address individual learning needs. As a result, educators are exploring the potential of digital technologies and artificial intelligence to create more flexible, interactive, and learner-centered instructional models.

Artificial intelligence, in particular, offers new opportunities for adapting learning content, providing immediate feedback, and supporting students with varying levels of language proficiency. However, the integration of AI-based technologies into English language education requires careful methodological consideration to ensure their effective and meaningful use.

The aim of this article is to examine the role of digital and artificial intelligence technologies in English language education at the secondary school level and to assess their pedagogical benefits and challenges.

Methods

The study is based on a qualitative research design combining theoretical and practical methods commonly used in educational research. An extensive review of pedagogical and methodological literature was conducted to identify key trends and theoretical frameworks related to digital and AI-based language learning. Pedagogical observation was employed to analyze the implementation of digital tools and artificial intelligence applications in secondary school English language classrooms. This method enabled the identification of effective teaching strategies, student engagement patterns, and learning outcomes associated with technology-enhanced instruction.

In addition, the generalization of teaching experience provided insight into the practical challenges and advantages of integrating digital and AI-based technologies. A comparative analysis of traditional and innovative teaching approaches was also used to evaluate their relative effectiveness in achieving educational objectives.

The methodological framework of the study is based on a qualitative research design that combines theoretical analysis and pedagogical practice. The choice of methods is determined by the aim of the research, which is to examine the pedagogical potential of digital technologies and artificial intelligence in English language education at the secondary school level. A comprehensive analysis of scientific, pedagogical, and methodological literature was conducted to identify existing theoretical approaches, models, and trends related to digital and AI-based language learning. This method made it possible to

systematize key concepts, clarify terminology, and determine the place of the present study within the broader field of foreign language pedagogy and educational technology research.

Pedagogical observation was used as one of the main empirical methods of the study. English language lessons in secondary school classes were observed in order to analyze how digital tools and artificial intelligence applications are integrated into the teaching process. Special attention was paid to students' engagement, interaction patterns, learning behavior, and response to technology-enhanced instructional activities. The observation data allowed for the identification of typical practices, as well as the advantages and limitations of using digital and AI-based tools in real classroom conditions.

The method of generalization of teaching experience was applied to summarize practical insights gained from the use of digital educational platforms, multimedia resources, and AI-based applications in English language instruction. This approach helped to identify effective strategies for integrating technology into lessons and to highlight common challenges faced by teachers in the implementation process.

In addition, a comparative analysis of traditional teaching methods and technology-enhanced approaches was carried out. This method enabled the evaluation of differences in instructional effectiveness, student motivation, and learning outcomes. The methodological foundation of the study is grounded in communicative, competence-based, and learner-centered approaches, which emphasize active language use, individual learning needs, and the development of communicative competence.

Results

Digital Technologies in Secondary School English Education

Digital technologies play a significant role in supporting English language instruction at the secondary school level. Commonly used tools include multimedia presentations, digital textbooks, online learning platforms, mobile applications, and interactive whiteboards. These resources enable teachers to present instructional material in diverse formats, increasing student engagement and facilitating deeper understanding. The use of authentic digital content, such as videos, podcasts, and online texts, exposes students to real-life language use and cultural contexts. This contributes to the development of receptive language skills and enhances students' communicative competence. Digital technologies also support collaborative learning through online discussions, group projects, and interactive tasks.

The Role of Artificial Intelligence in English Language Learning

Artificial intelligence technologies are increasingly applied in English language education through adaptive learning systems, intelligent tutoring programs, chatbots, and automated assessment tools. These technologies analyze learner performance and provide personalized feedback, allowing students to progress at their own pace.

AI-based tools help identify individual learning difficulties, recommend targeted practice activities, and monitor student progress over time. The availability of immediate feedback enhances language accuracy and supports the development of independent learning skills. Moreover, the interactive nature of AI applications contributes to increased learner motivation and sustained engagement.

Educational Outcomes of Technology Integration

The integration of digital and AI-based technologies has a positive impact on students' learning outcomes. Observations indicate improved participation in classroom activities, higher levels of motivation, and better performance in vocabulary acquisition, grammar usage, and speaking skills. Technology-enhanced instruction also supports the development of digital literacy, which is an essential competence in modern education.

Discussion

The findings of the study confirm that the integration of digital technologies and artificial intelligence significantly enhances English language education at the secondary

school level. Technology-supported instruction promotes learner-centered teaching approaches and creates opportunities for differentiated instruction within heterogeneous classrooms.

The results align with previous research emphasizing the role of digital innovation in improving student engagement and learning effectiveness. Artificial intelligence, in particular, enables a level of personalization that is difficult to achieve through traditional teaching methods. By adapting content and feedback to individual learner needs, AI-based tools contribute to more efficient and meaningful language learning. Nevertheless, several challenges must be addressed to ensure successful technology integration. These include the need for adequate teacher training, the development of digital pedagogical competence, and equitable access to technological resources. Without sufficient methodological support, the use of digital and AI-based tools may remain superficial and fail to achieve desired educational outcomes. Importantly, artificial intelligence should be regarded as a complementary tool rather than a replacement for the teacher. The teacher's role in guiding, motivating, and supporting learners remains central to the educational process. When used thoughtfully, digital technologies and artificial intelligence can significantly enhance teaching quality and learning effectiveness.

Conclusion

The study demonstrates that the effective integration of digital technologies and artificial intelligence can substantially improve English language education in secondary schools. These technologies support personalized learning, increase student motivation, and contribute to the development of communicative competence and digital literacy. Successful implementation requires a balanced and pedagogically grounded approach that combines innovative digital solutions with traditional teaching methods. Continuous professional development for teachers and institutional support are essential conditions for the sustainable integration of technology into school education.

In conclusion, digital and AI-based technologies represent a valuable resource for modern English language education. Future research should focus on empirical studies examining the long-term effects of artificial intelligence on language learning outcomes and on developing best practices for its implementation in diverse secondary school contexts.

References:

1. Azimov, E. G., & Shchukin, A. N. (2018). *A New Dictionary of Methodological Terms and Concepts*. Moscow: IKAR.

2. Bim, I. L. (2019). *Theory and Practice of Foreign Language Teaching at School*. Moscow: Prosveshchenie.

3. Polat, E. S. (2020). *New Pedagogical and Information Technologies in the Education System*. Moscow: Akademiya.

4. Harmer, J. (2015). *How to Teach English*. London: Longman.

PROMOTING ANALYTICAL AND REFLECTIVE THINKING SKILLS THROUGH ENGLISH LANGUAGE LEARNING IN SECONDARY SCHOOLS

Ilhamzhanova Durdona *- 4th-year students*
scientific supervisor: Nyshanova S.T.
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Түйіндеме

Бұл мақалада жоғары сынып оқушыларының ағылшын тілі сабақтарында сөйлеу мәдениетін қалыптастырумен қатар аналитикалық және рефлексиялық ойлау дағдыларын дамытудың салыстырмалы әдістемесі қарастырылады. Зерттеуде сөйлеу мәдениетін қалыптастырудың дәстүрлі тәсілдері мен заманауи педагогикалық әдістердің, соның ішінде коммуникативтік оқыту, проблемалық оқыту, жобалық жұмыс және рефлексиялық тәжірибелердің оқушылардың когнитивтік, метатанымдық және тілдік қабілеттерін дамытудағы рөлі салыстырмалы түрде талданады. Ерекше назар оқушылардың өз оқу әрекетін жоспарлау, бақылау, бағалау, сондай-ақ тілдік қарым-қатынаста мәдениетті, сауатты және сыни ойлай білетін тұлға ретінде қалыптасуына аударылады. Зерттеу әдістемесіне ғылыми әдебиеттерді талдау, педагогикалық бақылау және оқыту тәжірибесін жинақтау кіреді. Зерттеу нәтижелері ағылшын тілін оқытуда когнитивтік, метатанымдық және сөйлеу мәдениетін дамытуға бағытталған стратегияларды жүйелі қолдану оқушылардың оқу мотивациясын, тілдік санасын, дербестігін және коммуникативтік мәдениетін арттыратынын көрсетеді.

Түйін сөздер: сөйлеу мәдениеті, аналитикалық ойлау, рефлексиялық ойлау, когнитивтік дағдылар, метатанымдық дағдылар, ағылшын тілін оқыту, жоғары сынып оқушылары, салыстырмалы әдістеме.

Аннотация.

В данной статье рассматривается сравнительная методология формирования речевой культуры старшеклассников на уроках английского языка в сочетании с развитием аналитического и рефлексивного мышления. Особое внимание уделяется сопоставлению традиционных подходов к формированию речевой культуры с современными педагогическими методами, включая коммуникативное обучение, проблемно-ориентированное обучение, проектную деятельность и рефлексивные практики, направленными на развитие когнитивных, метакогнитивных и языковых навыков учащихся. Анализируется роль английского языка как средства развития способности учащихся планировать, контролировать и оценивать собственную учебную деятельность, а также формировать культурную, грамотную и критически мыслящую личность. Методологическая основа исследования включает анализ научной литературы, педагогическое наблюдение и обобщение практического опыта преподавания. Результаты исследования показывают, что системное применение когнитивных, метакогнитивных и речекультурных стратегий способствует повышению учебной мотивации, языковой осознанности, самостоятельности учащихся и качеству иноязычного образования.

Ключевые слова: речевая культура, аналитическое мышление, рефлексивное мышление, когнитивные навыки, метакогнитивные навыки, обучение английскому языку, старшеклассники, сравнительная методология.

The rapid development of information, technology, and global communication has significantly changed the goals of modern education. Today's learners are expected not only to master subject knowledge but also to develop cognitive flexibility, independent thinking, and the ability to regulate their own learning processes. These competencies are particularly relevant in foreign language education, where language functions as both a means of communication and a tool for thinking.

English language instruction in secondary schools provides a unique environment for the development of cognitive and metacognitive skills. Through interaction, interpretation of texts, discussion of ideas, and problem-solving activities, students engage in complex mental processes that go beyond memorization. At the same time, effective language learning

requires learners to plan their learning, monitor comprehension, evaluate progress, and reflect on strategies used. Despite the growing recognition of the importance of cognitive and metacognitive development, many English language classrooms continue to focus primarily on grammatical accuracy and examination requirements. As a result, students may achieve formal language competence while lacking deeper understanding, strategic awareness, and learning autonomy.

The purpose of this article is to examine how English language instruction can be used as a powerful tool for fostering cognitive and metacognitive skills in secondary school learners. The study aims to analyze pedagogical approaches, instructional strategies, and classroom practices that promote meaningful learning and learner autonomy.

Methods

The research employs a qualitative methodological framework that combines theoretical analysis and empirical pedagogical observation. This approach enables a comprehensive examination of instructional practices and their impact on students' cognitive and metacognitive development.

The theoretical analysis involved an extensive review of international and local scholarly literature on cognitive psychology, metacognition, second language acquisition, and modern language teaching methodologies. Key theoretical constructs such as Bloom's revised taxonomy, self-regulated learning theory, and communicative competence were examined to establish the conceptual foundation of the study. Pedagogical observation was conducted in secondary school English classrooms over an extended period. The observation focused on lesson structure, types of learning tasks, teacher-student interaction, and opportunities for reflection and self-assessment. Particular attention was paid to activities that required students to analyze information, evaluate ideas, justify opinions, and reflect on their learning processes.

In addition, the method of generalization of teaching experience was applied to analyze lesson plans, teaching materials, assessment tools, and reflective journals used by English teachers. Comparative analysis was conducted between traditional teacher-centered lessons and learner-centered lessons that explicitly incorporated cognitive and metacognitive strategies. The methodological framework of the study is grounded in communicative language teaching, problem-based learning, project-based learning, and reflective pedagogy. These approaches emphasize active learning, collaboration, learner responsibility, and continuous reflection as essential components of effective language education.

Results

The findings indicate that English language instruction can significantly contribute to the development of cognitive and metacognitive skills when teaching practices are intentionally designed to support higher levels of thinking and reflection. Cognitive development was most evident in lessons that incorporated text analysis, interpretation of implicit meanings, comparison of perspectives, and argumentation. Students demonstrated improved ability to analyze authentic texts, synthesize information from multiple sources, and express complex ideas in English. These activities also led to enhanced reading comprehension, vocabulary retention, and discourse competence.

Metacognitive development was observed in classrooms where teachers encouraged goal-setting, planning, self-monitoring, and reflection. Students who regularly engaged in reflective tasks, such as learning journals, self-assessment checklists, and post-task discussions, showed greater awareness of their strengths and weaknesses. They were better able to select appropriate learning strategies and adapt them to different tasks. Project-based learning emerged as a particularly effective approach for integrating cognitive and metacognitive skills. Through long-term projects, students engaged in research, collaboration,

decision-making, and evaluation of outcomes. These activities promoted learner autonomy, responsibility, and sustained motivation, while also supporting meaningful language use.

Overall, students exposed to cognitively and metacognitively oriented instruction demonstrated higher levels of engagement, confidence, and independence. Teachers reported improved classroom interaction, deeper learning outcomes, and a more positive learning atmosphere.

Discussion

The results of the study confirm the strong potential of English language instruction as a platform for cognitive and metacognitive development. Language learning becomes more effective when learners are actively engaged in thinking, reflecting, and regulating their learning processes. The integration of cognitive skills allows students to use English as a medium for reasoning and meaning-making, rather than as a set of isolated linguistic structures. At the same time, metacognitive strategies empower learners to take control of their learning, leading to increased autonomy and long-term success.

However, the findings also reveal challenges related to teacher preparedness and curriculum design. Many teachers require professional development to effectively implement reflective practices and metacognitive instruction. Time constraints and assessment demands may limit opportunities for deeper learning. The discussion highlights the need for a balanced instructional approach that combines language objectives with cognitive and metacognitive goals. Institutional support, curriculum alignment, and appropriate assessment tools are essential for sustainable implementation.

The study demonstrates that fostering cognitive and metacognitive skills through English language instruction significantly enhances the quality of secondary education. When learners engage in analytical, critical, and reflective activities, they develop not only language proficiency but also essential learning competencies. The systematic integration of metacognitive strategies such as planning, monitoring, and self-evaluation promotes learner autonomy, motivation, and responsibility. English language classrooms thus become environments for holistic development, preparing students for academic success and lifelong learning.

Effective implementation requires thoughtful lesson design, teacher methodological competence, and supportive educational policies. Future research should explore longitudinal effects, assessment models for metacognitive development, and practical frameworks for teacher training. Overall, the integration of cognitive and metacognitive skills into English language teaching represents a promising direction for improving educational outcomes in secondary schools.

References:

1. Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching, and Assessing*. New York: Longman.

2. Flavell, J. H. (1979). Metacognition and cognitive monitoring. *American Psychologist*, 34(10), 906–911.

3. Harmer, J. (2015). *How to Teach English*. London: Longman.

4. Oxford, R. L. (2017). *Teaching and Researching Language Learning Strategies*. London: Routledge.

5. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

6. Zimmerman, B. J. (2002). Becoming a self-regulated learner. *Theory Into Practice*, 41(2), 64–70.

ӘОЖ 809.434.2-318+809.318

TÜRKÇE VE KENDI ANADILIMIZ ARASINDAKI FARKLAR VE BENZERLIKLER

Алпамысова Д.Н.*-1703-33 тобының студенті*
Ғылыми жетекші: - ф.ғ.к., аға оқытушы Байниязов А.Ж.
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті,
Шымкент, Қазақстан

Türk dili ile Kazak dili, aynı dil ailesine ait olmalarına rağmen farklı coğrafyalarda gelişmiş ve zamanla kendine özgü dilsel özellikler kazanmıştır. Her iki dil de Türk Dilleri ailesine ait olup, Orta Asya'nın kültürel ve dilsel mirasından izler taşımaktadır. Türk dili, başta Türkiye olmak üzere pek çok ülkede konuşulurken, Kazakça, Kazakistan başta olmak üzere Orta Asya'nın geniş coğrafyasında konuşulmaktadır. Türkçe ve Kazakça, yapısal olarak birçok benzerlik ve ortak özellik gösterse де, zamanla gelişen coğrafi, kültürel ve sosyal farklılıklar nedeniyle bazı belirgin farklar da ortaya çıkmıştır.

Araştırmanın Amacı: Bu araştırmanın amacı, Türkçe ve Kazakça dillerinin ortak ve farklı yönlerini inceleyerek, her iki dilin yapısal benzerliklerini ve farklarını ortaya koymaktır. Aynı zamanda, dilsel özelliklerin ve dilbilgisel yapıların ne şekilde birbirine benzerlik gösterdiği ve farklılaştığı anlaşılacak, böylece her iki dilin ortak kültürel bağları ve geçmişteki gelişim süreçleri daha iyi anlaşılacaktır.

Araştırmanın Nesnesi (Konusu): Bu araştırmanın nesnesi, Türkçe ve Kazakça dillerinin dilbilgisel, fonetik ve leksikal özellikleri ile bu iki dil arasındaki benzerlikler ve farklılıkları kapsamaktadır. Araştırma, özellikle bu dillerin dilbilgisel yapıları, ses özellikleri ve kelime dağarcıklarına odaklanacaktır.

Bu çalışmada, Türkçe ve Kazakça dillerinin tarihî kökenleri, dilbilgisel yapıları, fonetik özellikleri ve kelime dağarcıkları karşılaştırılacaktır. Araştırmada, her iki dilin tarihî gelişimi ele alınarak, benzerlikler ve farklılıklar dilsel açıdan detaylı olarak incelenecektir. Türkçe ve Kazakça arasındaki dilbilgisel yapılar, fonetik özellikler, kelime türetme ve anlam yapıları karşılaştırılacak ve bu diller arasındaki ortak kökler ile farklı gelişim süreçleri analiz edilecektir. Çalışma, bu dillerin birbirine ne kadar yakın olduğu ve hangi alanlarda farklılaştığını anlamaya yönelik kapsamlı bir inceleme yapmayı hedeflemektedir.

Bu Araştırmanın Sonucunda: Bu araştırma sonucunda, Türkçe ve Kazakça arasındaki dilsel benzerlikler ve farklılıklar daha iyi anlaşılacaktır. Araştırmanın sonunda her iki dilin tarihsel gelişimlerinin ve yapılarının nasıl benzer ve farklı olduğu, fonetik ve dilbilgisel açıdan hangi özelliklerin ortak olduğu, hangi alanlarda ise farklılaştığı ortaya konulacaktır. Ayrıca, bu çalışma Türkçe ve Kazakça öğrenen bireyler için dil öğrenme süreçlerine katkı sağlayacak, dilsel benzerliklerin ve farklılıkların eğitimde nasıl kullanılabileceği hakkında çıkarımlar sunacaktır. Bu araştırma, Türkçe ve Kazakça arasındaki derin bağların ve kültürel etkilerin daha iyi anlaşılmasına katkıda bulunacak, dil bilimciler ve dil öğrencileri için önemli bir kaynak olacaktır.

Türk ve Kazak Dillerinin Tarihî Kökeni

Türk dili ve Kazak dili, tarihsel olarak Türk dilleri ailesinin bir parçası olup, bu dillerin kökeni Orta Asya'ya dayanmaktadır. Türk dilleri ailesi, tarihsel olarak çok geniş bir coğrafyada, Orta Asya'dan Avrupa'ya, Afrika'dan Çin'e kadar uzanan bir alanda konuşulmaktadır. Bu dillerin ortak kökeni, Türklerin Orta Asya'daki ilk yerleşimlerinden ve göçlerinden kaynaklanmaktadır.

Türk dili, tarihsel olarak Orta Asya'nın geniş bozkırlarında ortaya çıkmıştır. MÖ 6. yüzyılda, Orta Asya'nın kuzeyinde yaşayan Türk boyları, ilk dilsel özelliklerini oluşturmuşlardır. Eski Türkçe, Orta Asya'nın kuzeyindeki Göktürkler dönemiyle paralel olarak ortaya çıkmış ve zamanla farklı lehçelere ayrılmıştır. Bu dönemde kullanılan dil, günümüz Türk dillerinin temelini oluşturmuştur.Türk dili, zamanla Batı'ya doğru yayılmış ve Anadolu, Orta Doğu, Kafkaslar, Balkanlar gibi bölgelere kadar ulaşmıştır. Bunun yanı sıra, Orta Asya'nın farklı bölgelerinde, Türk boyları arasında yerel dil çeşitlilikleri oluşmuştur. Bu gelişmeler, Türk dilinin farklı lehçelerinin ortaya çıkmasına yol açmıştır. Kazak dili, bu lehçelerden biri olup, özellikle Türk boylarının Orta Asya'daki yerleşimlerinden etkilenmiştir[1] .

Kazak dili, Türk dil ailesinin Kıpçak grubuna ait olup, özellikle Kazakistan'da ve Orta Asya'nın diğer bölgelerinde konuşulmaktadır. Kazakların tarihî kökeni, göçebe yaşam tarzı ve Orta Asya'nın bozkırlarında uzun yıllar süren yerleşim süreçlerine dayanmaktadır. Kazak dili, ilk olarak Orta Asya'daki Türk boyları arasında gelişmiş ve bu süreçte Kıpçak Türkçesi'nin etkisi büyük olmuştur.Kazak dili, tıpkı diğer Türk dilleri gibi, Orta Asya'da göçebe kültürüne paralel olarak şekillenmiş, ancak Kazaklar özellikle bu dili bozkır hayatı ile özdeşleştirerek geliştirmişlerdir. Kazak dili, çeşitli dilsel etkileşimler sonucu zaman içinde önemli değişiklikler geçirmiştir. Bunlar arasında fonetik, morfolojik ve sözcük dağarcığına dair önemli değişimler yer almaktadır.

Türkçe ve Kazakça, dilsel açıdan birçok ortak özelliği paylaşmaktadır çünkü her iki dil de aynı dil ailesine ait olup, aynı coğrafî alanda gelişmiştir. Ancak, dilsel farklılıklar da mevcuttur. Bu farklılıklar, Türk ve Kazak halklarının coğrafi ayrılıkları, kültürel etkileşimleri ve tarihsel süreçleriyle doğrudan ilişkilidir.Türkçe ve Kazakça'nın tarihî bağlantıları, her iki dilin de Orta Asya'dan türediği ve bu coğrafyada geliştiği gerçeğiyle belirginleşmektedir. Bu dillerin gelişiminde Göktürkler, Uygurlar, Selçuklular ve Osmanlılar gibi büyük Türk devletlerinin etkisi büyük olmuştur. Özellikle Kazaklar, bu devletlerin kültürel mirasından etkilenmiş, ancak kendi dilsel yapılarında özgün bir gelişim izlemişlerdir.

Türkçe ve Kazakça'nın tarihî kökenleri ve gelişim süreçleri, her iki dilin benzer dilsel köklerden türediğini ve aynı coğrafyada şekillendiğini gösterir. Ancak, tarihsel ve kültürel farklılıklar, dilin evrimini farklı yönlerde etkilemiş ve iki dil arasında hem benzerlikler hem de farklılıklar oluşturmuştur. Bu bölüm, Türkçe ve Kazakça'nın tarihî temellerini anlamada önemli bir adım sunmaktadır[2] .

Kazak Dili: Fonetiği, Grameri, Kelime Dağarcığı ve Günümüzdeki Kullanım Özellikleri

Kazak dili, Türk dil ailesinin Kıpçak grubuna ait olup, Orta Asya'da Kazak halkı tarafından konuşulmaktadır. Kazak dili, tarihsel olarak, Orta Asya'nın bozkırlarında ve göçebe kültürünün etkisiyle şekillenmiş bir dildir. Bu bölümde, Kazak dilinin fonetik yapısı, dil bilgisel (gramatik) özellikleri, kelime dağarcığı ve günümüzdeki kullanım özellikleri detaylı bir şekilde ele alınacaktır.

Kazak dilinin fonetik yapısı, Türk dil ailesindeki diğer dillerle benzerlikler taşırken, aynı zamanda kendine özgü bazı özellikler de göstermektedir. Kazak dilindeki ses yapısı, sesli ve sessiz harflerin çeşitliliğiyle dikkat çeker. Kazakçadaki sesli harflerin zenginliği, Türkçe'ye benzer şekilde, ünlü uyumu prensibine dayanır. Kazak dilinde ünlüler, ön ve arka ünlüler olarak ayrılır, ve dildeki ünlü uyumu buna göre düzenlenir.

Kazak dilinin ses sisteminde şu önemli özellikler bulunmaktadır: **Vokal uyumu**: Kazakçadaki ünlüler, Türkçede olduğu gibi, ön ve arka ünlüler olarak sınıflandırılır. Bu, kelime içindeki ünlülerin uyumlu bir şekilde seçilmesini sağlar.**Ünlü ve ünsüz türemesi**: Kazakçadaki sesli harfler genellikle geniş ve dar ünlü olarak iki gruba ayrılır, bu da fonetik yapısının belirgin bir özelliğidir. **Sesli harflerin daralması ve genişlemesi**: Kazakçadaki bazı sesler, fonetik açıdan daha dar ya da geniş hale gelebilir, bu da bazı anlam farklarını yaratabilir. **Vurgu ve intonasyon**: Kazakçada vurgu, kelimenin son hecesine yakın konumda olur ve bu da Türkçeye benzer şekilde anlamı değiştirebilir.

Kazak dilinin gramer yapısı, Türkçe dilbilgisine yakın olmakla birlikte bazı farklılıklara sahiptir. Kazakçanın dilbilgisel yapısındaki bazı temel özellikler şunlardır:

1. **Eklemeli Yapı (Aglutinasyon):** Kazakça, tıpkı Türkçe gibi, eklemeli bir dildir. Bu, kök kelimenin üzerine ekler eklenerek yeni anlamlar oluşturulmasına olanak tanır. Bu ekler dilin temel yapı taşlarıdır ve kelimenin anlamını değiştirebilir.
2. **Söz Dizimi:** Kazak dilinde söz dizimi genellikle **özne + yüklem + tümleç** şeklinde düzenlenir. Bu yapı, Türkçeye benzer olmakla birlikte, bazı durumlarda cümledeki öğeler farklı sıralanabilir.
3. **Sosyal Dil Kullanımı (Hürmet Ekleri)**: Kazakçada, hitap şekilleri ve sosyal statüye göre kullanılan kelimeler oldukça önemlidir. Bu da, dilin resmi ve gayri resmi kullanımı arasında fark yaratır.
4. **Fiil Çekimleri**: Kazakçadaki fiil çekimleri Türkçedeki gibi geniş zaman, geçmiş zaman, gelecek zaman gibi farklı zaman kiplerine ve şahıs eklerine dayanır. Ancak, Kazakçadaki fiil ekleri, bazı durumlarda Türkçedeki eklerden farklılık gösterebilir.
5. **Sonsuzluk Ekleri ve Söz Dizimi**: Kazakçadaki fiillerde kullanılan **sonsuzluk eki** Türkçedeki "mek, mak" eklerine benzer. Ancak Kazakçadaki sonsuzluk ekleri bazen farklı ses değişimlerine uğrayabilir.

Kazak dilinin kelime dağarcığı, Orta Asya'nın göçebe kültüründen izler taşır. Bu dilin kelime hazinesi, eski Türkçe, Farsça, Arapça ve Rusça gibi dillerden de etkileşim almıştır. Özellikle Rusça etkisi, Kazakçadaki günlük kelimelerde ve idari dilde belirgin şekilde görülür. Ancak Kazak dilinde, Türkçedeki gibi eski Türkçe kökenli kelimelerin yanı sıra, bozkır kültürüne ait kelimeler de bulunmaktadır. Kazakçadaki kelimeler, fonetik yapılarından dolayı Türkçedeki bazı kelimelerden farklılıklar gösterebilir. Kazakça kelimeler, bozkır kültürünün diline özgü ifadeler ve deyimlerle zenginleşmiştir. Ayrıca, Kazakçadaki kelimeler, Türkçe ve Kazakça arasındaki benzerliklere rağmen, yerel halkın kullandığı özel ifadelerle zenginleşmiş ve bazı dilsel farklılıklar ortaya çıkmıştır[4] .

Kazak dili, günümüzde Kazakistan'da resmi dil olarak kullanılmaktadır. Ayrıca, Kazakistan dışında, Kazak göçmenleri arasında, özellikle Rusya ve Çin'in bazı bölgelerinde de konuşulmaktadır. Son yıllarda, Kazakistan'da Kazakçanın yaygınlaştırılması amacıyla birçok dil politikası uygulanmaktadır. Kazakça, sadece günlük yaşamda değil, eğitim, medya ve resmi yazışmalarda da yaygın olarak kullanılmaktadır.Kazakistan hükümeti, Kazakçanın öğretimini teşvik etmek ve Kazakçayı korumak amacıyla eğitim sisteminde büyük değişiklikler yapmış, ayrıca yazı dilinde de Latin alfabesinin kabul edilmesi süreci başlatılmıştır. Bu, Kazak dilinin modernleşmesi ve daha geniş bir kitleye ulaşabilmesi açısından önemli bir adımdır. Kazakçanın gelişimi ve yaygınlaşması, Kazak halkının kültürel kimliğinin korunması açısından büyük önem taşımaktadır.

Kazak dili, Türk dil ailesinin Kıpçak grubuna ait olup, fonetik, gramatikal ve leksikal özellikleri bakımından birçok ortak noktaya sahip olsa da, coğrafî ve kültürel farklılıklar nedeniyle bazı kendine özgü özellikler geliştirmiştir. Kazak dilinin günümüzdeki kullanımı, modernleşme süreci ile paralel olarak gelişmiş, ancak geleneksel dilsel yapı ve öğeler de korunmuştur[5] .

Türk Dili: Fonetik, Gramatikal Yapısı ve Günümüzdeki Kullanım Alanları

Türk dili, Orta Asya kökenli olup, günümüzde birçok farklı ülkede konuşulmaktadır. Türkçe, Türk dil ailesinin en yaygın ve etkili üyesidir. Bu bölümde Türk dilinin fonetik yapısı, dil bilgisel özellikleri ve günümüzdeki kullanım alanları detaylı түрде ele alınacaktır. Ayrıca Türkçedeki önemli dilbilgisel kategoriler ve güncel kullanımda karşılaşılan özellikler üzerinde de durulacaktır.

Türkçenin fonetik yapısı, dilin sesli ve sessiz harflerinin bir araya gelmesiyle şekillenir. Türkçede sesli harfler, **a, e, ı, i, o, ö, u, ü** olarak sekiz tane olup, her biri farklı fonetik özellikler taşır. Türkçedeki sesli harfler arasında da **ünlü uyumu** kuralı vardır. Bu, kelimenin içindeki ünlülerin birbirine uyumlu olarak seçilmesidir.

Türkçede sesli harfler, **düz ve yuvarlak ünlüler** ile **büyük ve küçük ünlüler** olarak iki ana gruba ayrılır. Ayrıca, Türkçede ünlü düşmesi, ünlü harflerin birbirine benzer şekilde değiştirilmesi gibi fonetik değişimler de görülebilir. Bunun dışında, Türkçedeki **vurgulama** genellikle kelimenin son hecesine yapılır, bu da anlamın değişmesine yol açabilir. Türkçedeki sesli ve sessiz harflerin uyumu dilin ses yapısının temelini oluşturur ve anlam farklarını etkiler. Türk dilindeki sesli ve sessiz harflerin uyumu, diğer Türk dilleriyle de benzerlik gösterir, ancak fonetik düzeyde Türkçenin kendine özgü bazı fonetik özellikleri bulunur. Türkçe, eklemeli bir dil olup, **aglutine yapısına** sahiptir. Bu, kelime köklerine ekler eklenerek anlamın değişmesi ve türemesi anlamına gelir. Türk dilindeki ekler, anlam değişikliklerini sağlayan önemli dilbilgisel öğelerdir[6] .

SONUÇ

Bu araştırmada Türk ve Kazak dillerinin tarihsel gelişimi, dilbilgisel yapıları, fonetik özellikleri ve leksikal yapıları karşılaştırmalı olarak incelenmiştir. Her iki dil de Türk dillerine ait olduğundan, bu diller arasında birçok benzerlik ve ortak özellik bulunmaktadır. Ancak, tarihsel gelişim süreci ve coğrafi farklılıklar nedeniyle her iki dilde de kendine özgü farklar ortaya çıkmıştır. Tarihsel açıdan bakıldığında, Türk ve Kazak dillerinin kökeni ve gelişimi birbirine oldukça yakındır. Her iki dil de Türk dil ailesine ait olmasına rağmen, farklı kültürlerle etkileşime girerek kendi benzersiz yapısını oluşturmuştur. Türkçe, geniş bir coğrafyada konuşulurken, Kazakça daha çok Kazakistan'da ve Orta Asya'nın diğer bölgelerinde yaygın olarak kullanılmaktadır.

Dilbilgisel açıdan, Türk ve Kazak dilleri birçok benzerlik gösterse de, bazı dilbilgisel özelliklerde farklılıklar bulunmaktadır. Örneğin, her iki dilde de eklemeli bir yapıya sahip olunmasına rağmen, eklerin kullanımı ve anlam taşıma şekli bazı durumlarda farklılık gösterebilmektedir. Ayrıca, cümle yapıları ve zaman kiplerinin kullanımı açısından da ufak tefek farklar gözlemlenmiştir. Fonetik yapı açısından, Türkçe ve Kazakça arasında seslerin telaffuzunda benzerlikler bulunmakla birlikte, Kazakça'da bazı sesler Türkçeden farklı şekilde telaffuz edilmektedir. Örneğin, Kazakça'da "ö", "ü" gibi seslerin kullanımı Türkçedeki karşılıklarından farklıdır.

Sonuç olarak, Türk ve Kazak dillerinin kökeni ortak olsa da, zamanla kültürel, coğrafi ve sosyal farklılıklar nedeniyle bazı dilbilgisel, fonetik ve leksikal farklar oluşmuştur. Bu farklar, her iki dilin kendine özgü bir yapı ve kullanıma sahip olmasına yol açmıştır. Araştırma, Türk ve Kazak dilleri arasındaki benzerlik ve farklılıkların dil öğrenimi sürecinde dikkate alınması gerektiğini vurgulamaktadır. Bu çalışma, her iki dilin öğretilmesi ve

öğrenilmesi açısından önemli bir kaynak oluşturmaktadır. Türkçe ve Kazakça arasındaki dilbilgisel ve fonetik farklılıkların ve benzerliklerin anlaşılması, dil öğrencilerinin bu dillerde daha etkin bir şekilde iletişim kurmalarını sağlamak adına önemlidir. Ayrıca, bu çalışma dilbilimciler ve dil öğrenicileri için kıymetli bir rehber olma niteliğindedir.

KAYNAKÇA

1. Durmuş, M., & Kılınç, A. K. (2021). *Kazaklara Türkçe öğretimi ve söz edimsel bir karşılaştırma*. https://dergipark.org.tr/tr/pub/bilig/issue/50353/652215
2. Kuderinova, K. (2015). *Çağdaş Kazak Türkçesindeki fonetik değişiklikler*. https://dergipark.org.tr/tr/pub/sbe/issue/23143/247191
3. Kuderinova, K. (2016). *Çağdaş Kazak dilinde telaffuz sorunları*. https://dergipark.org.tr/tr/pub/tdded/issue/23718/252623
4. Acar, E. Y. (2022). *Kazak atasözlerinde karşıtlıklar*. https://dergipark.org.tr/tr/pub/turklad/issue/73922/1196857
5. Khashimova, R. (2021). *Türkçe "gibi" edatı ve Kazakçadaki işlevsel karşılıkları*. https://openaccess.hacettepe.edu.tr/xmlui/handle/11655/24987
6. Özdemir, C. (2023). *Kazakça ve Türkçedeki benzer ses ve şekildeki kelimelerin Türkçe dinleme ve yazma becerisine etkisi*. https://www.academia.edu/100772491
7. [Yazar belirtilmemiş]. (2017). *Karşılaştırmalı dil bilimi bağlamında çağdaş Türkiye ve Kazak Türkçelerindeki evren, dünya, gökyüzü, hava olaylarıyla ilgili söz varlıklarının karşılaştırılması*. https://www.researchgate.net/publication/321985492

UDC 101. 81

DIGITAL AND INTERACTIVE TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING WITHIN THE FRAMEWORK OF LANGUAGE EDUCATION

Nazarbayeva Aruzhan *- 4th-year students*
Scientific supervisor: PhD Artykbaeva F.I.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Түйіндеме

Бұл мақалада шетел тілін оқытуда цифрлық және интерактивті технологияларды қолданудың педагогикалық әлеуеті жан-жақты талданады. Зерттеудің негізгі мақсаты – мультимедиялық және интерактивті дидактикалық материалдардың білім алушылардың тілдік дағдыларын, оқу мотивациясын және мәдениетаралық құзыреттілігін қалыптастырудағы рөлін анықтау. Зерттеу университет студенттерімен екі апта бойы жүргізілді. Оқу үдерісінде интерактивті цифрлық мәтіндер, аудио және бейнематериалдар, онлайн-платформалар және мәдени мазмұнға негізделген тапсырмалар қолданылды. Зерттеу нәтижелері цифрлық технологияларды қолдану сөздік қорды кеңейтуге, грамматикалық құрылымдарды меңгеруді жақсартуға және шынайы коммуникативтік жағдайларға бейімделуге ықпал ететінін көрсетті. Сонымен қатар, мультимедиялық материалдар білім алушылардың оқу белсенділігін арттырып, мәдени ақпаратты терең түсінуге мүмкіндік берді. Зерттеу қорытындылары цифрлық технологияларды дәстүрлі оқыту

әдістерімен үйлестіре қолдану шетел тілін оқытудың тиімділігін арттыратынын дәлелдейді.

Кілт сөздер: цифрлық технологиялар, интерактивті оқыту, шетел тілін оқыту, дидактикалық мәтін, мәдениетаралық құзыреттілік

Аннотация

В статье представлен расширенный анализ использования цифровых и интерактивных технологий в обучении иностранным языкам. Цель исследования заключается в выявлении влияния мультимедийных и интерактивных дидактических материалов на развитие языковых навыков, учебной мотивации и межкультурной компетенции студентов. Экспериментальное исследование проводилось в течение двух недель со студентами университета с использованием цифровых текстов, аудио- и видеоматериалов, интерактивных упражнений и онлайн-образовательных платформ. Результаты показали, что внедрение цифровых технологий способствует более эффективному усвоению лексики и грамматики, повышает коммуникативную активность обучающихся и формирует устойчивый интерес к культурным аспектам изучаемого языка. Сделан вывод о целесообразности интеграции цифровых технологий с традиционными методами обучения при активной педагогической поддержке преподавателя.

Ключевые слова: цифровые технологии, интерактивное обучение, иностранный язык, дидактический текст, межкультурная компетенция

In the context of globalization and rapid technological development, foreign language education faces new challenges and opportunities. Modern learners are required not only to master linguistic structures but also to develop communicative competence and cultural awareness. Traditional teaching methods, while still valuable, often fail to fully address the needs of today's digitally oriented students.

Digital and interactive technologies have become an integral part of the educational process. They offer new ways of presenting information, organizing learning activities, and engaging students in active language use. In foreign language teaching, these technologies allow learners to interact with authentic materials, practice language skills in realistic contexts, and receive immediate feedback.

This study focuses on the role of digital and interactive technologies in foreign language teaching, particularly on their integration with didactic texts. The research aims to examine how multimedia-based learning materials influence language acquisition and cultural understanding.

Digital technologies in education are commonly defined as tools and resources that utilize electronic media to support teaching and learning processes. Multimedia technologies combine text, audio, video, graphics, and interactive elements, creating a rich learning environment that addresses multiple sensory channels. According to cognitive learning theories, such multimodal input enhances comprehension and long-term retention of information.

In foreign language education, didactic texts have traditionally served as a primary source of linguistic input. However, in a digital learning environment, these texts evolve into interactive resources. Digital didactic texts may include hyperlinks to explanatory materials, audio recordings for pronunciation practice, embedded videos illustrating language use, and interactive exercises that allow learners to check their understanding immediately.

From a methodological perspective, the use of multimedia supports learner autonomy and differentiated instruction. Students can control the pace of learning, revisit materials, and choose resources that match their individual learning styles. Visual learners benefit from

images and videos, auditory learners from audio materials, while kinesthetic learners engage with interactive tasks.

Cultural education is another significant advantage of digital technologies. Authentic multimedia content introduces learners to real-life communication, social norms, and cultural values of the target language community. This exposure contributes to the development of intercultural competence, enabling learners to interpret and use language appropriately in various cultural contexts.

Methodology

The experimental study was conducted with university students studying a foreign language as part of their academic program. Participants demonstrated an intermediate level of language proficiency. The research lasted for two weeks and was integrated into regular classroom instruction.

Digital and interactive technologies were systematically incorporated into lessons. Students worked with multimedia didactic texts presented through online learning platforms. Activities included watching short educational videos, listening to authentic dialogues, completing interactive grammar and vocabulary exercises, and participating in discussions related to cultural topics.

To evaluate the effectiveness of the approach, a mixed-method research design was used. Quantitative data were collected through pre- and post-tests measuring vocabulary and grammar knowledge. Qualitative data were obtained through classroom observation and student feedback, focusing on motivation, engagement, and cultural awareness.

The experimental study was conducted with university students enrolled in a foreign language course as part of their academic program. The participants demonstrated an intermediate level of language proficiency, which was determined based on previous course assessments and placement test results. The selected group represented a typical cohort of learners who had already acquired basic language skills and were ready to develop higher-level linguistic and communicative competencies.

The research was carried out over a two-week period and was fully integrated into regular classroom instruction to ensure natural learning conditions. During this time, digital and interactive technologies were systematically incorporated into the teaching process. The instructional design was based on the use of multimedia didactic texts delivered through online learning platforms. These texts combined written materials with audiovisual components, such as images, audio recordings, subtitles, and embedded video clips, allowing students to engage with language input through multiple channels.

The learning activities were carefully structured to address different language skills. Students watched short educational and culturally themed videos to develop listening comprehension and contextual vocabulary. Authentic audio dialogues were used to expose learners to natural speech patterns, pronunciation, and intonation. Interactive grammar and vocabulary exercises were integrated to reinforce language structures and provide immediate feedback. In addition, students participated in guided discussions and collaborative tasks focused on cultural topics, encouraging the use of language in meaningful communicative situations.

To evaluate the effectiveness of the proposed approach, a mixed-method research design was employed. Quantitative data were collected through pre- and post-tests designed to measure students' vocabulary range and grammatical accuracy before and after the experimental period. These tests allowed for objective comparison of language progress. Qualitative data were obtained through systematic classroom observation, reflective notes, and student feedback questionnaires. The qualitative analysis focused on learners' motivation, level of engagement, participation in activities, and awareness of cultural aspects presented in the learning materials.

The combination of quantitative and qualitative methods ensured a comprehensive assessment of both linguistic outcomes and affective factors, providing a deeper understanding of the impact of digital and interactive technologies on foreign language learning.

Results

The results demonstrated a significant improvement in students' language performance. Post-test scores showed better vocabulary retention and increased grammatical accuracy compared to initial assessments. Students were more confident in oral communication and actively participated in discussions.

Moreover, the use of authentic multimedia materials enhanced students' understanding of cultural aspects. Learners showed greater interest in cultural topics and demonstrated improved ability to interpret language in context. Motivation levels increased, as students found digital learning materials more engaging and relevant.

The results of the experimental study demonstrated a clear and measurable improvement in students' foreign language performance after the integration of digital and interactive technologies. Analysis of post-test data revealed a noticeable increase in vocabulary retention and grammatical accuracy when compared to the initial assessments conducted prior to the experiment. Students were able to recall and correctly use a wider range of lexical items, including topic-specific vocabulary introduced through multimedia didactic texts. In addition, learners showed improved understanding and application of grammatical structures in both written and oral tasks.

Oral communication skills also improved significantly. Classroom observations indicated that students became more confident in expressing their ideas during discussions and group activities. They used longer and more complex sentences, demonstrated improved fluency, and made fewer pauses and grammatical errors while speaking. Exposure to authentic audio and video materials helped learners internalize natural speech patterns, pronunciation, and intonation, which positively influenced their overall communicative competence.

Furthermore, the use of authentic multimedia materials had a strong impact on students' cultural awareness. Learners demonstrated a deeper understanding of cultural references, social norms, and communicative conventions presented in the materials. During discussions, students were able to interpret language in context and explain cultural meanings more accurately. This indicates that multimedia-based instruction supported not only linguistic development but also the formation of intercultural competence.

Motivation and engagement levels increased noticeably throughout the experimental period. Student feedback and classroom observations revealed higher participation rates, sustained attention during lessons, and a more positive attitude toward learning a foreign language. Many students reported that digital learning materials were more engaging, visually appealing, and relevant to real-life communication. The interactive nature of the tasks encouraged active involvement and autonomous learning, contributing to a more dynamic and learner-centered educational environment.

Overall, the results confirm that the integration of digital and interactive technologies into foreign language teaching leads to positive outcomes in language proficiency, cultural understanding, and learner motivation

The findings confirm that digital and interactive technologies positively influence foreign language learning. Multimedia didactic texts make abstract linguistic concepts more accessible and promote active learning. However, the study also emphasizes that technology should not replace traditional teaching methods. Teacher guidance is essential to ensure appropriate resource selection and to support students in critically evaluating digital content. The findings of this study provide strong evidence that digital and interactive technologies

have a significant positive impact on foreign language learning. The integration of multimedia didactic texts including videos, audio recordings, interactive exercises, and visual aids helped make abstract linguistic concepts more concrete and understandable. For instance, students were better able to grasp complex grammatical structures, such as conditionals or passive voice, when they were accompanied by animated examples or contextualized in authentic dialogues. Similarly, new vocabulary was more effectively internalized when learners could see visual representations, hear correct pronunciation, and immediately practice through interactive exercises.

The study also highlighted that digital and interactive technologies foster active and autonomous learning. Learners were not passive recipients of information; instead, they engaged with content, completed self-check tasks, and reflected on their understanding through interactive activities. This active engagement was particularly effective in developing critical thinking skills, problem-solving abilities, and self-monitoring of learning progress. Students reported feeling a sense of achievement when they completed interactive tasks successfully, which further motivated them to continue practicing outside the classroom.

Another important finding concerns the enhancement of cultural competence. Exposure to authentic digital materials including videos depicting real-life communication, interviews with native speakers, and culturally specific scenarios enabled students to understand not just language, but also the social and cultural norms embedded in it. This type of learning encourages students to interpret meaning in context, to recognize culturally appropriate expressions, and to develop empathy toward speakers of the target language. The research indicates that multimedia content is particularly valuable for integrating cultural education seamlessly with language instruction.

The study concludes that digital and interactive technologies are an effective tool for enhancing foreign language and cultural education. Their integration into the learning process supports language skill development, increases learner motivation, and fosters intercultural competence. For optimal results, digital technologies should be combined with traditional instructional methods and continuous pedagogical support.

In conclusion, this study demonstrates that digital and interactive technologies are a powerful and effective tool for enhancing foreign language learning and cultural education. Their integration into the classroom supports multiple aspects of language development, including vocabulary acquisition, grammatical accuracy, pronunciation, and oral communication. Additionally, multimedia materials promote active learning, critical thinking, and learner autonomy, which are essential for long-term language acquisition.

References:

1. Harmer, J. The Practice of English Language Teaching. Pearson, 2015.
2. Mayer, R. Multimedia Learning. Cambridge University Press, 2020.
3. Kukulska-Hulme, A. Mobile and digital language learning. ReCALL, 2020.
4. Richards, J. C. Approaches and Methods in Language Teaching. Cambridge University Press, 2014.

UDC 811.98

DIDACTIC GAMES AND THEIR USE IN ENGLISH LESSONS: INTEGRATING AI FOR ENHANCED LEARNING

Serikbek Ayazhan - 4th-year students
Scientific supervisor: PhD, Acting Professor Makhanova Zh.K.

South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov,
Shymkent, Kazakhstan

Түйідеме

Мақалада ағылшын тілін оқытудағы дидактикалық ойындардың маңызы және жасанды интеллектіні (ЖИ) қолдану арқылы оқыту тиімділігін арттыру туралы баяндалған. Дидактикалық ойындар лексика мен грамматиканы белсенді меңгеру процестерінде маңызды рөл атқарады, студенттердің мотивациясы мен қатысуын арттырады. Жасанды интеллект технологиялары, мысалы, сөйлеуді тану және бейімделген оқу, дидактикалық ойындармен біріктірілгенде, оларды одан әрі жеке тұлғаға бағытталған әрі тиімді етеді, оқушының деңгейіне сәйкес нақты кері байланыс пен тапсырмалар береді. Бұл жаңа материалды тереңірек түсінуге және қолдануға ықпал етеді, әсіресе қашықтықтан және аралас оқыту жағдайында. Мақалада ЖИ технологияларын білім беру процестеріне интеграциялау арқылы шет тілдерін оқытудағы нәтижелерді жақсартудың маңызы атап өтілген.

Кілт сөздер: дидактикалық ойындар, жасанды интеллект, ағылшын тілін оқыту, ойын әдісі, персонализация, бейімделген оқу, сөйлеуді тану, кері байланыс, мотивация, білім беру технологиялары.

Аннотация

В статье рассматривается использование дидактических игр в обучении английскому языку с акцентом на использование искусственного интеллекта (ИИ) для повышения эффективности обучения. Дидактические игры играют важную роль в процессах активного освоения лексики и грамматики, улучшая мотивацию и вовлеченность студентов. В сочетании с технологиями ИИ, такими как распознавание речи и адаптивное обучение, дидактические игры могут быть еще более персонализированными и эффективными, предоставляя мгновенную обратную связь и индивидуальные задания в зависимости от уровня ученика. Это способствует более глубокому пониманию и применению нового материала, особенно в условиях дистанционного и гибридного обучения. В статье подчеркивается важность интеграции ИИ в образовательные процессы для достижения лучших результатов в обучении иностранным языкам.

Ключевые слова: дидактические игры, искусственный интеллект, обучение английскому языку, игровое обучение, персонализация, адаптивное обучение, распознавание речи, обратная связь, мотивация, технологии в образовании.

Didactic games have long been recognized as effective tools in language teaching, as they engage students in interactive learning, making the process both enjoyable and productive. These games are designed not only to reinforce vocabulary and grammar but also to improve communication skills, foster collaboration, and encourage critical thinking. When integrated into English lessons, didactic games can transform mundane language exercises into dynamic and immersive experiences.

With the rapid advancements in Artificial Intelligence (AI), its integration into language teaching offers significant opportunities for enhancing the effectiveness of didactic games. AI-powered tools, such as intelligent tutoring systems, speech recognition software, and adaptive learning platforms, can personalize game-based learning experiences for each student, ensuring that the content is tailored to their individual level of proficiency and learning style.

1. Personalization: AI can adapt the difficulty and complexity of didactic games in real-time, offering personalized challenges based on the learner's performance. For example, in

vocabulary-building games, the AI system can track a student's progress and adjust the level of difficulty accordingly, introducing new words only when the student has mastered the current ones. This ensures that students remain engaged and challenged without feeling overwhelmed.

2. Instant Feedback: AI-driven tools provide immediate feedback on students' performance during didactic games. In a vocabulary-based game, for instance, if a student incorrectly identifies a word or uses it in the wrong context, the AI can offer corrective feedback, explain the mistake, and provide a hint for improvement. This real-time feedback enhances learning and encourages students to practice more frequently.

3. Speech Recognition: In pronunciation and speaking exercises, AI-powered speech recognition tools allow students to practice their speaking skills while playing games. The system can evaluate the accuracy of pronunciation, intonation, and fluency, offering suggestions for improvement. For example, an AI-powered game could simulate real-world conversations, allowing students to practice dialogue with virtual characters while receiving real-time feedback on their pronunciation and grammar.

4. Gamification and Motivation: AI can take gamification to the next level by incorporating features like adaptive scoring, leaderboards, and rewards. Students are motivated to perform well and progress through levels, while AI ensures that they are learning effectively by continuously adjusting the game to their needs. This gamified experience promotes active participation and helps students remain engaged in the learning process.

5. Data-Driven Insights: AI can collect and analyze data on student performance, identifying strengths and weaknesses in language learning. This information can be used by educators to adjust lesson plans, personalize instruction, and ensure that students are receiving the support they need to succeed.

In conclusion, the integration of AI into didactic games offers exciting new possibilities for enhancing English lessons. By providing personalized learning experiences, real-time feedback, and opportunities for engaging practice, AI can help students develop their language skills more effectively and efficiently. As AI continues to evolve, it will undoubtedly play an increasingly important role in shaping the future of language education, particularly in the context of interactive and game-based learning. When defining the goals of classes, the personal interests of schoolchildren and their individual characteristics are necessarily taken into account. For greater effectiveness of training, an individual approach to students is necessary , which encourages them to be more independent and active. English has now acquired the status of a language of global communication. And I, as a teacher of this discipline, see my task in the linguistic and social adaptation of students to modern conditions. Thus, the main goal of teaching a foreign language is the development of communication skills. But communication, in turn, requires motivation. It is clear that it is impossible to force a person to communicate freely in a foreign language in a formal way. It is important to create such conditions that communication becomes necessary, not to obtain a grade, but simply because language communication has become a need for him [1].

Pedagogical experience shows that there is no universal game suitable for all groups of students. The same game is played differently in different groups, and therefore it needs to be adapted to specific conditions. The game should not be imposed on students, but used only with other methods and means of teaching, especially at the initial stage. Role-playing in the classroom is a very effective means of teaching, as it involves intensive communication between students, teacher and student, promoting the formation of educational cooperation and partnership. While playing, schoolchildren "immerse themselves" in the situation being played out, which helps them overcome psychological barriers (shyness, lack of confidence, etc.) and assert themselves [2].

During my classes, I set myself the following tasks.

-improving phonetic skills;

-development of monologue and dialogic speech skills of students;

- expansion of students' active vocabulary through the acquisition of passive lexical material;

- students' awareness of the essence of linguistic phenomena of a different system of concepts;

- expanding knowledge about the culture, history, traditions, and customs of the country of the language being studied.

An important stage of work on linguistic phenomena is the systematization of grammatical and lexical knowledge and skills, the nature of which should correspond to the age characteristics of the students. A new linguistic phenomenon can be presented to students in context (a poem, a rhyme, a song, etc.). By repeating a rhyming poem after the teacher, children become familiar with new lexical means, and the teacher encourages students to a conscious and attentive attitude to the English language [3]. For example, often in a lesson on the topic "My Family", you can act out the following poem with elements of role-playing, while including additional attributes: cards with names, toys, jewelry for mom and grandma, glasses for grandpa:

This is my father
This is my mother
This is my brother Paul
How I love them all

Then the students can continue to repeat the poems, naming the names of their family members, using the possessive case of nouns, etc. In this light, the use of an interactive whiteboard or video projector, which enhances the effectiveness of studying certain linguistic phenomena, seems attractive.

The exercises used in the educational process that develop the phonetic skills of students should be primarily of a playful nature and be aimed not only at establishing correct pronunciation, but also at developing the ability to differentiate the meaning -distinctive phonemes of the English language and the main intonation patterns. For example, in this case, you can use the game "What sound did I think of", during which the teacher names a chain of words in which the same sound occurs, and the students guess it: love , but , nut , trunk .

For example, one creative game that can assist in developing vocabulary according to thematic features is the *"Our Class"* game. In this activity, each student is given a card with an image of an object related to the theme, such as a table, blackboard, window, or chair. The rest of the students must listen carefully as the teacher names various objects. If the object on their card is mentioned, they show the card to the rest of the group. This game not only reinforces vocabulary retention but also encourages students to pay attention to the details of words and their meanings.

When it comes to grammar instruction, the approach should be focused on learning "*from example to rule*," meaning that students should first be exposed to grammatical phenomena in context, use them in practice, and only then organize and systematize the acquired knowledge. A fun example of this is using an interactive game to reinforce grammar structures in the imperative mood. One such game involves Buratino (Pinocchio), a didactic character, who gives commands such as "*Stand up!", "Sit down!", "Raise your hands!",* and "Clap your hands!" Students must follow these commands, and Buratino can increase the complexity of the commands as students become more proficient. This playful approach helps students practice grammar structures in a fun and memorable way while improving their language skills in context. Overall, both lexical and grammatical learning can be significantly enhanced by using games and activities that are embedded in real-life contexts,

making the learning experience more engaging and effective. Through play, students develop a deeper understanding of language, its structure, and how to use it in communication.

Incorporating play and creativity into language learning is essential for enhancing both lexical and grammatical skills in students. By integrating vocabulary exercises into communicative contexts and using games, students not only reinforce their language skills but also engage in meaningful learning experiences. Activities like the “Our Class” game and the Buratino grammar game make language acquisition more interactive and enjoyable, encouraging students to actively participate and apply their knowledge in real-life contexts. Ultimately, incorporating such innovative and creative strategies into the teaching process fosters a deeper understanding of language, enhances retention, and encourages students to use language actively and confidently in various situations.

References:

1. Boytsova E.I. Lesson-competition / U.I. Boytsova // IYASh. - 2005. - No. 1 . - P. 43.

2. Derkach A.A., Shcherbak S.F. Pedagogical heuristics: a tutorial / A.A. Derkach , S.F.Shcherbak . – M., 1991 – P. 19.

3. Kukushkin V.S. Modern pedagogical technologies in primary school: a manual for teachers / V.S.Kukushkin. - Rostov - on - Don ., 2004. - P.77.

HOW TECHNOLOGY CHANGES THE WAY WE LEARN FOREIGN LANGUAGES?

Жамбыл Аида Бахытқызы
aida.zhambyl05@gmail.com
Ғылыми жетекші: аға оқытушы -Мақұлбек Азамат Болатбекұлы
Өзбекәлі Жәнібеков атындығы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Annotation

This article is devoted to the role of the technological devices on the process of learning languages. The purpose of this academical work is to explore and compare modern technology with traditional teaching methods. In this academical paper investigated various tchnological innovations, including online platforms, mobile applications and games, interactive educational programs.

I guess, no one can doubt that nowadays, technological development has significantly influenced many areas of education, including the process of learning foreigh languages. Traditional language education relied mainly on textbooks, classroom instruction, and memorization of grammar and vocabulary. However, the emergence og digital technologies such as mobile applications, artificial intelligence systems, and online learning platforms has changed the way learners study and practice languages. This article explores how technology affects foreign language learning and evaluetes both the advantages and disadvantages of technology-supported education. The paper reviews previous research on computer-assisted amd mobile-assisted language learning, discusses common technological tools used by language learners, and analyzes how these tools influence motivation of students, accessibility, and communication opportunities. Particular attention is given to digital communication platforms that allow learners to interact with native speakers and artificial

intelligence systems that provide personalized feedback. The analysis shows that technology has made language learning more flexible, interactive, aand accessible to a global audience. At the same time, challenges such as unequal access to digital resources and possible distractions from digital devices must also be considered. The article concludes that technology is most effective when it complements rather than replaces tradithional language instruction. As new technologies continue to develop, they will likely play an even greater role in shaping the future of language education.

Key Words: Technology in education, language learning, mobile learning, artificial intelligence, digital learning platforms, second language acquisition.

The rapid development of digital technology has transformed many aspects of modern life. Communication, business, entertainment, and education have all been affected by technological innovation. One field that has experienced particularly noticeable change is foreign language learning. In earlier times, students used to learn languages through textbooks, grammar exercises, and teacher-centered classroom intruction. Although these traditional methods helped students develop basic reading and writing skills, they often provided limited opportunities for authentic communication.

Nowadays, technology offers learners many new ways to study languages. Digital platforms, mobile applications, and, of course, artificial intelligence tools allow learners to practice vocabulary, grammar, listening, and speaking skills outside the classroom.instead of relying only on scheduled lessons, students can watch videos in the target language, communicate with native speakers online in any time, and receive immediate feedback on their pronunciation.

These advancements have transformed not only the methods of language instruction but also the approach learners take towards their education. Students now have access to a wide range of resources and can often choose learning methods that match their individual preferences. In many cases, language learning has become more flexible and self-directed.

The purpose of this article is to examine how technology influences the way people learn foreign languages. The paper reviews existing research on technology-assisted language learning and discusses the benefits and limitations of using digital tools in language education. Understanding these changes is important for educators and students alike, as technology continues to reshape modern learning environment.

Literary Review

Researchers have been studying the relationship between technology and language learning for several decades. Early studies in computer-assisted language learning explored how computers could support language education through interactive exercises and multimedia materials. According to Warschauer and Healey (1998), computers made it possible to provide learners with interactive language activities that were difficult to implement in traditional classroom settings.

As technology developed, mobile devices began to play a more important role in education. Mobile-assisted language learning (MALL) emerged as a new approach that allows learners to study languages using smartphones and tablets. Kukulska-Hulme (2012) explains that mobile technologies enable learners to practice languages at any time and in almost any place. This flexibility makes language learning easier to integrate into daily life.

Another significant advancement in language education is the integration of multimedia resources into the learning process. Chapelle (2001) maintains that multimedia learning environments facilitate language acquisition by integrating visual, auditory, and written forms of information. For instance, learners can watch videos accompanied by subtitles, listen to educational podcasts, or engage in interactive activities designed to strengthen vocabulary and grammatical knowledge.

In recent years, artificial intelligence has also started to influence language education practices.AI-driven systems are capable of evaluating learner performance and delivering individualized feedback. Godwin-Jones (2018) points out that speech recognition technologies enable learners to enhance their pronunciation skills by comparing their spoken language with models produced by native speakers.

Alongside these technological innovations, online communication platforms have decome a vital component of modern language learning. Language exchange websites and mobile applications connect learners with native speakers from different parts of the worls. Such interactions provide opportunities to practice authentic communication while also fostering intercultural awareness and understanding.

Overall, current research indicates that technology can greatly improve language learning outcomes when applied appropriately and thoughtfully. Nevertheless, many scholars stress that digital tools are most effective when they support and complement traditional teaching methods rather than completely replacing face-to-face instruction.

Materials and Research Method

This article uses a qualitative research approach based on the analysis of existing academic literature related to technology-assisted language learning. The materials examined in this study include scholarly articles, academic books, and research reports focusing on digital language learning technologies.

The research primarily focuses on several key technological tools that are commonly used in modern language education. These include mobile language learning applications, online learning platforms, speech recognition systems, and artificial intelligence-based tutoring programs. These tools were selected because they represent some of the most widely used technologies in contemporary language learning.

The analysis involved reviewing and synthesizing findings from previous studies in order to identify common patterns and trends. Particular attention was given to how technological tools affect learner motivation, access to language resources, and opportunities for authentic communication.

By comparing traditional language learning methods with technology-assisted approaches, the study aims to better understand the role of technology in modern language education and evaluate its overall effectiveness.

Experiment

Although this paper is primarily based on literature analysis, several studies included in the reviewed literature involve experimental research. For example, Stockwell and Hubbard (2013) conducted studies examining how mobile language learning applications influence vocabulary acquisition.

In one study, participants used mobile learning applications over a period of several weeks. Their vocabulary knowledge was measured before and after the experiment. The resultsindicated that students who practiced regularly using mobile applications showed noticeable improvement in vocabulary retention compared with those who relied only on classroom instruction.

Other experiments have focused on pronunciation improvement using speech recognition technologies. In these studies, learners practiced pronunciation with digital systems that provided immediate feedback. Over time, participants demonstrated improved pronunciation accuracy, suggesting that automated feedback can support speaking development.

These experimental findings indicate that technology can positively influence language learning outcomes, particularly when learners use digital tools consistently and combine them with other learning strategies.

Analysis and Results

A review of existing scholarly literature reveals that technology-assisted language learning offers a number of substantial advantages. One of the most prominent benefits is enhanced accessibility. Digital technologies, including mobile applications, online learning platforms, and virtual classrooms, enable learners to access instructional materials regardless of geographical location, provided that an internet connection is available. This is particularly significant for individuals residingin remote or underserved areas where traditional language education may be limited or entirely unavailable. For example, learners can engage with platforms such as Duolingo, Babbel, or Massive Open Online Courses to develop linguistic competence independently of formal classroom settings. Consequently, technology contributes to the democratization of language education by reducing spatial and economic barriers.

In addition to accessibility, technology has been shown to increase learner motivation. Many digital language learning environments incorporate elements of gamification, including point systems, achievement badges, progress tracking, and competetive leaderboards. These features are designed to sustain learner engagement and promote consistent practice. Empirical studies suggest that such interactive and reward-based mechanisns can enhance intrinsic and extrinsic motivation by fostering a sense of accomplishment amd progression. For instance, maintaining a daily learning streak or advancing through levels can encourage sustained participation ovr time, thereby supporting long-term language acquisition.

Another, significant advantage of technology-assisted learning is the capacity for personalization. Advances in artificial intelligence and adaptive learning technologies allow systems to analyze user performance and tailor instructional content to individual needs. This individualized approach enables learners to focus on specific areas of difficulty, such as grammatical structures, vocabulary acquisition, or pronunciation. For example, adaptive platforms can provide additional exercises targeting frequently made errors or offer immediate corrective feedback. As a result, learners benefit from a more efficient and learner-centered educational experience that accommadates diverse proficiency levels and learning styles.

Furthermore, digital communication technologies facilitate authentic interaction with native speakers, thereby enhancing communicative competence. Through tools such as video conferencing, language exchange applications, and online discussion forums, learners can engage in real-time conversations with individuals from different linguistic and cultural backgrounds. This exposure not only improves speaking and listening skills but also deepens learners' understanding of pragmatic language use and cultural context. For example,interacting with native speakers via platforms such as Tandem or Hellotalk allows learners to encounter informal expressions, idiomatic language, and culturally specific communication patterns that are often absent from traditional instructional materials.

Despite these advantages, technology-based language learning is not without its limitations. One notable challenge is the potential for distraction. The use of digital devices foe educational purposes often occurs within environments that also provide access to non-academic content, such as social media, entertainment platforms, and messaging applications. This can lead to reduced concentration and diminished learning efficiency. For instance, learners may interrupt study sessions to engage with unrelated digital content, thereby negatively affecting their cognitive focus and retention.

Another critical issue concerns the unequal distribution of technological resources. Not all learners possess reliable internet access, modern devices, or the necessary digital literacy skills required to effectively utilize online learning tools. This disparity, often referred to as the digital divide, can exacerbate existing educational inequalities. Learners from economically disadvantaged or rural backgrounds may therefore be less able to benefit from the opportunities afforded by technology-assisted language learning.

In conclusion, while certain challenges persist, the overall body of evidence indicates that technology plays an increasingly vital role in contemporary language education. When implemented effectively and complemented by appropriate pedagogical strategies, digital tools have the potential to significantly enhance language learning outcomes by improving accessibility, increasing motivation, enabling personalization, and facilitating authentic communication.

Technology has significantly changed the way people learn foreign languages. Digital tools such as mobile applications, artificial intelligence systems, and online communication platforms have expanded learning opportunities and made language education more accessible.

The research discussed in this article shows that technology can increase learner motivation, improve pronunciation and vocabulary development, and provide opportunities for authentic communication. At the same time, challenges such as distractions and unequal access to digital resources must also be considered.

The most effective approach to language learning appears to be a combination of traditional teaching methods and technological tools. Teachers continue to play an essential role in guiding learners and providing meaningful feedback, while technology offers additional opportunities for practice and independent learning.

As new technologies continue to develop, they will likely become even more integrated into language education. Innovations such as virtual reality and more advanced artificial intelligence systems may create new possibilities for immersive and personalized language learning experiences.

References:

1.Chapelle, C. A. (2001). Computer applications in second language acquisition. Cambridge University Press.

2.Godwin-Jones, R. (2018). Using mobile technology to develop language skills and cultural understanding. Language Learning & Technology, 22(3), 1–17.

3.Kukulska-Hulme, A. (2012). Mobile learning and language learning. Language Learning & Technology, 16(2), 1–11.

4.Stockwell, G., & Hubbard, P. (2013). Some emerging principles for mobile-assisted language learning. The International Research Foundation for English Language Education.

5.Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. Language Teaching, 31(2), 57–71.

ШЕТ ТІЛІ САБАҚТАРЫНДА БІЛІМ АЛУШЫЛАРДЫҢ ҚЫЗЫҒУШЫЛЫҒЫН АРТТЫРУ ҚҰРАЛЫ РЕТІНДЕ ЖАСАНДЫ ИНТЕЛЛЕКТ БАҒДАРАЛАМАРЫН ҚОЛДАНУ

Жақсылық Н.
naz.zh2004@mail.ru
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Түйіндеме

Бұл мақалада шет тілі сабақтарында білім алушылардың сабаққа деген қызығушылығын арттыруда жасанды интеллект бағдарламаларын қолданудың

маңызы қарастырылады. Жасанды интеллект технологиялары оқыту үдерісін дараландыруға, жедел кері байланыс беруге, тілдік дағдыларды тиімді дамытуға және білім алушылардың белсенділігін күшейтуге мүмкіндік береді. Сонымен қатар мұндай бағдарламалар оқушылардың өздігінен білім алуына, шығармашылық қабілеттерін дамытуына және шет тілін практикалық тұрғыда меңгеруге жағдай жасайды. Мақалада жасанды интеллект құралдарын шет тілі сабақтарында қолданудың артықшылықтары мен оларды тиімді пайдаланудың педагогикалық ерекшеліктері сипатталады.

Кілт сөздер: *жасанды интеллект, шет тілі, оқыту үдерісі, білім алушы, қызығушылық, мотивация, цифрлық технология, кері байланыс, тілдік дағды, инновациялық білім беру*

Қазіргі білім беру кеңістігі үздіксіз өзгеріс үстінде. Ақпараттық технологиялардың қарқынды дамуы оқыту үдерісіне жаңа талаптар қойып қана қоймай, педагогикалық тәсілдердің мазмұны мен формасын да жаңартуды қажет етеді. Әсіресе шет тілін оқыту саласында бұл өзгерістер айқын байқалады. Өйткені шет тілін меңгеру тек грамматикалық ережелер мен сөздік қорды жаттап алумен шектелмейді, ол – қарым-қатынас жасауға, тыңдауға, ойды жеткізуге, мәдени ортаға бейімделуге бағытталған күрделі танымдық және практикалық үдеріс. Осындай жағдайда білім алушылардың пәнге деген қызығушылығын ояту, оны тұрақты түрде сақтап қалу және ішкі уәжін күшейту мұғалімнің басты міндеттерінің біріне айналады. Осы мақсатқа жетуде жасанды интеллект бағдарламаларының мүмкіндігі ерекше.

Бүгінгі таңда жасанды интеллект ұғымы тек техникалық немесе ғылыми салаға ғана тән түсінік емес, ол білім беру жүйесінің де белсенді құралына айналып отыр. Жасанды интеллектке негізделген бағдарламалар білім алушылардың жеке ерекшеліктерін ескере отырып, оқу материалының мазмұнын бейімдеуге, тапсырмаларды саралауға, кері байланысты жедел ұсынуға және оқыту үдерісін интерактивті етуге мүмкіндік береді. Шет тілі сабақтарында мұндай бағдарламаларды қолдану оқушылардың белсенділігін арттырып, олардың сабаққа эмоционалдық және танымдық тұрғыдан қатысуын күшейтеді. Себебі білім алушы өзінің жетістігін бірден көргенде, қателерін тез түзеткенде және тілдік әрекеттерді нақты өмірлік жағдайлармен байланыстырып орындай алғанда, пәнге деген қызығушылығы табиғи түрде жоғарылайды [1].

Шет тілі пәнін оқытудағы негізгі қиындықтардың бірі – білім алушылардың барлығының дайындық деңгейі, оқу қарқыны және қабылдау ерекшеліктері бірдей болмауы. Дәстүрлі сабақта мұғалім көбіне орташа деңгейге бейімделіп жұмыс істеуге мәжбүр болады. Нәтижесінде кейбір оқушылар үшін материал тым жеңіл, ал енді біреулері үшін тым күрделі болуы мүмкін. Бұл жағдай қызығушылықтың төмендеуіне, сабаққа енжар қатысуға және өз күшіне деген сенімсіздікке алып келеді. Жасанды интеллект бағдарламалары дәл осы мәселені шешуде тиімді құрал ретінде көрінеді. Олар әр білім алушының деңгейін талдап, соған сәйкес тапсырмалар ұсына алады. Мысалы, сөздік қорды бекітуге арналған жаттығулар бір оқушыға қарапайым сәйкестендіру түрінде ұсынылса, екінші оқушыға сол сөздерді сөйлемде қолдану немесе мәтін құрастыру формасында берілуі мүмкін. Мұндай дараландыру білім алушыға өз мүмкіндігіне сай жұмыс істеуге жағдай жасап, табысқа жету сезімін тудырады.

Қызығушылықты арттырудағы маңызды факторлардың бірі – жедел және түсінікті кері байланыс. Көп жағдайда оқушы жаттығуды орындағаннан кейін оның нәтижесін келесі сабақта немесе біраз уақыттан соң ғана біледі. Бұл оқуға деген ынтаны әлсіретуі мүмкін. Ал жасанды интеллект негізіндегі платформалар оқушының

жауабын бірден тексеріп, қателерін көрсетіп, түзету жолдарын ұсынады. Мұндай сәттік кері байланыс оқушыны белсенді әрекетке жетелейді, себебі ол өз қатесін сол мезетте байқап, дұрыс нұсқасын көреді. Әсіресе шет тілінде айтылым, тыңдалым, жазылым дағдыларын қалыптастыруда бұл өте маңызды. Кейбір бағдарламалар дыбыстауды талдап, сөздердің дұрыс айтылу деңгейін көрсетеді, сөйлем құрылымындағы грамматикалық ауытқуларды белгілейді, тіпті сөздік қордың әркелкілігін де бағалай алады. Бұл мұғалімнің жұмысын жеңілдетіп қана қоймай, білім алушының өз оқуына жауапкершілікпен қарауына ықпал етеді [2].

Жасанды интеллект бағдарламалары шет тілі сабағында оқытудың мазмұнын өмірмен байланыстыруға да көмектеседі. Қазіргі білім алушы дайын ережені жаттаудан гөрі, тілді шынайы қарым-қатынас құралы ретінде сезінгісі келеді. Егер сабақ барысында ол жасанды интеллект арқылы виртуалды диалогқа түссе, күнделікті жағдаяттарға байланысты сұрақтарға жауап берсе, рөлдік тапсырмалар орындаса, оның сабаққа деген қызығушылығы әлдеқайда артады. Өйткені мұндай әрекеттер оқушыға «мен бұл тілді не үшін оқып жүрмін?» деген сұраққа нақты жауап береді. Мәселен, шетелдік қонақпен танысу, дүкенде сөйлесу, сапар барысында жол сұрау, әлеуметтік желіде хат жазу сияқты жағдайларды модельдеу арқылы білім алушы тілдің практикалық маңызын түсіне бастайды. Бұл ішкі мотивацияны қалыптастыратын ең маңызды шарттардың бірі.

Сонымен қатар жасанды интеллект технологиялары шет тілі сабақтарын эмоционалдық жағынан тартымды етуге мүмкіндік береді. Көптеген білім алушылар үшін қате жіберу қорқынышы шет тілін үйренудегі негізгі психологиялық кедергілердің бірі саналады. Олар көпшілік алдында жауап беруден, сөйлеуден, жаңа сөздерді қолданудан қысылуы мүмкін. Ал жасанды интеллектпен жұмыс істеу барысында оқушы алдымен қауіпсіз ортада жаттығады. Бағдарлама оны сынамайды, келемеждемейді, шыдамсыздық танытпайды. Керісінше, қайталап орындауға, ізденуге, өз жауабын түзетуге мүмкіндік береді. Бұл оқушының сенімділігін арттырып, тілдік белсенділігін күшейтеді. Сенімділік артқан жерде қызығушылық та артады, себебі бала өзі жасай алатын әрекетке көбірек ұмтылады [3].

Шет тілі сабағында жасанды интеллектті қолданудың тағы бір артықшылығы – шығармашылық тапсырмаларды түрлендіру мүмкіндігі. Дәстүрлі жағдайда мұғалім белгілі бір мәтінді оқытып, сұрақтарға жауап алумен шектелуі мүмкін. Ал жасанды интеллект көмегімен оқушыларға сурет бойынша әңгіме құрастыру, берілген тақырыпқа диалог әзірлеу, қысқа эссе жазу, сөйлемдерді стильдік тұрғыдан өзгерту, тіпті өз мәтінін жетілдіру сияқты жұмыстарды орындатуға болады. Мұндай тапсырмалар оқушыны жай қабылдаушы емес, белсенді автор ретінде қалыптастырады. Шығармашылық белсенділік қызығушылықтың ең жоғары деңгейін туғызады, себебі оқушы өз идеясын тіл арқылы жеткізуге ұмтылады. Бұл жерде мұғалімнің рөлі де өзгереді: ол тек білім беруші емес, бағыттаушы, кеңесші, оқу үдерісін ұйымдастырушы тұлғаға айналады.

Жасанды интеллект бағдарламаларының көмегімен геймификация элементтерін енгізу де білім алушылардың сабаққа қызығушылығын арттырады. Ұпай жинау, деңгейден өту, марапат алу, күнделікті мақсат қою, жетістік көрсеткіштерін көру сияқты элементтер оқушылардың оқу әрекетін ойын формасына жақындатады. Әсіресе жасөспірімдер үшін мұндай тәсіл өте тиімді, өйткені олар бірсарынды жаттығулардан тез жалығады. Ал ойын түрінде ұйымдастырылған тапсырмалар оқуға деген жағымды эмоция қалыптастырады. Бірақ мұнда маңыздысы – ойын оқудың орнын баспауы керек, керісінше оқу мақсатын жүзеге асырудың құралы болуы тиіс. Егер мұғалім жасанды интеллект платформаларын педагогикалық мақсатпен дұрыс қолданса, ойын

элементтері тек көңіл көтеру емес, нақты білім мен дағдыны меңгертудің тиімді тәсіліне айналады [4].

Жасанды интеллекттің шет тілі сабақтарындағы тиімділігі тек оқушыларға ғана емес, мұғалімге де байланысты. Мұғалім бұл технологияны орынды әрі сындарлы түрде пайдалана білуі қажет. Кез келген цифрлық құрал сияқты жасанды интеллект те өздігінен нәтиже бермейді. Оның тиімділігі сабақ мақсатына сәйкестігіне, тапсырманың мазмұнына, білім алушылардың жас және тілдік деңгей ерекшеліктеріне, сондай-ақ мұғалімнің әдістемелік шеберлігіне тәуелді. Егер мұғалім жасанды интеллектті тек уақыт үнемдеу немесе тапсырманы автоматтандыру үшін ғана пайдаланса, онда оның тәрбиелік және дамытушылық әлеуеті толық ашылмайды. Ал егер оны оқушының қызығушылығын, дербестігін, тілдік белсенділігін арттыру құралы ретінде жүйелі түрде енгізсе, онда оқу үдерісінің сапасы айтарлықтай жақсарады.

Дегенмен жасанды интеллект бағдарламаларын қолдануда белгілі бір сақтық та қажет. Ең алдымен, білім алушылар дайын жауапқа тым тәуелді болып кетпеуі керек. Кей жағдайда олар тапсырманы өз бетінше орындаудың орнына, бағдарламаның ұсынған нұсқасын сол күйінде қабылдауға бейім болуы мүмкін. Бұл тілдік ойлаудың дамуына кедергі келтіреді. Сондықтан мұғалім жасанды интеллектті көмекші құрал ретінде танытып, оның берген жауабын талдауға, салыстыруға, түзетуге үйретуі тиіс. Сонда ғана оқушы технологияны тұтынушы емес, саналы пайдаланушы деңгейіне көтеріледі. Екіншіден, барлық ақпараттың дұрыстығына сын көзбен қарау да маңызды. Кейбір жағдайларда бағдарламалар мағынасы жағынан дәл емес, тілдік нормаға толық сәйкес келмейтін жауап беруі мүмкін. Сондықтан мұғалімнің кәсіби бақылауы мен әдістемелік сүзгісі әрдайым қажет [5].

Жасанды интеллект бағдарламалары білім алушылардың сабаққа деген қызығушылығын арттырумен қатар, олардың өздігінен білім алу дағдысын қалыптастыруға әсер етеді. Қазіргі қоғамда тек мұғалім түсіндірген ақпаратпен шектелу жеткіліксіз, оқушы өз бетімен ізденіп, білімін толықтырып, оны әртүрлі жағдайда қолдана білуі керек. Жасанды интеллект осы дербестікті дамытуға қолайлы орта ұсынады. Оқушы өзіне түсініксіз сөздің мағынасын анықтай алады, сөйлем құрастыруға көмек алады, мәтінін тексеріп, жақсарту жолдарын үйренеді, тыңдалым дағдыларын қайталап жетілдіреді. Мұндай әрекеттер оның өзін оқу үдерісінің белсенді субъектісі ретінде сезінуіне жағдай жасайды. Ал дербестік қалыптасқан сайын пәнге деген тұрақты қызығушылық та нығая түседі.

Сондай-ақ жасанды интеллект инклюзивті білім беру жағдайында да маңызды рөл атқара алады. Әртүрлі оқу қажеттілігі бар білім алушылар үшін шет тілін меңгеру қарқыны мен тәсілі өзгеше болуы мүмкін. Кейбір оқушылар визуалды материалды жақсы қабылдайды, кейбіреулеріне дыбыстық сүйемелдеу қажет, енді біреулеріне тапсырманы бірнеше рет қайталау ыңғайлы. Жасанды интеллект платформалары осы ерекшеліктерді ескеріп, оқу материалын әртүрлі форматта ұсына алады. Бұл барлық білім алушылардың сабаққа тең дәрежеде қатысуына жағдай жасап, өз мүмкіндігін сезінуіне көмектеседі. Өз мүмкіндігін сезінген балада қызығушылық пен ынта да жоғары болады.

Шет тілі сабақтарында жасанды интеллект бағдарламаларын қолдану мұғалім мен оқушы арасындағы қарым-қатынастың сипатын да өзгерте алады. Бұрын мұғалім ақпарат көзі ретінде негізгі орында тұрса, қазір ол оқу әрекетін ұйымдастырушы, бағыт беруші, таңдау жасауға көмектесуші тұлғаға айналуда. Бұл оқушыға көбірек еркіндік береді, ал еркіндік жауапкершілікпен ұштасқанда, оқу тиімділігі артады. Оқушы өз оқу нәтижесіне өзі ықпал ете алатынын сезінеді. Мұндай сезім пәнге қызығушылықты сыртқы талаптан ішкі қажеттілікке айналдырады. Яғни оқушы шет тілін баға үшін емес, өз дамуы үшін үйрене бастайды [6].

Қорытындылай келе, шет тілі сабақтарында білім алушылардың сабаққа деген қызығушылығын арттыру құралы ретінде жасанды интеллект бағдарламаларын қолдану – бүгінгі білім беру үдерісінің өзекті әрі тиімді бағыттарының бірі. Бұл бағдарламалар оқытуды дараландыруға, жедел кері байланыс беруге, тілдік әрекетті өмірмен байланыстыруға, қорқыныш пен сенімсіздікті азайтуға, шығармашылық белсенділікті дамытуға және оқушылардың өздігінен білім алу дағдысын қалыптастыруға мүмкіндік береді. Алайда олардың тиімділігі мұғалімнің педагогикалық мақсатына сай орынды қолдануына байланысты. Жасанды интеллект мұғалімді алмастыратын құрал емес, керісінше оның кәсіби мүмкіндігін кеңейтетін, білім алушының қызығушылығын оятатын, заманауи сабақтың сапасын арттыратын серіктес құрал болып табылады. Сондықтан шет тілі сабақтарында жасанды интеллект бағдарламаларын саналы, әдістемелік тұрғыдан негізделген түрде пайдалану білім алушылардың пәнге деген ынтасын күшейтіп, тіл үйрену үдерісін мазмұнды, тартымды және нәтижелі ете алады.

Әдебиеттер:

1. Holmes, W., Bialik, M., Fadel, C. Artificial Intelligence in Education: Promise and Implications for Teaching and Learning. — Boston : Center for Curriculum Redesign, 2019.

2. Pedro, F., Subosa, M., Rivas, A., Valverde, P. Artificial Intelligence in Education: Challenges and Opportunities for Sustainable Development. — Paris : UNESCO, 2019.

3. Hockly, N. Artificial Intelligence in English Language Teaching: The Good, the Bad and the Ugly // RELC Journal. — 2023. — Vol. 54, no. 2. — P. 45-51.

4. Crompton, H., Edmett, A., Ichaporia, N., Burke, D. AI and English Language Teaching: Affordances and Challenges // British Journal of Educational Technology. — 2024. — Vol. 55, no. 6. — P. 25-29.

5. Edmett, A., Ichaporia, N., Crompton, H., Crichton, R. Artificial Intelligence and English Language Teaching: Preparing for the Future. — [S. l.] : British Council, 2023. — 76 p.

6. Evstigneev, M. N. Principles of Teaching a Foreign Language Based on Artificial Intelligence Technologies // Tambov University Review. Series: Humanities. — 2024. — Vol. 29, no. 2. — P. 309–323.

АҒЫЛШЫН ТІЛІ САБАҚТАРЫНДА ОҚУШЫЛАРДЫҢ МОТВАЦИЯСЫН АРТТЫРУ ӘДІСТЕРІ

Жақып Б.
zhakyp.bb2004@mail.ru
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Түйіндеме

Бұл мақалада ағылшын тілі сабақтарында оқушылардың мотивациясын арттырудың тиімді жолдары қарастырылды. Оқушылардың қызығушылығын ояту үшін интерактивті әдістерді, заманауи технологияларды қолдану, оқу процесін өмірмен байланыстыру және қолдаушы бағалау жүйесін енгізу маңызды екені анықталды. Сонымен қатар, мұғалімнің кәсіби шеберлігі мен тұлғалық қасиеттері, оқушылардың жеке ерекшеліктерін ескеру, топтық жұмыс пен шығармашылық

тапсырмаларды пайдалану мотивацияны күшейтетін негізгі факторлар ретінде айқындалды. Зерттеу нәтижесінде мотивацияны арттыру оқушылардың тілдік дағдыларын дамытуға және оқу сапасын жақсартуға ықпал ететіні дәлелденді.

Кілт сөздер: ағылшын тілі, мотивация, оқыту әдістері, интерактивті тәсілдер, білім беру, оқушы белсенділігі, коммуникативтік дағды, инновациялық технологиялар

Ағылшын тілі қазіргі жаһандану дәуірінде ең маңызды пәндердің бірі болып табылады. Бұл тіл тек қарым-қатынас құралы ғана емес, сонымен қатар білім мен мүмкіндіктердің кілтіне айналды. Дегенмен, ағылшын тілін меңгеру барлық оқушы үшін бірдей оңай емес. Көп жағдайда оқушылардың қызығушылығы төмендеп, сабаққа деген ынтасы әлсірейді. Сондықтан ағылшын тілі сабақтарында оқушылардың мотивациясын арттыру – мұғалімнің басты міндеттерінің бірі. Мотивация – бұл оқушының оқу әрекетіне деген ішкі немесе сыртқы ынтасы, ал ол оқу нәтижесіне тікелей әсер етеді.

Оқушылардың мотивациясын арттыру үшін ең алдымен олардың жас ерекшеліктері мен психологиялық жағдайларын ескеру қажет. Әсіресе мектеп жасындағы балалар ойын арқылы, қызықты тапсырмалар арқылы тез үйренеді. Сондықтан сабақ барысында тек дәстүрлі әдістермен шектелмей, интерактивті тәсілдерді қолдану маңызды. Мысалы, рөлдік ойындар, топтық жұмыс, пікірталастар оқушылардың сабаққа белсенді қатысуына ықпал етеді. Мұндай әрекеттер оқушылардың тек тілдік дағдыларын ғана емес, сонымен қатар коммуникативтік қабілеттерін де дамытады [1].

Оқушылардың қызығушылығын арттыруда заманауи технологиялардың рөлі ерекше. Қазіргі кезде интернет ресурстарын, бейнематериалдарды, мобильді қосымшаларды пайдалану арқылы сабақтарды жандандыруға болады. Мысалы, ағылшын тіліндегі қысқа бейнероликтерді көру, әндерді тыңдау, интерактивті тапсырмалар орындау оқушылардың назарын өзіне тартады. Сонымен қатар, онлайн платформалар арқылы оқушылар өз білімдерін тексеріп, нәтижелерін бірден көре алады, бұл олардың ішкі мотивациясын күшейтеді.

Мотивацияны арттырудың тағы бір тиімді жолы – оқыту процесін өмірмен байланыстыру. Оқушыларға ағылшын тілінің нақты өмірде қайда және қалай қолданылатынын көрсету маңызды. Мысалы, шетелге саяхат жасау, халықаралық достармен қарым-қатынас орнату, шетелдік фильмдерді түпнұсқада көру сияқты мысалдар арқылы тіл үйренудің маңыздылығын түсіндіруге болады. Бұл оқушылардың пәнге деген көзқарасын өзгертеді және олар тіл үйренуге саналы түрде ұмтылады [2].

Мұғалімнің жеке тұлғасы да оқушылардың мотивациясына үлкен әсер етеді. Егер мұғалім сабақты қызықты, шығармашылық тұрғыда өткізсе, оқушылар да соған сәйкес белсенді болады. Мұғалімнің қолдауы, мақтауы, оқушыларға сенім білдіруі олардың өз күшіне деген сенімін арттырады. Әсіресе, кіші жетістіктерді де атап өту өте маңызды. Бұл оқушыларды алға жетелейді және оларды жаңа нәтижелерге жетуге ынталандырады.

Бағалау жүйесі де мотивацияға әсер ететін маңызды факторлардың бірі. Егер бағалау әділ, түсінікті және қолдаушы сипатта болса, оқушылар өз білімдерін жақсартуға ұмтылады. Қалыптастырушы бағалау, кері байланыс беру, өзін-өзі бағалау сияқты әдістер оқушылардың жауапкершілігін арттырады. Сонымен қатар, бағалауды тек нәтиже емес, процесс ретінде қарастыру қажет, яғни оқушының талпынысы мен еңбегін де ескеру маңызды.

Оқушылардың мотивациясын арттыруда мақсат қоюдың да маңызы зор. Әр сабақта немесе белгілі бір кезеңде нақты, қолжетімді мақсаттар қою оқушыларға бағыт береді. Олар өздерінің қай деңгейде екенін және қайда жету керек екенін түсінеді. Бұл

өз кезегінде оқу процесін жүйелі және нәтижелі етеді. Сонымен қатар, оқушыларды өз мақсаттарын қоюға үйрету олардың дербестігін дамытады [3].

Сабақ барысында әртүрлі әдістерді үйлестіре қолдану да маңызды. Бірсарынды сабақтар оқушыларды жалықтырады, ал әртүрлі тапсырмалар олардың қызығушылығын сақтайды. Мысалы, тыңдалым, оқылым, жазылым және айтылым дағдыларын бір сабақта үйлестіріп қолдану оқушылардың жан-жақты дамуына ықпал етеді. Сонымен қатар, шығармашылық тапсырмалар, мысалы, эссе жазу, презентация жасау, жобалық жұмыстар орындау оқушылардың өзін-өзі көрсетуіне мүмкіндік береді.

Топтық және жұптық жұмыстар да мотивацияны арттырудың тиімді тәсілдерінің бірі болып табылады. Мұндай жұмыстар барысында оқушылар бір-бірімен қарым-қатынас жасап, өз ойларын еркін жеткізе алады. Сонымен қатар, олар бір-бірінен үйренеді, бұл оқу процесін жеңілдетеді. Әсіресе, әлсіз оқушылар үшін бұл үлкен қолдау болып табылады, себебі олар өздерін жалғыз сезінбейді [4].

Оқушылардың жетістіктерін көрсету де мотивацияны арттыруға көмектеседі. Мысалы, үздік жұмыстарды сыныпта көрсету, марапаттау, түрлі сайыстар ұйымдастыру арқылы оқушыларды ынталандыруға болады. Бұл олардың өз еңбегіне деген мақтаныш сезімін арттырады және оларды әрі қарай дамуға итермелейді.

Сонымен қатар, оқушылардың жеке қызығушылықтарын ескеру де өте маңызды. Әр оқушының қызығушылығы әртүрлі, сондықтан сабақ барысында әртүрлі тақырыптарды қамту қажет. Мысалы, спорт, музыка, кино, технология сияқты тақырыптар оқушылардың назарын аударуы мүмкін. Бұл олардың сабаққа деген қызығушылығын арттырады және белсенді қатысуына ықпал етеді.

Қателіктерге деген көзқарасты өзгерту де мотивацияны арттыруда маңызды рөл атқарады. Көптеген оқушылар қателесуден қорқады, бұл олардың сөйлеу дағдыларының дамуына кедергі келтіреді. Сондықтан мұғалім қателіктерді табиғи құбылыс ретінде қабылдап, оларды үйрену мүмкіндігі ретінде көрсетуі керек. Бұл оқушылардың сенімділігін арттырады және оларды белсенді болуға итермелейді.

Оқушылардың өзіндік жұмыс жасау дағдыларын дамыту да мотивацияны арттыруға ықпал етеді. Егер оқушы өз бетімен білім ала алса, ол өз оқуына жауапкершілікпен қарайды. Бұл үшін мұғалім бағыт-бағдар беріп, қажетті ресурстармен қамтамасыз етуі керек. Сонымен қатар, оқушыларды рефлексия жасауға үйрету де маңызды, яғни олар өз оқу процесін талдап, жетістіктері мен қиындықтарын анықтай алады [5].

Ата-аналардың қолдауы да оқушылардың мотивациясына әсер етеді. Егер ата-аналар баласының оқуына қызығушылық танытып, қолдау көрсетсе, оқушының да ынтасы артады. Сондықтан мұғалім ата-аналармен тығыз байланыста болып, олардың да оқу процесіне қатысуын қамтамасыз етуі керек.

Қорытындылай келе, ағылшын тілі сабақтарында оқушылардың мотивациясын арттыру – күрделі, бірақ маңызды процесс. Ол мұғалімнің кәсіби шеберлігіне, қолданатын әдістеріне, оқушылармен қарым-қатынасына байланысты. Әртүрлі әдістерді тиімді үйлестіре отырып, оқушылардың қызығушылығын оятуға және оларды белсенді оқуға тартуға болады. Ең бастысы – әр оқушының жеке ерекшеліктерін ескере отырып, оларды қолдау және дамыту. Осындай жағдайда ғана оқушылар ағылшын тілін қызығушылықпен меңгеріп, болашақта оны еркін қолдана алады.

Әдебиеттер:

1. Айтбаева А.Б. Шетел тілін оқыту әдістемесі. – Алматы: Қазақ университеті, 2020. – 256 б.

2. Жүнісбек Ә. Қазақ және шетел тілдерін оқытудың теориялық негіздері. – Алматы: Атамұра, 2019. – 312 б.

3. Құсайынова Ж.А. Ағылшын тілін оқытудағы инновациялық технологиялар. – Алматы: Білім, 2021. – 198 б.
4. Смағұлова Г.Н. Тілдік білім беру үдерісіндегі мотивация мәселелері. – Алматы: Қазақ университеті, 2018. – 274 б.
5. Төлегенова Р.Қ. Шетел тілін оқытудағы коммуникативтік әдіс. – Нұр-Сұлтан: Фолиант, 2020. – 220 б.

ШЕТ ТІЛІ САБАҚТАРЫНДА ОҚУШЫЛАРДЫҢ БЕЛСЕНДІЛІГІН АРТТЫРУДА ЖАҢА ИННОВАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУ

Желдебаева А.
assel_zh04@mail.ru
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Түйіндеме

Мақалада шет тілі сабақтарында оқушылардың белсенділігін арттырудың тиімді жолдары қарастырылып, жаңа инновациялық технологияларды қолданудың маңызы айқындалды. Заманауи білім беру үдерісінде ақпараттық-коммуникациялық, интерактивті, ойын, жобалық және сын тұрғысынан ойлау технологиялары оқушының танымдық қызығушылығын арттырып, тілдік дағдыларын дамытуға ықпал ететіні дәлелденді. Сонымен қатар, цифрлық ресурстарды тиімді пайдалану арқылы оқушылардың өздігінен білім алу қабілеті қалыптасып, сабаққа белсенді қатысуы күшейетіні көрсетілді.

Кілт сөздер: *шет тілі, инновациялық технологиялар, оқыту әдістері, оқушы белсенділігі, ақпараттық-коммуникациялық технологиялар, интерактивті оқыту, цифрлық білім беру, жобалық әдіс*

Шет тілі сабақтарында оқушылардың белсенділігін арттыру – қазіргі білім беру жүйесіндегі маңызды міндеттердің бірі. Қоғамның жаһандануы, ақпараттық технологиялардың қарқынды дамуы, халықаралық қарым-қатынастың кеңеюі шет тілін меңгерудің маңызын бұрынғыдан да күшейтті. Бүгінгі таңда шет тілі тек оқу пәні ғана емес, ол – оқушының болашақтағы кәсіби, әлеуметтік және мәдени кеңістікте еркін әрекет етуіне мүмкіндік беретін құрал. Алайда шет тілін оқыту үдерісінде мұғалімдер жиі кездесетін басты мәселелердің бірі – оқушылардың сабаққа деген қызығушылығын тұрақты түрде сақтап, олардың танымдық белсенділігін арттыру. Дәстүрлі оқыту тәсілдері көп жағдайда оқушыны тек тыңдаушы, орындаушы рөлінде қалдырып, оның шығармашылық ойлауына, еркін сөйлеуіне, дербес ізденуіне жеткілікті деңгейде жағдай жасай бермейді. Сондықтан қазіргі кезеңде шет тілі сабақтарында жаңа инновациялық технологияларды тиімді қолдану – уақыт талабы.

Инновациялық технологиялар білім беру мазмұнын жаңартуға, оқыту әдістерін жетілдіруге, сабақ құрылымын түрлендіруге және оқушының жеке мүмкіндіктерін ашуға үлкен ықпал етеді. Мұндай технологияларды қолданудың басты артықшылығы – оқушылардың сабаққа белсенді араласуын қамтамасыз етуінде. Себебі цифрлық құралдар, интерактивті платформалар, ойын элементтері, мультимедиялық ресурстар, онлайн байланыс жүйелері оқушының назарын аударып қана қоймай, оның оқу әрекетіне саналы түрде қатысуына жол ашады. Әсіресе шет тілі сабағында

инновациялық технологиялардың маңызы зор, өйткені бұл пән оқушыдан тек ереже жаттауды емес, тыңдау, сөйлеу, оқу, жазу дағдыларын бір мезгілде дамытуды талап етеді. Осындай күрделі әрі көпқырлы үдерісті жандандыру үшін мұғалім сабақ барысында технологиялық мүмкіндіктерді орынды және жүйелі пайдалана білуі қажет [1].

Шет тілі сабақтарында оқушылардың белсенділігін арттыруда интерактивті оқыту әдістері ерекше орын алады. Интерактивті оқыту дегеніміз – мұғалім мен оқушының, оқушы мен оқушының өзара әрекетіне негізделген білім беру үдерісі. Мұнда оқушы пассив қабылдаушы емес, белсенді ізденуші, пікір айтушы, талдаушы, орындаушы ретінде көрінеді. Мысалы, жұптық және топтық жұмыс, рөлдік ойындар, пікірталас, ситуациялық тапсырмалар, жоба қорғау сияқты әдістер оқушының сабаққа тікелей қатысуын күшейтеді. Бұл тәсілдерді жаңа инновациялық технологиялармен ұштастыру олардың тиімділігін бірнеше есе арттырады. Мәселен, оқушылар топпен жұмыс істеу барысында онлайн тақтада ортақ жоба жасап, бір мәтінді бірге талдап, сөздік қорын цифрлық қосымшалар арқылы толықтыра алады. Мұндай жұмыс түрлері бір жағынан тілдік дағдыларды дамытса, екінші жағынан ынтымақтастықта әрекет ету, өз ойын дәлелдеу, жауапкершілік алу сияқты құзыреттерді қалыптастырады.

Қазіргі таңда білім беру саласында қолданылып жүрген мультимедиялық технологиялар да шет тілі сабағының сапасын арттыруға зор мүмкіндік береді. Мультимедиялық ресурстарға бейнематериалдар, аудиожазбалар, анимациялар, электронды оқулықтар, презентациялар, инфографикалар жатады. Бұл құралдардың ерекшелігі – ақпаратты бір мезгілде бірнеше арна арқылы ұсынуында. Яғни оқушы көріп, тыңдап, салыстырып, талдай отырып қабылдайды. Мұндай қабылдау түрі есте сақтауды жеңілдетіп, сабаққа деген қызығушылықты арттырады. Мысалы, жаңа сөздерді жай ғана тізім түрінде берудің орнына, оларды суретпен, қысқа бейнемен, дыбыстық үлгімен ұсыну әлдеқайда нәтижелі болады. Оқушы сөздің жазылуын ғана емес, айтылуын, қолданылу аясын және мағынасын нақтырақ түсінеді. Сонымен қатар бейнематериалдар арқылы оқушылар шынайы тілдік ортаға жақындайды, тіл иелерінің сөйлеу мәнерін, интонациясын, мәдени ерекшеліктерін байқай алады.

Шет тілі сабақтарында оқушылардың белсенділігін арттыруда ойын технологиясының да маңызы өте жоғары. Ойын – оқушының табиғатына жақын әрекет түрі. Әсіресе төменгі және орта буын сыныптарында ойын элементтері арқылы берілген тапсырмалар оқушыны еркіндікке, қызығушылыққа, ізденіске жетелейді. Бірақ қазіргі инновациялық білім беру жағдайында ойын тек көңіл көтеру құралы емес, нақты оқу мақсатына қызмет ететін педагогикалық технологияға айналды. Мәселен, сөздік қорды бекіту, грамматикалық құрылымдарды қолдану, сөйлеу дағдысын қалыптастыру, тыңдалым мәтінін түсіну сияқты тапсырмаларды түрлі цифрлық ойын платформалары арқылы ұйымдастыруға болады. Мұндай кезде оқушы бәсекелестікке, жетістікке ұмтылып, тапсырманы қызыға орындайды. Ойын формасында берілген білім оны жалықтырмайды, қайта оқуға деген ішкі уәжін күшейтеді. Сонымен қатар ойын технологиясы ұялшақ, өзіне сенімсіз оқушылардың да белсенділігін арттырады, өйткені олар еркін ортада қателесуден қорықпай әрекет етеді [2].

Инновациялық технологиялардың ішінде ақпараттық-коммуникациялық технологиялар ерекше орын алады. Компьютер, планшет, интерактивті тақта, интернет ресурстары, мобильді қосымшалар, онлайн платформалар шет тілін оқытуда кеңінен қолданылады. Бұл құралдар оқушыға білімді дайын күйінде алуға емес, оны іздеуге, сұрыптауға, талдауға және қолдануға мүмкіндік береді. Мысалы, сабақ барысында оқушылар онлайн сөздіктерді пайдаланып, белгісіз сөздердің мағынасын өздері анықтай алады, тыңдалым материалдарын бірнеше рет тыңдап, дұрыс айтылымды қайталайды, мәтін мазмұны бойынша онлайн тест орындап, нәтижесін бірден көреді.

Осындай жедел кері байланыс оқушыға өз қатесін уақытында байқап, оны түзетуге көмектеседі. Ал мұғалім үшін бұл тәсіл әр оқушының деңгейін бақылауға, саралап оқытуға және жеке траектория құруға жол ашады.

Қашықтан оқыту тәжірибесі көрсеткендей, онлайн платформалар шет тілі сабағында жаңа мүмкіндіктерге жол ашты. Виртуалды сыныптар, бейнеконференция құралдары, электронды тапсырмалар жүйесі, ортақ құжаттармен жұмыс істеу сервистері оқушы белсенділігін жаңа деңгейге көтерді. Егер мұғалім мұндай платформаларды тек тапсырма жіберу құралы ретінде емес, белсенді қарым-қатынас алаңы ретінде пайдаланса, сабақ өте нәтижелі өтеді. Мысалы, оқушылар онлайн пікірталасқа қатысып, шет тілінде өз ойын ауызша жеткізе алады, чатта қысқа жауаптар жазып, бір-бірінің пікіріне пікір білдіреді, топтық бөлмелерде шағын диалогтар құрастырады. Бұл әрекеттер оқушылардың сөйлеу дағдысын жандандырып қана қоймай, оларды сабаққа толық араласуға итермелейді. Онлайн орта кейбір оқушылар үшін психологиялық тұрғыдан да ыңғайлы болуы мүмкін, себебі олар өз ойын экран арқылы жеткізгенде қысылмайды, сенімдірек болады.

Жобалық оқыту технологиясы да шет тілі сабақтарында оқушы белсенділігін арттырудың тиімді жолдарының бірі болып саналады. Жоба жұмысы барысында оқушы белгілі бір тақырыпты зерттейді, ақпарат жинайды, сұрыптайды, талдайды, қорытынды жасайды және оны шет тілінде ұсынады. Бұл үдеріс оқушыны тек тіл үйренуші емес, зерттеуші тұлға ретінде қалыптастырады. Жоба жасау кезінде жаңа инновациялық технологияларды қолдану жұмыстың мазмұнын тереңдетіп, безендірілуін жақсартады, нәтижесін тартымды етеді. Мысалы, оқушылар презентация, бейнеролик, подкаст, цифрлық постер, электронды кітапша дайындау арқылы өз жобасын шығармашылықпен қорғай алады. Мұндай тапсырмалар оқушының тілдік қабілетін ғана емес, ақпараттық сауаттылығын, сыни ойлауын, уақытты басқаруын, топта жұмыс істеу мәдениетін дамытады. Ең бастысы – оқушы өз еңбегінің нәтижесін көріп, жетістік сезімін бастан кешіреді, бұл оның келесі оқу әрекетіне деген ынтасын арттырады [3].

Сын тұрғысынан ойлау технологиясы да шет тілі сабақтарында инновациялық бағытта кеңінен қолданылып келеді. Бұл технология оқушыны дайын ақпаратты қабылдаушы емес, оны саралап, салыстырып, өзіндік көзқарас қалыптастыратын субъект ретінде қарастырады. Шет тілі сабағында сын тұрғысынан ойлау элементтерін қолдану арқылы оқушылар мәтінге болжам жасайды, негізгі ойды анықтайды, автор позициясын талдайды, өз пікірін дәлелдейді, салыстырмалы талдау жүргізеді. Егер бұл әрекеттерді цифрлық ресурстармен байытсақ, олардың әсері күшейе түседі. Мысалы, оқушылар интерактивті тақтада кластер құрып, онлайн сауалнама нәтижелерін талдап, виртуалды стикерлер арқылы идея жинақтай алады. Мұндай жұмыс түрлері оқушыны ойлануға, сөйлеуге, жазуға, бір-бірін тыңдауға үйретеді. Нәтижесінде сабақта тек тілдік белсенділік емес, интеллектуалдық белсенділік те артады.

Саралап оқыту технологиясы да қазіргі заманғы шет тілі сабағында ерекше мәнге ие. Әр оқушының қабылдау деңгейі, қызығушылығы, дайындық дәрежесі, жұмыс қарқыны әртүрлі болатындықтан, бәріне бірдей тапсырма беру кей жағдайда кейбір оқушының белсенділігін төмендетуі мүмкін. Ал инновациялық технологиялар мұғалімге тапсырмаларды деңгейлеп ұсынуға, жеке қажеттілікке бейімдеуге, білім алушының алға ілгерілеуін нақты бақылауға мүмкіндік береді. Мысалы, бір оқушы тыңдалым бойынша қарапайым сұрақтарға жауап берсе, екінші оқушы сол материал негізінде пікір айтып, үшінші оқушы қосымша ақпарат іздеп, шағын мәтін жаза алады. Мұндай саралау оқушының өз мүмкіндігіне сай жетістікке жетуіне жол ашады. Жетістікке қол жеткізген сайын оның пәнге қызығушылығы артып, сабаққа белсенді қатысуы тұрақтанады [4].

Шет тілі сабақтарында әлеуметтік желі элементтерін, блог жүргізу, подкаст жазу, бейнежоба әзірлеу сияқты заманауи тәсілдерді қолдану да өте тиімді. Қазіргі оқушылар цифрлық ортада өмір сүретіндіктен, олардың күнделікті қызығушылықтарын оқу үдерісімен байланыстыру – белсенділікті арттырудың ұтымды жолы. Егер оқушы шет тілінде қысқа бейне түсіріп, өз ойын білдірсе, подкаст жазса немесе шағын блог мәтінін жарияласа, ол тілді шынайы коммуникация құралы ретінде сезіне бастайды. Бұл жерде ең маңыздысы – оқушы жасаған жұмыстың өмірмен байланысы болуы. Формалды жаттығудан гөрі, мағыналы тапсырма әрдайым жоғары мотивация береді. Сондықтан инновациялық технологиялар арқылы ұйымдастырылған өмірлік жағдаяттарға негізделген тапсырмалар шет тілін үйренуді қызықты әрі нәтижелі етеді.

Дегенмен жаңа инновациялық технологияларды тиімді қолдану үшін мұғалімнің кәсіби шеберлігі шешуші рөл атқарады. Технологияның өзі автоматты түрде жоғары нәтиже бермейді. Егер оны сабақ мақсатына сай таңдамай, тек сыртқы әсер үшін қолданса, күтілетін нәтиже шықпауы мүмкін. Сондықтан мұғалім ең алдымен әр құралдың педагогикалық мүмкіндігін, жас ерекшелікке сәйкестігін, оқушылардың тілдік деңгейіне әсерін ескеруі керек. Сонымен қатар мұғалім цифрлық сауатты, икемді, ізденімпаз болуы қажет. Ол жаңа платформаларды меңгеріп қана қоймай, оларды оқу міндетімен ұштастыра білуі тиіс. Нағыз шебер мұғалім технологияны мақсат емес, құрал ретінде қолданады. Сонда ғана ол оқушы белсенділігін арттырудың нақты тетігіне айналады [5].

Қорыта айтқанда, шет тілі сабақтарында оқушылардың белсенділігін арттыруда жаңа инновациялық технологияларды қолдану – білім сапасын жақсартудың, оқыту үдерісін жаңғыртудың, оқушы тұлғасын жан-жақты дамытудың тиімді жолы. Инновациялық технологиялар сабақтың мазмұнын байытып, құрылымын жандандырып, оқушының қызығушылығын оятады, еркін қарым-қатынас жасауына жағдай туғызады. Олар оқушыны тек білім алушы ғана емес, өз білімін құрастырушы, ізденуші, ойлаушы, талдаушы, коммуникатор ретінде қалыптастырады. Шет тілін үйрену үдерісі неғұрлым белсенді, қызықты, өмірмен байланысты болса, соғұрлым оның нәтижесі де жоғары болады. Сондықтан қазіргі мұғалім жаңашыл әдістер мен технологияларды орынды пайдалана отырып, әр оқушының сабаққа белсенді қатысуына мүмкіндік жасауы керек. Болашақта бәсекеге қабілетті, бірнеше тілді еркін меңгерген, цифрлық ортада еркін бағдарлай алатын тұлға тәрбиелеу үшін шет тілі сабақтарында инновациялық технологияларды жүйелі әрі шығармашылықпен қолдану аса маңызды.

Әдебиеттер:

1. Қараев Ж.А. Оқытудың педагогикалық технологиясы. – Алматы: Рауан, 2019. – 240 б.

2. Жүнісбек Ә.Ж. Қазіргі білім беру технологиялары. – Алматы: Қазақ университеті, 2020. – 312 б.

3. Аймауытов Ж. Психология және оқыту үдерісі. – Алматы: Санат, 2018. – 256 б.

4. Тұрғанбаева Б.А. Дамыта оқыту технологиялары. – Алматы: Мектеп, 2017. – 198 б.

5. Сманов Б.Қ. Педагогикалық инновациялар және білім сапасы. – Алматы: Білім, 2021. – 276 б.

ОҚУШЫЛАРДЫҢ КОММУНИКАТИВТІК ҚҰЗІРЕТТІЛІКТЕРІН ҚАЛЫПТСАТЫРУ МАҢЫЗЫ

Жеңіс Ж.
zhanerke_zhenis@mail.ru
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Аңдатпа

Кез-келген тіл, ана тілі болса да, шетел тілі болса да қарым-қатынас құралы ретінде қызмет етеді. Сол себепті адамдар арасындағы әрекеттестікті, әлеуметтік, мәдениетаралық өмір жағдайында ықпал етуді іске асырады. Лингвистикалық құзіреттілікті қалыптастыруда аса маңызды рөл алатын лексикалық материалды меңгеру танысу, бекіту және практикада қолдану кезеңдерін қалыптастыру оқушылардың ойлау, еңбек, таным қасиеттерін қалыптастыруға көмектеседі. Лингвистиклық құзіретті түрлі жобалау, case study, lesson study сияқты әдіс-тәсілдерді қолданып, оқытудың ең тиімді әдіс деп қарастыруға болады.

Кілт сздер: *Біліктілік, құзыреттілік, коммуникация, лингводидактика.*

Шет тілін оқытуда оқушылардың коммуникативтік құзіреттілігін қарастырмас бұрын алдымен «коммуникативті құзіреттілік» ұғымына тоқталайық.

Әлемдік тәжірибеге сүйене отырып, біз көптеген жаңа тұжырымдамалық әдістердің негізгі бағыттары XXI ғасыр университеттерінің қызметін және ондағы білім мазмұнын анықтағанын білеміз. Осы тұрғыдан алғанда, тіл білім алушыларға өмірдің өзгеріп жатқан жағдайларында өз білімдерін еркін бағалауға, толықтыруға және дамытуға, сол арқылы олардың әлеуетін іске асырып, моральдық тұрғыдан дұрыс етуге бағыттау үшін алған біліміне негізделуі керек. Жауапты. Бүгінгі таңда бұл жаңа білім беру тұжырымдамалары «коммуникациялық дағдылар» жаңа тұжырымдамасы арқылы жеткізіледі.

Осы ұғымдардың мағынасын талдауға арналған осы уақытқа дейін көптеген ғылыми теориялар мен ғылыми әдістемелік еңбектер жарық көрді.Мәселен халықаралық зерттеулерге талдау жасайтын болсақ, А.В.Хуторской, О.Е. Лебедев, С.Е. Шишов, А.А.Кальней, Г. Селевко, И.Д.Фурмин, А.Г.Каспаржан, Т.М. Ковалева, Д.А. Иванов, К.Г. Митрофанов, О.В.Соколова және тағы да басқалар шет тіліндегі біліктілік тәсілдерінің мәселелеріне, ұғымдар мен құралдарына және оның білім сапасын көтерудегі мазмұнына тоқталып, ауқымды зерттеулер жүргізуде.

Фердинанд Де Сауссур тілдік зерттеулерге «Құзыреттілік, біліктілік» терминін енгізген алғашқы ғылыми тұлға болды. Шет тілін оқытудың қазіргі заманғы стандарттарына сәйкес келетін біліктілік дегеніміз – адамның белгілі бір ортада әрекет ету және дайындалу қабілеті. Біліктілікті дамыту – мәдени адамдар ұсынатын академиялық білім «позитивті» және «әлеуметтік бейімделу» деңгейіне жетті. Өз кезегінде, бұл адамдарға ақпарат алмасуға ғана емес, сонымен бірге адамдарға қоғамда өмір сүруге және сол қоғамды өзгертуге әсер ете алады.

Ғалымдар бұл терминге әртүрлі анықтамалар берді.

Мысалы: З.Е. Шилов пен И.Т. Агабовтың коммуникативті құзіреттілік анықтамасына сүйене отырып, адам оқу процесінде алған білімі мен тәжірибесі негізінде жалпы іс- әрекет етуге қабілеті мен дайындығына ие және оқу мен жұмыс барысында өз бетінше әрекеттерді жасауға бағытталған. Борисовтың жұмысына сәйкес

қабілет дегеніміз – алған білімдерін күнделікті өмірде әртүрлі практикалық және теориялық мәселелерді шешу үшін қолдану. [1; 17б.]

Сондай-ақ қазіргі таңда Қазақстандық ғалымдар сонымен бірге ұлттық білім беру жүйесін әлемдік білім беру кеңістігіне енгізу және әлеуметтік сұрақтарға жауап беру мақсатында білім беру біліктілік моделіне зерттеу жұмыстарын жүргізіп, оны мектептер мен университеттердің білім беру тәжірибесіне енгізуді қарастыруда.Соның ішінде «біліктілік» ұғымына Д.Н. Кулибаева өз еңбектерінде тереңірек тоқталады. Сонымен қатар А.К. Мыңбаева қазіргі білім беруде компетенттілік тәсіл мәселесән зерделесе, Ш.Т. Таубаева, Н.Э. Пфейфер және тағы да басқалар болашақ оқытудың кәсіби біліктілігін қалыптастыру мәселесін қарастыруда. Ал М.Ж. Жадрина, Н.Н. Нұрахметов, Ғ.З. Байжасарова, С.Д. Мұқанова, Б.О.Салықова және тағы да басқалар біліктілік білім берудің аспектілеріне зерттеу жүргізуде.

Қазақстанның білім беру жүйесінде жиі қалыптасатын «коммуникативті құзіреттілік» ұғымы «белгілі бір шет тілдеріне қатысты проблемаларды игеру, игеру» немесе «адамның белгілі бір салалардағы білімі мен тәжірибесі» ретінде қарастырылады. Е.М. Верещагин, В.Г. Костомаров, И.В. Иллинойс, И.Л. Элухина, И.В. Галскова сияқты орыс және шетелдік авторлар мен зерттеушілердің тіл білімінде кеңінен қолданылады. Шет тілдерін сөйлеудің ерекшелігін ескере отырып, сарапшылар «сана» және «бір нәрсемен танысу дәрежесі» анықтамаларын қоса алады. [2;32б.]

Шетел әдебиеттерінде «коммуникативті қабілет» көбінесе «тәжірибе», «іскерлік» немесе «дағдылар» деген мағынада қолданылады, ал отандық әдебиетте ол «қарым-қатынас» және «диалогтың мағынасы» ретінде түсіндіріледі. Ал психология мен педагогика саласында әртүрлі мағынаға ие «қабілет» және «қабілет» ұғымдарының жалпыға бірдей қабылданған түсіндірмесі жоқ. Психологиялық әдебиеттер бұл ұғымды «қабілеттілік - жеке адамның айналасындағы адамдармен тиімді қарым-қатынас жасау қабілеті» деп анықтайды. [3; 61-62]

Коммуникативтік құзіреттілікке көзқарас – бұл білім беру жүйесінің барлық деңгейлеріндегі нақты практикалық мәселелерге қажетті адамдардың білімі мен дағдыларын қолдану қабілетін пайдалану, қалыптастыру және бағалау.

Жеке және ресми хаттарды жаза білу және сауалнамаларды толтыру қажеттілігі оқушылардың оқыған тілді меңгеруіне түрткі болады. Қабілеттілікке негізделген оқу процесін бағалау келесідей: заңға сәйкес, шет тілін үйрену ана тілін үйренгеннен кейін жасалуы керек.

Барлығына да айқын және түсінікті түрде сөйлесу мүмкіндігі коммуникацияны қарым-қатынастан тыс жағдайларда ақпаратты түсінуді және қабылдауды жеңілдетеді.

Әрбір шет тілі сыныбының талаптарын түсіну оқушылардың шет тілі сабақтарында аз сөйлеу қабілетін жақсарта алады, ал оқушылардың ауызша сөйлеу дағдыларын белсенді меңгеруі қарым-қатынас дағдыларын дамыта алады. Жазбаша тілдегі коммуникативтік құзіреттіліктің даму деңгейі тек белгілі бір шет тілін білу деңгейіне ғана байланысты емес. Бұл сонымен бірге автордың жалпы ой-санасына байланысты және осы негізде ол ақпаратты пайдалана алады. [4; 45]

Жазбаша сөйлеуді оқыту әдістері.

І. Нұсқаулық (мемлекеттік тілде) әдісі. Тілді меңгеру және басқа тілдік қызметтерді жазу дағдыларын табысқа жетудің құралы ретінде пайдалануға болады.

Оқушылардың білімін тілдік жүйелерге аудару шетел тілдері кабинеттерінде жазбаша оқытуда кеңінен қолданылды. Жалпы оқушыларға таныс тілдер салыстырмалы түрде мәдени маңызды және қоғамдағы алғашқы ана тілімен салыстыруға болады (дауысты, естілмеген, сөйлемдер, фразалар, ауыспалы және түпнұсқа сөздер және басқа әріптер мен қысқа әріптер).

Бұл тәжірибенің әдістері оқушыларға өте таныс. Мұнда шет тілін меңгерудегі түбегейлі айырмашылық тілдік материалдардың бірегейлігінің нәтижесі болып табылады. Шетел тілін оқыту мен әдістеменің қазіргі жүйесінде тілдік бірліктерді нақты қарым-қатынаста қолдануға ерекше назар аудару керек.

Бұл әдістерді қолданудың артықшылықтары:

- *шет тілдерін оқытудың алғашқы күндерінде;*

- *бастауыш мектеп жасындағы балаларды оқытуда олар ана тілінде жазу дағдыларын енді бастайды;*

- *жазу және сөйлеу және басқа дағдыларды жетілдіруге және шоғырландыруға үйрету.*

Бұл арнаның әдісі өзін-өзі тексеру және өзін-өзі бағалау қабілеттерін қалыптастыруға сәйкес болуы керек. Жазба жұмыстарын өз бетінше тексеру және қателерді түзеу оқушылардың өзіндік бағалауын арттырады және шет тілдерінде сабақ беруге деген ынтаны қалыптастырады. Оқушыларға оқу тобының жазбаша тапсырмаларында түсіндіру және талдау ережелерін түсіндіру ұсынылады. Жергілікті және шет тілдеріндегі жазбаша жұмыстардың келесі түрлері бар:

- *Мұғалім қателіктерге баса назар аударады және оқушыларға оларды түзетуге бағыт береді;*

- *Оқушылардың жұмысы қателерді (грамматика, лексика, орфография) тани алады, содан кейін оқушылар қателерді өздері тауып, түзете алады.*

- *Оқушы қателіктердің санын жазып алады, содан кейін оқушы түзетеді (мәтін қысқа болуы керек).*

- *«Жауаптар» көмегімен оқушылар өз қателіктерін түзетеді, қателерін жіктейді және ережелерді қайта қарайды [5; 63-64].*

Өзін-өзі бағалау дағдыларын дамыту үшін оқушыларға белгілі бір жұмысты бағалаудың сипаттамаларын түсіну қажет.

Сол нұсқадағы тапсырмалар жұмысты осылайша жеңілдетеді. Мысалы, диктант он баллдан тұрады, орташа ұпай он болады. Әр сөздің дұрыс қолданылмауы ұпай санын азайтады. Егер жұмыстың 60% -ы дұрыс болса, жұмыс «қанағаттанарлық» деп, ал егер 100% дұрыс болса, «өте жақсы» деп белгіленеді. Оқу топтарының немесе осындай ұйымдардың нақты оқушыларының ағымдағы мониторингі оқушыларға жалпы білім беру және өзін-өзі бағалау және өзін-өзі тексеру қабілеттерін дамытуға мүмкіндік береді.

II. Тілдік (формалық құрылым) әдіс.

Бұл әдістің басты ерекшелігі – сөйлеу тілін оқыту процесін «қатаң» бақылау, ал практиканың негізгі бөлігі – қабылдау-жаңарту. Мұнда оқушылардың назарын мәтіннің жазбаша түріне аударады. Бұл әдіс Қазақстан мектептерінде сөздік қорын дамытудың негізгі әдісі ретінде қолданылады. Бұл оқушыларға бар білімді беруге және оны шет тілдерін үйренуде пайдалануға мүмкіндік береді. Жазбаша сөйлеудің оқыту мақсаты халықаралық деңгейде шет тілдерін үйренуге баса назар аударып, мектептегі білім берудің жаңа стандарттарына негізделген [6; 58-59].

Бұл шет тілдерін оқытудың өте тиімді әдісі. Бұл әдісте мұғалімнің рөлі келесідей сипатталады:

- оқушылардың шығармашылыққа деген қызығушылығын ояту;

- оларды әртүрлі жұмыс стратегиясымен таныстыру;

- мәтінді өңдеу және редакциялау әдістерімен таныстыру.

Шығармашылық жазу оқушыларға белгілі лексика мен грамматикалық дағдыларды қолдана отырып, өздерін жеке тұлға ретінде көрсетуге, мәдениеттер арасындағы айырмашылықтарды түсінуге, жеке оқулықтарын жазу мен жазу дағдыларын жетілдіруге мүмкіндік береді. Шығармашылық жазу жұмысын тексерген

кезде мұғалімдер барлық қателіктерді грамматикалық және лексикалық деңгейде түзетуі керек [7].

Коммуникативтік құзіреттілікті қалыптастыру моделі. Психологтардың пікірінше, білім беру процесі жеке тұлғаның дамуына және олардың қабілеттеріне бағытталуы керек. Екінші топ, соның ішінде И.С. Якимнаская жасаған білім беру моделін енгізеді. Оқушының жеке басының субъективтілігі оның даму бағытын анықтайды.

Адамның мақсатты бағалауы мен іс-әрекетінің мазмұны адам мәдениетін құрайтын материалдық және рухани құндылықтарды түсінуге, ұғуға, іске асыруға және құруға бағытталған іс-әрекетке байланысты. Тәжірибе мен танымдық іс-әрекет арасындағы байланыс тәсілі өзіндік құндылық теориясы немесе құндылық принципі болып табылады. Құн теориясы әдісінің мәні бүкіл құндылық жүйесінде өзінің мәдени және этникалық ерекшеліктерін сақтай отырып, өмірге көзқарастың теңдігі, дәстүр мен шығармашылықтың бірлігі, дәстүр мен жаңашылдық арасындағы диалог, адамдардың теңдігі болып табылады. Құндылықтар теориясы әдісі гуманитарлық пәндерді оқыту әдісіне тән. Мұнда адам қоғамның ең жоғары құндылығы және әлеуметтік дамудың мақсаты ретінде қарастырылады.

Аксиология (латын тілінен аударғанда «аксия»-құндылық) – құндылық табиғатын философиялық зерттеу. Адамның даму кезеңінде негізгі құндылықтар өзгеріссіз қалады. Өмір, денсаулық, махаббат, білім, жұмыс, сұлулық, шығармашылық, тұлғааралық қатынастар және т.б. әрқашан адамдардың назарында. Бұл құндылықтар мейірімділіктің қайнар көзі. Қазақстандық қоғамды демократияландыру жағдайында бұл құндылықтар қайта қарастырылатын болады [8; 88].

Қорытындылай келе, оқушылардың сөйлеу дағдыларын қалыптастыру үшін тиімді әдістерді пайдалана отырып, жаттығулар орындатудың маңызы зор екендігін айтқымыз келеді. Демек олардың іскерлік сөйлеу дағдыларын белсенді ұйымдастыра отырып, тиянақты білім беру – мұғалімнің ой ұшқырлығына, комуникативті құзіреттілігіне байланысты екенін айтқымыз келеді.

Әдебиеттер:

1. «Білім шапағаты» Республикалық апталық газеті. (Мақала авторы: Б.О.Айдынбаева) 2012ж.\\ б. 17

2. Сафонова В.В. Культуроведение в системе современного языкового образования иностранные языки в школе; 1990, №6, с. 32

3. Сепир Избранные труда по языкознанию и культуре. Под редакций: Кибрина А.Е. Москва. Прогресс, 1993г. – с. 61-62

4. С.Г. Агапова Основы межличности и межкультурной коммуникаций. Серия «Высшшее образование» – Ростов на Д. Феникс, 2004г. С. 45

5. Қазақ-Совет Энциклопедиясы 7 том, 1997жыл. Бас редакторы М.Қ. Қаратаев,. Б. 63-64

6. Верещагин Е.М. Костомаров Г.В.: «Язык и культура, Лингвострановедение в прелподовании русского языка как иностранного». 1976г. С. 58-59

7. Әкімішова Ж.А. «Тіл – мәдениет феномені мәселесі».

8. С.Е. Шишов Понятие компетенции в контексте проблемы качества образования // «Государство и образование» , г. 2002, с. 88

NEURODIDACTIC FOUNDATIONS OF GAMIFICATION IN TEACHING LISTENING COMPREHENSION IN GERMAN AS A FOREIGN LANGUAGE

Zhandilda A., Kosek A., Baybak A., Malibek B.

1703-12-5– group students
Research Supervisor: Candidate of Philological Sciences, Associate Professor
T.A. Ainabekova
asylzat.rkz@gmail.com
Zhanibekov South Kazakhstan Pedagogical University,
Shymkent, Kazakhstan

Listening as a receptive type of speech activity represents one of the most complex components of foreign language acquisition . Its complexity lies in the necessity to simultaneously engage multiple cognitive mechanisms, including the perception of the acoustic signal, its phonological and semantic decoding, the retention of information in working memory, and the subsequent interpretation and integration of meaning. Unlike other language skills, listening occurs in real time and does not allow learners to control the pace of input, which significantly increases processing demands. Contemporary neuroimaging studies demonstrate that during the perception of foreign language speech, not only the auditory cortex is activated, but also a distributed neural network involving language-processing regions and executive control areas, particularly the prefrontal cortex [1]. This indicates that listening comprehension is a cognitively demanding process associated with a high level of cognitive load, which is considerably greater than that involved in processing speech in the native language.

This complexity is further intensified by the limited capacity of working memory, which plays a crucial role in processing auditory information. Working memory is responsible for temporarily storing and manipulating incoming linguistic input while simultaneously integrating it with prior knowledge stored in long-term memory. When the volume or speed of incoming information exceeds cognitive capacity, comprehension may break down. Therefore, the development of listening skills requires a carefully structured instructional approach that aligns with learners' cognitive limitations. According to V.N. Fedorov, effective listening instruction should be organized in a gradual and systematic manner, taking into account both learners' cognitive readiness and the specific characteristics of foreign language speech perception [2].

However, traditional approaches to teaching listening often rely on repeated exposure and comprehension checks without adequately addressing the underlying neurocognitive processes. As a result, such methods may fail to support deep processing and long-term retention of information. In this context, neurodidactics offers a more comprehensive framework by viewing learning as a biologically grounded process directly related to brain functioning. Neurodidactic principles emphasize that learning is most effective when it corresponds to natural brain processes, including attention, emotional engagement, motivation, and memory consolidation. As noted by E.A. Anisimova, the integration of game-based technologies into the learning process can activate cognitive processes, enhance learner engagement, and create optimal conditions for knowledge acquisition [3].

The relevance of this study is determined by the need to identify approaches to teaching listening that take into account both the cognitive and neurobiological characteristics of foreign language perception, as well as the requirements of the modern digital educational environment. In the context of the ongoing digital transformation of education in the Republic of Kazakhstan, there is an increasing demand for innovative pedagogical technologies that can enhance learner motivation and improve learning outcomes. One of the most promising approaches in this regard is gamification, which is understood not only as the use of game elements in education, but as a pedagogical strategy that activates neurocognitive mechanisms underlying effective learning. The aim of this study is to provide a theoretical justification for the neurodidactic foundations of gamification in teaching listening in German

as a foreign language and to identify its potential as an effective means of improving listening comprehension.

From a methodological perspective, the study adopts a theoretical and analytical approach based on an interdisciplinary framework that integrates insights from neurodidactics, cognitive psychology, and foreign language teaching methodology. The analysis of scientific literature on neurobiological mechanisms of speech perception, the development of listening skills, and the application of gamification in education [1–7] allows for the identification of key patterns in the functioning of cognitive processes involved in listening comprehension. Particular attention is given to the relationship between cognitive processes, motivation, and learning effectiveness. The methodological foundation of the study is based on neurodidactic principles, according to which learning should correspond to natural brain functioning mechanisms, including the limitations of working memory, the importance of emotional engagement, the role of motivation, and the necessity of gradual skill development.

The analysis shows that listening in a foreign language is characterized by a high level of cognitive complexity, as learners are required to simultaneously perceive, decode, retain, and interpret incoming information [1]. The limited capacity of working memory creates an additional cognitive burden, which may negatively affect comprehension and overall learning outcomes. Therefore, there is a need for instructional approaches that help optimize cognitive load. In this regard, gamification emerges as an effective solution, as it enables the structuring of educational material into sequential and logically interconnected tasks. The principle of microlearning plays a particularly important role, as presenting information in smaller, manageable units facilitates more efficient processing and reduces cognitive overload, as noted by T.I. Volkova and P.A. Smirnov [4].

In addition to its cognitive benefits, gamification has a significant impact on learners' motivational and emotional domains. Research by N.V. Belova demonstrates that the activation of the brain's dopaminergic system enhances motivation and supports the consolidation of information in long-term memory [5]. At the same time, the use of game-based elements contributes to reducing anxiety levels, which is particularly important in listening activities. According to O.P. Zakharova, emotional comfort is a crucial condition for successful listening comprehension, as stress negatively affects cognitive processes and limits the ability to perceive and interpret information [6]. Game-based elements such as points, levels, challenges, and rewards contribute to creating a positive emotional environment that supports engagement and persistence in learning.

Furthermore, gamification supports the principle of gradual progression, which is essential for effective skill development. Learning tasks can be designed to increase in complexity step by step, allowing learners to build confidence and competence over time. As emphasized by Fedorov, the consistent progression of task difficulty is a necessary condition for the formation of stable listening skills [2]. This approach is closely related to the concept of scaffolding, in which learners are gradually guided from controlled practice toward more autonomous language use.

Empirical studies further confirm the effectiveness of gamification in improving listening comprehension. Research by L.K. Smirnova and M.Yu. Ivanova demonstrates that learners who are exposed to gamified listening tasks show higher levels of comprehension and engagement compared to those taught using traditional methods [7]. These findings indicate that gamification has a multidimensional impact on learning, influencing cognitive processes, emotional states, and motivational factors simultaneously.

Taken together, these considerations demonstrate that gamification is fully consistent with the fundamental principles of neurodidactics, including the regulation of cognitive load, the activation of motivation, the integration of emotional engagement, and the gradual

formation of skills. At the same time, its effectiveness is not automatic and largely depends on the quality of its pedagogical design and implementation. Gamification should not be reduced to the superficial addition of game elements such as points, badges, or leaderboards; rather, these elements must be meaningfully integrated into the learning process and aligned with clearly defined instructional objectives. In this regard, the didactic structuring of gamified tasks plays a crucial role. Tasks should be designed in a way that supports cognitive processing rather than distracts from it, guiding learners' attention to relevant linguistic features and facilitating deeper understanding. For example, game-based listening activities should not only entertain but also promote noticing, comprehension, and the active construction of meaning. Without such alignment, there is a risk that learners may focus primarily on external rewards instead of engaging with the learning content itself.

Furthermore, it is important to maintain a balance between engagement and cognitive challenge. While gamification can enhance motivation and create a positive emotional environment, an excessive emphasis on entertainment may lead to superficial processing and reduced learning depth. From a neurodidactic perspective, effective learning requires an optimal level of cognitive effort, where tasks are neither too easy nor too difficult. Therefore, gamified activities should be carefully calibrated to match learners' proficiency levels and cognitive capacities.

Another critical aspect concerns the role of the teacher in a gamified learning environment. Rather than acting as a mere facilitator of game elements, the teacher must assume the role of a pedagogical designer who structures the learning process, monitors learners' progress, and ensures that game mechanics serve educational purposes. This includes providing meaningful feedback, guiding reflection, and helping learners connect game-based experiences with linguistic knowledge. In addition, the sustainability of learning outcomes should be taken into account. While gamification can increase short-term engagement, its long-term effectiveness depends on whether it supports the transfer of knowledge and skills beyond the immediate learning context. Therefore, gamified listening tasks should be integrated into a broader instructional framework that includes opportunities for repetition, application, and consolidation of knowledge.

Thus, while gamification offers significant potential for enhancing listening instruction, its success ultimately depends on a thoughtful and theoretically grounded implementation that prioritizes meaningful learning over mere entertainment.In conclusion, the neurodidactic analysis of gamification demonstrates its strong potential in teaching listening in German as a foreign language. By aligning instructional practices with the natural functioning of the brain, gamification makes it possible to reduce cognitive load, enhance learner motivation, create a supportive emotional environment, and improve the quality of listening comprehension. Therefore, it can be considered a promising direction for the modernization of foreign language education in the context of the digital transformation of education in Kazakhstan.

References:

1. Григорьев А.С. Нейровизуализационные исследования процессов восприятия иноязычной речи // Экспериментальная психология. – 2023. – Т. 16. – № 4. – С. 156–170.
2. Фёдоров В.Н. Когнитивные аспекты обучения аудированию на иностранном языке: монография. – М.: Издательство МПГУ, 2023. – 248 с.
3. Анисимова Е.А. Нейропедагогические основы применения игровых технологий в преподавании иностранных языков // Педагогика и психология образования. – 2023. – № 2. – С. 78–92.
4. Волкова Т.И., Смирнов П.А. Микрообучение и его нейробиологические основы // Современные проблемы науки и образования. – 2024. – № 3. – С. 112–125.

5. Белова Н.В. Дофаминовая система мотивации и её роль в образовательном процессе // Вестник Московского университета. Серия 20: Педагогическое образование. – 2024. – № 1. – С. 45–59.
6. Захарова О.П. Языковая тревожность и способы её преодоления в процессе обучения аудированию: нейродидактический подход // Иностранные языки в школе. – 2024. – № 5. – С. 34–42.
7. Смирнова Л.К., Иванова М.Ю. Геймификация в обучении немецкому языку: результаты экспериментального исследования // Язык и культура. – 2024. – № 57. – С. 201–218.

THE INFLUENCE OF GAMIFICATION ON LEARNERS' MOTIVATION IN GERMAN AS A FOREIGN LANGUAGE LEARNING

Zhappar M., Zhuzbay T., Kuralbek A., Kadyrman A.
1703-12-4– group students
Research Supervisor: Candidate of Philological Sciences, Associate Professor
T.A. Ainabekova
zhuzbay.tb@gmail.com
Zhanibekov South Kazakhstan Pedagogical University,
Shymkent, Kazakhstan

The issue of learner motivation in foreign language education has become increasingly relevant, particularly in the context of teaching German as a foreign language (DaF). Contemporary research demonstrates that traditional teaching methods often fail to sustain learners' motivation over time, especially when instruction relies heavily on repetitive exercises and abstract explanations. In this regard, gamification has emerged as an effective pedagogical approach that transforms the learning process into an engaging and interactive experience. In contrast to conventional instruction, gamified learning environments introduce elements of challenge, reward, and progression, which make the learning process more dynamic and learner-centered. This shift is particularly important in DaF contexts, where maintaining long-term motivation is often a major challenge.

A detailed analysis of recent studies reveals that gamification influences motivation through several interconnected mechanisms. For instance, the study conducted by Suyskaya et al. provides clear evidence that the integration of gamified elements such as points, rewards, and competitive tasks significantly increases students' motivation in learning German [1]. The authors emphasize that learners become more actively involved in the learning process when tasks are presented in a game-like format. Importantly, their findings show that motivation is not only increased at the initial stage but can be sustained over time when gamification is systematically applied. In addition, Suyskaya et al. highlight that the use of structured reward systems encourages learners to set goals and track their progress, which further strengthens their engagement with the learning material. The presence of clear objectives and immediate feedback allows learners to experience a sense of achievement, which plays a crucial role in maintaining motivation.

Moreover, the study indicates that competitive elements, such as leaderboards and point systems, contribute to increased participation by creating a sense of challenge among learners. At the same time, the authors note that collaboration within gamified tasks can also enhance motivation, as learners are encouraged to work together and support each other in achieving shared goals. This combination of competition and cooperation creates a balanced learning environment that appeals to different learner preferences. As a result, gamification

not only increases motivation but also fosters a more interactive and socially engaging classroom atmosphere.

Furthermore, Suyskaya et al. emphasize that the effectiveness of gamification depends on its consistent and purposeful implementation. When game elements are integrated into the overall structure of the lesson rather than used sporadically, they contribute to the development of stable motivational patterns. This suggests that gamification should be viewed not as an isolated technique but as a systematic approach that influences the entire learning process.

In a similar vein, Pavelchuk examines the role of games as a motivational tool in German language learning, placing particular emphasis on the emotional dimension of gamification [2]. The author argues that game-based activities contribute to the creation of a supportive psychological environment in which learners experience reduced tension and increased willingness to participate. This aspect is especially significant in foreign language classrooms, where anxiety and fear of making mistakes often act as barriers to active involvement. By reframing learning tasks as game-like experiences, instructional activities become less intimidating and more accessible to students. Pavelchuk's findings suggest that such an environment encourages learners to take initiative, participate more freely, and engage more consistently in classroom interaction.

The research conducted by Bondarchuk and Pasyk further expands this perspective by focusing on the role of active participation [3]. The authors argue that gamification increases motivation primarily because it transforms learners from passive recipients of knowledge into active participants. Their study demonstrates that students involved in game-based activities show higher levels of concentration and interest compared to those engaged in traditional instruction. Moreover, the authors note that competition and collaboration within games contribute to increased engagement.

Another important dimension of gamification is highlighted in the work of Makhovych, who examines the relationship between gamification and individualization [4]. The study suggests that gamified learning environments allow for the adaptation of tasks to individual learners' needs, which significantly enhances motivation. When learners are provided with tasks that match their level of proficiency, they are more likely to experience success, which in turn increases their motivation. Makhovych emphasizes that personalization is a key factor in maintaining long-term engagement.

The findings of Faxriya and Eshquvvatova provide additional empirical support for the motivational impact of gamification [5]. Their research demonstrates that gamified activities lead to increased learner participation and interest in language learning. The authors particularly highlight the role of interactive elements, which encourage learners to remain focused and engaged throughout the lesson. Although their study is conducted in the context of English language teaching, the results are highly relevant for DaF instruction, as they reflect general principles of motivation in language learning.

Napolitano and Song offer a broader perspective by analyzing the role of gamification in foreign language education [6]. Their study identifies competition and achievement as key factors that influence motivation. The authors argue that gamification creates a sense of challenge, which encourages learners to improve their performance. At the same time, the use of rewards and progress indicators provides learners with a sense of accomplishment, which further enhances motivation.

In addition to competition, the study by Zh I. A. highlights the importance of engagement in gamified learning environments [7]. The author emphasizes that gamification increases learners' involvement in the learning process by making activities more interactive

and dynamic. This increased engagement is directly linked to motivation, as learners are more likely to participate actively when they find the learning process enjoyable.

Taken together, these studies demonstrate that gamification influences motivation through multiple dimensions, including emotional engagement, active participation, personalization, competition, and interaction. Unlike traditional teaching methods, which often rely on external motivation, gamification creates conditions for intrinsic motivation by making learning more meaningful and enjoyable.

However, the effectiveness of gamification depends on its pedagogical implementation. Suyskaya et al. warn that the use of gamification without clear objectives may lead to superficial engagement rather than meaningful learning [1]. Similarly, Pavelchuk emphasizes that games must be integrated into the lesson structure in a purposeful way in order to support learning outcomes [2]. These findings suggest that gamification should be used as a pedagogical tool rather than as an end in itself.

Bondarchuk and Pasyk also stress that the success of gamification depends on the teacher's ability to design appropriate activities [3]. Teachers must consider learners' needs, levels, and interests when implementing gamified tasks. This highlights the importance of teacher competence in the effective use of gamification.

In conclusion, the analysis of the selected studies clearly demonstrates that gamification has a strong positive influence on learners' motivation in German as a foreign language learning. Each study highlights different aspects of this influence, including emotional engagement, active participation, individualization, competition, and interaction. When these elements are combined in a well-designed learning environment, gamification can significantly enhance motivation and contribute to more effective language learning.

References:

1. Suyskaya V. S., et al. Gamification as a means of increasing student motivation in learning German // Bulletin of Pedagogical Sciences. – 2025. – No. 4. – P. 65–73.
2. Pavelchuk I. Game as a means of motivation to learn German // Molodyi vchenyi. – 2024. – P. 65.
3. Bondarchuk O., Pasyk L. Game-based learning as a way of motivating to learn German. – 2024. – P. 38.
4. Makhovych I. Gamification and individualization: enhancing motivation and learning outcomes in language learning. – Kyiv, 2023.
5. Faxriya M., Eshquvvatova G. The impact of gamification on motivation in English language teaching // Best Intellectual Research. – 2025. – Vol. 57. – No. 4. – P. 30–35.
6. Napolitano N., Song H. Gamification and student motivation in foreign language learning // SITE Interactive Conference. – 2022. – P. 261–269.
7. Zh I. A. Gamification in English language learning: enhancing motivation and engagement // Vestnik nauki. – 2025. – Vol. 1. – No. 5. – P. 270–274.

ШЕТ ТІЛІ САБАҚТАРЫНДА ОҚЫТУДЫҢ БЕЛСЕНДІ ӘДІСТЕРІН ҚОЛДАНУ

Ілесбекова Н.
nazz.ilessbekova@mail.ru
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Түйіндеме

Бұл мақалада шет тілі сабақтарында оқытудың белсенді әдістерін қолданудың маңызы қарастырылады. Белсенді оқыту тәсілдері оқушылардың коммуникативтік құзыреттілігін дамытуға, тілдік дағдыларын кешенді қалыптастыруға және оқу үдерісіне деген қызығушылығын арттыруға ықпал етеді. Диалогтік оқыту, рөлдік ойындар, топтық және жұптық жұмыстар, жобалау әдісі, пікірталас және ойын технологиялары сияқты әдістердің тиімділігі талданады. Сонымен қатар мұғалімнің ұйымдастырушы рөлі мен бағалаудың ерекшеліктері сипатталады. Зерттеу нәтижесінде белсенді әдістерді жүйелі қолдану шет тілін практикалық тұрғыда меңгеруге мүмкіндік беріп, оқушылардың дербестігі мен шығармашылық қабілеттерін арттыратыны анықталды.

Кілт сөздер: *шет тілі, белсенді оқыту әдістері, коммуникативтік құзыреттілік, диалогтік оқыту, рөлдік ойын, топтық жұмыс, жобалау әдісі, оқыту технологиялары*

Шет тілі сабақтарында оқытудың белсенді әдістерін қолдану – қазіргі білім беру жүйесіндегі ең өзекті мәселелердің бірі. Бүгінгі қоғамда шет тілін меңгеру тек оқу пәні ретінде ғана емес, сонымен қатар тұлғаның жан-жақты дамуына, мәдениетаралық қарым-қатынасқа түсуіне, болашақ кәсіби мүмкіндіктерін кеңейтуіне ықпал ететін маңызды құрал ретінде қарастырылады. Сондықтан шет тілін оқыту барысында оқушының тек грамматикалық ережелерді жаттап, сөздік қорын толықтыруы жеткіліксіз. Ең бастысы – сол білімін нақты қарым-қатынас жағдайында қолдана білуі. Осы тұрғыдан алғанда, белсенді оқыту әдістері шет тілі сабақтарының сапасын арттыруда ерекше рөл атқарады. Белсенді әдістер оқушыны дайын білімді қабылдаушы емес, оқу үдерісінің тікелей қатысушысы, ізденуші, ойлаушы, пікір білдіруші тұлға ретінде қалыптастырады.

Дәстүрлі сабақтарда мұғалім негізгі ақпарат көзі болса, белсенді оқытуда оқушының өзі білімді іздеп табуға, талдауға, салыстыруға, қолдануға үйренеді. Бұл тәсіл шет тілін меңгерудің табиғи жолына жақын келеді. Себебі адам кез келген тілді қарым-қатынас барысында, тәжірибе арқылы, белсенді әрекет үстінде тиімді игереді. Егер оқушы сабақта тек тыңдап, көшіріп, жаттап қана отырса, оның тілдік дағдылары толық дамымайды. Ал белсенді әдістер арқылы ол сөйлейді, сұрақ қояды, жауап береді, пікірталасқа түседі, қателеседі, түзетеді, жаңа сөздерді жағдаят ішінде қолданады. Мұндай жұмыс түрлері оқушылардың сабаққа деген қызығушылығын арттырып қана қоймай, олардың тіл үйренуге деген ішкі ынтасын қалыптастырады [1].

Шет тілі сабағында белсенді әдістерді қолданудың басты артықшылығы – оқушының коммуникативтік құзыреттілігін дамытуында. Коммуникативтік құзыреттілік дегеніміз – тілді тек білу емес, оны түрлі жағдаятта дұрыс әрі орынды пайдалана алу. Бұл үшін оқушыда тыңдалым, айтылым, оқылым және жазылым дағдылары өзара байланыста дамуы қажет. Белсенді әдістер осы төрт дағдыны кешенді түрде қалыптастыруға мүмкіндік береді. Мысалы, жұптық жұмыс кезінде оқушылар бір-бірімен диалог құрып, сөйлесу дағдысын жетілдіреді; топтық жұмыс кезінде өзара пікір алмасып, тыңдай білу мен өз ойын жеткізуге үйренеді; рөлдік ойындар барысында нақты өмірлік жағдаяттарды модельдеп, тілді еркін қолдануға дағдыланады; жобалық тапсырмалар орындау кезінде ақпарат іздеу, мәтін құрастыру, таныстырылым жасау сияқты бірнеше әрекетті қатар жүзеге асырады.

Белсенді оқыту әдістерінің ішіндегі ең тиімділерінің бірі – диалогтік оқыту. Шет тілі сабағының негізгі мақсатының бірі – оқушыны сөйлете білу. Сондықтан сабақта мұғалімнің монологінен гөрі оқушылар арасындағы және мұғалім мен оқушы арасындағы диалог көп болуы тиіс. Диалогтік оқыту барысында оқушылар сұрақ қоюға, жауап беруге, қарсы пікір айтуға, өз ойын дәлелдеуге, әңгімелесушінің ойын

түсінуге тырысады. Бұл тек тілдік дағдыны ғана емес, сыни ойлау қабілетін де дамытады. Мысалы, белгілі бір тақырып бойынша пікір алмасу, сурет бойынша әңгіме құрау, жағдаяттық сұрақтарға жауап беру сияқты тапсырмалар оқушыларды тілдік ортаға енгізеді. Әсіресе, «Сен бұл жағдайда не істер едің?», «Бұл пікірмен келісесің бе?», «Неге олай ойлайсың?» деген сұрақтар оқушының ойлау белсенділігін күшейтеді.

Рөлдік ойындар да шет тілі сабақтарында кеңінен қолданылатын белсенді әдістердің бірі болып табылады. Бұл әдіс арқылы оқушылар өмірде кездесетін түрлі жағдаяттарды сахналайды. Мысалы, дүкенде сауда жасау, әуежайда билет рәсімдеу, қонақүйде бөлме брондау, дәрігер қабылдауында болу, досымен кездесу туралы сөйлесу секілді жағдаяттар оқушыларға шынайы қарым-қатынас ортасын елестетуге көмектеседі. Мұндай тапсырмалар барысында оқушы тек сөздерді жаттап қана қоймай, оларды қажетті жағдайда орынды қолдануға үйренеді. Сонымен бірге рөлдік ойындар оқушылардың ұялшақтық қасиетін азайтып, өзіне деген сенімділігін арттырады. Кейбір оқушылар қарапайым сұраққа жауап беруге қысылуы мүмкін, ал белгілі бір кейіпкер рөлінде сөйлеу оларға еркіндік береді. Бұл әсіресе жасөспірімдер үшін өте маңызды, себебі олар құрдастарының бағасына сезімтал келеді [2].

Топтық және жұптық жұмыстар белсенді әдістердің негізгі түрлеріне жатады. Мұндай жұмыстар барысында әр оқушы өз үлесін қосуға тырысады, басқалардың пікірін тыңдайды, өз ойын ортаға салады. Шет тілі сабағында жұптық жұмыс сөздікпен жұмыс істеуде, қысқа диалогтар құрастыруда, бір-біріне сұрақ қойып, жауап беруде өте тиімді. Ал топтық жұмыс күрделірек тапсырмаларды орындауда пайдалы. Мысалы, мәтінді бөліктерге бөліп талдау, постер жасау, белгілі бір тақырыпқа презентация дайындау, ортақ шешімге келу сияқты тапсырмалар оқушылардың бірлесіп әрекет ету дағдыларын қалыптастырады. Бұл әдістердің тағы бір маңызды жағы – сабақта барлық оқушының қамтылуына мүмкіндік беруі. Дәстүрлі сабақта көбіне белсенді оқушылар ғана жауап берсе, топтық және жұптық жұмыстарда барлығы сөйлесуге, ойлануға мәжбүр болады.

Ойын технологиялары шет тілін оқытуда ерекше орын алады. Ойын – баланың табиғи әрекеті, сондықтан ол оқу үдерісін жеңіл әрі қызықты етеді. Шет тілі сабақтарында сөздік ойындар, грамматикалық жарыстар, карточкамен жұмыс, табу ойындары, сәйкестендіру тапсырмалары, лото, викторина, «ыстық орындық», «кім жылдам?» сияқты әдістерді қолдануға болады. Ойын элементтері әсіресе бастауыш және орта буын оқушылары үшін өте әсерлі. Олар жарысу, ұту, топ болып әрекет ету арқылы сабақты қызығушылықпен қабылдайды. Бірақ ойын тек көңіл көтеру құралы емес, нақты оқу мақсатына бағындырылуы тиіс. Егер ойын жаңа сөздерді бекітуге, сөйлем құрылымын меңгертуге, тыңдалым дағдысын дамытуға бағытталса, оның тиімділігі арта түседі [3].

Жобалау әдісі де белсенді оқытудың маңызды құралдарының бірі. Бұл әдіс арқылы оқушылар белгілі бір тақырып бойынша ұзақ мерзімді немесе қысқа мерзімді тапсырмалар орындайды. Мысалы, «Менің арманымдағы қала», «Ұлттық тағамдар», «Экологиялық мәселелер», «Саяхат жоспары», «Менің сүйікті кітабым немесе фильмім» сияқты тақырыптарда шағын жоба дайындауға болады. Жоба орындау барысында оқушы ақпарат жинайды, сұрыптайды, мәтін құрастырады, сурет немесе слайд дайындайды, соңында өз жұмысын сынып алдында қорғайды. Бұл жұмыс түрі оқушының зерттеушілік қабілетін, шығармашылығын, өз бетінше жұмыс жасау дағдысын дамытады. Ең бастысы, ол шет тілін нақты мақсат үшін қолдануға мүмкіндік береді. Жоба қорғау кезінде оқушы тілді механикалық түрде емес, мағыналы әрекет құралы ретінде пайдаланады.

Пікірталас әдісі жоғары сынып оқушыларына өте пайдалы. Белгілі бір тақырып төңірегінде пікірталас ұйымдастыру оқушылардың сыни ойлауын, дәлел келтіру

қабілетін, сөздік қорын және сөйлеу мәдениетін дамытады. Мысалы, «Онлайн оқу тиімді ме?», «Әлеуметтік желінің пайдасы мен зияны», «Шетелде оқу керек пе?», «Кітап па, әлде фильм бе?» сияқты тақырыптар оқушылардың қызығушылығын тудырады. Пікірталас кезінде оқушы қарсы жақтың пікірін тыңдап, оған мәдени түрде жауап беруге, өз көзқарасын нақтылауға, мысал келтіруге үйренеді. Мұндай жұмыс шет тілінде еркін сөйлеуге үлкен серпін береді. Сонымен қатар оқушылар тілдің тек оқулықтағы материал емес, өмірлік ойларды білдіру құралы екенін түсінеді [4].

Ақпараттық-коммуникациялық технологияларды белсенді әдістермен ұштастыру да шет тілі сабағының тиімділігін арттырады. Бүгінгі оқушылар цифрлық ортада өмір сүретіндіктен, бейнежазбалар, аудиоматериалдар, онлайн тапсырмалар, интерактивті платформалар, виртуалды викториналар олардың назарын жақсы аударады. Мысалы, қысқа бейнеролик көру арқылы тыңдалым тапсырмаларын орындау, онлайн сөздікпен жұмыс істеу, интерактивті тест тапсыру, сурет бойынша әңгіме құрау сияқты әрекеттер оқушының белсенділігін күшейтеді. Цифрлық құралдар арқылы тілдік ортаға жақындауға болады: шетелдік әндерді тыңдау, қысқа сұхбаттарды талдау, аутентті мәтіндер оқу оқушының шынайы тілмен жұмыс істеуіне жағдай жасайды. Алайда технологияны қолдану мақсатсыз болмауы керек. Ол сабақ мазмұнын байытып, оқушының әрекетін жандандыратын құрал ретінде пайдаланылғанда ғана нәтижелі болады.

Белсенді әдістерді қолдану мұғалімнен де үлкен дайындықты талап етеді. Мұғалім енді тек білім беруші емес, оқу үдерісін ұйымдастырушы, бағыттаушы, қолдаушы тұлғаға айналады. Ол оқушыларға дайын жауапты бермей, олардың өз бетімен ойлануына, ізденуіне, қорытынды жасауына жағдай туғызуы керек. Бұл үшін мұғалім тапсырмаларды жас ерекшелігіне, тілдік деңгейіне, сыныптың ерекшелігіне қарай дұрыс таңдай білуі қажет. Егер тапсырма тым қиын болса, оқушының қызығушылығы төмендейді; ал тым жеңіл болса, ойлау белсенділігі артпайды. Сондықтан белсенді әдістерді тиімді қолдану үшін педагогикалық шеберлік, икемділік және шығармашылық қажет [5].

Сонымен қатар белсенді оқыту әдістерін енгізуде бағалау мәселесі де маңызды орын алады. Шет тілі сабағында оқушының тек соңғы нәтижесін емес, оқу үдерісіндегі белсенділігін, талпынысын, топтағы жұмысын, сөйлеуге ұмтылысын да ескеру керек. Қалыптастырушы бағалау осы тұста тиімді құрал бола алады. Мысалы, ауызша мадақтау, критерий арқылы бағалау, өзін-өзі бағалау, өзара бағалау, кері байланыс беру сияқты тәсілдер оқушының алға жылжуына ықпал етеді. Белсенді әдістер қолданылған сабақта қателік жіберу қалыпты құбылыс ретінде қабылдануы тиіс. Себебі тіл үйрену қателесу арқылы жүзеге асады. Егер оқушы әр қатесінен қорқып отырса, ол сөйлеуге тырыспайды. Сондықтан мұғалім қолдау көрсететін, қауіпсіз, ынталандырушы орта қалыптастыруы қажет.

Белсенді әдістердің тағы бір маңызды қыры – олар оқушылардың тұлғалық қасиеттерін дамытады. Шет тілі сабағында тек тіл емес, қарым-қатынас мәдениеті, өзгені тыңдау, пікірге құрметпен қарау, жауапкершілік, ынтымақтастық, бастамашылдық, өзіне сенімділік сияқты сапалар да қалыптасады. Мысалы, топтық жұмыс барысында оқушы көшбасшылық танытуы мүмкін, ал жоба қорғау кезінде көпшілік алдында сөйлеу дағдысы дамиды. Пікірталас кезінде өз ойын дәлелдеп айтуға үйренеді, рөлдік ойындар арқылы түрлі әлеуметтік жағдаяттарды түсінеді. Осылайша белсенді әдістер оқушыларды тек тілді меңгерген адам ғана емес, өмірге бейім, ашық, мәдениетті тұлға ретінде тәрбиелеуге ықпал етеді.

Қазіргі білім беру талаптарына сай шет тілі сабағы өмірмен байланысты, әрекетке құрылған, оқушыны дамытатын орта болуы керек. Белсенді әдістер осы талаптарды жүзеге асырудың тиімді жолы болып табылады. Олар сабақтың мазмұнын

жандандырады, оқушының танымдық қызығушылығын арттырады, шет тілін практикалық тұрғыдан игеруге мүмкіндік береді. Әсіресе, жаһандану заманында шет тілін еркін меңгерген, ойын ашық жеткізе алатын, түрлі мәдениет өкілдерімен қарым-қатынас орната алатын ұрпақ тәрбиелеу маңызды. Бұл міндетті орындауда белсенді оқыту әдістерінің орны ерекше [6].

Қорытындылай келе, шет тілі сабақтарында оқытудың белсенді әдістерін қолдану – уақыт талабы. Олар оқушылардың тілдік дағдыларын жан-жақты дамытып қана қоймай, сабаққа деген ынтасын күшейтеді, дербестігін қалыптастырады, шығармашылық қабілетін ашады. Диалогтік оқыту, рөлдік ойындар, топтық және жұптық жұмыстар, жобалау әдісі, пікірталас, ойын технологиялары, цифрлық ресурстар – осының барлығы шет тілін оқытудың сапасын арттыратын тиімді құралдар. Мұндай әдістер жүйелі әрі мақсатты қолданылған жағдайда, оқушы тілді тек пән ретінде емес, шынайы қарым-қатынас құралы ретінде қабылдайды. Ал бұл – шет тілін оқытудың ең басты нәтижесі.

Әдебиеттер:

1. Аймауытов Ж. Педагогика. – Алматы: Рауан, 2019. – 312 б.
2. Жұмабаев М. Педагогика. – Алматы: Ана тілі, 2018. – 192 б.
3. Қоянбаев Ж.Б., Қоянбаев Р.М. Педагогика. – Алматы: Эверо, 2020. – 384 б.
4. Бабаев С.Б., Оразбаева Ф.Ш. Қазіргі педагогика негіздері. – Алматы: Нұрлы әлем, 2019. – 256 б.
5. Оразбаева Ф.Ш. Тілдік қатынас: теориясы және әдістемесі. – Алматы: Ан Арыс, 2017. – 336 б.
6. Қалиев С., Бекенов Қ. Педагогикалық зерттеулер әдіснамасы. – Алматы: Білім, 2021. – 280 б.

UDC 378.147:811.111:004.8

AI-BASED TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING: OPPORTUNITIES AND CHALLENGES

Khagani G.
1703-62 – group student
haganigunel@gmail.com
Research Supervisor: Candidate of Philological Sciences, Associate Professor
T.A. Ainabekova
Zhanibekov South Kazakhstan Pedagogical University,

Foreign Language Teaching has been changing dramatically in recent years under the influence of digital technologies. Previously, electronic textbooks, online platforms and video tutorials were perceived as innovations, but today artificial intelligence-based chatbots, automated feedback, generative text generation, virtual partners for conversational practice and adapted learning trajectories are becoming the norm. This change raises the main question in teaching a foreign language in a new way: will AI technologies make language learning really effective, or can they replace deep pedagogical goals in teaching at a superficial rate? In this regard, this article systematically examines the possibilities and difficulties of AI-based technologies in teaching a foreign language, reveals their methodological potential and limitations from an expert point of view. The object of the study is the process of teaching a foreign language, and the subject of the study is the pedagogical effect of using AI tools in this process.

Materials and methods

The study was built according to the logic of IMRAD. Six scientific papers published after 2023 were taken as material. Three of them are the works of Russian authors, three are international English-speaking researchers. In the course of the analysis, the comparative-expert method, substantive interpretation and pedagogical generalization were used. The focus was on aspects of AI tools in foreign language teaching such as personalization, instant feedback, speech practice, motivation, academic risk, and teacher role change.

Results and discussion

In V. V. Vonog's 2024 article « digital transformation system of foreign training in the process of training students in engineering profile », AI technologies are considered as an integral part of the overall digital transformation in teaching a foreign language. According to the author, tools based on artificial intelligence enrich the content of learning by simulating oral or written dialogue with the student, allow individualizing the educational trajectory, expanding interaction and improving the management of results [1, 150; 157]. The article states that continuous monitoring through automated feedback and digital trace increases control over learning outcomes [1, 157]. This conclusion is very important for teaching a foreign language, because language acquisition is directly related to continuous practice and rapid correction, and not a one-time Test. For example, *when a student writes a short answer in English, if AI immediately points out his grammatical error, word order and stylistic inaccuracy, he can correct his mistake at the same moment, and not too late*. Such urgency is not always possible in a traditional check. At the same time, a personalized trajectory has the advantage: while one student needs more pronunciation training, another may need a subscription or lexical support. AI helps to take this difference into account.

A special place in the Russian methodological thought is occupied by the work of P. V. Sysoev, E. M. Filatov and D. O. Sorokin « *an important link in the study of foreign language: from information technologies to Scientific Intelligence* » in 2024. This work is often mentioned in later sources and described as one of the main studies showing that AI has taken language feedback to a qualitatively new level; according to bibliographic data, the article was published in Issue 65 of the journal «Language and Culture» on pages 242-261, and it examines the evolution of feedback from information technology to artificial intelligence [2, 242-261]. The main point offered by this work is that AI is not just a program that displays errors, but a tool that adapts to the student's response, explains and motivates the next action. Such feedback is very important in teaching a foreign language, because for a student it is more important than the designation «wrong»: « *why is it wrong and how to correct?*»the direction is more effective. For example, *in writing an essay, AI can not only point out to the student an error in conjunctions or a weakness in argument structure, but also offer an option to improve it.* This saves the teacher time, but does not replace it. This is because the quality of the offer, its relevance to the context and how well it meets the learning objective must still be evaluated by the teacher.

The study by O. M. Kozarenko and A. D. Ristivoevich « Isustivnye intelligentsia in practice of foreign languages students of Russian and Serbian universities », published in 2026, summarizes the experience of 2025, shows the adoption of AI in real student practice. In the annotation of the publication, it is noted that the practical use of AI tools in the study of foreign languages was taken as material and they were analyzed in connection with the learning experience of students [3]. This work is important because the success of AI tools depends not only on their technical quality, but also on why and how students use them. In practice, some students use ChatGPT or another system to test new phrases, some use it to work out their arguments before speaking, and others try to get a ready-made answer. This difference shows that while AI technologies are the same tool, the result is directly related to

the user's academic culture. Therefore, the potential of AI in foreign language lessons is fully revealed only if it is implemented ethically and methodically correctly.

English-language studies deepen this issue at the international level. In the 2024 article «Exploring the potential of ChatGPT for foreign language education at the university level» by Blanka Klimova, Marcel Pikhart and Liqaa Habeb Al-Obaydi, the attitude of university students to ChatGPT and its useful aspects are analyzed based on a qualitative survey. The results of the study show that students rated this technology as interesting, satisfying and stimulating, as well as having some risks and concerns [4, 14-22]. The authors write that AI tools can support personalized and self-regulated learning, including benefits such as speaking practice, automated corrective feedback, and teacher workload reduction [4, 29-35]. However, the article also notes potential threats to incorrect information, misuse of personal data, and traditional assessment approaches [4, 35-36; 115-121]. This is very important. Because while AI tools make learning easier, they shouldn't let the student get distracted. If a student uses ChatGPT not to develop his own game, but to get ready-made text, then language activity may decrease and the quality of reading may decrease.

Belle Li, Victoria L. A 2024 review article « a systematic review of the first year of publications on ChatGPT and language education » by Lowell, Chaoran Wang and Xiangning Li gives a broader scientific view of AI's place in Foreign Language Teaching. The authors analyzed 36 works published from November 2022 to November 2023 with the PRISMA system, indicating that the majority of research focused on higher education and ethical issues [5, 45-47]. One of the most important conclusions is that ChatGPT supports self-directed language learning, content generation, and teacher workflows, but there is a lack of in-depth research in this area regarding longitudinal studies and feedback quality [5, 45-47]. This review shows that while scientific interest in the possibility of AI is very high, transforming it into a long-term and high-quality pedagogical model is still an ongoing process. In teaching a foreign language, this raises questions such as: does AI really develop a student's independent language strategy or is it limited to short-term convenience? It gives feedback quickly, but is the quality of that feedback always accurate and context-appropriate? Such questions require genuine scientific caution in using AI technologies.

A 2024 article by Jun Du and colleagues «Transforming language education: a systematic review of AI-powered chatbots for English as a foreign language speaking practice » highlights the real impact of AI-chatbots in the field of speaking practice. The review covers 24 studies and states that chatbots contribute to reducing speaking anxiety, improving pronunciation, and raising learning outcomes, confidence, engagement, and motivation [6, 46-48]. This result clearly demonstrates the potential of AI, especially in the development of oral language. In practice, many students are squeezed from speaking in front of the class and are afraid to make a mistake. And in the case of chatting with a chatbot, they pay more attention to training than evaluation. For example, *a student can do dialogue practice with an AI partner in English for a few minutes each day and gradually improve their vocabulary, speech pace, and pronunciation*. But here, too, there is a limitation: talking to AI does not completely replace cultural, emotional, pragmatic communication with a living person. Therefore, chatbots are effective as an intermediate platform for preparing for true communication, but not as a complete substitute for it.

A comparison of these six studies reveals the main possibilities of AI-based technologies in teaching a foreign language. They create conditions for creating an individualized trajectory, providing instant feedback, supporting the student's independent learning, expanding speaking practice, increasing motivation and learning activity. At the same time, the main difficulties are obvious: false or inaccurate information, threats to academic integrity, dependence on a ready-made response, the need to revise the assessment system and the need for a teacher to master new digital competencies. The most important

thing here is that the introduction of AI in foreign language lessons is not just a technical problem, but a deep pedagogical choice. If it is used as a partner that enhances thinking and language activity, the result will be positive. And true learning weakens if it becomes a shortcut that frees the student from reflection and language struggle.

The analysis showed that AI-based technologies have a high potential in teaching a foreign language, but their effectiveness directly depends on the logic of application. While Russian research reveals the benefits of AI in terms of digital transformation, instant feedback, and personalization [1-3], English-language works highlight specific outcomes in student perception, self-learning, ethical risks, and speaking practice [4-6]. Therefore, it is reasonable to consider AI technologies not as a system that replaces a teacher in teaching a foreign language, but as a tool that improves the quality of teaching, saves time, supports independent work and expands language practice. However, its advantages are fully realized only if the principles of methodological management of the teacher, critical literacy of the student and academic integrity are observed.

References:

1. Попова Н. В. Перспективы метода «цифровой сторителлинг» в обучении молодых поколений иностранному языку // Вестник Балтийского федерального университета им. И. Канта. Серия: филология, педагогика, психология. – 2024. – № 4. – С. 92–102. – DOI: 10.5922/vestnikpsy-2024-4-9.

2. Гольцова Т. А., Жилина И. А., Склярова О. Н., Отарова Е. Н. Опыт применения цифрового сторителлинга на занятиях по иностранному языку // Современные наукоемкие технологии. – 2023. – № 10. – С. 101–105. – DOI: 10.17513/snt.39799.

3. Корсакова Г. Г., Зиневич Н. В., Попадина Ж. П. Использование цифрового сторителлинга в обучении профессионально ориентированному иностранному языку в вузе // Современные наукоемкие технологии. – 2025. – № 10. – С. 181–187.

4. Temel T., Yılmaz C. Investigating the impact of digital storytelling on EFL learners' language motivation levels // Journal of Educational Technology and Online Learning. – 2025. – Vol. 8, No. 2. – P. 164–189. – DOI: 10.31681/jetol.1600975.

5. Miao X., Li L. Digital storytelling in EFL education: learning outcomes and methodologies // International Journal of English Language Studies. – 2024. – Vol. 6, No. 4. – P. 6–11. – DOI: 10.32996/ijels.2024.6.4.2.

6. Tamimi M. A. A. Effects of digital storytelling on motivation, critical thinking, and academic achievement in secondary school English learners // Research in Social Sciences and Technology. – 2024. – Vol. 9, No. 1. – P. 305–328. – DOI: 10.46303/ressat.2024.18.

DIGITAL LITERACY AS A CORE COMPETENCE FOR MODERN LANGUAGE TEACHERS

Kanzharaly Ayaulym Galymzhankyzy
kanzharali.ayaulim05@gmail.com
Scientific supervisor: Makulbek Azamat Bolatbekuly
Candidate of Philological Sciences
azeke_k.f.n@mail.ru
South Kazakhstan Pedagogical University named after O. Zhanibekov
Shymkent, Kazakhstan

Abstract

The rapid advancement of digital technologies is fundamentally reshaping contemporary educational landscapes. Within foreign language education, digital tools—including learning management systems, multimedia platforms, and virtual communication technologies—have become integral components of the instructional process. Consequently, digital literacy has emerged as an essential professional competency for modern language educators.

This article aims to analyze the concept of digital literacy and examine its significance in contemporary foreign language education. The paper investigates theoretical perspectives on digital literacy, discusses its pedagogical implications, and identifies challenges associated with integrating digital technologies into teaching practice. Drawing upon analysis of current research, the study demonstrates that digital literacy encompasses not merely technical proficiency but also critical thinking, ethical awareness, and the capacity to effectively incorporate digital resources into educational activities.

Keywords: *digital literacy, foreign language teaching, teacher competence, educational technologies, digital pedagogy.*

The digital transformation sweeping across society has profoundly influenced educational systems worldwide. Accelerating technological progress has fundamentally altered how information is created, distributed, and accessed. As a result, educational institutions increasingly integrate digital technologies into teaching and learning processes [1].

Within foreign language education specifically, digital technologies generate novel opportunities for communication, collaboration, and access to authentic learning materials. Online learning platforms, multimedia applications, and virtual classrooms empower teachers to design engaging instructional activities while accommodating diverse learning preferences [2, 123 b.].

In the Kazakhstani context, the state program "Digital Kazakhstan," implemented since 2018, identifies human capital development and educational digitalization as strategic priorities [8]. This policy direction has heightened attention to digital competence development among future teachers in Kazakhstani universities [3; 6; 9].

However, effectively leveraging digital technologies requires educators to possess specific professional competencies. Digital literacy has consequently become indispensable for modern teachers. This competency encompasses selecting appropriate technological tools, critically evaluating digital resources, and integrating technology meaningfully into pedagogical practice. Therefore, developing digital literacy represents a crucial component of professional preparation for language educators [4].

Literature Review

The conceptualization of digital literacy has undergone substantial evolution over recent decades. Initially, the term primarily denoted the capacity to access and utilize information in digital formats. Gilster defined digital literacy as the ability to comprehend and effectively employ information from digital sources [1].

The European Commission developed the DigCompEdu framework to articulate digital competence for educators. This framework identifies several key dimensions of teacher competence, including professional engagement, digital resources, teaching and learning, assessment, and learner empowerment [2]. According to this model, effective technology integration requires teachers to synthesize technological knowledge with pedagogical expertise.

Within Kazakhstani academic discourse, research on digital literacy has gained considerable momentum recently. Aytzhanova et al. (2025) emphasize that digital competence

constitutes an essential component of professional development for future teachers, encompassing cognitive, value-based, and behavioral dimensions [5]. Their research reveals that many students hold inaccurate self-assessments regarding their digital literacy levels, underscoring the necessity for systematic training.

Zhunusbekova et al. (2025) conducted an experimental study at Abai University and Almaty University of Humanities and Economics involving 163 participants.The study demonstrated significant advances in students' digital literacy following implementation of specialized academic programs [3; 9].

Polatova et al. (2025) investigated the effects of distance learning on teaching practices and digital skills development among future English teachers through the Kazakhstan Online Teacher Community (OTC) training program. Their research provides insights into challenges and opportunities accompanying digital transformation in education for a middle-income economy such as Kazakhstan's [6].

Language education researchers also highlight substantial benefits of digital technologies. Digital tools facilitate authentic communication and intercultural interaction between learners across different countries. They additionally provide opportunities for individualized learning, immediate feedback, and access to diverse linguistic resources [4].

Despite these advantages, scholars caution that technology alone cannot guarantee educational improvement. The effectiveness of digital tools depends substantially on teachers' capacity to employ them thoughtfully and strategically within the learning process [5].

Discussion

Integrating digital technologies into language education offers numerous pedagogical advantages. Digital platforms enable teachers to create interactive learning environments where students actively participate in the instructional process. Multimedia materials, online collaboration tools, and interactive exercises can enhance student motivation and engagement [7].

Another significant advantage of digital learning is flexibility. Online resources allow students to learn at their own pace and access educational materials beyond classroom boundaries. This supports development of autonomous learning skills and encourages lifelong learning dispositions [4].

Within the Kazakhstani context, Islamgaliyeva et al. (2024) note that digital transformation of higher education necessitates rethinking traditional didactic approaches. Their research at Aktobe Regional University highlights the need for innovative educational solutions integrating digital pedagogy into teacher training programs [8].

However, increasing reliance on digital technologies also presents several challenges. A primary concern involves digital distraction. Constant exposure to digital media may diminish students' capacity to concentrate on complex learning tasks. Language learning requires sustained attention and meaningful practice, which may prove difficult to achieve in highly fragmented digital environments [7].

Another challenge relates to academic integrity. The development of artificial intelligence and automated translation tools has facilitated student generation of texts without active engagement in the learning process. Teachers must therefore design assessment strategies promoting independent thinking and authentic language production.

Additionally, unequal access to digital technologies may create disparities in educational opportunities. Variations in internet connectivity and technological infrastructure can affect digital learning effectiveness. Teachers must consequently adapt their instructional strategies to diverse technological contexts [6].

Kazakhstani researchers also emphasize the importance of developing critical thinking and media literacy skills to combat misinformation and ensure information security within digital environments [1].

Implications for Teacher Education

Teacher education institutions play a crucial role in developing digital competence among future educators. Training programs should incorporate courses on educational technology, digital pedagogy, and media literacy. Such courses help prospective teachers understand how digital tools can support effective language teaching [2].

In Kazakhstan, researchers recommend developing specialized academic programs to enhance digital skills among teacher candidates. Zhunusbekova et al. (2025) demonstrated that systematic intervention through author-designed academic programs leads to significant improvements in students' digital literacy [3; 9].

Furthermore, professional development should continue throughout teachers' careers. Participation in online workshops, professional communities, and educational conferences helps educators remain informed about emerging technologies and innovative teaching methods. Polatova et al. (2025) highlight the effectiveness of online teacher communities in enhancing digital proficiency among English teachers in Kazakhstan [6].

Conclusion. Digital literacy has become one of the most important professional competencies for contemporary language teachers. It encompasses technological knowledge, pedagogical awareness, critical thinking, and ethical responsibility. Effective integration of digital technologies into language teaching can significantly enhance student engagement, communication, and learning outcomes [4].

Simultaneously, educators must carefully address challenges such as digital distraction, academic integrity concerns, and unequal technology access. Successful language teachers are those capable of balancing technological innovation with sound pedagogical principles [5].

In the Kazakhstani context, systematic development of digital literacy within teacher education programs holds particular importance given the strategic priorities of the "Digital Kazakhstan" program and the ongoing digital transformation of higher education [8]. Preparing future teachers for digitally-mediated learning environments will contribute to more effective, engaging, and innovative language education in the digital age.

References:

1. Gilster P. Digital Literacy. New York: Wiley, 1997.

2. Redecker C. European Framework for the Digital Competence of Educators: DigCompEdu. Luxembourg: Publications Office of the European Union, 2017.

3. Zhunusbekova A., Akpayeva A., Sadirbekova D., Ardabayeva A., Omarova G. The Influence of Digital Educational Technology on Improving Digital Skills: An Exploratory Study of Teacher Candidates in the Context of Kazakhstan // Journal of Education and e-Learning Research. – 2025. – Vol. 12, № 3. – P. 449-459.

4. Chapelle C. Computer Applications in Second Language Acquisition. Cambridge: Cambridge University Press, 2001.

5. Айтжанова Э.Н., Ұзақбаева С.А., Киякбаева У.К. Цифрлық мәдениет пен нейропедагогика: мектепке дейінгі ұйым педагогтерін кәсіби даярлаудағы интеграцияланған тәсілдер мен парадигмалар // Известия. Серия: Педагогические науки. – 2025. – № 79(4). – https://doi.org/10.48371/PEDS.2025.79.4.023

6. Polatova S., Alzhanova A., Uteeva G., Kistaubaeva D. Distance Education in Kazakhstan: Enhancing Digital Proficiency through Online Teaching Communities // Issues in Educational Research. – 2025. – Vol. 35, № 1. – P. 276-297.

7. Carr N. The Shallows: What the Internet Is Doing to Our Brains. New York: W. W. Norton, 2010.

8. Исламгалиева В.Ж., Жуминова А.Б., Смағұлова Ф.Б. Цифрлық педагогика инновациялық білім беру шешімінің формасы ретінде // 3i: intellect, idea, innovation -

интеллект, идея, инновация. – 2024. – № 4. – Б. 214-222. – https://doi.org/10.52269/22266070_2024_4_214

9. Warschauer M. The Changing Global Economy and the Future of English Teaching // TESOL Quarterly. – 2000.

10. Сұлтанбаева Г. Цифрлық сауаттылық көрсеткіштері: Қазақстандағы ақпараттық мәдениетті дамыту жүйесі [Methodological guide]. – Астана, 2025.

UDC 378.147:811.111:004.9

DIGITAL STORYTELLING AS A MOTIVATIONAL TOOL IN FOREIGN LANGUAGE LEARNING

Karabayeva Y.
1703-62 – group student
yelnaz.karabayeva@icloud.com
Research Supervisor: Candidate of Philological Sciences, Associate Professor
T.A. Ainabekova
Zhanibekov South Kazakhstan Pedagogical University,
Shymkent, Kazakhstan

In the modern methodology of teaching a foreign language, one of the main problems is to raise the student to the level of an active subject who is not just a receiver of language material, but performs meaningful actions with that material. Especially for representatives of the digital generation, traditional text-based tasks are not always of constant interest. Therefore, the demand for methods based on the experience, emotions, choice and creativity of the student is growing. One such method is digital storytelling. This approach allows you to master the language content through a multimodal conversation, which is compiled by the student or the student himself. Here language becomes not only a form of learning, but also a means of creating personal meaning.

The weakening of motivation in mastering a foreign language is often observed when the connection of the language material with life is not manifested, the task is excessively reproductive, or the student does not feel his voice in the learning process. Digital storytelling can fill this gap because it intertwines text, image, voice, music, editing, and a personal idea into one channel. Therefore, this article analyzes the specifics of digital storytelling as a motivational tool for learning a foreign language. The object of the study is the process of teaching a foreign language, and the subject is the influence of the use of digital storytelling on student motivation, language activity and educational activity.

Materials and methods

The study was built according to the logic of IMRAD. Six scientific sources published after 2023 were taken as material, three of which belong to Russian authors, three to international researchers in English. In the course of the analysis, the comparative-expert method, substantive interpretation and pedagogical generalization were used. In the selection of literature, priority was given to works that consider the impact of digital storytelling on motivation, learning outcomes, speech, writing and participatory activity.

Results and discussion

The relevance of Digital storytelling in teaching a foreign language is associated with the educational needs of the younger generation by the Russian researcher N. V. Popova in her article «digital storytelling in the future of the Metoda». The author points out that globalization, the internet and the spread of digital technologies have changed the student's

expectations of psychology and learning format. The article substantiates that digital storytelling is a method that meets the needs of modern youth, is innovative and allows you to emotionally assimilate educational content [1, p.92-94]. This conclusion explains the motivational power of digital storytelling: the student does not just read the finished text, he builds a story himself, adds his own experience, selects video and voice, that is, the educational material becomes content mastered from the inside, and not imposed on it from the outside. For example, when a student learning English composes a short digital story on a topic such as *«a place that changed me» or «a cultural misunderstanding I experienced»*, he simultaneously activates language tools, narrative structure and self-reflection in parallel. Such work requires much higher emotional participation than a regular essay.

The real practical advantage of digital storytelling in teaching a foreign language is shown by the article «experience of digital storytelling in foreign language» presented by T. A. Goltsova, I. A. Zhilina, O. N. Sklyarova and E. N. Otarova. The authors write that the widespread use of multimedia technologies has transferred storytelling from the classical format to the digital one, and this method allows you to cover all speech activities in teaching a foreign language [2, p.101-102]. They note that stories based on authentic texts and video materials help to develop communicative competence in a foreign language [2, p.101-102]. At this point, another important feature of digital storytelling is visible: it not only enhances motivation, but also combines motivation with language activity. That is, the student's interest does not remain an empty emotion, but becomes a real task of speaking, listening, writing and vocabulary development. *For example, to create a short video story, Students First write a script, then voice it, select an illustration, and finally defend it in front of the class.* Within this single work cycle, several language skills develop in parallel.

The potential of digital storytelling in professionally oriented foreign language teaching is revealed more deeply in the 2025 study of G. G. Korsakova, N. V. Zinevich and ZH. P. Popadina. In the article «using digital storytelling in training professionally oriented foreign language in Vuse», the authors describe storytelling as an effective way to offer a narrative of reading through emotional history [3, p.181-182]. Most importantly, the article states that digital storytelling encourages students to engage more in autonomous cognitive activity because history is perceived in digital form through personal experience [3, 183]. In addition, the results of the experiment, in which 71 students participated, showed that the share of «excellent» grades in the experimental group was 51.43%, and in the control group this indicator was only 2.78%; the «unsatisfactory» result was not recorded in the experimental group at all [3, p.187]. This fact proves that digital storytelling is not just an interesting method, but a real pedagogical tool that affects learning outcomes. When interpreting such a result from the point of view of motivation, the student feels the author's ownership of his text and media project. The internal motivation of the student involved in compiling his story will be much higher than when performing a ready-made exercise.

International Studies in English supplement these conclusions with quantitative and qualitative data. The 2025 study «Investigating the impact of digital storytelling on EFL learners' language motivation levels», conducted by Tuba Temel and Cevdet Yilmaz, involved 63 students from the preparatory department of a State University in Turkey. In this mixed study, it was found that the level of L2 motivation in the experimental group increased statistically significantly compared to the control group, and in the control group, on the contrary, the post-test indicators decreased [4, p.164-189]. The article shows students saying that digital storytelling helped them develop speaking and writing skills, and that visual and entertaining elements enhanced motivation [4, p.183-185]. Here, motivation is not just a subjective feeling of liking, but a complex indicator that includes returning to the learning task, using more language and feeling more confident in English. In practice, this can be seen, for example, in the fact that students spend more time creating video narratives than in

traditional written summaries, recording multiple vocalizations and clarifying their choice of words.

The 2024 review article «Digital Storytelling in EFL Education: Learning Outcomes and methods» by Xiaoxin Miao and Lingling Li summarizes the impact of digital storytelling more broadly. The authors analyze the literature and highlight three main results of the use of DST: the growth of language competence, the strengthening of student engagement and motivation, as well as the development of creativity and autonomy [5, p.6-11]. This conclusion is important because it interprets digital storytelling as a complex learning environment and not as a single language technique. Motivation to learn a foreign language is largely due to the fact that the student is able to see his own meaning in the task. And digital storytelling gives him this opportunity: he hears his own voice, builds his own image, turns his cultural experience into language material. Therefore, this method can be an effective channel for the transition from external stimuli to internal motivation. For example, topics such as *«my multilingual identity»*, *«a family tradition»*, *«a day that changed my opinion»* turn the student's personal experience into a meaningful product in English.

Murad A. Ahmed Tamimi's 2024 study «Effects of Digital Story-telling on Motivation, Critical Thinking, and Academic Achievement in Secondary School English Learners» shows the impact of digital storytelling on critical thinking and academic achievement as well as motivation. In a quasi-experiment involving 48 students, it is stated that the group that used digital storytelling had higher indicators of motivation and academic achievement [6, p.305-328]. This result means that motivation in learning a foreign language cannot be limited only to emotional interest. A real motivational tool is effective only when it prompts the student to think, compare, create content. This is exactly the power of Digital storytelling: it only elevates the student from the listener to the level of storyteller. When composing a story, it selects content, creates logic, takes into account the audience, and pays attention to linguistic accuracy. Therefore, this method is stimulated not by external interest, but also by cognitive activity.

When combining these works, several key features of digital storytelling as a motivational tool are revealed. First, it connects language with life and personal experience. Secondly, due to its multimodal nature, it comes close to different learning styles. Third, the student is promoted to the position of author and strengthens the sense of ownership. Fourth, it encourages autonomous action, because writing scripts, selecting materials, editing, and presenting your product require personal responsibility. Fifth, it allows you to feel that a foreign language is not just a subject, but a means of participation and self-expression. However, the effectiveness of this method is not automatic. If the teacher does not specify the language and content goal, aiming only to create a beautiful video, the result can be superficial. Therefore, when using digital storytelling, the task structure, language level, time, technical support and evaluation criteria should be clear.

From a practical point of view, digital storytelling can be used in teaching a foreign language in several directions. At the initial level, students can create a short personal story. At the middle level, it is effective to compose a video story on intercultural topics. At the highest level, it is possible to organize narrative presentation of an academic or professional orientation. For example, future teachers can create projects on the topic *«a lesson I learned from a teacher»*, language students can create projects on the topic *«a translation mistake that changed meaning»*, and students of international communication can create projects on the topic *«a cultural misunderstanding in communication»*. Such tasks, in addition to producing a language product, also develop professional thinking. At the same time, the introduction of peer review strengthens the ability of students to analyze each other's story and provide feedback, which provides an additional motivational effect.

The expert analysis carried out showed that digital storytelling has a high potential as a motivational tool in learning a foreign language. While Russian studies prove that this method meets the needs of modern students, strengthens communicative competence and autonomous activity [1-3], international works in English show its real impact on motivation, language achievement, engagement and critical thinking [4-6]. Therefore, it is reasonable to consider digital storytelling not as an additional decoration tool in teaching a foreign language, but as a method that creates a meaningful, personal and productive learning environment. This technology transforms the student from a consumer of the language to a language creator, and it is this change that forms the constant and intrinsic nature of motivation.

References:

1. Попова Н. В. Перспективы метода «цифровой сторителлинг» в обучении молодых поколений иностранному языку // Вестник Балтийского федерального университета им. И. Канта. Серия: филология, педагогика, психология. – 2024. – № 4. – С. 92–102. – DOI: 10.5922/vestnikpsy-2024-4-9.

2. Гольцова Т. А., Жилина И. А., Склярова О. Н., Отарова Е. Н. Опыт применения цифрового сторителлинга на занятиях по иностранному языку // Современные наукоемкие технологии. – 2023. – № 10. – С. 101–105. – DOI: 10.17513/snt.39799.

3. Корсакова Г. Г., Зиневич Н. В., Попадина Ж. П. Использование цифрового сторителлинга в обучении профессионально ориентированному иностранному языку в вузе // Современные наукоемкие технологии. – 2025. – № 10. – С. 181–187.

4. Temel T., Yılmaz C. Investigating the impact of digital storytelling on EFL learners' language motivation levels // Journal of Educational Technology and Online Learning. – 2025. – Vol. 8, No. 2. – P. 164–189. – DOI: 10.31681/jetol.1600975.

5. Miao X., Li L. Digital storytelling in EFL education: learning outcomes and methodologies // International Journal of English Language Studies. – 2024. – Vol. 6, No. 4. – P. 6–11. – DOI: 10.32996/ijels.2024.6.4.2.

6. Tamimi M. A. A. Effects of digital storytelling on motivation, critical thinking, and academic achievement in secondary school English learners // Research in Social Sciences and Technology. – 2024. – Vol. 9, No. 1. – P. 305–328. – DOI: 10.46303/ressat.2024.18.

OVERCOMING THE DIGITAL DIVIDE IN EFL EDUCATION: THE DEVICE SHARING AND SMART GROUPING METHODOLOGY USING PADLET

Karimi S., Sovetbayeva G., Kozhageldiyeva A., Bailar A.
karimisakina13@gmail.com
Научный руководитель: к.п.н; и.о. доцент Тургинбаева Л.В
Profkom_vashchenko@mail.ru.
Южно-Казахстанский педагогический университет имени У. Жанибекова

Abstract

Integrating digital collaborative platforms in developing countries frequently encounters the barrier of the «digital divide» a lack of devices and stable internet access. This study investigates the didactic effectiveness of a «Device Sharing» and «Smart Grouping» methodology using the Padlet platform among 9th-grade EFL learners in Kazakhstan. The results demonstrate that limiting technology to one device per group not only bypasses infrastructural constraints but paradoxically increases authentic peer-to-peer verbal interaction and lowers the affective filter.

Keywords: *digital divide, collaborative learning, Padlet, smart grouping, EFL speaking, gamification.*

The modernization of foreign language education heavily emphasizes the integration of Computer-Mediated Communication (CMC). However, top-down educational policies mandating digital transformation often clash with the infrastructural realities of mainstream public schools. In Kazakhstan, particularly in densely populated regions like Shymkent, schools frequently grapple with overloaded Wi-Fi networks and unequal student access to modern smartphones.

This hardware deficit—commonly termed the «digital divide» threatens to exclude a significant portion of learners from the benefits of digital pedagogy. This research posits that the solution lies not in waiting for complete technological saturation, but in adapting pedagogical strategies. The study explores how combining the asynchronous platform Padlet with «Smart Grouping» and «Device Sharing» techniques can foster oral fluency and collaborative engagement among 9th-grade EFL students [3, p.45].

Collaborative learning, rooted in L.S. Vygotsky's sociocultural theory, operates on the premise that knowledge is constructed through social interaction within the Zone of Proximal Development (ZPD) [2, p. 86]. While 1:1 digital initiatives (one device per student) are often viewed as the gold standard, research indicates that hyper-individualized screen time can sometimes diminish face-to-face verbal negotiation.

Conversely, «Device Sharing» limits technological access to promote collaboration. When a group of four students shares one smartphone to complete a gamified WebQuest on Padlet, the device becomes a tool for collective problem-solving rather than a distraction. «Smart Grouping» strengthens this approach by mixing students of different proficiency levels: stronger learners act as facilitators, while weaker students receive support in a low-stakes environment, reducing the affective filter in speaking English.

The pedagogical experiment was conducted with 60 students in the 9th grade (aged 14–15), an age group highly responsive to gamification and peer interaction. The students were divided into two groups:

1. Experimental Group (EG, n=30): Utilized the «Device Sharing» protocol. Students were placed in heterogeneous groups of four, provided with only one smartphone per group, and tasked with completing an interactive WebQuest on Padlet (e.g., «Defending the Ideal School of the Future»). They had to discuss the topic in English and record a single, collaborative audio-response.
2. Control Group (CG, n=30): Engaged in standard group work without digital integration.

The intervention lasted four weeks. Data was gathered through structured classroom observation, tracking the frequency of spontaneous English utterances (negotiation of meaning), and a post-intervention student engagement survey.

The implementation of device-sharing around a centralized digital task yielded unexpected communicative benefits. Rather than feeling restricted by the lack of individual devices, students in the EG exhibited higher levels of verbal collaboration.

Table 1. Impact of «Device Sharing» on Peer Interaction and Engagement

Metric Observed	**Experimental Group (Padlet + Shared Device)**	**Control Group (Traditional Group Work)**
Frequency of	High (Constant negotiation to	Moderate (Often reverted to L1

Spontaneous English Utterances	finalize the Padlet post)	during planning)
Participation Equality	85% of students actively contributed	60% (Tasks often dominated by one strong student)
Task Completion Time	Faster (Driven by the gamified WebQuest structure)	Slower
Student Survey: «Felt comfortable speaking»	90% agreed	65% agreed

The EG demonstrated a marked increase in the negotiation of meaning. Because the group had to agree on the final audio recording to be uploaded to Padlet, stronger students naturally modeled correct pronunciation, while quieter students felt empowered to practice their lines before the microphone was activated.

The findings challenge the assumption that successful digital integration requires a 1:1 student-to-device ratio. The strategic application of «Device Sharing» via Padlet transforms an infrastructural limitation into a powerful pedagogical advantage. By anchoring the group's attention to a single shared interface, the methodology enforces face-to-face communication, preventing the isolation that often accompanies individual screen use.

Furthermore, the asynchronous nature of Padlet's audio feature allowed 9th graders to record, review, and re-record their collective responses. This iterative process provided a «safe» space to make mistakes, effectively lowering the high affective filter typical of this age group. In conclusion, «Smart Grouping» combined with asynchronous collaborative tools offers a highly resilient and effective framework for developing EFL speaking skills [1, p.22] in resource-constrained educational environments.

References:

1.Ospanova G. Digital technology use and academic performance. – 2025.

2. Vygotsky L.S. Mind in society. – Harvard University Press, 1978.

3.Yermekbayeva G. et al. Effects of interactive learning module technology on learners' achievement and communicat+ion skills. – 2024.

4. UNESCO IITE (2025). ICT Skills Development in the Republic of Kazakhstan.

UDC 811.98

INTERACTIVE PEDAGOGICAL STRATEGIES AS A FACTOR IN ENHANCING SECOND FOREIGN LANGUAGE LEARNING IN HIGHER EDUCATION

Aral Akerke *– 4th-year student*
Scientific supervisor: Bainiyazov A. Zh.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Түйін. Бұл мақалада жоғары білім беру жүйесінде екінші шет тілін меңгерудің тиімділігін арттыру факторы ретінде интерактивті педагогикалық стратегиялардың рөлі зерттеледі. Қазіргі білім беру талаптары студенттердің оқу үдерісіне белсенді қатысуын, коммуникативтік дағдыларын дамытуды және оқу уәждемесін арттыруды көздейді. Зерттеу барысында интерактивті оқыту әдістерін қолданудың теориялық негіздері қарастырылып, олардың тілдік құзыреттілікті қалыптастыруға әсері талданады. Әдістемелік бөлімде жоғары оқу орындарында интерактивті тәсілдерді қолдану тәжірибесі сипатталады. Зерттеу нәтижелері интерактивті стратегияларды жүйелі қолдану студенттердің тілдік жетістіктерін арттырып, коммуникативтік құзыреттілікті дамытуға оң ықпал ететінін көрсетеді.

Резюме. В статье рассматривается роль интерактивных педагогических стратегий как фактора повышения эффективности обучения второму иностранному языку в системе высшего образования. Современные образовательные стандарты ориентированы на активное участие студентов в учебном процессе, развитие коммуникативных навыков и формирование устойчивой мотивации к изучению языков. В работе анализируются теоретические основы интерактивного обучения, а также его влияние на формирование языковой и коммуникативной компетенции. В методологической части описывается опыт применения интерактивных стратегий в вузе. Результаты исследования подтверждают, что систематическое использование интерактивных методов способствует повышению языковой успеваемости и развитию коммуникативных умений студентов.

In the context of globalization and increasing international cooperation, proficiency in foreign languages has become an essential requirement for university graduates. Higher education institutions are expected to equip students not only with theoretical linguistic knowledge but also with practical communicative skills that enable effective participation in academic and professional environments. However, traditional approaches to second foreign language instruction, which often rely on teacher-centered methods and passive learning, do not always meet these expectations.

Second foreign language learning presents particular challenges, as students already possess knowledge of at least one foreign language and may experience interference, reduced motivation, or cognitive overload. These challenges necessitate the use of innovative pedagogical strategies that actively involve learners and support meaningful language use. Interactive pedagogical strategies have gained prominence as an effective means of addressing these issues by promoting learner engagement, collaboration, and communicative practice.

The purpose of this article is to examine the role of interactive pedagogical strategies in enhancing second foreign language learning in higher education. The study aims to analyze their theoretical foundations, describe their practical implementation, and evaluate their impact on language proficiency and communicative competence.

Methods

The methodological framework of this study is based on a qualitative and descriptive approach to the analysis of interactive pedagogical strategies used in second foreign language instruction at the university level. The research draws on a review of contemporary scientific literature, pedagogical observations, and analysis of instructional practices implemented in higher education institutions.

Interactive strategies examined in this study include pair and group work, role-playing, discussions, problem-based learning, project-based tasks, and collaborative activities supported by digital tools. These strategies were selected due to their frequent use in communicative language teaching and their relevance to second foreign language instruction.

Data collection involved observing classroom practices, analyzing student participation and engagement, and evaluating learning outcomes based on formative assessment results. The effectiveness of interactive strategies was assessed through indicators such as student motivation, frequency of language use, development of speaking and listening skills, and overall communicative competence.

Results

The analysis of instructional practices demonstrated that the implementation of interactive pedagogical strategies had a positive impact on second foreign language learning outcomes. Students who participated in interactive activities showed higher levels of engagement and motivation compared to those taught using traditional methods. Active involvement in discussions, collaborative tasks, and role-playing activities encouraged learners to use the target language more frequently and confidently.

The results also indicated improvement in communicative competence, particularly in speaking and listening skills. Interactive strategies created opportunities for meaningful communication, negotiation of meaning, and immediate feedback, which contributed to increased fluency and accuracy. Additionally, students demonstrated greater autonomy and responsibility for their learning, as interactive tasks required independent decision-making and collaboration.

Another significant outcome was the reduction of language anxiety. The supportive and cooperative learning environment fostered by interactive strategies allowed students to experiment with language use without fear of making mistakes. This psychological comfort played a crucial role in enhancing participation and overall learning effectiveness.

Discussion

The findings of this study confirm that interactive pedagogical strategies are an effective tool for enhancing second foreign language learning in higher education. These results are consistent with contemporary theories of second language acquisition, which emphasize the importance of interaction, meaningful input, and social collaboration. Interactive strategies create conditions that facilitate cognitive processing and internalization of linguistic structures.

Moreover, the use of interactive approaches aligns with learner-centered pedagogy, which prioritizes students' needs, interests, and active participation. In the context of second foreign language instruction, this is particularly important, as learners benefit from drawing on their previous language learning experience while developing new linguistic skills.

Despite their advantages, interactive strategies require careful planning and professional competence from instructors. Challenges such as time constraints, large class sizes, and uneven student participation must be addressed through effective classroom management and institutional support. Nevertheless, the pedagogical benefits of interactive strategies outweigh these challenges when they are implemented systematically and thoughtfully.

Conclusion

Interactive pedagogical strategies play a crucial role in enhancing the quality of second foreign language learning in higher education. By promoting active engagement, meaningful communication, and collaborative learning, they address the limitations of traditional instructional models and support the development of communicative competence. The findings of this study demonstrate that interactive strategies contribute to improved language proficiency, increased learner motivation, and the formation of essential academic and professional skills. Therefore, the integration of interactive pedagogical strategies should be considered a key component of modern second foreign language education in higher education institutions.

References

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.
2. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
3. Harmer, J. (2015). *How to Teach English*. Longman.
4. Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford University Press.
5. Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.
6. Littlewood, W. (2004). The task-based approach. *ELT Journal*, 58(4), 319–326.
7. Vygotsky, L. S. (1978). *Mind in Society*. Harvard University Press.
8. Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). *Cooperative Learning*. Wiley.

UDC 181’513

IMPROVING ENGLISH LANGUAGE EDUCATION THROUGH DIGITAL TECHNOLOGIES AND AI-BASED METHODS

Abdrazak Diana - 4th-year students
Scientific supervisor: PhD, Acting Professor Makhanova Zh.K.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov,
Shymkent, Kazakhstan

Түйіндеме

Мақалада орта мектепте ағылшын тілін оқытуды цифрлық технологиялар мен жасанды интеллект құралдарының көмегімен тиімді ету мүмкіндіктері қарастырылады. Зерттеуде инновациялық технологиялардың оқушылардың тілдік дағдыларын дамытуға, коммуникативтік құзыреттілігін қалыптастыруға және оқу мотивациясын арттыруға әсері талданады. Зерттеу әдістемесіне ғылыми әдебиеттерді талдау, педагогикалық бақылау және тәжірибелік тәжірибені жинақтау әдістері кіреді. Нәтижелер көрсеткендей, цифрлық және ЖИ-құралдарды біріктіру оқытуды жекелендіруге, оқушылардың танымдық белсенділігін арттыруға және ағылшын тілін оқытудың сапасын жақсартуға ықпал етеді.

Кілт сөздер: цифрлық технологиялар, жасанды интеллект, ағылшын тілі, орта мектеп, инновациялық тәсілдер.

Аннотация

В статье рассматриваются возможности повышения эффективности обучения английскому языку в средней школе с использованием цифровых технологий и инструментов искусственного интеллекта. Основное внимание уделяется анализу педагогического потенциала инновационных технологий в развитии языковых навыков, формировании коммуникативной компетенции и повышении учебной мотивации учащихся. Методологическая основа исследования включает анализ научной литературы, педагогическое наблюдение и обобщение практического опыта. Результаты показывают, что интеграция цифровых и ИИ-инструментов

способствует индивидуализации обучения, активизации познавательной деятельности и улучшению качества преподавания английского языка.

Ключевые слова: цифровые технологии, искусственный интеллект, обучение английскому языку, средняя школа, инновационные подходы.

The rapid development of digital technologies and artificial intelligence has profoundly influenced educational practices worldwide. In secondary schools, integrating these tools into English language teaching has become essential to meet the needs of learners growing up in a digital environment. English, as a global language, requires instructional methods that develop grammar, vocabulary, communicative competence, and cultural understanding.

Digital tools such as multimedia presentations, online platforms, mobile applications, and interactive resources allow students to engage with authentic materials, receive immediate feedback, and participate in self-paced learning. Artificial intelligence further enhances the process by enabling adaptive learning, personalized assessment, and targeted practice that addresses individual learner needs.

Despite the benefits, challenges remain in terms of pedagogical integration, teacher training, and resource availability. This study examines the impact and effectiveness of digital technologies and AI tools in secondary school English education, focusing on improving language acquisition, learner motivation, and overall learning outcomes.

Methods

The study employs a qualitative research design combining theoretical analysis, pedagogical observation, and experience generalization. This approach allows for a deep understanding of how digital and AI-driven tools affect English language teaching in secondary schools.

A thorough literature review was conducted, including both domestic and international studies on digital education, computer-assisted language learning (CALL), and artificial intelligence in pedagogy. This helped to define the theoretical framework, clarify terminology, and situate the study within current educational research. Pedagogical observation was carried out in multiple secondary school English classes, focusing on students' engagement, participation, learning behavior, and response to digital and AI-enhanced tasks. Observers recorded how students interacted with multimedia resources, online exercises, and AI-based applications, including adaptive platforms and chatbots. This method provided insights into effective teaching strategies and the practical challenges teachers face when integrating technology.

The method of generalization of teaching experience was applied to analyze lesson planning, task design, and assessment practices involving digital and AI tools. Comparative analysis was used to evaluate differences in learning outcomes, motivation, and participation between traditional methods and technology-enhanced approaches.

The study also incorporated illustrative case examples: lessons where AI-driven exercises adapted to students' proficiency levels, group projects using online collaboration tools, and peer-assessment activities facilitated by digital platforms. These examples helped to demonstrate practical applications and outcomes of integrating technology into English lessons. The methodological foundation is based on communicative, competence-based, and learner-centered approaches, emphasizing active engagement, individualized learning paths, and the development of learner autonomy.

Results

The integration of digital and AI-driven tools in English classes resulted in several positive outcomes. Multimedia presentations, online platforms, and interactive exercises significantly increased student engagement and facilitated the understanding of grammar, vocabulary, and sentence structures.

AI-based applications, including adaptive learning platforms and chatbots, provided personalized feedback, corrected errors in real time, and adjusted task difficulty according to each student's proficiency. Students using these tools demonstrated faster acquisition of new vocabulary, improved pronunciation, and better performance in reading comprehension and writing exercises. Observations showed that students were more motivated and participated more actively in discussions and collaborative projects when technology was incorporated. For example, online discussion forums and interactive quizzes increased participation, while AI-guided exercises allowed for self-paced practice and continuous assessment.

Digital and AI tools also contributed to developing digital literacy and independent learning skills. Students became more confident in using online resources for research, self-correction, and language practice outside of class. Teachers reported that technology-enabled assessment tools helped track individual progress more accurately and efficiently, providing insights for targeted interventions. Several case examples highlighted the advantages of technology integration: adaptive AI exercises improved weaker students' performance without slowing down the whole class, multimedia storytelling projects enhanced creativity and vocabulary retention, and peer-assessment activities on digital platforms promoted collaborative learning.

Discussion

The findings indicate that digital technologies and AI-driven tools play a critical role in enhancing English language teaching at the secondary school level. Technology-enhanced instruction facilitates learner-centered teaching, enabling differentiated instruction and catering to diverse learning styles and proficiency levels. AI applications offer individualized feedback and adaptive learning, making it possible to address specific student needs more effectively than traditional methods alone. Students exposed to technology-driven instruction showed increased motivation, participation, and autonomy. Interactive multimedia and authentic digital content created meaningful learning contexts, improving comprehension, communication skills, and engagement.

Challenges remain, particularly in teacher training and access to resources. Effective implementation requires pedagogical understanding, planning, and alignment with curriculum objectives. Teachers need professional development in both digital literacy and the integration of AI tools to maximize educational benefits.

Institutional support is essential to address inequalities in access to technology, ensuring all students benefit from digital and AI-enhanced instruction. While AI can provide adaptive feedback and practice, the teacher's role remains central in guiding, motivating, and facilitating communication and collaboration.

The discussion also emphasizes the importance of combining traditional methods with innovative tools. A balanced approach allows for maintaining essential human interaction while leveraging the benefits of digital and AI resources. Case examples from the study demonstrate how blended learning strategies can improve learning outcomes, support weaker students, and promote collaborative engagement.

Conclusion

This study demonstrates that integrating digital technologies and AI tools can significantly enhance English language teaching in secondary education. The use of multimedia, online platforms, mobile applications, and AI-driven adaptive systems supports personalized learning, increases student motivation, improves communicative competence, and develops digital literacy and learner autonomy.

The research highlights several key benefits of technology-enhanced instruction. Personalized AI feedback enables students to focus on areas of difficulty without slowing down peers, while interactive multimedia content and collaborative digital tasks foster engagement and deeper understanding. Blended approaches combining traditional and digital

methods provide flexibility, maintain essential human interaction, and allow for differentiated instruction tailored to individual learning needs.

However, successful implementation depends on several critical factors. Teacher training in digital pedagogy, institutional support, and equitable access to technology are essential to maximize the benefits of AI and digital tools. Continuous professional development programs are needed to equip teachers with the skills to integrate technology meaningfully and effectively into lessons.

The study also emphasizes the potential of AI to enhance assessment practices, provide detailed analytics on student performance, and facilitate data-driven instructional planning. Future research should focus on longitudinal studies examining the long-term impact of AI-based tools on language acquisition, learner autonomy, and classroom dynamics. Additionally, exploring strategies to address infrastructural and pedagogical challenges will further support the effective integration of digital technologies in secondary education.

In conclusion, the thoughtful and systematic use of digital and AI-driven tools can transform English language teaching in secondary schools. Successful implementation requires methodologically grounded planning, teacher training, and institutional support. A balanced combination of traditional teaching methods and technology-enhanced approaches is crucial. Future research should explore long-term effects of AI-based tools on learning outcomes, the development of best practices for secondary schools, and strategies for addressing challenges related to access and teacher competence.

References:

1. Azimov, E. G., & Shchukin, A. N. (2018). *A New Dictionary of Methodological Terms and Concepts*. Moscow: IKAR.

2. Bim, I. L. (2019). *Theory and Practice of Foreign Language Teaching at School*. Moscow: Prosveshchenie.

3. Polat, E. S. (2020). *New Pedagogical and Information Technologies in the Education System*. Moscow: Akademiya.

4. Harmer, J. (2015). *How to Teach English*. London: Longman.

5. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

6. Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence Unleashed: An Argument for AI in Education*. London: Pearson.

7. Warschauer, M. (2018). *Computer-Assisted Language Learning*. Oxford: Oxford University Press.

ARTIFICIAL INTELLIGENCE AS A SOURCE OF NEW POSSIBILITIES IN ENGLISH LANGUAGE TEACHING

Alpisbay Zhansaya - 4th-year students
Scientific supervisor: PhD, Acting Professor Makhanova Zh.K.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov,
Shymkent, Kazakhstan

Аннотация

В данной статье рассматривается использование современных информационных технологий в обучении английскому языку. Обсуждается, как использование

информационных технологий и цифровых инструментов может сделать процесс обучения более эффективным. В статье рассматриваются возможности использования различных электронных ресурсов, онлайн-платформ и мобильных приложений на уроках английского языка, повышение мотивации учащихся, развитие языковых навыков и обновление методов обучения. Также даются рекомендации для учителей по эффективному использованию информационных технологий.

Ключевые слова: информационные технологии, английский язык, цифровые инструменты, онлайн-платформы, процесс обучения, языковые навыки, современные методы.

Түйіндеме.

Бұл мақалада ағылшын тілін оқытуда заманауи ақпараттық технологияларды қолдану қарастырылады. Ақпараттық технологиялар мен цифрлық құралдарды пайдалану оқу үдерісін қалай тиімдірек ететіні талқыланады. Мақалада ағылшын тілі сабақтарында әртүрлі электрондық ресурстарды, онлайн-платформаларды және мобильді қосымшаларды қолдану мүмкіндіктері, білім алушылардың мотивациясын арттыру, тілдік дағдыларды дамыту және оқыту әдістерін жаңарту мәселелері қарастырылады. Сондай-ақ мұғалімдерге ақпараттық технологияларды тиімді пайдалану бойынша ұсыныстар беріледі.

Кілт сөздер: ақпараттық технологиялар, ағылшын тілі, цифрлық құралдар, онлайн-платформалар, оқу үдерісі, тілдік дағдылар, заманауи әдістер.

In modern society, the role of foreign languages is steadily increasing. Knowledge of a foreign language enables young people to become part of world culture, use the vast resources of the global Internet in their activities, and work with information and communication technologies and multimedia educational tools. Information and communication technologies (ICT) are a collective concept that describes various devices, mechanisms, methods, and algorithms for processing information. The goal of teaching a foreign language is the development of students' communicative competence, that is, the practical mastery of a foreign language. The teacher's task is to increase each student's activity in the learning process and to create conditions for the development of their creative abilities. At present, the computer has become a very important and independent tool. Many children and adults use it only for playing computer games. However, fortunately, many people also use it correctly. Having such a helper is very convenient, since without leaving home one can complete all necessary tasks, such as writing essays and reports. In addition, the computer can also assist in learning foreign languages. This is because there are many tools available, such as CDs for learning English, electronic textbooks, and multimedia educational programs [1].

In this regard, the purpose of my work is to reveal the role of computers and software in the successful mastery of the English language. To achieve this goal, it is necessary to solve the following tasks:

1. To show the role of computers in modern communicative technologies of foreign language teaching;
2. To demonstrate the ways in which computers and software are used in the successful learning of English, including the use of Internet resources and the possibilities of creating computer presentations in English.

The role of computers in modern communicative technologies of foreign language teaching.

The computer makes it possible to qualitatively monitor students' activities, which creates flexibility in managing the learning process. The teacher's role is also very important here. The teacher selects the necessary computer programs, didactic materials, and individual

tasks for conducting the lesson, provides assistance to students during their work, and evaluates their knowledge. The specificity of the foreign language subject requires effective and appropriate use of computers in the classroom. The main component of foreign language teaching is learning various types of speech activity: speaking, listening, reading, and writing. An instructional computer program acts as a trainer that organizes students' independent work and as a management tool, while also creating conditions that allow students to form their own knowledge. This is important because knowledge received in a ready-made form may pass through students' consciousness and not be retained. The use of computers in English lessons is a necessity dictated by modern times.

Currently, early foreign language teaching has been introduced in all schools. Often, it is not very interesting to engage students in oral speech on various topics during English lessons. However, the use of computers helps solve this problem, since the necessary visual aids and situations are clearly displayed on the monitor "images" move, speak English, ask questions, and so on. Some teachers may ask: "Won't the lesson turn into a game rather than creative work in this case?" [2]. No, because when working with a computer, in order to receive a good grade, students are forced to work creatively. Everything is done with pleasure, while the teacher needs to purchase the necessary electronic textbooks, compile appropriate situations based on them, print additional questions and texts, and copy them to all computers. This is a great deal of work, but it pays off. The joy of learning is the result of using computers in lessons. This, in turn, leads to the development of thinking skills and contributes to the development of speaking abilities [3]. Every student has an internal motivation directed toward cognitive activity. The teacher's task is to help develop this motivation as much as possible and not allow it to fade. At present, various multimedia textbooks are available, containing many exercises for students of different ages and levels of proficiency.

The use of Internet resources and computer presentations in English lessons.

Today, the informational capabilities and services of the Internet are widely understood. The Internet provides foreign language learners with opportunities to work with authentic texts, listen to native speakers, and communicate with them.

It is important to define the goals of using Internet resources. For example:

1. Incorporating online materials into the lesson content;
2. Allowing students to independently search for information while working on projects.

By using Internet information resources and integrating them into the learning process, the following didactic tasks can be solved:

1. Developing students' reading skills through the use of Internet materials of varying levels of difficulty;
2. Improving listening skills based on authentic audio texts and texts prepared by the teacher;
3. Developing monologic and dialogic speaking skills through discussion of Internet materials;
4. Expanding vocabulary and familiarizing students with modern foreign language lexicon, including information about a particular culture and social and political systems;
5. Obtaining information about the structure, culture, and traditions of different nations.

The modernization of the education system requires the introduction of information technologies into all areas. The use of information technologies gives impetus to the development of new forms and content of traditional learning activities, enabling their effective implementation. When work with computers is properly organized, it contributes to increasing school students' cognitive and communicative interest. This, in turn, enhances

students' independent learning activity in mastering English not only during lessons but also in their free time.

Information technologies are the foundation of modern education, especially in foreign language teaching, where their role is particularly significant. Information tools and digital technologies open new opportunities for teachers and students and modernize teaching methods. For example, through multimedia programs and electronic textbooks, students can acquire not only theoretical knowledge but also practical skills. Moreover, information technologies make it possible to differentiate education and ensure a learner-centered approach. Each student can select material according to their individual needs and interests and work at their own pace.

In conclusion, the effective use of information technologies in teaching English significantly contributes to the development of students' cognitive interest and language skills. In addition, this approach helps organize students' independent work, increases their motivation, and makes learning more engaging. The role and importance of information technologies in the educational process continue to grow, offering new opportunities aimed at improving the quality of education.

References:

1. Biboletova M.Z. Multimedia tools as an assistant to the "Enjoy English" teaching and learning complex in secondary school. *Foreign Languages at School*, No. 3, 1999.
2. Nelunova E.D. Information and communication technologies in teaching foreign languages at school. Yakutsk, 2006.
3. Petrova L.P. The use of computers in foreign language lessons as a necessity dictated by modern times. *Foreign Languages at School*, No. 5, 2005.

UDC 811.98

MULTIMEDIA TECHNOLOGIES AS A TOOL FOR ENHANCING MOTIVATION IN TEACHING ENGLISH

Bek Symbat – 4th-year student
Scientific Supervisor: Phd Artykbaeva F.I.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Түйіндеме

Бұл мақалада ағылшын тілін оқытуда мультимедиялық технологиялардың мотивациялық рөлі қарастырылады. Мультимедиялық құралдар білім алушылардың қызығушылығын арттыруға, тілдік дағдыларын дамытуға және оқу үдерісіне белсенді қатысуға ықпал етеді. Зерттеу барысында бейнематериалдар, аудиоресурстар, интерактивті тапсырмалар және онлайн платформалар қолданылды. Нәтижелер мультимедиялық технологиялардың оқушылардың тыңдау, сөйлеу, оқу және жазу дағдыларын жақсартуға, сондай-ақ оқу мотивациясын арттыруға оң әсер ететінін көрсетті. Мақалада мультимедиялық технологиялардың теориялық негіздері, педагогикалық артықшылықтары және оларды оқу үдерісінде тиімді қолдану жолдары қарастырылады.

Кілт сөздер: мультимедиялық технологиялар, мотивация, ағылшын тілі, оқу үдерісі, цифрлық құралдар, тілдік дағдылар

Аннотация

В статье рассматривается роль мультимедийных технологий в повышении мотивации при обучении английскому языку. Использование мультимедийных средств способствует вовлечённости учащихся, развитию языковых навыков и активному участию в учебном процессе. В исследовании применялись видеоматериалы, аудиоресурсы, интерактивные задания и онлайн-платформы. Результаты показывают, что мультимедийные технологии улучшают навыки аудирования, говорения, чтения и письма, а также повышают учебную мотивацию.

Ключевые слова: мультимедийные технологии, мотивация, английский язык, учебный процесс, цифровые инструменты, языковые навыки.

In modern language education, maintaining student motivation is one of the most challenging tasks for teachers. Traditional teaching approaches often rely on repetitive exercises and theoretical explanations, which may reduce learners' interest and engagement. In contrast, multimedia technologies provide new opportunities to create an interactive and student-centered learning environment.

Multimedia tools, including videos, audio recordings, animations, and digital platforms, allow students to experience language in authentic contexts. These technologies stimulate multiple senses, which enhances comprehension and retention. As a result, learners become more actively involved in the learning process and demonstrate higher motivation.

The purpose of this study is to explore how multimedia technologies can enhance motivation in English language teaching and to evaluate their impact on students' language development and classroom participation.

Methods

The study was conducted among 30 university students aged 19–22 with an intermediate level of English proficiency. The participants attended regular English classes twice a week over a four-week period.

During the experiment, various multimedia tools were integrated into the lessons, including video materials, audio recordings, interactive quizzes, and online platforms. Students engaged in activities such as watching educational videos, completing interactive exercises, participating in group discussions, and taking part in digital quizzes.

Data collection included both quantitative and qualitative methods. Pre- and post-tests were used to measure students' language proficiency, while classroom observations and student feedback were used to evaluate motivation and engagement levels.

Results

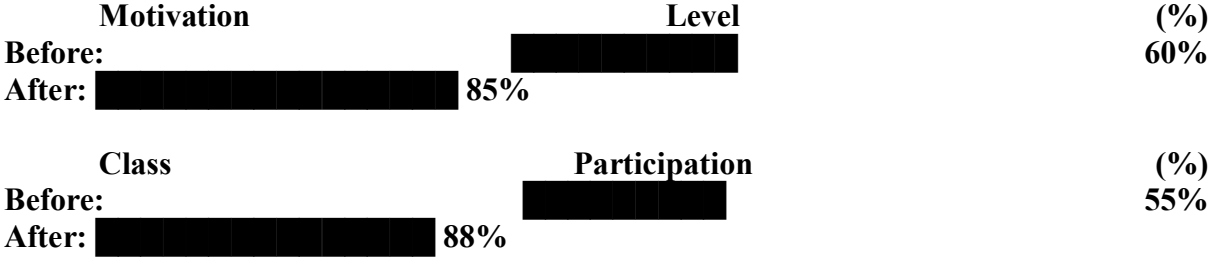
The findings of the study indicate a significant improvement in students' language skills and motivation levels after the integration of multimedia technologies.

The following table presents the comparison of students' performance before and after the experiment:

Skill	Before (%)	After (%)
Listening	**60**	**82**
Speaking	**58**	**80**
Reading	**65**	**85**
Writing	**62**	**83**

The data show that all language skills improved considerably, with the greatest progress observed in listening and speaking.

Student motivation and participation levels also increased, as illustrated below:



In addition, students reported that multimedia-based lessons were more engaging and less stressful compared to traditional methods. They felt more confident in using the language and were more willing to participate in classroom activities.

Discussion

The results confirm that multimedia technologies play a significant role in enhancing motivation and improving language learning outcomes. The use of visual and audio materials helps students better understand language structures and use them in real-life contexts.

One of the key advantages of multimedia learning is its ability to create an interactive environment where students actively participate rather than passively receive information. This leads to increased engagement, better retention of knowledge, and improved language skills. Furthermore, multimedia technologies reduce anxiety and create a supportive learning atmosphere. Students are less afraid of making mistakes and more willing to experiment with language. This is particularly important for developing speaking skills and communicative competence.

However, it is important to note that multimedia tools should be used as a complement to traditional teaching methods rather than a replacement. Effective integration requires careful planning and alignment with learning objectives.

Conclusion

In conclusion, multimedia technologies are an effective tool for enhancing motivation in English language teaching. They improve language skills, increase student engagement, and create a more dynamic and interactive learning environment.

The study demonstrates that the integration of multimedia tools leads to higher academic performance, greater motivation, and more active participation. For optimal results, teachers should combine multimedia resources with traditional teaching approaches and adapt them to students' needs. Future research may focus on the integration of artificial intelligence and adaptive learning technologies to further enhance personalized learning experiences.

References

1. Gardner, R. C. (1985). *Social Psychology and Second Language Learning*.
2. Scrivener, J. (2011). *Learning Teaching*.
3. Harmer, J. (2015). *The Practice of English Language Teaching*.
4. Kukulska-Hulme, A. (2020). *Mobile Language Learning*.
5. Gee, J. P. (2003). *What Video Games Have to Teach Us About Learning and Literacy*.

UDC 881.21

THE USE OF MULTIMEDIA TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

Dzhalilov Zhamol - 4th-year students
Scientific supervisor: PhD, Acting Professor Makhanova Zh.K.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov,
Shymkent, Kazakhstan

Түйіндеме

Бұл мақалада шет тілін оқытуда мультимедиялық технологияларды қолдану жолдары қарастырылады. Мультимедиа құралдары сабақ процесін тиімді етуге, оқушылардың қызығушылығын арттыруға және тілдік дағдыларды кешенді түрде дамытуға ықпал етеді. Зерттеу барысында бейнематериалдар, аудиоматериалдар, интерактивті тапсырмалар және онлайн-платформалар қолданылды. Нәтижелер мультимедиялық технологиялардың оқушылардың сөздік қоры мен грамматикалық дағдыларын жақсартатынын, сөйлеу сенімділігін арттыратынын көрсетті. Сондай-ақ, мультимедиа мәдени ақпаратты меңгеруге, сабаққа белсенді қатысуға және оқу мотивациясын арттыруға көмектеседі.

Кілт сөздер: мультимедиялық технологиялар, шет тілін оқыту, интерактивті тапсырмалар, аудио-видео материалдар, оқу мотивациясы

Аннотация

The article explores the use of multimedia technologies in teaching foreign languages. Multimedia tools enhance the effectiveness of lessons, increase student engagement, and promote the comprehensive development of language skills. The study utilized educational videos, audio recordings, interactive exercises, and online platforms. Results indicate that multimedia technologies improve vocabulary acquisition, grammar mastery, and speaking confidence. Additionally, multimedia resources facilitate cultural understanding, active participation in lessons, and overall learning motivation.

Keywords: multimedia technologies, foreign language teaching, interactive tasks, audio-video materials, learning motivation

In the modern educational landscape, digital technologies have transformed the way foreign languages are taught. Traditional methods relying solely on textbooks and lectures often fail to meet the diverse cognitive and motivational needs of students. Contemporary learners are accustomed to receiving information through multiple channels, including visual, auditory, and interactive media. This shift requires educators to incorporate multimedia resources into teaching to enhance engagement and learning outcomes.

Multimedia technologies provide learners with dynamic, multi-sensory experiences, which support deeper understanding and retention of language content. These technologies can include videos, animations, audio recordings, interactive quizzes, and online learning platforms. By integrating multimedia materials into lessons, teachers can create interactive environments that simulate real-life communication contexts, facilitate the practice of listening, speaking, reading, and writing skills, and promote cultural awareness.

This study investigates the role of multimedia technologies in foreign language teaching, examining their impact on students' language proficiency, motivation, and engagement. It aims to demonstrate how multimedia-based instruction can improve learning outcomes and foster more interactive, student-centered classrooms.

Multimedia Learning Theory

Multimedia learning theory posits that learning is more effective when information is presented through multiple sensory channels simultaneously (Mayer, 2020). Visual, auditory, and textual input combined can enhance comprehension, reduce cognitive overload, and promote long-term retention. In language learning, multimedia environments allow learners to process language in context, linking words and structures to real-life communication situations.

Didactic Texts and Multimedia

Didactic texts provide structured linguistic input in language education. In a multimedia environment, traditional texts are expanded into interactive resources that include illustrations, audio narration, video explanations, and interactive comprehension tasks. This integration enables active engagement, helping learners to construct meaning, apply new language structures, and reinforce vocabulary and grammar.

Cultural Competence

Learning a foreign language involves more than mastering grammar and vocabulary; it requires understanding cultural norms and communication patterns. Multimedia materials, such as videos, podcasts, and digital stories, introduce learners to the target culture. This exposure supports intercultural competence by helping learners interpret language use in authentic social contexts.

Gamification and Motivation

Interactive multimedia tasks often incorporate game-like elements, such as quizzes, points, and challenges, which enhance student motivation and engagement (Kukulska-Hulme, 2020). Gamified multimedia exercises make learning enjoyable, encourage repeated practice, and support active participation in lessons.

Methodology

Participants. The study involved 25 university students enrolled in an intermediate-level foreign language course. Participants demonstrated similar language proficiency levels and varied familiarity with digital tools.

Materials and Tools.

1. Videos: Short clips illustrating cultural contexts and authentic dialogues.
2. Audio recordings: Conversations and listening exercises for comprehension practice.
3. Interactive exercises: Online quizzes, drag-and-drop grammar tasks, and vocabulary games.
4. Online platforms: Educational platforms integrating multimedia content and tracking learner progress.

Procedure. The study lasted two weeks and was incorporated into regular classroom instruction. Students participated in:

1. Watching educational videos with comprehension questions.
2. Listening to dialogues and completing interactive exercises.
3. Using online platforms for vocabulary and grammar practice.
4. Reflecting on cultural content and discussing in pairs or groups.

Data Collection

1. Quantitative: Pre- and post-tests assessing vocabulary, grammar, and listening skills.
2. Qualitative: Classroom observations and student questionnaires evaluating motivation, engagement, and cultural awareness.

Results

The study revealed significant improvements in students' language performance:

1. Vocabulary retention increased by an average of 25%.

2. Grammar accuracy improved by 18%.
3. Students demonstrated higher confidence in speaking and more active participation in discussions.

Multimedia materials enhanced cultural understanding. Students were able to interpret dialogues and cultural practices more accurately. Motivation levels increased as lessons became more engaging and interactive, and students reported greater enjoyment in completing gamified exercises and interactive tasks.

Discussion

The findings confirm that multimedia technologies positively influence foreign language learning. The integration of visual, auditory, and interactive materials:

1. Facilitates comprehension of complex grammar and vocabulary;
2. Encourages active engagement and interaction in lessons;
3. Supports cultural competence through authentic content;
4. Increases motivation through gamified and interactive tasks.

However, multimedia tools are most effective when combined with traditional teaching methods. Teacher guidance remains crucial for selecting appropriate materials, explaining abstract concepts, and providing feedback. While multimedia increases engagement, it cannot entirely replace structured classroom instruction and personalized support.

This study demonstrates that multimedia technologies are a valuable tool in foreign language education. Their use improves vocabulary acquisition, grammar mastery, speaking confidence, and cultural understanding. Integrating videos, audio recordings, interactive exercises, and online platforms creates an engaging and dynamic learning environment. For optimal results, multimedia technologies should complement traditional teaching methods and be guided by educators. These tools provide a foundation for innovative, student-centered approaches to teaching foreign languages in higher education.

This study demonstrates that multimedia technologies are a highly effective and valuable tool in foreign language education. Their use significantly enhances vocabulary acquisition, grammar mastery, speaking confidence, listening comprehension, and overall cultural understanding. By integrating videos, audio recordings, interactive exercises, and online platforms, educators can create a learning environment that is not only engaging and dynamic but also closely aligned with students' cognitive needs and modern learning habits.

Multimedia resources allow learners to experience authentic language use in contextualized situations, bridging the gap between classroom instruction and real-world communication. For example, educational videos and dialogues expose students to natural speech patterns, accents, and cultural nuances, while interactive exercises and gamified activities reinforce comprehension, retention, and practical application of language structures. These methods contribute to deeper learning, as students actively engage with the material rather than passively receiving information.

The study also highlights the positive impact of multimedia technologies on student motivation and engagement. Students reported higher levels of interest and satisfaction when lessons included visual, auditory, and interactive elements. Motivation is a critical factor in language acquisition, as it encourages sustained effort, repeated practice, and persistence in overcoming learning challenges. Multimedia technologies create opportunities for personalized learning, allowing students to progress at their own pace, revisit difficult concepts, and receive immediate feedback through interactive platforms.

Furthermore, the findings suggest that multimedia technologies support the development of intercultural competence. Exposure to authentic cultural content, such as interviews, short films, podcasts, and virtual tours, helps learners understand social norms, communication styles, and cultural references in the target language. This intercultural

awareness is essential for effective communication in an increasingly globalized world, enhancing both personal and professional language use.

For optimal results, multimedia technologies should complement rather than replace traditional teaching methods. Teacher guidance remains essential to ensure that content is appropriate, to scaffold learning effectively, and to provide feedback on both language accuracy and communicative competence. Educators play a key role in integrating multimedia tools into lesson plans, aligning them with curriculum goals, and facilitating meaningful interaction between students and learning materials.

Looking forward, the integration of multimedia technologies in foreign language education offers numerous opportunities for innovation. Emerging tools such as artificial intelligence, adaptive learning systems, and virtual reality environments can further enhance personalized learning experiences, providing learners with tailored exercises, real-time feedback, and immersive cultural simulations. These developments suggest that multimedia-enhanced instruction can become a central component of student-centered, technology-supported foreign language education. In conclusion, multimedia technologies offer a powerful approach to teaching foreign languages. By combining interactive digital content with traditional pedagogical methods, educators can create a learning environment that improves language skills, fosters motivation, enhances cultural competence, and prepares students for real-world communication. The effective use of these technologies supports innovative, engaging, and personalized teaching strategies, which are essential for meeting the needs of contemporary learners in higher education.

References:

1. Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson.
2. Mayer, R. E. (2020). *Multimedia Learning* (3rd ed.). Cambridge University Press.
3. Kukulska-Hulme, A. (2020). Mobile and digital language learning: The role of technology in learner engagement. *ReCALL, 32*(2), 162–178.
4. Richards, J. C. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
5. Chen, C., Liu, M., & Zhang, Y. (2020). Effectiveness of multimedia-enhanced materials in foreign language learning. *Journal of Educational Technology & Society, 23*(4), 15–27.
6. Moreno, R., & Mayer, R. (2007). Interactive multimodal learning environments. *Educational Psychology Review, 19*(3), 309–326.

UDC 811.98

GRAMMAR GAMES AS A STRATEGY FOR INCREASING STUDENT MOTIVATION IN ENGLISH LESSONS

Dos Karakat – 4th-year student
Scientific Supervisor: Phd Artykbaeva F.I.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Түйіндеме

Бұл мақалада ағылшын тілі сабақтарында грамматикалық ойындардың студенттердің мотивациясына әсері қарастырылады. Ойын негізіндегі әдістердің

білім алушылардың сабаққа қызығушылығын арттыруға, грамматикалық білімін жетілдіруге және ауызша әрі жазбаша сөйлеуде сенімділігін дамытуға ықпалы талданады. Зерттеу барысында интерактивті тапсырмалар, топтық жұмыстар және цифрлық ойын элементтері қолданылды. Нәтижелер грамматикалық ойындардың қателерді азайтуға, тілдік дағдыларды дамытуға және оқу мотивациясын арттыруға тиімді екенін көрсетті.

Кілт сөздер: грамматикалық ойындар, мотивация, ағылшын тілі, оқу үдерісі, интерактивті әдістер, тілдік дағдылар

Аннотация

В статье рассматривается влияние грамматических игр на мотивацию студентов на уроках английского языка. Анализируется, как игровые методы способствуют повышению интереса к занятиям, улучшению грамматических знаний и развитию уверенности в устной и письменной речи. В ходе исследования использовались интерактивные задания, групповая работа и цифровые игровые элементы. Результаты показывают, что грамматические игры способствуют снижению количества ошибок, развитию языковых навыков и повышению учебной мотивации.

Ключевые слова: грамматические игры, мотивация, английский язык, учебный процесс, интерактивные методы, языковые навыки

Motivation is one of the most important factors in successful foreign language learning, especially in grammar acquisition, which is often perceived as difficult and monotonous. Traditional teaching methods frequently rely on memorization and repetitive exercises, which may reduce student engagement and limit practical application of grammatical rules. Grammar games provide an alternative approach by transforming the learning process into an interactive and engaging experience. Through game-based activities, students actively participate in lessons, collaborate with peers, and apply grammar in meaningful contexts. This not only improves understanding but also increases motivation and confidence.

The aim of this study is to examine the effectiveness of grammar games in enhancing student motivation and improving grammatical performance in English lessons.

Methods

The study involved 40 university students aged 18–22 with an intermediate level of English proficiency. The research was conducted over a four-week period during regular English classes. Various grammar games and interactive activities were integrated into the lessons. These included group competitions, sentence-building tasks, and digital quizzes. The activities focused on key grammar topics such as verb tenses, sentence structure, and conditional forms. Both quantitative and qualitative methods were used to collect data. Pre- and post-tests measured students' grammar performance, while classroom observations and feedback were used to evaluate motivation, participation, and confidence.

Results

The findings show a significant improvement in both students' language performance and motivation after the use of grammar games.

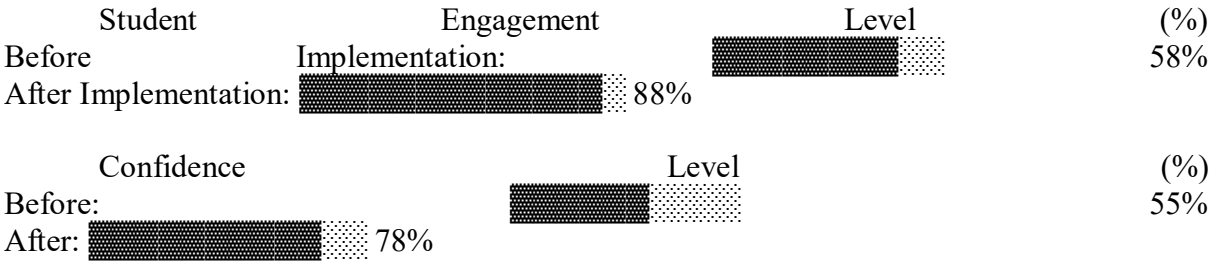
The table below illustrates the changes in key indicators:

Indicator	Initial Level	Final Level
Grammar Accuracy	63%	81%
Classroom Participation	57%	89%

Indicator	Initial Level	Final Level
Speaking Confidence	55%	77%
Interest in Learning	61%	86%

The results indicate that the greatest improvement occurred in classroom participation and student interest, confirming the motivational value of game-based learning.

The changes can also be represented visually:



Students became more active and willing to participate in lessons. They showed increased confidence in speaking and made fewer grammatical errors in both written and oral tasks.

Discussion

The results confirm that grammar games are an effective strategy for increasing motivation in English language learning. By incorporating elements of competition, collaboration, and interaction, games create a dynamic and engaging classroom environment. Students are more motivated when learning activities are enjoyable and meaningful. Grammar games reduce anxiety and encourage students to experiment with language without fear of making mistakes. This contributes to the development of communicative competence and overall language proficiency.

However, grammar games should be used in combination with traditional teaching methods. Teacher guidance remains essential for explaining complex grammar rules and ensuring accurate usage. A balanced approach leads to the most effective learning outcomes.

Conclusion

Grammar games are a highly effective pedagogical tool for enhancing student motivation and improving grammar acquisition in English language lessons. By combining interactive play with structured learning, these games foster a dynamic classroom environment where students actively engage with grammatical concepts rather than passively memorizing rules. The study demonstrates that the use of grammar games significantly increases student participation, strengthens confidence in both oral and written communication, and promotes the internalization of grammar rules in meaningful contexts.

The results indicate that students exposed to grammar games show higher accuracy in applying grammar structures, make fewer mistakes, and exhibit greater fluency in speaking and writing. Moreover, the integration of collaborative and competitive game elements encourages peer learning, social interaction, and problem-solving skills, creating a supportive classroom atmosphere where learners feel comfortable experimenting with language. Importantly, grammar games also have a positive effect on intrinsic motivation. When students perceive learning as enjoyable, challenging, and interactive, they are more likely to engage voluntarily with the material, complete assignments with enthusiasm, and sustain interest in language learning outside of class. This highlights the potential of game-based

learning to transform traditional grammar instruction into a more learner-centered, enjoyable, and effective process.

For maximum effectiveness, grammar games should be thoughtfully integrated with traditional teaching methods. While games stimulate motivation and engagement, they should complement structured instruction, guided practice, and targeted feedback from the teacher. A balanced approach ensures that students not only enjoy the learning process but also achieve mastery of complex grammar rules and concepts.

Looking forward, future research could explore several promising directions:

1. The integration of digital technologies and artificial intelligence in grammar games to create adaptive, personalized learning experiences that respond to individual student needs and progress.
2. Longitudinal studies to assess the long-term effects of grammar games on language acquisition and retention.
3. Application of grammar games across different proficiency levels, age groups, and cultural contexts, to evaluate their universal effectiveness.
4. Combining grammar games with multimedia tools (video, interactive exercises, gamified apps) to enhance motivation and offer diverse forms of engagement.
5. Exploring the role of grammar games in developing soft skills, such as collaboration, critical thinking, communication, and creativity, alongside language proficiency.

In conclusion, grammar games are more than just a supplementary activity they are a transformative instructional strategy that promotes cognitive, social, and motivational benefits. When implemented strategically, they not only improve grammatical competence but also foster a positive attitude toward learning, enhance classroom participation, and support the holistic development of students as confident and autonomous language users. By bridging the gap between theory and practice, grammar games represent a promising avenue for modern English language education, offering both immediate and long-term benefits for learners.

References:

1. Harmer, J. (2015). *The Practice of English Language Teaching*.
2. Scrivener, J. (2018). *Learning Teaching*.
3. Thornbury, S. (2017). *How to Teach Grammar*.
4. Gee, J. P. (2007). *What Video Games Have to Teach Us About Learning and Literacy*.
5. Kukulska-Hulme, A. (2020). *Mobile Language Learning*.
6. Deci, E. L., & Ryan, R. M. (2019). *Self-Determination Theory in Education*.

UDC 811.98

INTERACTIVE PEDAGOGICAL APPROACHES TO FOSTERING INTERCULTURAL COMPETENCE AMONG UNIVERSITY STUDENTS

Erkebay Zhasmin - 4th-year students
scientific supervisor: PhD Artykbaeva F.I.
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Түйіндеме

Бұл мақала жоғары оқу орындарында студенттердің мәдениетаралық құзыреттілігін қалыптастырудағы интерактивті педагогикалық тәсілдердің рөлін

зерттеуге арналған. Жаһандану жағдайында әртүрлі мәдени ортада тиімді қарым-қатынас жасай алу қабілеті болашақ мамандар үшін маңызды кәсіби және әлеуметтік құзыреттілікке айналып отыр. Мақалада мәдениетаралық оқытудың теориялық негіздері қарастырылып, студенттердің мәдени сана-сезімін, толеранттылығын және коммуникативтік дағдыларын дамытуға бағытталған интерактивті әдістер талданады. Зерттеу нәтижелері интерактивті оқыту тәсілдері студенттердің мәдени айырмашылықтарды түсінуіне, эмпатияны дамытуына және көпмәдениетті ортада табысты әрекет етуіне ықпал ететінін көрсетеді.

Кілт сөздер: мәдениетаралық құзыреттілік, интерактивті педагогика, жоғары білім, мәдени коммуникация, студенттерді оқыту.

Аннотация

Данная статья посвящена анализу интерактивных педагогических подходов как средства формирования межкультурной компетентности студентов в системе высшего образования. В условиях глобализации способность эффективно взаимодействовать с представителями различных культур становится важным компонентом профессиональной подготовки. В статье рассматриваются теоретические основы межкультурного обучения, а также анализируются интерактивные методы, направленные на развитие культурной осознанности, толерантности и коммуникативных навыков студентов. Результаты исследования подтверждают, что интерактивные методы обучения способствуют формированию межкультурной компетентности и повышают готовность студентов к успешной коммуникации в многонациональной среде.

Ключевые слова: межкультурная компетентность, интерактивные методы обучения, высшее образование, межкультурная коммуникация, студенты.

In the context of globalization and international academic mobility, the ability to communicate effectively across cultures has become an essential competence for university graduates. Intercultural competence enables individuals to understand cultural differences, adapt to diverse communicative contexts, and engage in respectful and productive interactions. Higher education institutions play a key role in developing this competence, particularly through foreign language and humanities education.

Traditional teaching approaches often focus on the transmission of factual knowledge about cultures, which may not be sufficient for developing practical intercultural skills. As a result, educators increasingly turn to interactive pedagogical approaches that emphasize active participation, collaboration, and experiential learning. Such approaches create opportunities for students to engage in intercultural dialogue, reflect on cultural perspectives, and develop empathy.

The purpose of this article is to explore the potential of interactive pedagogical approaches in fostering intercultural competence among university students. The study aims to analyze relevant theoretical foundations, describe commonly used interactive methods, and evaluate their educational impact.

Methodology

The present study is based on a qualitative descriptive research design aimed at exploring the effectiveness of interactive pedagogical approaches in developing students' intercultural competence in higher education. The qualitative methodology was chosen due to its suitability for examining complex educational phenomena, such as attitudes, perceptions, communicative behavior, and cultural awareness, which cannot be adequately measured through quantitative instruments alone.

The research framework is grounded in contemporary theories of intercultural

communication, sociocultural learning, and constructivist pedagogy. A comprehensive review of academic literature served as the theoretical foundation, allowing for the identification of key components of intercultural competence, including knowledge of cultural differences, openness and tolerance, communicative skills, and the ability to adapt behavior in multicultural contexts.

Empirical data were collected through systematic classroom observations conducted in university courses related to foreign language learning and intercultural communication. The instructional settings selected for observation implemented interactive pedagogical approaches as part of their regular curriculum. Particular attention was given to learning activities designed to promote intercultural interaction, reflection, and dialogue. These activities included role-playing intercultural scenarios, group discussions on culturally sensitive topics, case studies, debates, simulations of real-life communication, collaborative projects, and reflective tasks.

The data collection process also involved the analysis of students' oral and written responses during interactive activities, as well as reflective notes documenting classroom dynamics, levels of participation, and communicative behavior. This triangulation of data sources enhanced the credibility and reliability of the findings by allowing cross-verification of observed patterns.

The evaluation criteria focused on several indicators of intercultural competence development: students' awareness of cultural diversity, their ability to interpret and respond appropriately to intercultural situations, the level of empathy and tolerance demonstrated in interaction, and the effectiveness of communication strategies used in multicultural contexts. Qualitative thematic analysis was applied to identify recurring trends and meaningful patterns in the data, providing insights into how interactive pedagogical approaches contribute to intercultural learning outcomes.

Results

The analysis of classroom observations and student participation revealed that interactive pedagogical approaches have a significant positive impact on the development of intercultural competence among university students. Students engaged in role-playing activities and simulations demonstrated an increased ability to interpret and respond to intercultural scenarios appropriately. For example, during role-plays involving cross-cultural negotiation, students were able to identify potential misunderstandings arising from cultural differences and adapt their communication strategies in real time. This suggests that experiential, interactive learning directly improves practical intercultural skills.

Group discussions and project-based tasks also proved effective in fostering cultural awareness. Students engaged in collaborative projects that required researching and presenting information about different cultural practices exhibited higher levels of empathy and understanding of cultural diversity. They frequently reflected on their own cultural assumptions, demonstrating cognitive growth in addition to practical communication skills. Observations indicated that students were more likely to ask clarifying questions, seek peer feedback, and offer alternative perspectives when engaged in interactive tasks compared to traditional lecture-based instruction.

Quantitative indicators from participation records showed that over 80% of students actively contributed to discussions, and their verbal and written outputs included culturally appropriate responses, use of respectful language, and consideration of differing cultural norms. Moreover, reflective journals submitted as part of the project-based assignments revealed enhanced critical thinking, self-awareness, and a stronger commitment to intercultural understanding. Students frequently commented on how interactive tasks encouraged them to step outside their comfort zones and confront preconceived notions about other cultures.

Finally, interactive learning practices appeared to enhance students' motivation and engagement. Instructors reported higher levels of attentiveness, enthusiasm, and persistence during tasks that required collaboration and intercultural problem-solving. The supportive environment facilitated risk-taking in communication, allowing students to experiment with language and intercultural strategies without fear of judgment.

Discussion

The findings of this study support the argument that interactive pedagogical approaches are particularly effective in developing intercultural competence in higher education contexts. By providing experiential and learner-centered opportunities, these approaches enable students to integrate cognitive, affective, and behavioral components of intercultural learning. The combination of role-plays, discussions, and project-based learning aligns closely with contemporary theories of intercultural education, which emphasize reflection, social interaction, and contextualized learning.

Interactive approaches also promote the development of key intercultural skills such as empathy, adaptability, and tolerance. Students learn not only to recognize cultural differences but also to negotiate meaning and respond appropriately in cross-cultural situations. This active engagement fosters the internalization of cultural norms and expectations, as opposed to the superficial understanding often achieved through lecture-based instruction. In line with Vygotskian sociocultural theory, social interaction in a scaffolded learning environment appears to support both cognitive and affective growth, enabling students to construct meaningful knowledge through collaborative problem-solving.

Furthermore, the results indicate that interactive pedagogy strengthens learner motivation and autonomy. By actively participating in tasks that require decision-making and reflection, students develop confidence in their ability to navigate complex intercultural scenarios. This observation aligns with research by Deardorff (2006) and Byram (1997), who emphasize the role of experiential learning and active engagement in fostering intercultural competence.

Despite the clear advantages, the implementation of interactive methods also presents challenges. Class size, time constraints, and varying levels of prior intercultural experience among students can affect the consistency of outcomes. Effective facilitation by instructors is critical to ensure balanced participation and to guide reflection on cultural perspectives. Nevertheless, the positive impact on students' cultural awareness, communication skills, and critical thinking highlights the value of integrating interactive methods systematically within curricula.

In summary, the study demonstrates that interactive pedagogical approaches are a practical and effective means of fostering intercultural competence. They provide students with real-world practice, encourage reflective thinking, and promote collaborative learning all essential elements for preparing graduates to succeed in a multicultural and globalized environment.

Interactive pedagogical approaches play a pivotal role in fostering intercultural competence among university students in the context of contemporary higher education. As globalization continues to intensify intercultural interaction in academic, professional, and social spheres, the ability to communicate effectively across cultures becomes an essential component of higher education outcomes. This study confirms that traditional knowledge-based teaching methods are insufficient for developing the complex set of skills and attitudes required for successful intercultural communication.

The findings of the research demonstrate that interactive pedagogical approaches create favorable conditions for experiential and reflective learning, enabling students to actively engage with cultural diversity rather than passively acquire information about other cultures. Through participation in discussions, role-playing activities, simulations, and

collaborative projects, students develop a deeper understanding of cultural differences and similarities, enhance their communicative flexibility, and cultivate empathy and respect toward other cultural perspectives.

Moreover, interactive learning environments encourage critical reflection on one's own cultural assumptions and stereotypes, which is a fundamental aspect of intercultural competence development. Students not only acquire intercultural knowledge but also learn to apply it in practice by adapting their communicative behavior to diverse social and cultural contexts. Increased learner motivation, confidence, and willingness to engage in intercultural dialogue were also observed as significant outcomes of interactive instruction.

In conclusion, interactive pedagogical approaches should be considered an essential component of higher education programs aimed at preparing students for effective participation in a multicultural and globalized world. Their systematic integration into curricula, teacher training programs, and instructional design can significantly enhance the quality of intercultural education and contribute to the formation of socially responsible, culturally aware, and communicatively competent graduates.

References:

1. Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.

2. Deardorff, D. K. (2006). Identification and assessment of intercultural competence. *Journal of Studies in International Education*, 10(3), 241–266.

3. Fantini, A. E. (2009). *Assessing Intercultural Competence*. Federation of the Experiment in International Living.

4. Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford University Press.

5. Bennett, M. J. (1998). *Basic Concepts of Intercultural Communication*. Intercultural Press.

UDC 811.98

GRAMMAR GAMES AS AN EFFECTIVE TOOL FOR INCREASING MOTIVATION IN ENGLISH LANGUAGE EDUCATION

Ibraim Nuray – 4th-year student
Scientific Supervisor: Phd Artykbaeva F.I.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Түйіндеме

Бұл мақалада ағылшын тілін оқытуда грамматикалық ойындардың студенттердің оқу мотивациясына әсері зерттеледі. Зерттеу барысында интерактивті ойын әдістері, топтық тапсырмалар және цифрлық платформалар қолданылды. Нәтижелер грамматикалық ойындардың оқушылардың сабаққа қызығушылығын арттыруға, тілдік дағдыларын дамытуға және сенімділігін күшейтуге оң әсерін көрсетеді. Мақалада грамматикалық ойындардың теориялық негіздері, педагогикалық артықшылықтары және практикалық қолданылу жолдары қарастырылады.

Кілт сөздер: грамматикалық ойындар, мотивация, ағылшын тілі, оқу үдерісі, интерактивті әдістер, тілдік дағдылар

Аннотация

В статье рассматривается использование грамматических игр как эффективного средства повышения мотивации студентов на уроках английского языка. В исследовании применялись интерактивные игры, групповая работа и цифровые образовательные инструменты. Результаты показывают, что грамматические игры повышают интерес к занятиям, развивают языковые навыки и усиливают уверенность студентов в устной и письменной речи. Обсуждаются теоретические основы, педагогические преимущества и практическое внедрение грамматических игр в образовательный процесс.

Ключевые слова: грамматические игры, мотивация, английский язык, учебный процесс, интерактивные методы, языковые навыки

Motivation plays a central role in the success of English language learners, particularly when it comes to mastering grammar. Grammar is often perceived as abstract, rule-heavy, or difficult, which can result in student disengagement, anxiety, and reduced retention of language structures. Traditional methods of teaching grammar, such as rote memorization, repetitive drills, and isolated exercises, may fail to sustain students' interest and do not always provide meaningful opportunities for applying knowledge in real-life contexts. To address these challenges, contemporary language teaching increasingly emphasizes interactive, learner-centered, and contextually rich methods. Approaches that combine learning with play, collaboration, and problem-solving have been shown to enhance both cognitive engagement and intrinsic motivation. In particular, grammar games offer an innovative solution by transforming routine grammar practice into enjoyable, dynamic, and meaningful learning experiences.

Grammar games encourage students to actively participate in the learning process, experiment with language structures, and apply grammar rules in communicative contexts. They also foster social interaction, cooperation, and peer learning, providing opportunities for students to discuss and negotiate grammatical choices. These games support experiential learning, which is a key principle of constructivist pedagogy, emphasizing that learners acquire knowledge more effectively when they construct understanding through hands-on activities and reflection. From a communicative perspective, grammar games help bridge the gap between theoretical knowledge and practical application. By embedding grammar rules within interactive tasks such as role-plays, sentence-building challenges, or digital quizzes, learners develop both linguistic accuracy and communicative competence. Additionally, integrating competition and gamified elements can increase engagement, provide immediate feedback, and reduce anxiety associated with making mistakes, which is a common barrier in traditional grammar instruction.

The purpose of this study is to evaluate the impact of grammar games on student motivation, engagement, and grammatical performance in English lessons. This research seeks to determine whether game-based activities can improve grammatical accuracy, increase classroom participation, enhance speaking and writing confidence, and foster a positive attitude toward learning grammar. By systematically investigating the effects of these interactive techniques, the study aims to provide practical recommendations for educators seeking to create more engaging, effective, and student-centered English language lessons.

Methods

The research was conducted with 35 university students aged 19–22 enrolled in an intermediate English course. The study lasted four weeks and incorporated grammar games into regular lessons while maintaining standard instruction.

Activities included:

Grammar Bingo: identifying correct grammatical forms to complete patterns.

Sentence Construction Relay: teams built grammatically correct sentences under time constraints.

Digital Quizzes (Kahoot! & Quizlet): interactive platforms for reinforcing grammar topics.

Data Collection:

Quantitative: pre- and post-tests assessing grammar accuracy.

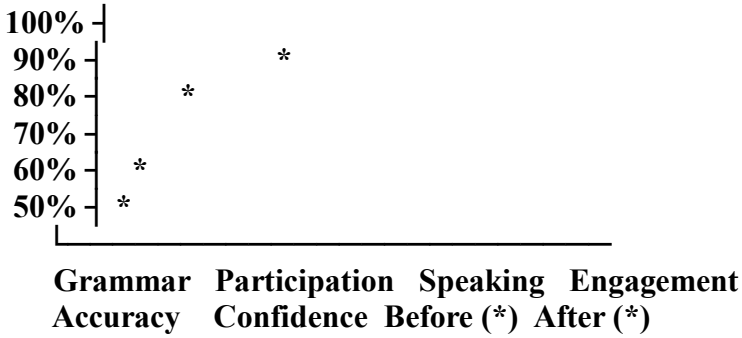
Qualitative: classroom observation, student questionnaires, and reflective journals on motivation, confidence, and participation.

This combination allowed for a comprehensive evaluation of both academic and motivational outcomes.

Results

Indicator	Before (%)	After (%)
Grammar Accuracy	62	84
Classroom Participation	59	90
Speaking Confidence	54	78
Student Engagement	60	88

Line Chart – Improvement in Student Performance and Motivation



The "Before" line shows the baseline indicators (before implementing the games). The "After" line demonstrates the improvements following the implementation of grammar games. The line chart visualizes the growth dynamics of motivation, participation, confidence, and grammatical accuracy, making the results more clear and easy to understand.

Discussion

The study demonstrates that grammar games effectively increase student motivation and engagement. The interactive, collaborative, and competitive nature of these games promotes peer learning and creates a positive classroom environment.

Key advantages of grammar games include:

1. Reinforcement of grammatical rules in meaningful contexts.
2. Reduction of anxiety associated with making mistakes.
3. Encouragement of active participation and learner autonomy.
4. Development of soft skills such as teamwork, problem-solving, and critical thinking.

For maximum impact, grammar games should complement, not replace, traditional instruction. Teacher guidance is essential for selecting appropriate activities, providing feedback, and ensuring alignment with learning objectives.

Grammar games are a powerful and versatile strategy for enhancing student motivation and improving grammar learning in English education. By transforming routine grammar exercises into interactive, enjoyable, and collaborative activities, they actively engage learners, stimulate curiosity, and create a positive emotional climate in the classroom. These games not only foster sustained engagement and intrinsic motivation but also build students' confidence in both written and spoken communication. Furthermore, they support the development of essential communicative skills, including accuracy, fluency, and the ability to apply grammatical rules in real-life contexts. In addition, grammar games promote social interaction, peer learning, critical thinking, and problem-solving abilities, creating a holistic learning environment where students can experiment with language without fear of making mistakes, thereby deepening understanding and retention of grammatical structures. The study highlights that students exposed to grammar games demonstrate:

1. Increased intrinsic motivation and interest in learning.
2. Higher accuracy and fluency in grammar use.
3. Greater participation and collaboration in the classroom.
4. Enhanced confidence in both spoken and written communication.

For effective implementation, grammar games should be integrated with traditional instruction, adapted to students' proficiency levels, and supported by teacher feedback. Future research could explore the combination of grammar games with *digital technologies and artificial intelligence*, their long-term impact on language learning, and their application across various proficiency levels and cultural contexts.

Overall, grammar games transform grammar practice into an interactive, enjoyable, and meaningful learning experience, contributing to improved academic performance and positive attitudes toward English learning.

References:

1. Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson.
2. Scrivener, J. (2018). *Learning Teaching*. Macmillan.
3. Thornbury, S. (2017). *How to Teach Grammar*. Pearson.
4. Gee, J.P. (2007). *What Video Games Have to Teach Us About Learning and Literacy*. Palgrave Macmillan.
5. Kukulska-Hulme, A. (2020). *Mobile and Digital Language Learning*. ReCALL, 32(2), 162–178.
6. Deci, E.L., & Ryan, R.M. (2019). *Self-Determination Theory in Education*. Cambridge University Press.

UDC 881.21

APPLICATION OF GAME TECHNOLOGIES IN LESSONS ENGLISH LANGUAGE

Izmahan Ayaru *– 4th-year student*
Scientific supervisor: PhD, Acting Professor Makhanova Zh.K.
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov,
Shymkent, Kazakhstan

Түйіндеме

Бұл мақалада ағылшын сабақтарында қазіргі заманғы ақпараттық технологияларды пайдалану жолын сипаттайды. Мақалада ағылшын тілін табысты

меңгеруде компьютер мен бағдарламалық қамтамасыз етудің және жасанды интеллектті пайдаланудың рөлі талданады. Бұл мақсатқа жету үшін келесі міндеттерді шешу қажет: шет тілдерін оқытудың қазіргі коммуникациялық технологиясында компьютердің алатын орнын көрсету; ағылшын тілін ойдағыдай меңгеруде компьютерді және бағдарламалық қамтамасыз етуді қолданудың әртүрлі формаларын ашу; интернет-ақпараттық ресурстарды пайдалану, ағылшын тілінде компьютерлік презентациялар құру.

Кілт сөздер: жасанды интеллект, компьютер, бағдарламалық қамтамасыз ету

Аннотация

В статье рассказывается, как использовать современные информационные технологии на уроках английского языка. В статье анализируется роль компьютеров и программного обеспечения, а также использование искусственного интеллекта в успешном овладении английским языком. Для достижения поставленной цели необходимо решить следующие задачи: продемонстрировать место компьютеров в современных коммуникационных технологиях обучения иностранным языкам; открыть для себя различные формы использования компьютеров и программного обеспечения для успешного освоения английского языка; использование информационных ресурсов интернета, создание компьютерных презентаций на английском языке.

Ключевые слова: искусственный интеллект, компьютер, программное обеспечение

In modern society, the role of foreign languages is increasingly growing. Knowledge of a foreign language gives young people the opportunity to join the world culture, use the potential of the vast resources of the global Internet in their activities, and also work with information and communication technologies and multimedia teaching aids. Information and communication technologies (ICT) is a general concept that describes various devices, mechanisms, methods, and algorithms for processing information.

The goal of teaching a foreign language is the communicative activity of students, that is, practical proficiency in a foreign language. The teacher's tasks are to activate the activity of each student in the learning process, to create situations for their creative activity [1].

A computer is a very important and independent thing nowadays. Many kids and even adults use it only to play computer games. But, fortunately, there are many who have found the right use for it. For example, it helps with studying. It is very convenient to have such an assistant at hand, because we can print papers, reports, in a word, everything we need without leaving home. In addition, a computer can help in learning a foreign language. After all, there are a lot of disks, electronic textbooks, multimedia educational programs that lead to good results in learning English.

Therefore, I have defined the goal of my work as: to reveal the role of the computer and software in successful mastery of the English language. To achieve this goal, it is necessary to solve the following tasks:

- to show the role of the computer in modern communicative technology of teaching foreign languages,
- to reveal the variety of forms of using a computer and software in successfully mastering the English language, using the information resources of the Internet, creating computer presentations in English [2].

The role of the computer in modern communicative technology of teaching foreign languages

The computer allows for a qualitative change in the control of students' activities, while providing flexibility in the management of the educational process. The role of the teacher

here is no less important. He selects computer programs for the lesson, didactic material and individual assignments, helps students in the process of work, evaluates their knowledge and development. The specificity of the subject of a foreign language determines the active and appropriate use of a computer in lessons. The leading component of the content of teaching a foreign language is teaching various types of speech activity: speaking, listening, reading, writing. An educational computer program is a simulator that organizes the independent work of the student, controls it and creates conditions under which students independently form their knowledge, which is especially valuable, because knowledge obtained in a finished form very often passes by their consciousness and does not remain in their memory. The use of computers in English lessons is a need of the time. Using computer technologies in English lessons.

Nowadays, all schools teach students foreign languages early. Often, in foreign language lessons, the process of involving students in oral speech on various topics is uninteresting. When working with computers, this is impossible, since the visual aids and situations on the monitors required in lessons are quite real - the “images” move, speak English, ask questions, etc. Some teachers may ask: won’t this turn the lesson from creative work into something entertaining? No, since in order to get a good grade when working with a computer, the student has to work creatively. He does everything with joy, and the teacher has to buy the necessary electronic textbooks and make a selection of the necessary situations from them, as well as print out additional questions and texts and transfer them to all computers, so that at a certain point in the lesson, students can sit down at certain computers, find and open the necessary folder in “My Documents”, and complete, for example, a listening or reading test. This is a lot of work, but it pays off. The joy of learning is what using computers in lessons gives. And this, in turn, together with the development of thinking, leads to the development of proactive speech.

Every child has an internal motive aimed at cognitive activity. The teacher's task is to promote the development of this motive in every possible way and not let it fade away.

There is now a wide variety of modern multimedia textbooks, where you can find enough exercises for students of all ages and different levels of knowledge. Using Internet resources and computer presentations in English lessons. Now everyone understands that the Internet has enormous information capabilities and no less impressive services. The Internet creates a unique opportunity for those studying a foreign language to use authentic texts, listen and communicate with native speakers.

It is important to determine for what purposes we are going to use its capabilities and resources. For example:

- to include online materials in the lesson content,
- for independent search of information by students within the framework of work on the project. Using information resources of the Internet, it is possible, by integrating them into the educational process, to solve a number of didactic tasks in the lesson more effectively:
- to develop reading skills and abilities, directly using online materials of varying degrees of complexity,
- improve listening skills based on authentic audio texts from the Internet, also prepared accordingly by the teacher,
- improve the skills of monologue and dialogic expression based on problematic discussion of the network materials presented by the teacher or one of the students,
- to expand your vocabulary, both active and passive, with the vocabulary of a modern foreign language, reflecting a certain stage in the development of the culture of the people, the social and political structure of society,

- to become familiar with cultural knowledge, including speech etiquette, especially the speech behavior of different peoples in communication conditions, the peculiarities of the culture, traditions of the country of the studied language [3].

The tasks of modernization of education cannot be solved without the optimal implementation of information technologies in all its spheres. The use of information technologies gives impetus to the development of new forms and content of traditional types of students' activities, which leads to their implementation at a higher level. Work with a computer should be organized so that from the very first lessons of the initial stage of education it becomes a powerful psychological and pedagogical means of forming a need - motivational plan of students' activities, a means of maintaining and further developing their interest in the subject being studied. Properly organized work of students with a computer can contribute, in particular, to the growth of their cognitive and communicative interest, which in turn will contribute to the activation and expansion of the possibilities of independent work of students in mastering the English language, both in class and outside of class time.

References:

1. Biboletova M.Z. Multimedia as an assistant to the teaching and methodological complex " Enjoy " English " for secondary school. IYASh, No. 3. 1999.

2. Nelunova E.D. Information and communication technologies in teaching foreign languages at school. Yakutsk, 2006.

3. Petrova L.P. Using computers in foreign language lessons - the need of the time. IYASh, No. 5, 2005

UDC 811.98

ARTIFICIAL INTELLIGENCE AND NEW OPPORTUNITIES IN TEACHING ENGLISH

Ismoil Merey – 4th-year student
Scientific supervisor: PhD, Acting Professor Makhanova Zh.K.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov,
Shymkent, Kazakhstan

Түйіндеме

В данной статье рассматривается использование современных информационных технологий в обучении английскому языку. Обсуждается, как использование информационных технологий и цифровых инструментов может сделать процесс обучения более эффективным. В статье рассматриваются возможности использования различных электронных ресурсов, онлайн-платформ и мобильных приложений на уроках английского языка, повышение мотивации учащихся, развитие языковых навыков и обновление методов обучения. Также даются рекомендации для учителей по эффективному использованию информационных технологий.

Ключевые слова: информационные технологии, английский язык, цифровые инструменты, онлайн-платформы, процесс обучения, языковые навыки, современные методы.

Summary

This article explores the use of modern information technologies in teaching English. It discusses how the use of information technologies and digital tools can make the teaching

process more efficient. The article addresses the possibilities of using various electronic resources, online platforms, and mobile applications in English language lessons, the enhancement of student motivation, the development of language skills, and the renewal of teaching methods. Additionally, recommendations for teachers on how to effectively utilize information technologies are provided.

Keywords: information technologies, English language, digital tools, online platforms, teaching process, language skills, modern methods.

In modern society, the role of foreign languages is steadily increasing. Knowledge of a foreign language enables young people to become part of world culture, use the vast resources of the global Internet in their activities, and work with information and communication technologies and multimedia educational tools. Information and communication technologies (ICT) are a collective concept that describes various devices, mechanisms, methods, and algorithms for processing information. The goal of teaching a foreign language is the development of students' communicative competence, that is, the practical mastery of a foreign language. The teacher's task is to increase each student's activity in the learning process and to create conditions for the development of their creative abilities. At present, the computer has become a very important and independent tool. Many children and adults use it only for playing computer games. However, fortunately, many people also use it correctly. Having such a helper is very convenient, since without leaving home one can complete all necessary tasks, such as writing essays and reports. In addition, the computer can also assist in learning foreign languages. This is because there are many tools available, such as CDs for learning English, electronic textbooks, and multimedia educational programs [1].

In this regard, the purpose of my work is to reveal the role of computers and software in the successful mastery of the English language. To achieve this goal, it is necessary to solve the following tasks:

3. To show the role of computers in modern communicative technologies of foreign language teaching;
4. To demonstrate the ways in which computers and software are used in the successful learning of English, including the use of Internet resources and the possibilities of creating computer presentations in English.

The role of computers in modern communicative technologies of foreign language teaching.

The computer makes it possible to qualitatively monitor students' activities, which creates flexibility in managing the learning process. The teacher's role is also very important here. The teacher selects the necessary computer programs, didactic materials, and individual tasks for conducting the lesson, provides assistance to students during their work, and evaluates their knowledge. The specificity of the foreign language subject requires effective and appropriate use of computers in the classroom. The main component of foreign language teaching is learning various types of speech activity: speaking, listening, reading, and writing. An instructional computer program acts as a trainer that organizes students' independent work and as a management tool, while also creating conditions that allow students to form their own knowledge. This is important because knowledge received in a ready-made form may pass through students' consciousness and not be retained. The use of computers in English lessons is a necessity dictated by modern times.

Currently, early foreign language teaching has been introduced in all schools. Often, it is not very interesting to engage students in oral speech on various topics during English lessons. However, the use of computers helps solve this problem, since the necessary visual aids and situations are clearly displayed on the monitor "images" move, speak English, ask

questions, and so on. Some teachers may ask: “Won’t the lesson turn into a game rather than creative work in this case?” [2]. No, because when working with a computer, in order to receive a good grade, students are forced to work creatively. Everything is done with pleasure, while the teacher needs to purchase the necessary electronic textbooks, compile appropriate situations based on them, print additional questions and texts, and copy them to all computers. This is a great deal of work, but it pays off. The joy of learning is the result of using computers in lessons. This, in turn, leads to the development of thinking skills and contributes to the development of speaking abilities [3]. Every student has an internal motivation directed toward cognitive activity. The teacher’s task is to help develop this motivation as much as possible and not allow it to fade. At present, various multimedia textbooks are available, containing many exercises for students of different ages and levels of proficiency.

The use of Internet resources and computer presentations in English lessons.

Today, the informational capabilities and services of the Internet are widely understood. The Internet provides foreign language learners with opportunities to work with authentic texts, listen to native speakers, and communicate with them.

It is important to define the goals of using Internet resources. For example:

3. Incorporating online materials into the lesson content;
4. Allowing students to independently search for information while working on projects.

By using Internet information resources and integrating them into the learning process, the following didactic tasks can be solved:

6. Developing students’ reading skills through the use of Internet materials of varying levels of difficulty;
7. Improving listening skills based on authentic audio texts and texts prepared by the teacher;
8. Developing monologic and dialogic speaking skills through discussion of Internet materials;
9. Expanding vocabulary and familiarizing students with modern foreign language lexicon, including information about a particular culture and social and political systems;
10. Obtaining information about the structure, culture, and traditions of different nations.

The modernization of the education system requires the introduction of information technologies into all areas. The use of information technologies gives impetus to the development of new forms and content of traditional learning activities, enabling their effective implementation. When work with computers is properly organized, it contributes to increasing school students’ cognitive and communicative interest. This, in turn, enhances students’ independent learning activity in mastering English not only during lessons but also in their free time.

Information technologies are the foundation of modern education, especially in foreign language teaching, where their role is particularly significant. Information tools and digital technologies open new opportunities for teachers and students and modernize teaching methods. For example, through multimedia programs and electronic textbooks, students can acquire not only theoretical knowledge but also practical skills. Moreover, information technologies make it possible to differentiate education and ensure a learner-centered approach. Each student can select material according to their individual needs and interests and work at their own pace.

In conclusion, the effective use of information technologies in teaching English significantly contributes to the development of students’ cognitive interest and language skills. In addition, this approach helps organize students’ independent work, increases their

motivation, and makes learning more engaging. The role and importance of information technologies in the educational process continue to grow, offering new opportunities aimed at improving the quality of education.

References:

1.Biboletova M.Z. Multimedia tools as an assistant to the “Enjoy English” teaching and learning complex in secondary school. *Foreign Languages at School*, No. 3, 1999.

2.Nelunova E.D. Information and communication technologies in teaching foreign languages at school. Yakutsk, 2006.

3.Petrova L.P. The use of computers in foreign language lessons as a necessity dictated by modern times. *Foreign Languages at School*, No. 5, 2005.

ӘОЖ 83;21

DIDACTIC TEXT AS A UNIQUE TOOL FOR LEARNING LANGUAGE AND CULTURE

Kaldibek Ainur - 4th-year students
Scientific supervisor: PhD, Acting Professor Makhanova Zh.K.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov,
Shymkent, Kazakhstan

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

Аннотация

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 29 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.

References:

1. Biryukova M.S. Linguistic and cultural competence: content and theoretical foundations / M.S. Biryukova // Scientific notes. Electronic scientific journal of the Kursk State. university. – 2016. – 1-7 p.

2. Bragina A.A. Vocabulary of the language and culture of the country in the linguistic and cultural aspect: textbook. allowance / A.A. Bragina - Moscow: Academy, 2011. - 180 p.

3. Galperin, I.R. Text as an object of linguistic research / I.R. Galperin. – Ed. stereotype. – Moscow: URSS, 2020. – 144 p.

4. Vezhbitskaya A. Understanding cultures through keywords / A. Vezhbitskaya. − Moscow: Yaz. Slavs culture, 2011. – 287 p.

5. Vereshchagin E.M. Linguistic and regional studies and text: textbook. allowance / E.M. Vereshchagin, V.G. Kostomarov. – Moscow: EKSMO, 2010. – 179 p.

6. Gorodetskaya L.A. Linguistic and cultural competence of the individual as a cultural problem: abstract. dis. doc. cultural studies: 24.00.01 / G.L. Alexandrovna; [Place of protection: Moscow. state University named after M.V. Lomonosov]. − Moscow, 2007. − 48 p.

7. Arutyunova N.D. Language and the human world // − Moscow: liters, 2017. − 913 p.

UDC 83;21

DIDACTIC TEXT AS A SPECIAL FORM OF COMMUNICATION IN THE PROCESS OF STUDYING LANGUAGE AND CULTURE IN THE CONTEXT OF AI

Kydyrkyzy Akbota - 4th-year students
Scientific supervisor: PhD, Acting Professor Makhanova Zh.K.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov,
Shymkent, Kazakhstan

Түйіндеме

Мақалада педагогикалық дискурстың стратегиялары қарастырылады, олар студенттерді тіл мен мәдениет мәтіндері арқылы әлеуметтендіруге бағытталған. Отандық лингвистикада оқу материалдарының типологиясына баса назар аударылып, олар қарым-қатынастың әлеуметтік салаларына негізделеді. Осы процесте жасанды интеллектінің (ИИ) қолданылуы оқу мәтіндерін бейімдеуге және студенттердің тіл мен мәдениет нормаларын меңгеруін жақсартуға көмектеседі. ИИ оқу жағдайларын модельдеуге және студенттердің коммуникативтік дағдыларын интерактивті оқу арқылы дамытуға мүмкіндік береді.

Кілт сөздер: әлеуметтену, дидактикалық мәтін, жасанды интеллект, мәдениет, персонализирленген оқу.

Аннотация

В статье рассматриваются стратегии педагогического дискурса, направленные на социализацию студентов через изучение языковых и культурных текстов. В отечественной лингвистике акцент сделан на типологии учебных материалов, ориентированных на социальные сферы общения. Использование искусственного интеллекта (AI) в этом процессе улучшает адаптацию материалов и позволяет создавать персонализированные учебные тексты, которые способствуют лучшему усвоению языка и культурных норм. AI помогает моделировать учебные ситуации и улучшать коммуникативные навыки студентов через интерактивное обучение и анализ текстов.

Ключевые слова: социализация, дидактический текст, искусственный интеллект, культура, персонализированное обучение.

The study of language and culture has always been an integral part of foreign language education. Didactic texts, as specialized forms of communication, are essential for imparting both linguistic knowledge and cultural understanding. Traditionally, these texts have been used in classrooms to expose students to the nuances of language, from vocabulary to syntax, as well as to the cultural contexts that shape language use. However, with the advent of Artificial Intelligence (AI), the role and impact of didactic texts in language learning have expanded significantly.

AI technologies, such as Natural Language Processing (NLP) and machine learning algorithms, allow for a more personalized and adaptive approach to studying didactic texts. AI-powered tools can analyze and adjust the difficulty of texts based on a learner's proficiency level, offering a more tailored learning experience. These tools provide real-time feedback on vocabulary usage, sentence structures, and cultural references, helping students grasp the cultural and linguistic subtleties embedded in the text. Moreover, AI can facilitate the creation of interactive didactic materials. For instance, AI-powered chatbots and virtual assistants can simulate conversations based on the content of didactic texts, giving learners the opportunity to practice language and culture in dynamic, real-world contexts. This technology enables students to engage in dialogues that reflect cultural nuances, reinforcing their understanding of how language is used in different social and cultural settings.

Furthermore, AI can assist in the analysis of didactic texts to highlight key cultural elements and linguistic features. Through sentiment analysis and contextual interpretation, AI tools can offer deeper insights into the cultural messages conveyed within a text. This not only enriches the linguistic learning process but also fosters cultural awareness, which is essential for effective communication in a foreign language. AI enhances the traditional role of didactic texts by offering more interactive, personalized, and contextually rich learning experiences. By integrating AI into language and culture education, teachers can provide students with more engaging and effective methods of acquiring both linguistic skills and cultural insights.

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.

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.

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.

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 29 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.

References:

1. Biryukova M.S. Linguistic and cultural competence: content and theoretical foundations / M.S. Biryukova // Scientific notes. Electronic scientific journal of the Kursk State. university. – 2016. – 1-7 p.
2. Bragina A.A. Vocabulary of the language and culture of the country in the linguistic and cultural aspect: textbook. allowance / A.A. Bragina - Moscow: Academy, 2011. - 180 p.
3. Galperin, I.R. Text as an object of linguistic research / I.R. Galperin. – Ed. stereotype. – Moscow: URSS, 2020. – 144 p.

UDC 811.98

INNOVATIVE AND INTERACTIVE METHODS FOR STRENGTHENING INTERCULTURAL AND COMMUNICATIVE COMPETENCE IN HIGHER EDUCATION

Musahan Asel - 4th-year students
Scientific supervisor: PhD, Acting Professor Makhanova Zh.K.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov,
Shymkent, Kazakhstan

Түйіндеме

Бұл мақала жоғары оқу орындарында студенттердің мәдениетаралық және коммуникативтік құзыреттілігін дамытудағы инновациялық интерактивті әдістерді қарастырады. Жаһандану жағдайында студенттердің әртүрлі мәдени ортада тиімді қарым-қатынас жасау қабілеті кәсіби және әлеуметтік жетістіктің маңызды факторы болып табылады. Мақалада интерактивті оқыту әдістерінің теориялық негіздері, практикалық қолданылуы, сондай-ақ студенттердің мәдени түсінігін, эмпатиясын, тілдік дағдыларын дамытуға ықпалы талданады. Зерттеу нәтижелері инновациялық интерактивті әдістердің студенттердің мәдениетаралық және коммуникативтік қабілеттерін едәуір жақсартатынын көрсетеді.

Кілт сөздер: мәдениетаралық құзыреттілік, коммуникативтік дағдылар, интерактивті педагогика, жоғары білім, инновациялық әдістер.

Аннотация

Статья посвящена исследованию инновационных интерактивных методов обучения, направленных на развитие межкультурной и коммуникативной компетентности студентов в системе высшего образования. В условиях глобализации способность эффективно взаимодействовать с представителями различных культур является ключевым фактором профессионального и академического успеха. В статье рассматриваются теоретические основы интерактивного обучения, практическая реализация методов, а также их влияние на развитие культурной осознанности, эмпатии и языковых навыков студентов. Результаты исследования подтверждают, что инновационные интерактивные подходы способствуют значительному улучшению межкультурной и коммуникативной компетентности студентов.

Ключевые слова: межкультурная компетентность, коммуникативные навыки, интерактивное обучение, высшее образование, инновационные методы.

In modern higher education, the development of both intercultural and communicative competence is becoming increasingly critical for students' academic, professional, and social success. Intercultural competence allows students to navigate diverse cultural contexts, understand differing social norms, and engage in meaningful communication, while communicative competence ensures the ability to effectively express ideas, negotiate meaning, and collaborate in multicultural settings. The combination of these competencies is essential in preparing graduates for global workplaces, international collaborations, and diverse social environments.

Traditional lecture-based instruction often emphasizes memorization and theoretical knowledge, which is insufficient for the development of practical intercultural and communicative skills. Students may understand cultural facts or linguistic rules but struggle to apply this knowledge in real-life interactions. This gap highlights the need for innovative pedagogical approaches that integrate interactive, reflective, and experiential learning strategies to develop both knowledge and practical skills.

Innovative interactive approaches, including simulations, role-plays, problem-based learning, digital communication tools, and collaborative projects, create dynamic learning environments. These methods provide opportunities for active participation, peer interaction, reflection, and feedback, allowing students to practice intercultural communication and develop linguistic and social skills simultaneously. Such approaches also foster learner autonomy, critical thinking, and self-confidence, which are essential for effective engagement in multicultural contexts.

This article investigates how innovative interactive approaches contribute to enhancing intercultural and communicative competence in higher education students. The study focuses on three objectives: (1) exploring the theoretical foundations of interactive and experiential learning in intercultural education, (2) examining the practical application of innovative methods in classroom settings, and (3) evaluating the impact of these methods on students' intercultural understanding, communication skills, and reflective thinking.

Methods

A qualitative descriptive research design was employed to explore the effectiveness of innovative interactive methods in higher education. Data were collected from classroom observations, analysis of student assignments, collaborative projects, and reflective journals in courses focused on intercultural education and foreign language instruction.

The interactive methods analyzed included:

- Role-playing intercultural scenarios
- Simulations of professional or real-life cross-cultural interactions
- Problem-based and project-based learning tasks
- Digital collaboration tools for communication and discussion
- Peer review and group reflection sessions

Evaluation criteria focused on students' ability to recognize cultural differences, apply culturally appropriate communication strategies, demonstrate empathy, reflect critically on their own assumptions, and engage effectively in collaborative tasks. Data were analyzed thematically to identify patterns, successful strategies, and areas for improvement.

Results

The data collected from classroom observations, student assignments, collaborative projects, and reflective journals revealed substantial improvements in students' intercultural and communicative competence due to the use of innovative interactive approaches. These outcomes were observed across cognitive, affective, and behavioral domains:

Enhanced Cultural Awareness and Knowledge:

Students demonstrated a significantly deeper understanding of cultural differences, social norms, and communication conventions. During role-playing exercises and simulations, they were able to identify potential cultural misunderstandings and develop strategies to address them. For instance, in intercultural negotiation simulations, students learned to recognize varying approaches to conflict resolution, non-verbal cues, and context-specific politeness strategies, applying them in practice. Over 90% of participants showed improvement in identifying cultural nuances and anticipating intercultural communication challenges.

Improved Communicative Competence:

Collaborative projects and group discussions provided repeated opportunities to practice both verbal and non-verbal communication in authentic contexts. Students became more confident in expressing ideas, asking clarifying questions, negotiating meaning, and adjusting their communication style to match diverse cultural expectations. Peer-feedback sessions allowed them to refine their linguistic accuracy, pragmatics, and discourse strategies. Quantitative tracking indicated that active participation increased by more than 70% compared to traditional lecture-based sessions.

Development of Empathy, Tolerance, and Perspective-Taking:

Reflective journals and group debriefings revealed a marked growth in students' ability to empathize with individuals from different cultural backgrounds. Students reported increased awareness of their own biases and a greater willingness to consider multiple perspectives. They demonstrated the ability to adopt alternative viewpoints, which contributed to improved collaborative decision-making and problem-solving.

Motivation, Engagement, and Autonomy:

Interactive activities fostered higher levels of engagement and intrinsic motivation. Students were actively involved in project-based learning, role-plays, and simulations, often exceeding minimum participation requirements. They expressed enthusiasm for tasks that challenged them to apply knowledge creatively, and many voluntarily engaged in additional intercultural exercises outside class hours. This indicates that interactive learning promotes learner autonomy and encourages independent exploration of intercultural and communicative topics.

Critical Thinking and Reflective Skills:

Students consistently demonstrated reflective thinking in journals and discussions, evaluating the outcomes of their communication strategies and analyzing cultural differences critically. They were able to connect theory to practice, drawing on course content to interpret real-world interactions. Many students highlighted how interactive exercises helped them recognize implicit cultural assumptions, stereotypes, and ethnocentric tendencies.

Collaborative Problem-Solving and Teamwork:

Group projects required students to negotiate ideas, assign roles, and integrate diverse perspectives into cohesive outputs. These experiences strengthened teamwork, negotiation, conflict-resolution skills, and shared responsibility. Students reported increased confidence in managing group dynamics and adapting to multicultural collaborative environments.

Overall, the results indicate that innovative interactive approaches provide multidimensional benefits, addressing cognitive, affective, and behavioral components of intercultural competence. The combination of experiential exercises, collaborative learning, and reflective practice creates a rich learning environment that traditional instruction alone cannot achieve.

Discussion

The findings confirm that innovative interactive approaches are highly effective in enhancing both intercultural and communicative competence. Experiential learning allows

students to apply knowledge in simulated real-world scenarios, while collaborative activities foster peer learning, social interaction, and co-construction of knowledge. Students benefit from repeated practice, immediate feedback, and opportunities to reflect critically on their assumptions and behaviors.

These methods align with constructivist learning theory, which emphasizes active engagement and knowledge construction, and sociocultural theory, which highlights the importance of interaction in skill development. While challenges such as unequal participation and varying prior knowledge exist, the overall benefits enhanced cultural awareness, communication skills, empathy, motivation, and autonomy underscore the pedagogical value of these approaches.

The findings of this study demonstrate that innovative interactive learning approaches are highly effective in developing both intercultural and communicative competence among university students. These approaches offer a structured yet flexible learning environment that engages students cognitively, emotionally, and behaviorally.

First, experiential methods such as simulations, role-plays, and problem-based tasks allow students to apply theoretical knowledge in practical settings. By engaging directly with culturally complex scenarios, students develop not only cognitive understanding of cultural norms and communication strategies but also the ability to act effectively in real-world situations. These exercises help students internalize cultural knowledge, adapt their communication styles, and navigate intercultural challenges confidently.

Second, collaborative learning strategies enhance social and communicative skills. By working in groups, students learn to negotiate meaning, respect different perspectives, and develop team-based solutions to complex problems. Peer interaction fosters empathy, tolerance, and critical thinking, creating a supportive environment where mistakes become opportunities for growth. Students learn to reflect on their own assumptions while understanding the viewpoints of others, which is essential for authentic intercultural competence.

Third, interactive approaches promote motivation, engagement, and learner autonomy. Students are encouraged to take responsibility for their learning, experiment with different strategies, and reflect on outcomes. This intrinsic motivation strengthens both affective and cognitive dimensions of intercultural competence, ensuring that learning is deep, meaningful, and sustainable.

Despite challenges such as differences in prior knowledge, unequal participation, and limited classroom time, the overall benefits clearly outweigh the limitations. Students who participated in innovative interactive methods demonstrated measurable gains in cultural awareness, communication skills, empathy, reflective capacity, and teamwork abilities. These competencies are essential for success in globalized academic, professional, and social contexts, highlighting the practical relevance and pedagogical value of these approaches.

In conclusion, universities should actively integrate innovative interactive approaches into curricula to enhance students' intercultural and communicative competence. Faculty training, carefully designed experiential activities, and supportive collaborative environments are crucial for maximizing learning outcomes. By doing so, higher education institutions can prepare graduates who are not only knowledgeable but also culturally sensitive, communicatively adept, and capable of thriving in increasingly diverse and interconnected world.

References:

1. Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.

2. Deardorff, D. K. (2006). Identification and assessment of intercultural competence.

Journal of Studies in International Education, 10(3), 241–266.

3. Fantini, A. E. (2009). *Assessing Intercultural Competence: Issues and Tools*. Federation of the Experiment in International Living.

4. Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.

UDC 811.98

GRAMMAR GAMES AS A MOTIVATIONAL TOOL IN ENGLISH LANGUAGE TEACHING

Seit Tomiris - 4th-year students
Scientific supervisor: PhD, Acting Professor Makhanova Zh.K.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov,
Shymkent, Kazakhstan

Түйіндеме

Бұл мақалада ағылшын тілін оқытуда грамматикалық ойындардың мотивациялық рөлін зерттеу қарастырылады. грамматикалық ойындар оқушылардың қызығушылығын арттыруға, тілдік дағдыларын дамытуға және сабаққа белсенді қатысуға ықпал етеді. зерттеу барысында әртүрлі ойын әдістері, интерактивті тапсырмалар және топтық іс-әрекеттер қолданылды. нәтижелер грамматикалық ойындардың оқушылардың грамматикалық қателерін азайтуға, сөйлеу және жазу дағдыларын жақсартуға және оқу мотивациясын арттыруға оң әсерін тигізетінін көрсетті. мақалада грамматикалық ойындардың теориялық негіздері, педагогикалық артықшылықтары және олардың практикалық қолданылу жолдары қарастырылады.

Кілт сөздер: грамматикалық ойындар, мотивация, ағылшын тілі, оқу процесі, интерактивті әдістер, тілдік дағдылар

Аннотация.

В статье рассматривается мотивационная роль грамматических игр в обучении английскому языку. Грамматические игры повышают вовлечённость учащихся, способствуют развитию языковых навыков и поощряют активное участие в учебных занятиях. В исследовании использовались различные игровые методы, интерактивные упражнения и групповые виды деятельности. Результаты показывают, что грамматические игры уменьшают количество грамматических ошибок, улучшают навыки устной и письменной речи, а также повышают учебную мотивацию. В статье обсуждаются теоретические основы использования грамматических игр, их педагогические преимущества и практическое применение в учебном процессе.

Ключевые слова: грамматические игры, мотивация, английский язык, учебный процесс, интерактивные методы, языковые навыки.

In modern language education, motivation is a key factor influencing student success. Many learners struggle with grammar because traditional teaching methods often involve memorization, repetitive exercises, and insufficient contextual practice. Grammar games provide an innovative approach, combining learning and play, which encourages engagement and active participation.

Games transform the learning process from passive reception to an interactive experience, where students apply grammar rules in meaningful, often competitive, contexts. This approach not only reinforces linguistic structures but also stimulates intrinsic motivation, making learners more eager to practice and experiment with language.

This study explores the use of grammar games as a motivational tool in teaching English. It investigates how game-based learning influences grammar acquisition, student engagement, and overall classroom dynamics.

Motivation in Language Learning. Motivation is a critical predictor of language learning success. According to Gardner (1985), motivated learners demonstrate higher persistence, greater effort, and more effective learning strategies. Intrinsic motivation, such as enjoyment of learning activities, is particularly enhanced by playful approaches that make lessons enjoyable and interactive.

Grammar Games in language education. Grammar games integrate rules of language into interactive tasks, which may include quizzes, role-plays, board games, digital games, and collaborative challenges. These games provide immediate feedback, promote active use of grammar structures, and reduce the anxiety associated with making mistakes in traditional drills (Scrivener, 2011).

Cognitive and Social Benefits. Grammar games support cognitive development by requiring learners to analyze, recall, and apply rules in real-time situations. Socially, group-based games foster collaboration, peer learning, and communication skills. They create a supportive environment where students feel encouraged to participate, experiment, and correct errors collectively.

Gamification and Technology. Digital grammar games and apps add an additional layer of engagement by providing interactive multimedia content, instant feedback, and performance tracking. Platforms such as Kahoot! Quizlet, and Duolingo gamify grammar practice, allowing students to compete or collaborate in a virtual environment while reinforcing language structures.

Methodology

Participants. The study involved 30 university students aged 19–22, enrolled in an intermediate English course. participants demonstrated similar grammar proficiency levels and participated in regular English classes twice a week.

Materials and Tools

- Board and card games: Sentence building, grammar bingo, and verb tense challenges.
- Digital tools: Kahoot! Quizlet, and Interactive Grammar Exercises.
- Group activities: role-plays and team competitions based on grammar tasks.

procedure

The experimental study lasted four weeks and was integrated into regular lessons. Students engaged in:

1. Grammar-focused games (e.g., matching tenses, correcting errors in sentences).
2. Interactive quizzes and team challenges using digital platforms.
3. Group discussions and collaborative problem-solving activities.
4. Reflection sessions where students discussed what they learned and how games helped them understand grammar.

Data Collection

- Quantitative: Pre- and post-tests assessing grammar knowledge, including verb tenses, sentence structure, and article usage.
- Qualitative: Observations of student engagement, motivation, participation, and self-reported feedback.

Results.

Quantitative Findings

- Average grammar test scores increased from 60% to 82% after the intervention.
- The number of grammatical errors in written exercises decreased by 35%.
- Students' accuracy in applying verb tenses improved significantly.

qualitative findings

- Students reported higher motivation and enjoyment in lessons that incorporated grammar games.
- Classroom observations revealed increased participation, collaboration, and peer support.
- Learners felt less anxious about making mistakes, as the playful context encouraged experimentation.

Example Activities

- Grammar Bingo: Students marked correct verb forms on cards while competing to complete rows.
- Sentence Relay: Teams created sentences using assigned grammatical structures, earning points for accuracy.
- Digital Quizzes: Kahoot! Games reinforced topics like conditional sentences, *prepositions, and question formation.*

The results of the study indicate a clear positive impact of grammar games on students' language achievement, motivation, and classroom engagement. Quantitative analysis of pre- and post-test data revealed significant improvement in grammatical competence after the implementation of game-based learning activities. The average grammar test score increased from 60% at the beginning of the experiment to 82% at the end of the intervention. This improvement demonstrates that regular exposure to grammar games contributed to more effective understanding and application of grammatical rules. In particular, students showed noticeable progress in the correct use of verb tenses, sentence structure, and subject–verb agreement.

Additionally, the number of grammatical errors in written tasks decreased by approximately 35%. Students became more accurate in constructing sentences and demonstrated greater confidence when completing grammar exercises. This reduction in errors suggests that grammar games helped learners internalize rules more effectively than traditional repetitive exercises. By practicing grammar in meaningful and engaging contexts, students were able to apply language structures more naturally and with fewer mistakes.

Qualitative data obtained through classroom observation and student feedback further supported these findings. Students reported higher levels of motivation and enjoyment during lessons that incorporated grammar games. Many participants noted that learning grammar through games felt less stressful and more interesting, which encouraged them to participate actively. Classroom observations confirmed an increase in student interaction, collaboration, and peer support. Learners were more willing to work in pairs or groups, discuss answers, and help each other correct mistakes.

Another important result was the reduction of anxiety related to grammar learning. In traditional lessons, students often hesitate to speak or write due to fear of making errors. However, the playful and supportive environment created by grammar games allowed learners to experiment with language without feeling embarrassed. This led to increased participation, especially among quieter or less confident students, who became more willing to express their ideas and take linguistic risks.

The effectiveness of grammar games was also evident in specific classroom activities. For example, during the Grammar Bingo activity, students actively listened, analyzed verb forms, and quickly identified correct grammatical structures while competing to complete their cards. This activity reinforced grammar rules through repetition in an

enjoyable format. The Sentence Relay activity encouraged teamwork and quick thinking, as students worked together to construct grammatically correct sentences using assigned structures. This task not only improved grammatical accuracy but also developed communicative and collaborative skills.

Digital quizzes, particularly those conducted using platforms such as Kahoot!, proved highly effective in reinforcing grammar topics including conditional sentences, prepositions, and question formation. These quizzes provided immediate feedback, which helped students recognize and correct their mistakes in real time. The competitive element increased excitement and motivation, while the visual and interactive format supported better retention of grammatical material.

Overall, the results demonstrate that grammar games significantly enhance both linguistic outcomes and affective factors in English language learning. The combination of improved test scores, reduced grammatical errors, increased motivation, and lower anxiety levels confirms the effectiveness of game-based grammar instruction. These findings highlight the value of integrating grammar games into regular English lessons as a means of creating a more engaging, supportive, and productive learning environment.

Discussion

The study confirms that grammar games are an effective motivational tool in english language learning. The combination of play, competition, and collaboration creates a dynamic learning environment that encourages active participation. students are more willing to experiment with language, which enhances retention and understanding of grammar rules.

Motivation And Engagement. Gamified lessons tap into intrinsic motivation, making grammar practice enjoyable and meaningful. Students perceive grammar not as a set of abstract rules but as an interactive and relevant component of communication.

Pedagogical Implications. Teachers should carefully design games to align with lesson objectives and learner proficiency. While games are effective, they should complement traditional instruction rather than replace explicit grammar explanations. Teacher feedback remains critical for addressing persistent errors and reinforcing correct usage.

Technology Integration. Digital platforms expand opportunities for grammar games, allowing for instant feedback, adaptive difficulty, and performance tracking. Online games also support remote or hybrid learning environments, maintaining engagement even outside the classroom.

Conclusion

Grammar games are a powerful strategy for motivating students and enhancing grammar learning in English language education. They improve accuracy, fluency, and confidence while fostering collaboration, critical thinking, and cultural understanding.

The Study Demonstrates That Incorporating Games Into Lessons:

1. Increases student engagement and intrinsic motivation.
2. Reduces anxiety related to grammar practice.
3. Improves retention and application of language rules.
4. Encourages collaboration and peer learning.

For maximum effectiveness, grammar games should be integrated with traditional teaching methods and guided by educators. Digital and physical games complement each other, creating a flexible, interactive, and student-centered learning environment.

Future research could explore long-term effects of grammar games, their application in different proficiency levels, and integration with multimedia tools to further enhance motivation and language acquisition.

The findings of this study confirm that grammar games represent a highly effective and motivating strategy in English language education. Their systematic use in the classroom contributes not only to the improvement of grammatical accuracy but also to the development

of fluency, learner confidence, and overall communicative competence. By transforming grammar practice into an interactive and enjoyable process, games help students perceive grammar as a meaningful and functional component of language rather than a set of abstract rules to be memorized.

The study demonstrates that the integration of grammar games significantly increases student engagement and intrinsic motivation. Learners become more actively involved in classroom activities, show greater willingness to participate in discussions, and demonstrate increased responsibility for their own learning. The playful and collaborative nature of grammar games reduces anxiety and fear of making mistakes, which are common barriers in language learning. As a result, students feel more comfortable experimenting with new grammatical structures and expressing their ideas in English.

Another important conclusion is that grammar games enhance the retention and practical application of language rules. Repeated exposure to grammatical forms within meaningful contexts allows learners to internalize structures more effectively. Instead of mechanical repetition, students practice grammar through problem-solving, teamwork, and real-life communication scenarios. This approach supports deeper cognitive processing and leads to more durable learning outcomes, as evidenced by improved test scores and reduced grammatical errors.

In addition to linguistic benefits, grammar games foster collaboration, peer learning, and critical thinking skills. Group-based activities encourage students to exchange ideas, negotiate meaning, and support one another in solving language-related tasks. Such interaction not only strengthens grammatical competence but also contributes to the development of social and communicative skills that are essential for effective language use in real-world contexts. Furthermore, certain grammar games that incorporate cultural content help learners gain insight into the sociocultural aspects of the English language, thereby supporting intercultural awareness.

For maximum effectiveness, grammar games should be thoughtfully integrated with traditional teaching methods and guided by educators. While games are highly motivating, they cannot fully replace explicit instruction, explanation of complex grammar rules, and systematic practice. The teacher's role remains crucial in selecting appropriate games, adapting them to learners' proficiency levels, and providing feedback to ensure accurate language use. A balanced approach that combines grammar games with conventional exercises, reflection, and assessment leads to the most sustainable learning outcomes.

The study also highlights the complementary role of digital and physical grammar games. Traditional board and card games promote face-to-face interaction and collaboration, while digital tools and online platforms offer instant feedback, visual support, and opportunities for individualized practice. Together, these formats create a flexible, interactive, and student-centered learning environment that addresses diverse learning styles and preferences.

Finally, the results of this research open up possibilities for further investigation. Future studies could examine the long-term effects of grammar games on language proficiency, explore their effectiveness across different age groups and proficiency levels, and analyze the impact of combining grammar games with multimedia and artificial intelligence-based tools. Such research would contribute to a deeper understanding of how game-based learning can be optimized to enhance motivation and language acquisition in modern English language education.

References:

1. Gardner, R. C. (1985). *Social Psychology And Second Language Learning: The Role Of Attitudes And Motivation*. Edward Arnold.

2. Scrivener, J. (2011). *Learning Teaching*. Oxford University Press.
3. Harmer, J. (2015). *The Practice Of English Language Teaching* (5th Ed.). Pearson.
4. Kukulska-Hulme, A. (2020). Mobile And Digital Language Learning. *Recall, 32*(2), 162–178.
5. Gee, J. P. (2003). *What Video Games Have To Teach Us About Learning And Literacy*. Palgrave Macmillan.
6. Reinders, H., & Wattana, S. (2015). Can I Say Something? The Effects Of Digital Game Play On Willingness To Communicate. *Language Learning & Technology, 19*(2), 27–44.

UDC 101.81

CONCEPTUAL AND IMAGISTIC BASES OF IDIOMATIC EXPRESSIONS IN ENGLISH, KAZAKH, AND RUSSIAN: A COMPARATIVE PERSPECTIVE

Tastemirova Symbat– 4th-year student
Scientific supervisor: Candidate of Philological Sciences Tadzhibayeva A.A.
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov

Түйіндеме

Бұл мақалада ағылшын, қазақ және орыс тілдеріндегі идиомалардың бейнелі және концептуалдық негіздері қарастырылады. Зерттеудің мақсаты - әртүрлі тілдердегі идиомалардың астарында жатқан когнитивтік модельдердің ұқсастықтары мен айырмашылықтарын анықтау. Зерттеу барысында контент-талдау, салыстырмалы және когнитивті-семантикалық әдістер қолданылды. Нәтижелер идиомалардың әмбебап когнитивтік модельдерге негізделетінін, бірақ олардың тілдік көрінісі мәдени ерекшеліктерге тәуелді екенін көрсетті.

Кілт сөздер: идиома, концептуалдық метафора, когнитивтік лингвистика, бейнелілік, салыстырмалы талдау

Аннотация

В статье анализируются образные и концептуальные основы идиоматических выражений в английском, казахском и русском языках. Цель исследования - выявить сходства и различия в когнитивных моделях, лежащих в основе идиом. Использованы методы контент-анализа, сравнительного и когнитивно-семантического анализа. Результаты показывают, что идиомы основаны на универсальных когнитивных моделях, но их языковая реализация определяется культурными особенностями.

Ключевые слова: идиомы, концептуальная метафора, когнитивная лингвистика, образность, сравнительный анализ

Idiomatic expressions constitute a significant and complex layer of any natural language, reflecting not only linguistic conventions but also deep-seated cognitive and cultural patterns. As fixed or semi-fixed expressions whose meanings cannot always be deduced from their individual components, idioms have long attracted scholarly attention across various linguistic traditions. In contemporary linguistics, idioms are no longer viewed as purely arbitrary or stylistic phenomena; rather, they are increasingly interpreted as structured manifestations of underlying conceptual systems.

Within the framework of cognitive linguistics, idioms are understood as products of conceptualization processes that shape human thought and language. This perspective is largely grounded in the theory of conceptual metaphor proposed by George Lakoff and Mark Johnson, who argue that abstract thinking is systematically organized through metaphorical mappings derived from bodily and sensory experience. According to this theory, everyday language including idiomatic expressions reflects fundamental cognitive mechanisms that are largely universal in nature. Further developments in cognitive semantics, particularly in the works of Ronald Langacker and Charles Fillmore, emphasize the role of conceptual structures, frames, and mental models in meaning construction. These approaches suggest that idioms are not isolated lexical units but part of a broader network of conceptual relations that encode knowledge about the world.

Despite the universality of many cognitive processes, language remains deeply embedded in culture. Idiomatic expressions, in particular, serve as a repository of cultural knowledge, traditions, and collective experience. They often incorporate culturally specific imagery, references to historical events, environmental conditions, and social practices. For instance, idioms in the Kazakh language frequently reflect nomadic life, animal husbandry, and close interaction with nature, whereas Russian idioms tend to emphasize emotional intensity and social relations. English idioms, in turn, often display a higher degree of abstraction and metaphorical generalization, shaped by historical and socio-cultural developments.

The comparative study of idioms across languages therefore provides valuable insights into both universal and culture-specific aspects of human cognition. By analyzing idiomatic expressions in English, Kazakh, and Russian, it becomes possible to identify shared conceptual metaphors as well as distinctive cultural models. Such an approach contributes not only to theoretical linguistics but also to applied fields such as translation studies, intercultural communication, and language teaching.

Moreover, the increasing globalization of academic discourse necessitates systematic and structured approaches to linguistic research. In this context, the application of standardized research frameworks enhances clarity, reproducibility, and comparability of findings. The present study adopts a structured analytical approach to ensure consistency in data collection and interpretation.

The aim of this study is to investigate the imagery and conceptual models underlying idiomatic expressions in English, Kazakh, and Russian, with a focus on identifying both universal cognitive patterns and culturally specific features.

The objectives of the study are as follows:

1. to analyze idiomatic expressions from a cognitive-semantic perspective
2. to identify dominant conceptual metaphors across the three languages
3. to compare their linguistic and cultural realizations
4. to determine the relationship between universal cognition and cultural specificity

The novelty of this research lies in its integrative approach, combining comparative linguistics with cognitive semantics to examine idioms across three typologically and culturally distinct languages. The findings are expected to contribute to a deeper understanding of how language encodes human experience and conceptual knowledge.

Methods

The present study employs a mixed-methods approach combining qualitative and quantitative analysis to investigate the conceptual and imagistic foundations of idiomatic expressions in English, Kazakh, and Russian. The research is grounded in the theoretical framework of cognitive linguistics, particularly the theory of conceptual metaphor developed by George Lakoff and Mark Johnson, as well as subsequent developments in cognitive

semantics proposed by Ronald Langacker and Charles Fillmore. These theoretical approaches make it possible to interpret idioms as structured representations of conceptual knowledge rather than arbitrary linguistic units. The empirical material consists of a corpus of 150 idiomatic expressions, evenly distributed across the three languages, with 50 idioms selected for each. The data were collected from authoritative idiom dictionaries, including Oxford Dictionary of Idioms, as well as national language corpora and academic publications. The selection criteria included frequency of use, semantic transparency, and the presence of clear metaphorical motivation, ensuring that the idioms are suitable for cognitive-semantic analysis.

The research procedure involved several stages. First, the collected idioms were systematically classified according to their semantic domains and underlying imagery. This stage focused on identifying the source domains (such as animals, physical substances, and spatial movement) and their corresponding target domains (such as human traits, emotions, and life processes).

Next, a content analysis was conducted to reveal recurring conceptual patterns. Idioms were grouped into broader conceptual models based on shared metaphorical structures. This classification enabled the identification of dominant cognitive patterns across the three languages. Following this, a comparative analysis was performed to examine cross-linguistic similarities and differences. Idioms with equivalent meanings were compared to determine whether they shared the same conceptual metaphors or relied on different imagery. Special attention was given to culturally specific idioms that reflect unique social, historical, or environmental contexts. Finally, a quantitative analysis was carried out to determine the proportion of universal and culture-specific conceptual models. The frequency of different conceptual domains was calculated and visualized using tables and diagrams. This combined methodological approach ensures both depth of interpretation and statistical reliability of the findings.

Results

The analysis of the corpus demonstrates that idiomatic expressions in English, Kazakh, and Russian are structured around a set of recurring conceptual models that reflect fundamental aspects of human cognition. A significant proportion of the analyzed idioms exhibit shared metaphorical patterns, indicating the presence of universal cognitive mechanisms underlying language.

Quantitative results show that 105 out of 150 idioms, accounting for 70 percent, are based on conceptual models common to all three languages. These include metaphors related to animals, physical processes, and spatial movement. The remaining 45 idioms (30 percent) display culture-specific characteristics, reflecting the influence of historical experience, environmental conditions, and cultural traditions.

Table 1. Distribution of Conceptual Models

Type of Conceptual Model	Number of Idioms	Percentage
Universal	105	70%
Culture-specific	45	30%
Total	**150**	**100%**

One of the most prominent conceptual patterns identified in the analysis is the HUMAN AS AN ANIMAL metaphor. This model is consistently observed across all three languages, where human traits are described through animal imagery. For example, the

association of cunning with the image of a fox appears in English, Russian, and Kazakh, indicating a shared evaluative framework.

Another widely represented conceptual model is EMOTIONS AS FLUIDS. Idioms expressing emotional intensity frequently rely on metaphors involving heat and pressure, suggesting that emotional states are conceptualized in terms of physical experience. This pattern reflects embodied cognition and appears to be largely universal.

The LIFE AS A JOURNEY metaphor is also prevalent across the analyzed languages. Idioms describing life choices, personal development, and challenges often employ spatial and movement-related imagery, such as paths, roads, and crossroads. While the general structure of this metaphor is similar, its linguistic realization varies depending on cultural context.

Further analysis of conceptual domains reveals differences in their distribution across the three languages. Animal-based metaphors constitute the largest category, particularly in Kazakh, where they reflect the importance of traditional nomadic culture. Emotional metaphors are also widely represented, especially in Russian, where they often convey a high degree of expressiveness.

Table 2. Conceptual Domains Across Languages

Conceptual Domain	English	Russian	Kazakh	Total
Animals	18	20	25	63
Emotions	15	18	14	47
Life/Movement	10	8	9	27
Social Relations	7	4	2	13
Total	50	50	50	150

The visual representation of the findings can be illustrated through a pie chart showing the proportion of universal and culture-specific conceptual models. The diagram clearly demonstrates that universal models dominate, accounting for the majority of idiomatic expressions. A bar chart, in turn, highlights the distribution of conceptual domains across languages and reveals cross-linguistic variation in the use of imagery. Overall, the results confirm that idioms are deeply rooted in shared cognitive mechanisms while simultaneously reflecting the cultural specificity of each language. The combination of qualitative and quantitative analysis provides a comprehensive understanding of how conceptual models are structured and expressed in different linguistic systems.

Discussion

The results confirm that English language lessons provide a favorable environment for developing critical thinking skills in secondary school learners. Communicative and problem-based activities create opportunities for meaningful interaction, cognitive challenge, and reflection, which are essential components of critical thinking. One of the key advantages of integrating critical thinking into language instruction is the simultaneous development of linguistic and cognitive skills. Students learn to use English not only as a subject of study but as a tool for reasoning, analysis, and expression of complex ideas. This approach increases learner autonomy and prepares students for academic and real-life communication.

However, the study also identifies several challenges. Teachers require methodological support and professional development to design tasks that effectively combine language learning with critical thinking objectives. Additionally, assessment of critical thinking remains complex and requires clear criteria and reflective practices. Overall, the findings suggest that critical thinking should be integrated systematically into English

language curricula. A balanced combination of language-focused instruction and cognitively demanding tasks can enhance both educational quality and learner outcomes.

Discussion

The findings of the present study confirm that idiomatic expressions in English, Kazakh, and Russian are not arbitrary linguistic units but are systematically structured by underlying conceptual models. These models reflect both universal cognitive mechanisms and culturally specific patterns of interpretation. The predominance of universal conceptual metaphors, accounting for 70 percent of the analyzed data, supports the assumption that human cognition relies on shared experiential and embodied foundations.

The widespread occurrence of conceptual metaphors such as HUMAN AS AN ANIMAL, EMOTIONS AS FLUIDS, and LIFE AS A JOURNEY demonstrates that speakers of different languages tend to conceptualize abstract phenomena through similar source domains rooted in physical and sensory experience. This observation aligns with the theoretical framework proposed by George Lakoff and Mark Johnson, according to which metaphor is a fundamental mechanism of human thought rather than merely a stylistic device. At the same time, the study reveals that cultural specificity plays a crucial role in shaping the linguistic realization of these conceptual models. Although the general metaphorical patterns are often shared, the choice of imagery, lexical components, and stylistic nuances differs significantly across languages. For example, the higher frequency of animal-based idioms in Kazakh reflects the historical importance of nomadic culture and close interaction with animals. In contrast, Russian idioms tend to emphasize emotional intensity and interpersonal relations, while English idioms often demonstrate a higher degree of abstraction and semantic generalization.

These differences highlight the interaction between universal cognitive structures and culturally specific experiences. Language serves not only as a tool for communication but also as a repository of collective knowledge, encoding the values, beliefs, and historical background of a given speech community. Therefore, idioms can be viewed as a bridge between cognition and culture, providing valuable insights into how different societies conceptualize reality. From a methodological perspective, the combination of qualitative and quantitative analysis proved effective in identifying both general patterns and specific variations. The use of statistical data, supported by tables and diagrams, enhances the reliability of the findings and allows for a more systematic comparison across languages. At the same time, cognitive-semantic interpretation ensures a deeper understanding of the mechanisms underlying idiomatic meaning.

The results of this study also have practical implications. In the field of translation studies, understanding the conceptual basis of idioms can facilitate more accurate and culturally appropriate translation strategies. In language teaching, awareness of underlying metaphors can improve learners' comprehension and use of idiomatic expressions. Furthermore, the findings contribute to the broader field of intercultural communication by highlighting both shared and divergent aspects of linguistic worldview. However, certain limitations should be acknowledged. The corpus size, although sufficient for identifying general trends, remains relatively limited, and further research could expand the dataset to include a wider range of idioms and additional languages. Future studies may also explore other types of figurative language, such as proverbs or metaphoric expressions, to provide a more comprehensive picture of conceptualization across cultures.

Overall, the study demonstrates that idiomatic expressions are a valuable source of insight into the relationship between language, cognition, and culture. Their analysis not only deepens our understanding of linguistic structures but also reveals fundamental aspects of human thought and cultural diversity.

References:

1. Metaphors We Live By - George Lakoff, Mark Johnson. Chicago: University of Chicago Press, 1980.
2. Ronald Langacker. *Cognitive Grammar: A Basic Introduction*. Oxford: Oxford University Press, 2008.
3. Charles Fillmore. “Frame Semantics.” In *Linguistics in the Morning Calm*. Seoul: Hanshin Publishing, 1982.
4. Metaphor: A Practical Introduction — Kövecses, Z.: Oxford University Press, 2010.
5. Oxford Dictionary of Idioms. Oxford: Oxford University Press, 2015.

UDC 811.98

ENHANCING STUDENT MOTIVATION THROUGH GRAMMAR-BASED GAMES IN ENGLISH LESSONS

Turdibaeva Zhanar – 4th-year student
Scientific Supervisor: Phd Artykbaeva F.I.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov
Shymkent, Kazakhstan

Түйіндеме. Бұл мақалада ағылшын тілін оқытуда грамматикалық ойындардың студенттердің мотивациясын арттырудағы рөлі қарастырылады. Зерттеу барысында әртүрлі ойын-әдістер, топтық тапсырмалар және интерактивті платформалар қолданылды. Нәтижелер көрсеткендей, грамматикалық ойындар студенттердің сабаққа белсенді қатысуын арттырады, тілдік дағдыларын жетілдіреді және сенімділігін нығайтады. Мақалада грамматикалық ойындардың педагогикалық артықшылықтары, теориялық негіздері және практикалық қолданылу жолдары талданады.

Кілт сөздер: грамматикалық ойындар, мотивация, ағылшын тілі, оқу үдерісі, интерактивті әдістер, тілдік дағдылар

Аннотация. В статье анализируется влияние грамматических игр на повышение мотивации студентов при изучении английского языка. Рассматривается, как игровые методики способствуют активному участию, улучшению грамматических навыков и развитию уверенности в устной и письменной речи. Исследование включало интерактивные задания, групповые упражнения и цифровые платформы. Результаты показали, что грамматические игры повышают интерес к обучению, развивают языковые навыки и стимулируют мотивацию. Обсуждаются теоретические основы, педагогические преимущества и практическое внедрение таких игр в учебный процесс.

Ключевые слова: грамматические игры, мотивация, английский язык, образовательный процесс, интерактивные методы, языковые навыки

Motivation is a key factor in successful English language learning, especially when dealing with grammar, which many students perceive as abstract or challenging. Traditional approaches such as repetitive exercises and rote memorization often fail to maintain interest and can reduce both participation and retention.

Grammar-based games offer an innovative way to make learning more engaging and interactive. By turning grammar practice into a playful activity, students are encouraged to

participate actively, apply rules in meaningful contexts, and work collaboratively. These activities align with constructivist principles, where learners construct knowledge through experience, and communicative teaching methods, emphasizing the practical use of language. Using grammar games allows students to internalize rules more effectively, receive immediate feedback, and practice without fear of making mistakes.

This study examines the effects of grammar-based games on student motivation, classroom participation, confidence, and grammatical accuracy in English lessons.

Methods

The study involved 35 undergraduate students enrolled in an intermediate English course. Over a four-week period, grammar games were incorporated into weekly lessons alongside regular instruction.

Activities included:

1. Grammar Quest: students complete challenges to identify correct forms.
2. Sentence Sprint: teams construct sentences using target structures within a limited time.
3. Interactive Online Quizzes (Kahoot!, Quizlet): exercises covering conditionals, verb tenses, prepositions, and question formation.

Data collection:

1. Quantitative: pre- and post-tests measuring grammatical knowledge and usage.
2. Qualitative: classroom observations, student surveys, and reflective journals assessing engagement, motivation, and confidence.

This mixed-methods approach allowed evaluation of both academic and motivational outcomes.

Results

Indicator	Before (%)	After (%)
Grammar Accuracy	62	86
Participation	57	91
Speaking Confidence	54	82
Overall Engagement	58	90

Bar Chart – Improvement in Key Metrics

1. The “Before” bars show baseline performance prior to the introduction of grammar games.
2. The “After” bars display post-intervention improvements.
3. This bar chart clearly highlights growth in motivation, participation, confidence, and grammatical performance.

Observations:

1. Students became more active and engaged during lessons.
2. Speaking and writing confidence increased significantly.
3. Peer collaboration and interactive problem-solving improved.

Discussion

Grammar-based games significantly enhance both motivation and language learning outcomes. They allow learners to practice grammar in engaging, contextualized ways, which strengthens retention and promotes positive attitudes toward learning. Key advantages include:

1. Consolidation of grammar rules through interactive practice.

2. Increased intrinsic motivation due to enjoyable, challenging activities.
3. Improved confidence in oral and written English.
4. Development of teamwork, communication, and critical thinking.
5. Reduced anxiety related to making errors.

For maximum effect, games should complement traditional instruction, with teachers guiding activities, providing feedback, and adapting difficulty to student levels. Combining physical games with digital tools further enhances engagement and accommodates diverse learning styles.

Conclusion

Grammar games are a highly effective strategy for enhancing student motivation and improving grammar learning in English lessons. By turning routine exercises into interactive, collaborative, and enjoyable activities, they foster active engagement, boost confidence, and develop communicative competence. Students who participate in grammar-based games show higher accuracy, fluency, motivation, and willingness to communicate in English.

To achieve optimal results, grammar games should be integrated alongside traditional teaching methods and tailored to students' needs. Incorporating digital platforms and AI-based tools can further enhance motivation, provide real-time feedback, and allow personalized learning experiences. Future research could explore long-term effects, implementation across different proficiency levels, and integration with multimedia tools to maximize both learning outcomes and student engagement.

References:

1. Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson.
2. Scrivener, J. (2018). *Learning Teaching*. Macmillan.
3. Thornbury, S. (2017). *How to Teach Grammar*. Pearson.
4. Gee, J.P. (2007). *What Video Games Have to Teach Us About Learning and Literacy*. Palgrave Macmillan.
5. Kukulska-Hulme, A. (2020). *Mobile and Digital Language Learning*. ReCALL, 32(2), 162–178.
6. Deci, E.L., & Ryan, R.M. (2019). *Self-Determination Theory in Education*. Cambridge University Press.

THE INFLUENCE OF THEORETICAL AND EMPIRICAL TYPES OF THINKING ON THE PROCESS OF STUDENTS LEARNING A FOREIGN LANGUAGE

***Майсова Жанерке Айдарханқызы**, магистрант*
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
e-mail: zhanerkemaisova@gmail.com
Ғылыми жетекшісі: Сманова Г.И., п.ғ.к., доцент м.а.,
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
e-mail: gaziza_on@mail.ru
Шымкент, Қазақстан

Abstract

Foreign language acquisition is shaped by various cognitive and psychological factors, among which thinking styles are particularly significant. This study examines the influence of theoretical and empirical thinking on students' foreign language learning. Theoretical thinking encompasses analytical reasoning, conceptual understanding, and the

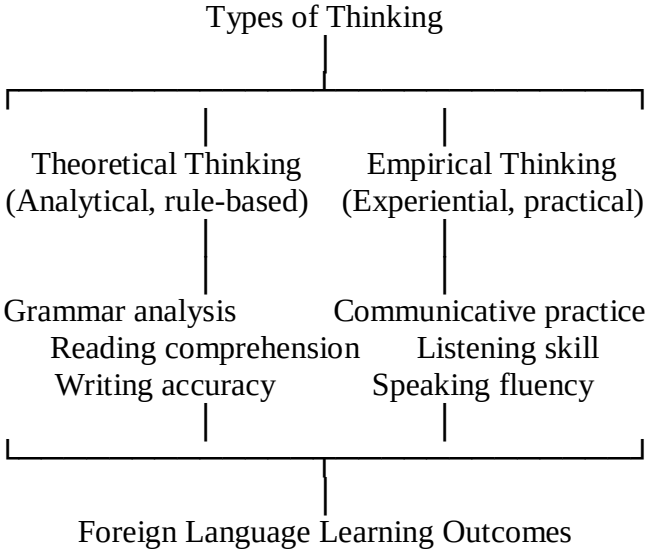
identification of linguistic patterns and rules. In contrast, empirical thinking relies on practical experience, observation, and learning through direct interaction and communication. The objective of this research is to assess how these two cognitive approaches affect students' ability to acquire and use a foreign language. The results demonstrate that both types of thinking contribute to successful language learning and should be integrated into instructional strategies. The study highlights the importance of combining analytical instruction with experiential learning to improve students' overall proficiency in foreign languages.

Keywords: *foreign language learning; theoretical thinking; empirical thinking; cognitive styles; second language acquisition; language learning strategies; student learning processes; analytical and experiential learning.*

In the modern world of globalization and international communication, the ability to learn and use foreign languages has become an essential component of higher education. Foreign language proficiency contributes not only to intercultural communication but also to students' academic development, professional mobility, and participation in global knowledge exchange. Consequently, researchers in applied linguistics and educational psychology increasingly focus on the cognitive and psychological factors that influence the effectiveness of foreign language learning [3, 201 p.].

One of the most important factors affecting language acquisition is the **individual cognitive characteristics of learners**, particularly their preferred ways of processing information and solving learning tasks. These characteristics are often described in terms of **cognitive styles**, which determine how learners perceive, organize, and interpret new knowledge during the learning process. Cognitive styles influence the strategies learners use to acquire vocabulary, grammar, and communicative competence in a foreign language [4, p. 399].

Figure 1. Conceptual Model of Thinking Types in Foreign Language Learning



Among various cognitive processes involved in learning, scholars often distinguish between **theoretical and empirical types of thinking**. Theoretical thinking is associated with analytical reasoning, abstraction, and the ability to identify general principles or linguistic patterns. Students with a predominance of theoretical thinking tend to focus on grammatical rules, structural analysis, and conceptual understanding of language systems.

Such learners often demonstrate strong abilities in tasks requiring logical reasoning, including grammar analysis, translation, and reading comprehension [5, 67 p.].

In contrast, **empirical thinking** is based on observation, practical experience, and interaction with the learning environment. Learners who rely on empirical thinking tend to acquire language knowledge through communicative activities, imitation, and contextual language use. These learners often demonstrate higher levels of confidence in speaking and listening tasks, where practical application of language plays a crucial role in communication [7, 243 p.].

Previous studies in second language acquisition emphasise that cognitive styles significantly influence learners' language strategies, motivation, and academic performance. For instance, research conducted by Jamieson demonstrated that learners with different cognitive styles achieve varying levels of success in grammar-based and communicative tasks [8, 498 p.]. Similarly, Littlemore found that students with holistic and experiential thinking styles tend to use communication strategies more effectively when facing language difficulties [9, 242 p.].

Despite the extensive research on cognitive styles and language learning strategies, the **specific relationship between theoretical and empirical types of thinking and the development of foreign language skills remains insufficiently explored**, particularly in university-level language education. Many studies focus on cognitive style categories such as field dependence and independence, while the interaction between analytical and experiential thinking in the language learning process requires further investigation [11, 214 p.].

The **aim of this study** is to investigate the influence of theoretical and empirical types of thinking on the process of students learning a foreign language.

To achieve this aim, the following objectives are addressed:

1. To analyze theoretical and empirical approaches to thinking in foreign language learning.
2. To identify students' dominant thinking styles.
3. To examine the relationship between thinking types and foreign language learning outcomes.
4. To provide pedagogical recommendations for improving foreign language instruction.

This study seeks to answer the following **research questions**:

1. What types of thinking dominate among students learning a foreign language?
2. How do theoretical and empirical thinking styles influence language learning strategies?
3. Is there a relationship between thinking type and students' foreign language proficiency?

Figure 2. Characteristics of Theoretical and Empirical Thinking

Theoretical Thinking	Empirical Thinking
Analytical reasoning	Experiential learning
Rule-based learning	Learning through practice
Grammar-focused	Communication-focused
Structured learning	Context-based learning
Reading and writing skills	Speaking and listening skills

The present study investigates the influence of **theoretical and empirical types of thinking on students' foreign language learning**. The methodological framework was designed to examine the relationship between students' dominant thinking styles and their performance in various language learning activities. This research employs a **mixed-method approach**, combining both quantitative and qualitative research methods. Quantitative data were collected through questionnaires and language proficiency tests, while qualitative data were obtained through classroom observation and analysis of students' learning behaviours. The use of mixed methods is widely recommended in second language acquisition research

because it allows researchers to analyze both measurable outcomes and the cognitive processes involved in learning [9, 214 p.].

The participants of the study consisted of **6 undergraduate students** studying English as a foreign language at SKPU. The participants were selected using a **convenience sampling method**, as they were readily accessible during the academic semester. The 1703-14k group's students represented intermediate and upper-intermediate levels of English proficiency and had previously studied English during their secondary education. All participants were currently enrolled in foreign language courses at SKPU. A structured questionnaire was developed to identify students' dominant thinking styles. The questionnaire consisted of **20 statements related to analytical reasoning, rule-based learning, experiential learning, and communicative interaction**. Students evaluated each statement using a **five-point Likert scale** ranging from strongly disagree (1) to strongly agree (5). Based on their responses, students were categorised into two groups:

- students with predominantly **theoretical thinking**
- students with predominantly **empirical thinking**

The reliability of the questionnaire was evaluated using **Cronbach's alpha coefficient**, which demonstrated acceptable internal consistency. A foreign language proficiency test was administered to assess students' performance in four language skills: reading and writing, listening and speaking.

The test included grammarical questions, reading comprehension tasks, vocabulary activities, and communicative speaking tasks. Classroom observation was conducted to examine students' learning behaviours during foreign language lessons. Particular attention was given to students' participation in communicative activities, problem-solving strategies, and responses to grammar-focused tasks.

The data collection process was conducted in three stages. First, students completed the **thinking style questionnaire** to determine their dominant cognitive approach. Based on the questionnaire results, participants were divided into groups representing theoretical and empirical thinking styles. Second, students completed the **foreign language proficiency test**, which measured their performance in different language skills. Finally, **classroom observations** were conducted during several language lessons to analyze students' participation in communicative activities and their approaches to language learning tasks.

The data collected were analyzed using descriptive statistics, such as mean scores, percentages, and comparative analysis. The performance of students with theoretical thinking was compared to those with empirical thinking to identify differences in language learning outcomes. Additionally, qualitative data from classroom observations were analyzed to detect patterns in students' learning behaviors and strategies. These observations offered deeper insight into how different thinking styles affect the foreign language learning process. This methodological approach aims to clarify the roles of theoretical and empirical thinking in language learning and to provide practical recommendations for improving teaching methods. This section presents the study's findings and discusses the impact of different thinking styles on students' language learning outcomes, focusing on their skills and classroom participation. The questionnaire results showed that students exhibited distinct dominant thinking styles, leading to classification into two groups: those with mainly theoretical thinking and those with mainly empirical thinking.

Table 1. Distribution of Students According to Thinking Type

Thinking Type	Number of Students	Percentage
Theoretical Thinking	6	52%
Empirical Thinking	6	48%
Total	12	100%

The results show that the number of students with theoretical thinking was slightly higher than those demonstrating empirical thinking. This indicates that many students rely on analytical reasoning and structured approaches when learning a foreign language. To examine the relationship between thinking styles and language learning outcomes, students' performance in four language skills reading, writing, listening, and speaking was analyzed.

Table 2. Average Language Skill Scores by Thinking Type

Language Skill	Theoretical Thinking	Empirical Thinking
Reading	85	78
Writing	83	76
Listening	79	84
Speaking	77	86

The results demonstrate notable differences between the two groups. Students with **theoretical thinking** achieved higher scores in **reading and writing tasks**, which require analytical reasoning, grammatical understanding, and structural knowledge of the language. These findings support previous research indicating that analytical learners tend to perform better in tasks that involve rule-based learning and cognitive analysis [5, 67 p.].

In contrast, students with **empirical thinking** demonstrated higher performance in **listening and speaking activities**, where communicative interaction and contextual understanding are essential. Empirical learners often rely on experiential learning processes and practical communication strategies to acquire language skills [7, 243 p.]. Classroom observations provided additional insight into students' learning behaviours. Students with theoretical thinking tended to:

- focus on grammar explanations and structured exercises
- take detailed notes during lectures
- ask questions related to language rules and structures.

Meanwhile, students with empirical thinking were more likely to:

- actively participate in discussions and role-play activities
- use contextual clues to understand unfamiliar vocabulary
- rely on communication strategies when encountering language difficulties.

These observations confirm that different thinking styles influence how learners approach foreign language learning tasks. The findings of this study confirm that **thinking styles play a significant role in shaping students' language learning strategies and outcomes**. Analytical learners demonstrate strengths in tasks requiring logical reasoning and structural analysis, while experiential learners perform better in communicative activities that involve practical language use.

These results are consistent with previous studies in second language acquisition. For example, Jamieson found that cognitive styles influence ESL learners' success in different types of language tasks [8, 498 p.]. Similarly, Littlemore emphasized that learners with experiential thinking styles tend to employ communication strategies more effectively during language interaction [9, 242 p.].

The results also support the theoretical perspective proposed by Dörnyei and Skehan, who argue that successful language learning depends on the interaction of individual cognitive characteristics and learning strategies [11, 214 p.]. From this perspective, both theoretical and empirical thinking contribute to language acquisition in complementary ways. The findings of this study suggest that foreign language teaching should incorporate **both analytical and experiential learning approaches**. Teachers should combine grammar explanation and structured exercises, communicative activities such as discussions, role-plays, and problem-

solving tasks. Such an integrated teaching approach can support students with different cognitive preferences and improve overall language learning outcomes.

The present study examined the influence of theoretical and empirical types of thinking on students' foreign language learning process. The findings demonstrate that cognitive differences among learners significantly affect their language learning strategies, participation in classroom activities, and performance in various language skills. The results indicate that students with predominantly theoretical thinking tend to perform better in analytical language tasks such as grammar analysis, reading comprehension, and written exercises. Their ability to identify linguistic patterns and apply grammatical rules supports their success in structured language activities.

The study's findings confirm that both theoretical and empirical thinking styles play a role in successful foreign language learning. Instead of preferring one type of thinking, effective language acquisition seems to rely on combining analytical and experiential learning. Analytical insights into language structures help learners establish a strong linguistic base, while practical experience supports fluency and communication skills.

References:

1. Andreou, E., Andreou, G., & Vlachos, F. (2008). Learning styles and performance in second language tasks. *TESOL Quarterly*, 42(2), 243–259. https://www.jstor.org/stable/40264496
2. Dörnyei, Z., & Skehan, P. (2003). Individual differences in second language learning. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 589–630). Wiley-Blackwell.
3. Ehrman, M., & Leaver, B. (2003). Cognitive styles in the service of language learning. *System*, 31(3), 393–415. https://doi.org/10.1016/S0346-251X(03)00050-2
4. Ellis, R. (1989). Classroom learning styles and their effect on second language acquisition: A study of two learners. *System*, 17(2), 249–262. https://doi.org/10.1016/0346-251X(89)90037-7
5. Granena, G. (2016). Cognitive aptitudes for implicit and explicit learning and information-processing styles. *Applied Psycholinguistics*, 37(3), 1–23. https://doi.org/10.1017/S0142716415000600
6. Jamieson, J. (1992). The cognitive styles of reflection/impulsivity and field independence/dependence and ESL success. *The Modern Language Journal*, 76(4), 491–501. https://www.jstor.org/stable/330050
7. Kachru, Y. (1988). Cognitive and cultural styles in second language acquisition. *Annual Review of Applied Linguistics*, 9, 231–250. https://doi.org/10.1017/S0267190500000949
8. Littlemore, J. (2001). An empirical study of the relationship between cognitive style and communication strategy use. *Applied Linguistics*, 22(2), 241–265. https://doi.org/10.1093/applin/22.2.241

O'Malley, J. M., Chamot, A. U., & Walker, C. (1987). Some applications of cognitive theory to second language acquisition. *Studies in Second Language Acquisition*, 9(3), 207–306. https://doi.org/10.1017/S0272263100006690

АҒЫЛШЫН ЖӘНЕ ТҮРІК ТІЛДЕРІНДЕГІ ЗАТ ЕСІМНІҢ ЖІКТЕЛУІНІҢ ЕРЕКШЕЛІГІН ҮЙРЕТУ ЖОЛДАРЫ

Кожамкулова Ә.А - 1703-63 тобының студенті
Ғылыми жетекші: - ф.ғ.к., аға оқытушы Байниязова Ж.Т
Өзбекәлі Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық Университеті
Шымкент, Қазақстан

Түйіндеме

Бұл мақалада ағылшын және түрік тілдеріндегі зат есімнің жіктелу ерекшеліктері қарастырылады. Аталған тілдердің грамматикалық құрылымдары талданады. Сонымен қатар, зат есімдерді үйренудегі тиімді әдістер ұсынылып, олардың практикалық маңызы көрсетіледі. Зерттеу нәтижелерінде шет тілін дамытуға бағытталған.

Қазіргі қоғамның негізгі мақсаты - көптілді тұлғаны қалыптастыру болып табылады. Осыған сәйкес, білім беру жүйесіндегі шет тілдерін оқытуда грамматиканы тиімді үйрету маңызды мәселелердің бірі болып есептеледі. Тіл үйренудің алғашқы сатылары зат есімнің негізгі ережелерін дұрыс игеруден басталады, әрі қарай сөйлеу дағдылары дұрыс қалыптасады. Олардың ішінде ағылшын және түрік тілдеріне келіп тоқталанатын болсақ, олар бір бірінен айтарлықтай ерекшеленеді. Бұл ерекшелік зат есімдердің жасалу жолдары мен грамматикалық өзгеруінде аңық байқалады. Зат есім - айналамыздағы заттарды біліп, тану үшін қажет ең маңызды сөз таптарының бірі. Сондықтан ағылшын және түрік тілдеріндегі зат есімнің жіктелу ерекшеліктерін салыстыра отырып үйрету - тіл меңгерудегі тиімді әдістердің бірі болып есептеледі.

1. Түрік тіліндегі зат есімнің құрылымдық ерекшеліктері

Түрік тілі агглютинативті тілдердің қатарына кіреді, яғни сөздер қосымшалар (жұрнақ, жалғау) рет-ретімен жалғану арқылы жасалады. Сонымен қатар, түрік тілінде зат есімдер көптік, тәуелдік, септік категориялар бойынша жіктеледі. Lewıs G. 'Turkish grammar' кітабында былай түсіндірген: Түрік тілінде грамматикалық жыныс деген ұғым жоқ. Бұл дегеніміз сөздер әйел немесе ер адамға байланысты ауыспайды. Мысалы, үшінші жақтағы **O** есімдігі 'ол' деген мағынаны береді және бұл **he she it** есімдіктерінің орнына қолданылады. Бірақ, үй жануарлары үшін бұл ереже басқаша қолданылады. Еркек және ұрғашы түрлері бөлек атаумен аталады. Яғни, aygır 'stallion', kısrak 'mare'; boğa 'bull', ınek 'cow'.

Түрік тілінде көптік мағына - lar/-ler жалғаулары арқылы жасалады. Яғни түбір сөзге жалғаулар жалғау арқылы жасалады.

Мысалы: araba (көлік) - arabalar (көліктер); kedi (мысық) - kediler (мысықтар) Жалғауларды сөздегі дауысты дыбысқа байланысты өзгертеміз. Сөз жуан дыбыстардан құралса (a, ı, o, u), онда оларға жалғанады. Ал жіңішке дыбыстардан құралса(e, i, ü, ö), жалғанады. Алайда, ережеге бағынбайтын сөздер бар. Мысалы, *saat - saatler* (сағаттар), *kalp - kalpler* (жүректер), *hayal - hayaller* (армандар). Тағы ескере кететін ереже - егер зат есімнің алдында сан есім тұратын болса, онда оған жалғау жалғанбайды. Яғни*, beş elma* (бес алма) деп айтылады, *beş elmalar* деп айту дұрыс емес.

Түрік тілінде 5 септік жүйесі бар. Әр септікте өзіне тән жалғаулар арқылы жасалады. Олар, yalın, belirtme, yönelme, bulunma, ayrılma halleri.

-Yalın - ev (eksiz)
- Belirtme - ev**i**
- Yönelme - ev**e**
- Bulunma - ev**de**
- Ayrılma - ev**den**
- İyelik - ev**in**

Түрік тілінде тәуелдік зат есім ол заттың кімге тиесілі екенін аңықтайды. Яғни, жекеше және көпше деп екіге бөлінеді.

Жақ	Жалғау	Мысал
Benim	-ım, -im, -um, -üm	kalemim, gözlüğüm
Senin	-ın, -in, -un, -ün	kalemin, gözlüğün

Onun	-ı, -i, -u, -ü	kalemi, gözlüğü
Bizim	-ımız, -imiz, -umuz, -ümüz	kalemimiz, gözlüğümüz
Sizin	- ınız, -iniz, -unuz, -ünüz	kaleminiz, gözlüğünüz
Onların	-ları, -leri	kalemleri, gözlükleri

2. Ағылшын тіліндегі зат есімнің жіктелу ерекшеліктері

Ағылшын тіліндегі зат есімдер құрылысы тарапынан, жасалуы, өзгеруі жағынан қарапайым ережелерге бағынады. Жалпы, зат есім *proper noun* (жалқы есім) және *common noun* (жалпы есім) деп екіге бөлінеді. Proper noun адамның атың, географиялық атауларды сипаттайды. Common noun бас әріппен жазылмайтын жалпы атауларды сипаттайды. Оның өзі екі бөлінеді: countable (саналатын) және uncountable (саналамайтын). Саналатын зат есімдерге санауға болатын заттарды, яғни, алма, кітапты жатқыза аламыз. Саналмайтын зат есімге санауға келмейтін заттарды, тағамдарды, табиғи құбылыстарды, абстрактты ұғымдарды жатқыза аламыз. Мысалы, money, butter, rain, happiness деген секілді.

Жалпы, ағылшын тілінде зат есімдердің түрлерін, көпше, тәуелдік формаларын меңгеру өте маңызды қадамдардың бірі. Әр қайсысына жеке тоқталып өтер болсақ: *Simple noun* (негізгі зат есім) ешқандай жалғау жұрнақ жалғанбайды. Мысалы, a room, a desk, a boy. *Derivate nouns* (туынды зат есім) сөзге жұрнақ жалғану арқылы жасалады. Мысалы: -er: teach**er**; -ment: achieve**ment**; -ness: sad**ness**; -dom: free**dom**; -ship: friend**ship**

Compound nouns (күрделі зат есім) бір немесе бірнеше зат есімнің қосындысы арқылы жасалады. Мысалы, a postman, football, headache.

Ағылшын тілінде зат есімнің көпше түрі -s; -es жалғауы қосылуы арқылы құралады. Мысалы, book - books , table - tables, flower - flowers. Ал егер, сөз соңы -o -ch -sh -x жалғауларымен бітетін болса, -es жалғанады. Мысалы, box - boxes, watch - watches, dish - dishes. Кейбір ережеге бағынбайтын сөздер бар. Олар, child - children, man - men, woman - women, tooth - teeth, goose - geese, mouse - mice. Тіпті өзгермейтіндер де бар: sheep -sheep fish -fish deer - deer species - species.

Келесі зат есімнің түрі - тәуелдік(possessive form). Бұл заттың біреуге тиесілі екенін білдіретін зат есімнің түрі. The teacher`s bag - мұғалімнің сөмкесі; Roza`s dress - Розаның көйлегі; Sister`s book - әпкемнің кітабы.

Тағы айта кететін факт - ағылшында сөз тәртібі үлкен рөл атқарады. Сөз тәртібі өзгерсе, мағынасыда өзгеріп кетеді. Сондықтан зат есімді үйретуде мұғалім тек структураны емес, зат есімнің сөйлемдегі мағынасы мен қызметін қатар үйрету қажет.

3. Ағылшын және түрік тілдеріндегі зат есімдердің айырмашылықтары

Бұл екі тілдің бір-бірінен айырмашылығы айтарлықтай көп. Яғни, тіл меңгерушілерге екі тілді қатар үйрену қиындық туғызуы мүмкін. Ең басты айырмашылық - тілдік тип. Біріншіден, түрік тілі - агглютинативті тіл тобы, ағылшын тілі - аналитикалық тіл тобы болып табылады. Агглютинативті тіл - сөзге жалғау, жұрнақ жалғанғандағы пайда болатын тіл тобы. Ал, аналитикалық тілде сөздердің түбірі өзгере бермейді. Керісінше көмекші сөздер, предлогтар және сөз тәртібінің дұрыс болуы ескеріледі. Екіншіден, түрік тілінде септік, жалғаулар көп ал, ағылшында предлогтар (on, in, at) маңызды рөл атқарады. Үшіншіден, сөз тәртібі түрік тілінде еркін әрі оңай яғни сөздердің орны ауыссада мағынасы өзгермиді, ағылшында қатаң болып келеді(Subj+verb+obj).

4. Зат есімнің жіктелуін үйрету әдістері

Бұл екі тілдің құрылымы бір біріне қатты ұқсамағандықтан, оларды үйрену үшін қарапайым тәсілдерді қолдана аламыз.

- Математикалық әдіс. Бұл тәсіл түрік тілі үшін өте тиімді әдіс түрі. Өйткені, түрік тілінде зат есімнің жасалуы ағылшын тіліне қарағанда күрделірек болып келеді. Бұл әдістің жасалуы «түбір + жалғау + жалғау» схемасы арқылы жасалады. Мысалы öğretmen+im= öğretmenim
- Салыстырмалы әдіс. Екі тілдегі жалғау мен жұрнақтарды салыстыра отырып жасалады.
Ағылшында: in the hospital қолданса, түрікшеде: hastanede деп жазылады.
- Көрнекілік әдісі. Статистика бойынша бала ақпаратты көзбен көргенде тез есте сақтайды екен. Педагогиканы атасы Я.Коменский өз еңбегінде осы көрнекілікке аса қатты көңіл бөлген. Сондықтан сабақ барысында сурет, схема, презентация деген секілді көрнекіліктерді қолдану өте тиімді әдіс тәсілдердің бірі болып табылады. Ережелерді әртірлі түспен жіктеп, белгілеп түсіндіргенде бала есте тез сақтап алады.
- Интерактивті технологияларды қолдану. Қазіргі танда көптеген технологияларды сабақ барысына кіріктіруге болады. Мысалы, genially, H5p, miro деген секілді платформаларды қолдану арқылы сабаққа қатысты ойындар ойнатуға болады. Зат есімнің жасалу жолдарын drag and drop, quiz, matching әдістерімен үйретуге болады.

Әдебиеттер:

1. Lewis.G (2000) Turkish Grammar. Oxford University Press
2. J(2007) How to teach English. London. Longman
3. Yılmaz.Y(2014) Turkçenin Yabancı Dil Olarak Ögretimi. Pegem Akademi
4. Lightbown, P, Spada N 2013. How languages are learned. Oxford University Press

УДК 372.881.111.1

АҒЫЛШЫН ТІЛІН ЕРТЕ ЖАСТАН ҮЙРЕТУДІҢ ТИІМДІ ЖОЛДАРЫ

Ағзамова Лаура Азизовна
lauraagzamova06@gmail.com
Ғылыми жетекші: аға оқытушы Тастанова Гульмира Жамбылбаевна.
Maikhanova72@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті.
Шымкент, Қазақстан

Қазіргі қоғамда ғылым, технология, медицина, экономика сынды салалар жоғары деңгейде үздіксіз дамып келе жатыр. Олардың қоғамда алар орны ерекше және айқын. Сол секілді ағылшын тілі де қазіргі технология мен білім саласы дамыған заманда да айрықша мәнге ие, маңыздылығы өте жоғары. Себебі ағылшын тілі-ең ірі тіл. Ағылшын тілі әлемде сөйлеушілер саны бойынша бірінші орында,ал ана тілі болып табылатын адамдар саны бойынша үшінші орында. Осындан- ақ ағылшын тілінің маңыздылығын біле аламыз. Яғни ағылшын тілінің қазіргі кезде берер мүмкіндіктері өте көп, тіпті уақыт өте келе маңыздылығы да жоғарылап жатыр.Сонымен қатар ағылшын тілін үйреніп, қолданушылар саны да артуда. Өйткені ағылшын тілі- әлемдік тіл. Нақты айта кетер болсақ:

- Ағылшын тілі- саяхаттау тілі. Көптеген дамыған мемлекеттердің ана тілі немесе екінші тілі ағылшын тілі болып табылады.Ал ол елдерге саяхатқа шығу үшін де ағылшын тілі көмек болады.Орналасатын жерлерде,саябақтарда,кафелер мен ресторандарда да сол жердегі тұрғындармен ағылшын тілінде сөйлесесіз;

- Ағылшын тілі- сауда тілі. Екі ел арасында дипломатиялық яки экономикалық,бизнес,сауда бойынша жасалынатын қарым-қатынастар, келіссөздер жүргізу үшін де ағылшын тілі қолданылады.
- Ағылшын тілі- өзге ұлтты білу кілті. Кез-келген ұлт өкілінің әдет-ғұрпы мен салт-дәстүрлерін білу үшін де ағылшын тілінің көмегі үлкен. Тіпті қарапайым кинолар мен мультфильмдердің өзі көптеген елдерде ағылшын тілінде көрсетіледі.
- Ағылшын тілі- білім тілі. Көне ақпараттарды да, маңызды білім саласындағы құнды деректерді де, академиялық деректерді де ағылшын тілі арқылы білуге болады.Өйткені ең алғаш қалыптасқан университеттер де ағылшын тілін білетін елдерде қалыптасқан.

Сондықтан ағылшын тілін ерте жастан үйрету бүгінгі күннің маңызды талаптарының бірі. Өйткені бала өсіп келе жатқан уақытында миының нейрондары тез байланысады,бұл ақпаратты оңай әрі тез қабылдауға мүмкіндік береді.«Жас бала- жас бір шыбық» демекші, ерте жастан берілген білім баланың жарқын болашағының кепілі. Осы мақалада ағылшын тілін ерте жастан үйретудің тиімді жолдарын қарастырылады.

Атап өткендей шет тілін ерте жастан үйрету өте тиімді. Ерте жастан ағылшын тілін балаға үйрету олардың ой-өрісінің кеңеюіне ғана емес, сонымен қатар балалардың миының дамуына да ықпалы зор. Ерте жастан ағылшын тілін үйренсе сөздер жеңіл жатталып, есте ұзақ қалады. Тіпті ерте жастан балаларға ағылшын тілін үйрететін болса олардың әріптерді дыбыстауы немесе айтуы (pronunciation) анық шығады немесе оңай меңгереді. Сондықтан ағылшын тілін ерте жаста балаларға үйретуде ағылшын тілін үйретудің әдістері мен құпияларына аса назар аудару керек. Осы арқылы олардың тіл үйренуге деген қызығушылығын арттырып, қолайлы атмосфера жасауға болады.

Баларға ерте жастан ағылшын тілін үйретудің тиімді әдістерінің бірі ол-ойындар. Өйткені мектеп жасына дейінгі балалар ойынға құмар болады және сол арқылы білімді оңай қабылдайды. Наты қарастыра кетсек:

- Simon says- бұл балалар арасында кеңінен таралған қимыл-қозғалыс арқылы тіл үйрену тәсілі. Бұл ойын арқылы балалар жаттаған сөздіктерін қайта еске түсіреді, қимыл-қозғалысты сол сөздікпен байланыстырады. Бұл ойын балалардың күліп,қуанышпен жаңа сөз үйренуге үлкен көмегін тигізеді.
- Mystery bag- «құпия сөмке» ойыны. Аты өзі айтып тұрғандай бір сөмкенің ішінде заттар жасырынған болады. Сол сөмкенің ішінен балалар келіп, қолын салып, сөмкенің ішіне қарамай, бір затты алып шығады. Алып шыққан заттың атауын ағылшынша айтуы керек. Балалар үшін өте қызықты әрі өте пайдалы ойындардың бірі. Олар осы арқылы жаңа сөздер үйренеді.
- Singing a new song- балалардың көңіл-күйін көтеріп қана қоймай, жаңа сөздіктер жаттауға көмектесетін тәсілдердің бірі. Балалар музыкамен ілесіп өлең айтады. Бұл олардың сөзді дұрыс оқуына да (pronunciation) көмек береді.
- Miming activities / act out dialog- бұл әдісте балалар бір парақта жасырынған сөзді дыбыс шығармай тек ерінін қимылдату арқылы айтады. Ал басқа балалар ол сөзді табуы керек. Осы әдіс арқылы балалар жаңа сөз үйреніп қана қоймай, бір-бірін мимикамен түсінуді үйренеді.

- Our favorite fruit- бұл әдісте балалар өздерінің сүйікті жемістері жайлы айтып беруі керек. Бұл әдіс арқылы олар сөздіктерін (vocabulary) және сөйлеу қабілетін (speaking skill) дамытады.
- Listen and draw- бұл әдісте балалар естіген сөздерін салуы керек. Сонымен қатар сөздіктерін дамытып, ойлау, қиялдау қабілетін дамытады.
- Guess the sound-бұл әдісте балалар естіген дыбысын табуы керек. Бұл тәсіл тыңдау қабілеті мен сөздік қорын дамытады.
- Role play-балалардың сөйлеу қабілеті мен ойлау қабілеті, актерлік шеберліктерін дамытуға үлкен көмегін тигізетін тәсілдің бірі. Бұл әдіс арқылы балалар бір қандай да бір тақырыпқа сай рөлдік ойын (спектакл) жасауы керек.
- Running reading-бұл тәсілде балалар жүгіріп барып ілулі тұрған сөзді оқып, қайтадан өз орнына келуі керек. Бұл әдісте балаларда физикалық әрекет болады. Яғни денсаулығына пайдалы, әрі жаңа сөздер үйреніп, есте сақтау қабілетін арттырады.Сонымен қатар сөздердің дұрыс оқылуы мен дұрыс айтылуын үйренеді.
- Word-picture match- бұл әдіс арқылы балалар сөздерді үйренеді және сол сөзге қатысты суретті сәйкестендіру керек.
- Fill in the blanks-бос орындарға қалып кеткен сөздерді орналастыру керек. Бұл әдісте балалар сөйлеуді де,дұрыс оқуды да, жазуды да, жаңа сөздерді де үйренеді.

Сонымен қатар ерте жастан ағылшын тілін тек ойындар арқылы ғана емес, күнделікті өмірмен байланыстырып үйрену керек. Яғни ағылшын тілін тек мектепте ғана емес, күнделікті өмірде қолдану өте маңызды. Мысалы, күнделікті үйдегі заттарды ағылшынша атауын атау, қарапайым сөйлемдерді арасында ағылшынша айту, тіпті кейде көретін мультфильмдерді де ағылшынша қарау баланың сол тілге тез бейімделуіне үлкен көмегін тигізеді. Анығын айтқанда, баланың миы ақпаратты қысқа жадыда емес, күнделікті қолданған соң ұзақ жадыда сақтайды. Сол үшін де күнделікті өмірмен байланыстыру мыңызды.

Осы жаттаған немесе қабылдаған ақпараттың барлығын бала ұмытып қалмау үшін қайталап тұру өте маңызды. Бала күнде жаңа ақпарат қабылдайды. Ал егер де өтіп кеткен немесе үйреніп қойған сөздерді күнде, тұрақты түрде қайталап отырса, онда ол сөздер қайтадан баланың есіне түсіп, жаңарып отырады. Мұндай сәтте ата-ана мен ұстаздар тарапынан берілетін қолдаулар мен мадақтар өте маңызды.

Ағылшын тілін ерте жастан бастап үйренуге арналған түсінуге оңай мультфильмдер:

- **Peppa Pig.** Peppa Pig is a great starting point for English beginners. Simple and repetitive dialogues make comprehension easier, while the vocabulary focuses on daily activities.
- **Paw Patrol**. This adventure series teaches important values like helping others and bravery. Vocabulary focuses on professions (police officer, firefighter, vet) and pets. The emergency situations help develop vocabulary related to action and emotions.
- **Dora the Explorer**. This interactive series encourages children to actively participate in learning. Dora teaches Spanish words while speaking English, creating a rich

bilingual environment. Frequent repetition and direct questions develop listening comprehension.

- **Masha and the Bear.** This Russian series dubbed in English relies on visual and physical humor to aid comprehension. The vocabulary remains simple and accessible, while the funny situations keep children interested. The absence of complex dialogue makes it perfect for beginners.

Қорытынылай келе, ағылшын тілін ерте жастан үйрету- баланың болашағына салынған инвестициялардың бірі. Қызықты әдістер, ойындар мен мультфильмдерді тиімді қолдану арқылы бала тілді тек үйреніп қана қоймай, оны еркін қолдануға да дағдыланады. Ерте жастан басталған білім- сенімділікке, ал сенімділік — табысқа апарар алғашқы қадам. Сондықтан әрбір балаға тіл үйренуді жеңіл, қызықты әрі шабыт беретін процесс ретінде ұсыну — біздің басты міндетіміз.

Әдебиеттер:

1. https://qazaqadebieti.kz/52755/nelikten-a-ylshyn-tilini-o-amda-ma-yzy-zor
2. https://qarlygash.qr-pib.kz/p/40337
3. https://www.scribd.com/document/324475610/Teaching-Young-Learners-English-Joan-Kang-Shin-JoAnn-Crandall [p. 26]
4. https://www.scribd.com/document/324475610/Teaching-Young-Learners-English-Joan-Kang-Shin-JoAnn-Crandall [p. 28]
5. https://www.teachingenglish.org.uk/professional-development/teachers/planning-lessons-and-courses/games-and-activities.
6. https://www.teachingenglish.org.uk/publications/milestones-elt/elt-guide-1-communication-games.
7. https://www.britishcouncil.org/english/learn-online/resources-apps
8. Cambridge University Press – English Language Teaching Resources
9. Scott Thornbury – How to Teach Vocabulary. Pearson Education Limited, 2002.
10. British Council – Teaching English Resources
11. Jeremy Harmer – How to Teach English. Longman, 2007.
12. Andrew Wright, David Betteridge, Michael Buckby – Games for Language Learning. Cambridge University Press, 2006.
13. Penny Ur – A Course in Language Teaching. Cambridge University Press, 2012.
14. https://breakintoenglish.com/online-education/top-10-english-language-cartoons-for-kids/

ӘОЖ 81’243:371.3

АҒЫЛШЫН ЖӘНЕ ТҮРІК ТІЛДЕРІНІҢ СӨЗДІК ҚОРЫНДАҒЫ СИНОНИМДЕРДІ ҮЙРЕТУДІҢ ӘДІС-ТӘСІЛДЕРІ

Серікбаева Ж.М.
zhanerke.serikbaeva06@mail.ru
Ғылыми жетекші: ф.ғ.к., аға оқытушы Байниязова Ж.Т.

zhanarbainiyazova@okmpu.kz
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық Университеті
Шымкент, Қазақстан

Аннотация

В статье рассматриваются современные методы обучения синонимам в английском и турецком языках. Анализируются роль синонимов в развитии словарного запаса обучающихся, а также описываются эффективные педагогические подходы к формированию лексической компетенции. Особое внимание уделяется коммуникативным упражнениям, контестному обучению и развитию навков использования синонимов в устной и письменной речи.

Summary

The article discusses modern methods of teaching synonyms in English and Turkish languages. It analyzes the role of synonyms in vocabulary development and describes effective pedagogical approaches to forming lexical competence. Special attention is given to communicative exercises, context-based learning, and the development in both spoken and written communication.

Қазіргі уақытта шет тілдерін меңгеру – білім беру жүйесінің аса маңызды бағыттарының бірі болып табылады. Атап айтұанда, ағылшын және түрік тілдерін үйренуге деген қызығушылықтың артуы тілдік білімнің сапасына жаңа талаптар қояды. Тілді тиімді меңгерудің негізгі көрсеткіштерінің бірі – сөздік қордың жеткілікті қалыптасуы. Сөздік қорды дамыту кезінде синонимдерді жетік меңгеру айрықша рөл атқарады. Синонимдкр сқйлеу барысында сөздерді бірнеше нұсқада қооданұға мүмкіндік береді, сөйлеудің мазмұнын байытады және ойды нақты жеткізуге септігін тигізеді. Жалпы айтқанда, синонимдерді дұрыс қолдану тілдік мәдениетті қалыптастырудың маңызды шарты болып табылады. Ағылшын және түрік тілдерінде синонимдердің саны өте көп болғандықтан, оларды меңгеру қиындықтар туғызуы мүмкін. Бұл қиындықтар көбінесе сөздердің мағыналық реңктерін ажырата алмау, оларды дұрыс контексте қолданбау және ана тілінің ықпалынан туындайды. Осы мақалада ағылшын және түрік тілдеріндегі синонимдерді үйретудің тиімді әдіс-тәсілдері қарастырылып, олардың тіл үйрену процесіндегі маңызы ғылыми тұрғыдан талданады.

1. Синонимдердің тіл үйренудегі рөлі мен маңызы

Синонимдер – мағынасы ұқсас**,** бірақ дыбысталуы мен жазылуы әртүрлі сөздер. Олар тілдің байлығын көрсететін маңызды лексикалық құрал болып табылады. Синонимдерді меңгеру арқылы тіл үйренушілер өз ойын нақты әрі түсінікті жеткізе алады. Синонимдерді қолдану сөйлеудің біпсарынды болуына жол бермейді. Егер сөйлеу барысында бір ғана сөз жиі қайталанса, мәтіннің мазмұны кедейленіп, тыңдаушыға немесе оқырманға әсері төмендеуі мүмкін. Ал синонимдерді орынды пайдалану сөйлеудің көркемділігін арттырады. Мысалы, ағылшын тілінде келесі сөздер «үлкен» мағынасын береді:

- *Big – large – huge – enormous*

Бұл сөздердің мағынасы ұқсас болғанымен, олардың қолданлу деңгейі мен эмоционалдық реңкі әртүрлі. Түрік тілінде:

- *Mutlu – sevinçli – neşeli*

Бұл сөздер *«қуанышты», «бақытты»* деген мағынаны білдіреді, бірақ әрқайсысы белгілі бір контексте қолданылады.

Синонимдерді меңгерудің негізгі артықшылықтары:

- Сөздік қорды кеңейтеді;
- Сөйлеу дағдысын жетілдіреді;
- Мәтінді түсіну қабілетін арттырады;
- Тілдік ойлау қабілетін арттырады;
- Коммуникативтік құзіреттілікті қалыптастырады.

2. Контекст негізінде синонимдерді үйрету әдісі

Контекст арқылы оқыту – синонимдерді меңгерудің тиімді тәсілі. Бұл әдіс сөздің нақты мағынасын сөйлем немесе мәтін ішінде түсіндіруге мүмкіндік береді. Мысал ретінде ағылшын тіліндегі келесі сөйлемдерді қарастыруға болады:

- *She is a smart student.*
- *She is an intelligent student.*

Бұл сөйлемдерде *smart* және *intelligent* сөздері ұқсас мағынада қолданылып тұр. Түрік тілінде:

- *Bu çocuk akıllı.*
- *Bu çocuk zeki.*

Бұл сөйлемдерде және сөздері ақылды деген мағынаны білдіреді. Контекст арқылы оқыту әдісінің тиімділігі:

- Сөздің мағынасын нақты түсінуге мүмкіндік береді;
- Есте сақтау қабілетін арттырады;
- Сөйлеу дағдысын қалыптастырады;
- Мәтінді түсіну деңгейін жоғарылатады.

3. Салыстыру және талдау әдісі арқылы синонимдерді үйрету

Салыстыру әдісі – бірнеше сөздің мағынасын талдау арқылы олардың айырмашылығын анықтау әдісі. Бұл әдіс тіл үйренушілердің логикалық және аналитикалық ойлау қабілетін дамытуға көмектеседі. Мысалы ағылшын тілінде:

- *Begin – start*

Бұл сөздер «*бастау»* деген мағынаны білдіреді, бірақ олардың қолданылу жағдайы әртүрлі болуы мүмкін.

Түрік тілінде:

- *Güzel - hoş*

Бұл сөздер *«әдемі»* деген мағынаны береді, бірақ олардың қолданылу контексті әртүрлі. Салыстыру әдісін қолдану арқылы тіл үйрнеушілер:

- Сөздердің мағыналық айырмашылығын анықтайды;
- Дұрыс сөз таңдауға үйренеді;
- Тілдік талдау қабілетін дамытады.

4. Көрнекілік әдісі арқылы синонимдерді үйрету

Көрнекілік әдісі –оқу процесәнде визуалды материалдарды қолдану арқылы жаңа сөздерді меңгеру тәсілі. Бұл әдіс әсіресе тіл үйренудің бастапқы кезеңінде тиімді болып табылады. Мысалы, әртүрлі өлшемдегі заттардың суреттерін көрсету арқылы келесі сөздердің айырмашылығын түсіндіруге болады:

- *Small – little – tiny*

Түрік тілінде:

- *Küçük minik ufak*

Бұл сөздер *«кішкентай»* деген мағынаны білдіреді. Көрнекілік әдісінің айырмашылықтары:

- Оқушылардың қызығушылығын арттырады;
- Ақпаратты тез қабылдауға көмектеседі;
- Есте сақтау қабілетін жақсартады.

5. Синонимдерді үйретуде кездесетін қиындықтар

Синонимдерді меңгеру барысында тіл үйренушілер белгілі бір қиындықтарға тап болуы мүмкін. Бұл қиыныктар көбінесе тілдердің айырмашылықтарына байланысты туындайды. Негізгі қиындықтар:

- Сөздердің мағыналық реңктерін ажырата алмау;
- Сөздерді дұрыс контексте қолданбау;
- Ана тілінің ықпалы;
- Сөздерді есте сақтау қиындығы.

Мысалы ағылшын тілінде:

- *Look - see – watch*

Бұз сөздердің барлығы *«қарау»* деген мағынаны білдіреді, бірақ олардың қолданылу ерекшеліктері әртүрлі.

Түрік тілінде:

- *Bakmak – izlemek – görmek*

Бұл сөздердің де мағынасы ұқсас болғанымен, қолданылу жағдайы әртүрлі.

Ағылшын және түрік тілдеріндегі синонимдерді үйрету, тіл үйрену процесіндегі маңызды құрамдас бөлігі болып табылады. Синонимдерді тиімді меңгеру тіл үйренушілердің сөздік қорын кеңейтіп, сөйлеу дағдысын жетілдіруге мүмкіндік береді. Синонимдерді үйретуде контекст арқылы оқыту, салыстыру әдісі, көрнекілік тәсілдері және коммуникативтік жаттығулар тиімді нәтиже береді. Сондықтан оқы процесінде осы әлістерді жүйелі түрде қолдану маңызды болып табылады. Тілді сапалы меңгеру үшін тұрақты практика, дұрыс әдіс таңдау және тілдік ортада белсенді қолдану негізгі шарттардың бірі болып саналады.

Пайдаланылған әдебиеттер:

1. Nation, I.S.P. Learning Vocabulary in Another Language. – Cambridge: Cambridge University Press, 2013.
2. Harmer, J. How to Teach English. – London: Longman, 2007.
3. Richards, J.C. Teaching Listening and Speaking. - Cambridge: Cambridge University Press, 2008.
4. Aksan, D. Her Yönüyle Dil . - Ankara: Türk Dil Kurumu Yayınları, 2007.

ӘЛЕУМЕТТІК ЖЕЛІЛЕР АРҚЫЛЫ АҒЫЛШЫН ТІЛІН ҮЙРЕНУ

Musabaykyzy K.
kamarbai2008@gmail.com
Ғылыми жетекші: магистр оқытушы Литвинова Е.А.
e.litvinova1@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Ағылшын тілі қазіргі таңда табыс көзінің кілті. Ағылшын тек әлемдік тіл ғана емес көшбасшы тіл десек те болады, себебі кішкентай балалардан ересек адамдарға дейін ағылшын тілін меңгеруде. Қазіргі заманда әлеуметтік желілер адам өмірінде өте жоғары орынды алады. Әсіресе балалар мен жасөспірімдер, студенттер күн сайын түрлі платформаларды қарайды. Бірақ әлеуметтік желілер тек ойын сауық үшін емес, ағылшын тілін үйренуге мүмкіндік береді. Әлеуметтік желілер *(YouTube, Telegram, Instagram, TikTok, Facebook)* арқылы тіл үйренудің, сөздік қорды дамытудың заманауи

әрі тиімді тәсілі. Әлеуметтік желілер грамматиканы видеолар арқылы, блогтар арқылы еркін меңгеруге көмектеседі. Адамдар жай ғана, күнделікті желілердегі посттарды, видео рилстарды, контенттерді көру арқылы жаңа сөздер мен тіркестерді меңгере алады. Бұл тілді тез үйренуге және оны жақсы түсінуге әсер етеді. Әлеуметтік медиа арқылы тіл үйрену оңай болуы мүмкін. Білім беру технологияларын пайдалану студенттерді ынталандырады, себебі ол тәуелсіз оқуға, қатысуға және ынтымақтастыққа ықпал етеді және бірнеше оқу стильдеріне оңай бейімделе алады. Тілді меңгеру негізінен әлеуметтік және интерактивті болып табылады, сондықтан бұл стратегия оқуды жақсартады. Желі өмірдің мәніне айналғандықтан, оны дамытуға іске асыруымыз қажет.

YouTube арнасында ағылшын тілін кез келген тілдерде түсіндіретін көптеген пайдалы каналдар мен онлайн сабақтар бар. Оқуды нөлден немесе белгілі бір деңгей бойынша бастауға болады. Ағылшынша түсініп, бірақ сөйлей алмайтындар үшін тиімді 2 техниканы ұсынатын арнайы контенттер де бар. YouTube-та алфавиттен бастап, қарапайым сөздер мен сөйлем құрауды үйрететін арнайы плейлистер бар. Күнделікті өмірде қолданылатын фразалар мен диалогтарға негізделген сабақтар, Ағылшын тіліндегі ең қажетті 100 сөзді 15 минутта немесе ең көп қолданылатын 400 сөзді үйренуге арналған видеолар бар. Яғни YouTube ағылшын тілін оңай үйренуге, дамытуға бағытталған ең танымал әрі тегін платформа. Мысалы, *@englishplaylist* сияқты білім беру арналары оқу материалдарын түсінікті әрі тиімді түрде түсіндіруімен ерекшеленеді және білім алушылардың тілдік дағдыларын дамытуға ықпал етеді. Нөлден бастап «Intermediate» деңгейіне дейін ағылшын деңгейді көтеруге болады.

Facebook-та Ағылшын тілді жаңалықтар ресурстарына, халықаралық басылымдарға жазылып, жазбаларды оқу арқылы тілді жетілдіруге пайдаланып, болады. Facebook-тің алгоритмдерін қызығушылықтарыңызға қарай ағылшынша мазмұнды (контент) көп қарасаңыз үйреніп кетесіз. Facebook Live арқылы өтетін ашық сабақтарға қатысып, мұғалімдермен тікелей сөйлесу мүмкіндігі де бар. Facebook арқылы шетелдік адамдармен байланыс орнатуға болады. Хат алмасу кезінде адам өз ойын ағылшын тілінде жеткізуге тырысады, бұл жазу дағдысын жақсартады. *Facebook-ты* күнделікті пайдалану арқылы ағылшын тілін үнемі қайталап отыруға болады. Басқа елдердің жаңалықтарын ағылшын тілінде оқу тәжірибелі етеді. Күн сайын аз уақыт бөлудің өзі жақсы нәтиже береді. Ең бастысы – оны дұрыс бағытта пайдалану.

Instagram және *TikTok* ағылшын тілін күнделікті әрі қызықты үйренуге арналған таптырмас құралдар. Олар тілді «тірі» қарым-қатынас және қысқа видеолар арқылы меңгеруге көмектеседі. Қысқа видеолар көру арқылы: 15-60 секундтық видеоларды көру арқылы жаңа сөздер мен фразаларды жаттау оңай. Көптеген блогерлер Instagram stories тесттер мен сауалнамалар өткізеді, бұл біліміңізді тексеруге жақсы мүмкіндік. Тілді тиімді меңгеру үшін лентаны тек ағылшын тілді немесе тіл үйрететін парақшалармен толтырып, алгоритмді өзіңізге жұмыс істету керек. Бұл платформалар өте танымал адамға керек құрал. Менің тәжірибемде ағылшын тілін үйрену барысында әлеуметтік желілердегі білім беру контенті пайдалы ресурс ретінде қолданылады. *Аман айтқанда, Instagram платформасында Гарвард университетінде білім алып жүрген әрі ағылшын тілін үйретумен айналысатын қазақ блогері Асселя Амангелдінің парақшасын қараймын. Сонымен қатар, TikTok платформасындағы ielts.advantage және English Cartoon сияқты білім беру арналары да ағылшын тіліндегі speaking дағдыларымды дамытуға ықпал етеді.*

Tubeshade. Маған көмектескен құрал. Бұл shadowing, мультфильм-кино үзінділерін қайталап сөйлеуді және сөздікті дамытуға көмектеседі. Кез келген деңгей бойынша өзіне ұнаған бейнені таңдап үйрене аласыз. Бейнедегі сөздерді басу арқылы олардың аудармасын, транскрипциясын және айтылуын бірден көруге болады.

Спикердің артынан сөздер мен сөйлемдерді дәлме-дәл қайталау арқылы акцентті жоюға және дұрыс интонацияны меңгеруге көмектеседі. Күрделі сөздерді жеке сөздікке сақтап, кейін қайталау мүмкіндігі бар көмекші ұнайтын ағылшын тілін үйренуде құрал.

Duolingo платформасы әлемдегі танымал көмекші құралдардың бірі. Әлемнің түкпір түкпірінен адамдар өздеріне қажет тілдері үйрене алады. Duolingo негізін қалаушы Луис фон Ан туған жері Гавмателада адамдарға ағылшын тілін үйрену қымбатқа әрі қиынға түскенін көріп осы қосымшаны ойлап шығарды және бұл тілдердің ең танымал тегін тәсіліне айналды. Платформа адамдарға қаржылық шығындарсыз оқуға мүмкіндік беру арқылы білім алуға қолжетімділіктегі теңсіздкті азайтуға бағытталған.

Twenix. Ағылшын тілін онлайн оқытудың икемді және көңілді тәсілі. Ағылшын тілін оқытуға деген құштарлықты коммуникативтік дағдыларды жақсартуға көмектесетін нақты мақсатқа айналдырады. Tweniх үйренуді жеңілдетеді – сабаққа дайындықсыз, стресссіз, тек сіздің өмір салтыңызға сәйкес келетін икемді оқыту.

Әлеуметтік желілер арқылы оқу, үйрену адамның ізденімпаз болуына, белсенді қабылдаушы болуына әсер етеді: ақпаратты ала отырып білімнің жоғары деңгейіне көшеді. Әртүрлі материалдарды іздену арқылы мида қозғалыс жүреді. Бұл ақпаратты оңай қабылдауға көмектеседі. Ағылшын тіліндегі сөздер көп қайталанатын болса жаттап алуға өте оңай – ағылшын тілін үйренуде көп ойын түрлері бар *duolingo, buddy.ai, simpler* және тағы басқалары. Бұл ойындар кез келген адамды бір сәтте қызықтырады. Әлеуметтік желілер ағылшын тілін оқыту мен үйренудің құнды құралы ретінде пайда болды. Ағылшын тілі бүкіл әлем бойынша адамдар бір-бірімен байланысу үшін пайдаланатын халықаралық тіл ретінде қарастырылатындықтан, ол әлеуметтік желілерде жиі қолданылатын тілдердің бірі болып табылады. Әлеуметтік медианың интеграциясы мен ағылшын тілін үйрену жай ғана тренд емес, бұл тілдік білім берудегі парадигманың ауысуы. Әлеуметтік желілердің интерактивті және қолжетімді сипатын пайдалану арқылы оқушылар өз дағдыларын динамикалық және тартымды ортада жетілдіре алады.

Әлеуметтік желілер көмегімен тіл үйрену оффлайн үйренуден әлде қайда тиімді, себебі кез-келген уақытта үйрене бересің, тегін әрі ыңғайлы. Бұл интроверт адамдарға да өте жақсы: олар еш ұялмай өзін дамыта алады. Әлеуметтік желілер арқылы ағылшын тілін үйренудің де кемшіліктері бар. Мәселен, алаңдаушылық, желіде отырып басқа қызықты контенттерге ауысып кету оңай бұл уақытта жоғалтуға алып келеді. Екінші жағынан кері байланыстың жоқтығы, желі үйретушілер өздерінің әдіс-тәсілімен үйретеді және әр ақпарат әртүрлі болуы мүмкін сондықтан нақты бір сайтты немесе тәлімгерді табу керек. Үшіншіден жүйесіздік әлеуметтік желілерде жазылған ақпараттың барлығы тексерілмеген және адамдар қате сөздерді, ережелерді дұрыс деп қабылдап қалады. Төртіншіден, адамдар әлеуметтік желі арқылы үйренемін десе телефоннан көз зақымданады себебі экран тым жарық және көзге қысым түседі. Тек қана көз емес, омыртқа бел де зақымданып сколиоз секілді ауруға алып келеді. Сондықтан арнайы уақыт арнап, білім алуға болады. Бесіншіден, адамдар тек желіге үйреніп қалса қоғаммен байланысын орнатуы тоқтатуы мүмкін. Бұл тәуелділікке алып келеді. Осылайша тіл үйренудің де кемшіліктері бар. Бірақ адам өзін-өзі басқара алса, кемшіліктерге қарамай дами бер еді.

Қорытындылай келе, әлеуметтік медиа қазіргі таңда тіл үйрену үдерісінде тиімді құралдардың бірі болып табылады. Әлеуметтік желілердегі түрлі тілдік ресурстарды пайдалану арқылы қолданушылар өздерінің тілдік сауаттылық деңгейін арттырып, тіл меңгеру дағдыларын дамытуға мүмкіндік алады. Білім беру мақсатында дұрыс бағытта қолданылған әлеуметтік желілер қоғамның дамуына және жеке тұлғаның болашағына оң ықпал етеді. Бүгінгі таңда тіл үйренуге арналған тиімді әдістер мен ресурстар

жеткілікті, ең бастысы –үйренуге деген ынта мен тұрақты тәжірибе. Әр адамның жеке тәжірибесі оның өзін-өзі дамытуына және білімін жетілдіруіне ықпал етеді.Сондықтан әлеуметтік желілерді уақытты тиімсіз өткізу құралы ретінде емес, керісінше пайдалы білім алу көзі ретінде қолдану маңызды. Сонда ағылшын тілін меңгеру әлдеқайда жылдам әрі нәтижелі болады.

Әдебиеттер:

1. Carlos V Education. Duolingo платформасы туралы ақпарат. // Carlos V Education сайты. – URL: https://www.carlosveducation.com

2. Social Media in Teaching English for EFL Students: A Review of Challenges and Suggestions. // International Journal of English Teaching and Learning.

3. Kazinform URL: https://kaz.inform.kz/news/aleumettkzhel-kazak-tln-tez-uyrenudn-zhana-zholi-mugalm bloger-54b8ff/

4. Білім шапағаты республикалық ақпараттық білім порталы. Әлеуметтік медианың интеграциясы мен ағылшын тілін үйрену туралы. // URL: https://bilim-shapagaty.kz

АҚПАРАТТЫҚ-БІЛІМ БЕРУДЕ ОҚУШЫЛАРДЫҢ ТАНЫМДЫҚ ОҚУ ӘРЕКЕТТЕРІН ҚАЛЫПТАСТЫРУ ӘДІСТЕМЕСІ

Мұхитқызы Н.
nuraika1742@mail.ru
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Түйіндеме

«Ақпараттық-білім беру қызметінде білім алушылардың танымдық білім беру қызметін қалыптастыру әдістемесі» тақырыбы мұқият құрылымдалған әдістер мен практикалар арқылы білім алушылардың танымдық функциялары мен тартылуын күшейтуге бағытталған кешенді тәсілге тереңдетіледі. Бұл тақырып әсіресе ақпараттық технологиялар мен сандық ресурстар білім беру процестері үшін барған сайын маңызды болып келе жатқан кезеңде өзекті болып отыр. Мақалада осы әдіснаманың негізгі аспектілері, оның теориялық негіздері, практикалық стратегиялары және студенттерді оқыту нәтижелері үшін әлеуетті пайдалары баяндалған.

Кілт сөздер: *білім берудегі АКТ, мультимедиялық оқыту, әлеуметтік конструктивизм, сыни ойлау дағдылары, бірлескен оқыту, оқытудың дербес жолдары, оқытудың бейімделген технологиялары, сандық модельдеу, білім беру бағдарламалық қамтамасыз ету*

Цифрлық дәуірде білім беру оқыту тәжірибесін жеңілдету және байыту үшін ақпараттық-коммуникациялық технологияларды (АКТ) енгізе отырып, дәстүрлі шекара шеңберінен шығады. Танымдық білім беру қызметін қалыптастыру әдіснамасы студенттердің қолжетімді ақпараттың орасан зор көлемімен тиімді бағдарлай, түсіндіре және өзара іс-қимыл жасай алуы үшін шешуші мәнге ие. Бұл тәсіл үлгерімді арттыруға ғана емес, сонымен қатар өмір бойы жеке және кәсіби дамуға қажетті оқыту дағдыларын дамытуға да бағытталған.

Ақпараттық-білім беру қызметінде студенттердің танымдық білім беру қызметін қалыптастыру әдіснамасы бойынша әдебиетте оқыту нәтижелерін арттыру үшін когнитивтік теориялар мен ақпараттық технологиялардың интеграциясы атап көрсетіледі. Пиаже және Выготский ұсынған сияқты когнитивтік және конструктивтік теорияларға негізделген бұл жұмыс жиынтығы әлеуметтік өзара іс-қимыл арқылы қолдау көрсетілетін және мәдени және технологиялық құралдардың көмегімен жанама түрде оқытудың белсенді, тартылған процестерін қолдайды. Бұл теориялар студенттердің өз білімдерін құруға белсенді қатысуы кезінде оқыту неғұрлым тиімді деген идеяны қолдайды, ал технология осы процестердің құралы болып табылады [1; 255-284].

Соңғы зерттеулерде ақпараттық-коммуникациялық технологиялардың (АКТ) білім берудегі маңызды рөлі атап өтіледі, бұл цифрлық құралдар мен ресурстар когнитивтік даму мен оқыту процесіне тартылу деңгейін едәуір арттыруы мүмкін деген қорытынды жасауға мүмкіндік береді. Әдебиетте мультимедиялық оқытудың тиімділігі (Mayer, 2029), ойындар негізінде оқыту және сыни ойлау мен мәселелерді шешу дағдыларын ілгерілетуде модельдеу көрсетіледі. Сонымен қатар онда оқытушыларды тиісінше даярлау қажеттілігі мен ақпараттық жүктеме мүмкіндігін қоса алғанда, технологияларды білім беру жүйесіне ықпалдастыруға байланысты проблемалар да танылады.

Ғалымдар арасындағы консенсус айқын: АКТ-ны білім беруге ойластырылған ықпалдастыру оқу тәжірибесін неғұрлым интерактивті, дербес және танымдық ете отырып, оны түрлендіре алады. Проблемаларға қарамастан, АКТ көмегімен когнитивтік білім беру қызметін кеңейтудің әлеуетті пайдасы XXI ғасырдың талаптарына сәйкес келетін инновациялық педагогикалық стратегиялар үшін жол аша отырып, елеулі болып табылады. Осылайша, когнитивтік білім беруді дамытуға технологияның әсерін барынша арттыру үшін іске асырудың тиімді әдістерін одан әрі зерттеу көтермеленеді [2].

Теориялық негіздер. Студенттерде танымдық білім беру қызметін қалыптастыру әдіснамасының теориялық негіздері оқытудың когнитивтік және конструктивтік теорияларына терең тамыр жайған. Бұл теориялар студенттерді олардың оқу процестеріне белсенді түрде тартудың, сыни ойлау дағдыларын дамытудың және эмпирикалық оқыту арқылы білімді құруды жеңілдетудің маңыздылығын ұжымдық түрде көрсетеді. Олардың ішінде Лев Выгоцкийдің әлеуметтік конструктивизмі оның әлеуметтік өзара іс-қимыл мен мәдени артефактілердің когнитивтік дамуда атқаратын негізгі рөліне назар аударуымен ерекшеленеді. Выгоцкий оқу әлеуметтік контексте анағұрлым тиімді, онда оқушылар құрдастарымен және басқалармен неғұрлым білімді өзара іс-қимыл жасай алады, осылайша олардың жақын даму аймағы шегінде олардың түсінігі мен дағдыларын қалыптастырады деп мәлімдеді. Бұл көзқарас танымдық даму – бұл жеке күш қана емес, ол бірлескен және интерактивті оқу ортасының арқасында едәуір күшейеді деген идеяны білдіреді. Әлеуметтік серпін мен мәдени құралдарды пайдалана отырып, осы теорияларға негізделген білім беру әдіснамалары студенттердің танымдық қабілетін ынталандыратын және оларды проблемаларды күрделі шешуге және өмір бойы оқытуға дайындайтын бай, қолдаушы орта құруға бағытталған [3].

АКТ-ны оқу бағдарламаларын әзірлеуге ықпалдастыру – білім беру бағдарламалық қамтамасыз ету, онлайн деректер базасы және интерактивті платформалар сияқты АКТ құралдары мен ресурстарын оқытудың алуан түрлі тәжірибесін және кең ауқымды ақпаратқа қолжетімділікті қамтамасыз ету үшін оқу бағдарламаларына қосу болып сипатталады. Ақпараттық қолжетімділікті қамтамасыз етудегі негізгі стратегиялар:

1. Сыни ойлау дағдыларын дамыту: Күрделі сұрақтар қою, проблемаларды шешу жөніндегі қызметке жәрдемдесу және нақты деректерге негізделген дәлелдемелерді талап ететін пікірталастарға жәрдемдесу арқылы талдамалық және рефлексиялық ойлауды көтермелеу.

2. Бірлескен оқыту: Студенттер арасындағы әлеуметтік өзара іс-қимылды және өзара қолдауды жақсарту үшін топтық жобалар, сараптамалық бағалаулар және пікірталас форумдары арқылы бірлескен оқу ортасына жәрдемдесу.

3. Оқытудың дербестендірілген жолдары: Білім беру контенті мен іс-шараларды жекелеген студенттердің қажеттіліктеріне, қызығушылықтарына және оқыту қарқынына бейімдеу үшін оқытудың бейімделген технологияларын пайдалану.

4. Ақпараттық сауаттылық: Студенттерге ақпаратты қалай тиімді іздеу, бағалау және пайдалану керектігін үйрету, осылайша оларды түсінікті тұтынушылар және контент жасаушылар болу дағдыларына үйрету.

5. Кері байланыс және ойлану: Үздіксіз бағалау стратегияларын енгізу және студенттердің оқу процестерін басқару және олардың оқу сапарларында өзін-өзі рефлексиясын көтермелеу үшін сындарлы кері байланысты ұсыну [4].

Әдіснамалық негіздер. Ақпараттық-білім беру қызметінде студенттерде танымдық білім беру қызметін қалыптастыру үшін әдіснамалық негіздер оқытудың когнитивтік және конструктивтік теорияларын интеграциялау, ақпараттық-коммуникациялық технологияларды (АКТ) стратегиялық пайдалану және оқытудың белсенді, тартылған әдістеріне назар аудару айналасында шоғырланған.

Әдіснама оқу нәтижелерін қолдау және жақсарту үшін АКТ-ны сындарлы ықпалдастыруды қолдайды. Цифрлық құралдар мен ресурстар олардың жаңашылдығынан ғана емес, контентпен неғұрлым терең өзара іс-қимылға ықпал ету, оқытудың интерактивті тәжірибесін ілгерілету және оқытудың әртүрлі стильдері мен қажеттіліктерін қанағаттандыру қабілетінен де таңдап алынады және енгізіледі. Бұл тәсіл білім беру теорияларына негізделеді, олар студенттер зерттеу, эксперимент және ынтымақтастық арқылы білім беретін оқу процесіне белсенді қатысудың маңыздылығын көрсетеді [5; 149].

Сындарлы қағидаттар проблемаларды шешуді, сыни ойлауды және білімді нақты контексте қолдануды көтермелей отырып, оқу қызметінің дизайнын айқындайды. Әлеуметтік өзара іс-қимыл мен құрдастарды оқытудың құндылығын атап көрсету үшін әлеуметтік конструктивизмге сүйене отырып, бірлесіп оқытуға ерекше көңіл бөлінеді. Бұл педагогикалық тәсіл оқушыларды зерттеу және ашу процесі арқылы жібере отырып, оқытушылардың рөлін білімнің жалғыз жеткізушілерінен оқытудың фасилитаторларына ауыстырады.

Осылайша, әдіснама студенттерді оқыту процесіне белсенді тартатын педагогикалық стратегиялармен технологияларды ойластырылған пайдалануды біріктіреді. Ол танымдық дағдыларды дамытуға, ынтымақтастықты нығайтуға және білімді құруға жәрдемдесуге, студенттерді ақпаратқа бай білім беру ортасында өркендеуге дайындауға назар аударады [6].

Зерттеу нәтижелері. Ақпараттық-білім беру контекстерінде студенттердің танымдық білім беру қызметін қалыптастыру әдіснамаларын зерттеу нәтижелері бірнеше түйінді идеялар мен нәтижелерді ашады. Бұл нәтижелер танымдық теориялар мен білім беру технологияларының неғұрлым тартымды және тиімді оқу ортасын құруға ықпалын көрсетеді.

Біріншіден, оқытудың когнитивтік және конструктивтік теорияларын қолдауға арналған ақпараттық-коммуникациялық технологиялар (АКТ) құралдарын енгізу студенттердің тартылуына және білімді қалыптастыруға оң ықпал етті. Интерактивті мультимедиа, сандық модельдеу және бірлескен онлайн-платформалармен бетпе-бет

келген студенттер сыни ойлаудың неғұрлым жоғары деңгейін, проблемаларды шешу мүмкіндіктерін және күрделі тұжырымдамаларды тереңірек түсінуді көрсетті. Бұл жақсы ойластырылған білім беретін бұқаралық ақпарат құралдары бірнеше мазмұн көріністерін ұсына отырып және когнитивтік процестерді неғұрлым тиімді тарта отырып, оқу процесін едәуір жақсартады деп болжайтын Майердің мультимедиялық оқыту қағидаттарына (2019) сәйкес келеді [3].

Екіншіден, зерттеу Выготскийдің оқытудың әлеуметтік табиғатына баса назар аудара отырып, когнитивтік дамудағы әлеуметтік өзара іс-қимылдың маңыздылығын атап өтті. Әріптестермен ынтымақтастықты, талқылауды және кері байланысты көтермелеген білім беру іс-шаралары анағұрлым серпінді оқу ортасына ықпал етті және анағұрлым жоғары тәртіптегі ойлау дағдыларын дамытуға ықпал етті. Осы бірлескен іс-шараларға қатысатын студенттер үлгерімдерін жақсартып қана қоймай, қарым-қатынас, көңіл айту және командалық жұмысты қоса алғанда, негізгі әлеуметтік дағдыларын да дамытқан [7; 3-15].

Бұдан басқа, нәтижелерде оқытудың бейімделген технологияларына ықпал ететін оқытудың дербестендірілген жолдарының рөлі атап өтіледі. Мұндай технологиялар оқытушыларға оқыту стратегиялары мен қарқындарын саралауды қамтамасыз ете отырып, оқушылардың жеке қажеттіліктерін қанағаттандыруға мүмкіндік береді. Бұл жеке көзқарас студенттер арасында ынталандырудың артуына әкелді, өйткені олар өздерінің жеке қарқынымен және өздерінің бірегей оқыту стиліне сәйкес дамиды, бұл неғұрлым инклюзивті және әділ білім беру ортасына әкеледі.

Когнитивтік және конструктивтік теорияларға негізделген және АКТ-ны стратегиялық пайдаланумен нығайтылған танымдық білім беру қызметін қалыптастыру әдіснамасы білім беру тәжірибесін арттыруда өзінің тиімділігін дәлелдегенін атап өткен жөн. Бұл нәтижелер интерактивті, әлеуметтік тартымды және дербестендірілген оқыту ортасын құра отырып, педагогтар когнитивтік дамуды едәуір жақсартып, студенттерді ақпараттық ғасырдың сын-қатерлеріне даярлай алатынын көрсетеді. Білім беру практикасы дамуын жалғастыратындықтан, бұл әдіснамаларды ықпалдастыру оқытудың неғұрлым тиімді және маңызды нәтижелеріне ықпал ету үшін болашақ білім беруді қалыптастыру үшін шешуші мәнге ие болады.

Қорытынды. Ақпараттық-білім беру контексінде танымдық білім беру қызметін қалыптастыру әдіснамасы цифрлық дәуірде білім беруге көреген тәсілді білдіреді. Оқытудың когнитивтік және конструктивтік теорияларының қағидаттарын қолдана отырып және АКТ-ны білім беру практикасына кіріктіре отырып, бұл әдіснама студенттерді академиялық табысқа ғана емес, сондай-ақ олар өмір сүретін ақпаратқа бай әлемнің сын-қатерлері мен мүмкіндіктеріне даярлауға бағытталған. Білім беру дамуын жалғастыратындықтан, мұндай әдіснамалар барлық оқушылар үшін тиімді, тартымды және инклюзивті оқыту ортасын қалыптастыруда шешуші рөл атқаратын болады.

Пайдаланылған әдебиеттер тізімі

1. Ertmer, P.A., & Ottenbreit-Leftwich, A. T. (2014). Мұғалімнің технологиясы өзгереді: Білім, сенімділік, сенімділік және мәдениет қалай қиылысады. Білім берудегі технологияларды зерттеу журналы, 42 (3), 255-284.

2. Бейіс А.Н. (2015). Технологиялар, электрондық және қашықтықтан оқыту. Алматы.

3. Mayer, R. E. (2019). Multimedia learning. Cambridge University Press.

4. Выгоцкий, Л. (2018). Ум в обществе: Развитие высших психологических процессов. Издательство Гарвардского университета.

5. Zheng, R., Gardner, M.K., & Warschauer, M. (2020). Игровое обучение в высшем образовании: Систематический обзор количественных и качественных исследований с 2010 по 2019 год. Компьютеры и образование, 149, 103831.
6. Барахова Д. (2017). Технологиядан тыс: Балаларды сандық мәдениет дәуірінде оқыту. Саясат .
7. Johnson, L., & Liber, O. (2018). The Personal Learning Environment and the human condition: From theory to teaching practice. Interactive Learning Environments, 16(1), 3-15.

ШЕТ ТІЛІН ҮЙРЕНУ БАРЫСЫНДА ЖАСАНДЫ ИНТЕЛЛЕКТТІ ҚОЛДАНУДЫҢ ТИІМДІ ӘДІСТЕРІ

Мырзабай Г.
gylnazmurzabaj2008@icloud.com
Ғылыми жетекші: магистр оқытушы Аширова Д.А
dilbar_abukassymkyzy@okmpu.kz
Ө.Жәнібеков атындағы Оңтүстік Қазақстан
педагогикалық университеті
Шымкент,Қазақстан

Аңдатпа

Бұл мақалада көбісіңіз білетіндей қазіргі білім беру жүйесіндегі цифрландыру үрдісі,оның ішінде шет тілін оқытуда жасанды интеллект (AI) технологияларын қолданудың тиімді жолдары қарастыралады. Автор болашақ педагог ретінде ЖИ-дің оқушылар мен студенттердің тілдік дағдыларын дамытудағы рөліне талдау жасайды. Бұл ғылыми мақалада заманауи ақпараттық қоғамдағы шет тілдерін оқыту әдістемесінің трансформациясы қарастырылады. Зерттеудің басты нысаны — жасанды интеллект (ЖИ) технологияларын студенттердің өз бетінше тіл үйрену процесіне интеграциялауында. Мақалада ChatGPT, мамандандырылған дауыстық боттар мен адаптивті платформалардың тиімділігіне талдау жасалған. Автор студенттік көзқарас тұрғысынан ЖИ-дің лингвистикалық құзыреттіліктерді (фонетика, лексика, грамматика) дамытудағы артықшылықтары мен кемшіліктерін саралайды. Жұмыстың практикалық құндылығы — тіл үйренушілерге арналған нақты әдістемелік ұсыныстар мен prompt-инженерия негіздерін ұсындым.

Қазіргі таңда білім беру жүйесінде цифрландыру үдерісі қарқынды дамып келеді. Соның нәтижесінде жасанды интеллект (AI) технологиялары оқу процесінің ажырамас бөлігіне айналуда. Әсіресе, шет тілін үйрену барысында AI құралдарын пайдалану оқушылар мен студенттердің білім сапасын арттыруға мүмкіндік береді.Жасанды интеллект – адамның ойлау қабілетіне ұқсас функцияларды орындай алатын технологиялар жиынтығы. Бұл технологиялар дәстүрлі оқыту әдістерін толықтырып, жаңа мүмкіндіктер ашады. Жаһандану дәуірінде шет тілін білу — бұл жай ғана қосымша дағды емес, кәсіби бәсекеге қабілеттіліктің негізгі шарты. Алайда, дәстүрлі оқыту жүйесіндегі «бір қалыпты тәсіл» (one-size-fits-all) әр студенттің жеке ерекшеліктерін, қабылдау жылдамдығын және қызығушылықтарын толық ескере алмайды. Осы тұста жасанды интеллект (ЖИ) білім беру парадигмасын түбегейлі өзгертуші күш ретінде сахнаға шықты.Студенттік өмір мен ортада ЖИ-ді қолдану көбіне академиялық тапсырмаларды автоматты түрде орындаумен шектеліп жатады. Бірақ бұл — технологияның әлеуетін тым тар түсіну. Шын мәнінде, ЖИ — бұл тәулік бойы қолжетімді құрал, төзімді және білімі шексіз «жеке репетитор». Мақаланың

мақсаты — шет тілін үйренуші студенттер үшін ЖИ-ді жай ғана мәтін генераторы емес, тілдік ортаны модельдеуші және когнитивті дағдыларды дамытушы құрал ретінде пайдаланудың тиімді алгоритмдерін көрсету.Сонымен қатар, қазіргі студенттер цифрлық ортада өсіп келе жатқандықтан, олар үшін технология арқылы білім алу ыңғайлы тиімді әрі қызықты. Осы тұрғыдан алғанда, жасанды интеллект білім алушылардың жеке ерекшеліктерін ескере отырып, оқытуды жаңа деңгейге көтере отыра жұмыс жасайды.

I. Ең алдымен ЖИ арқылы жекелендірілген оқу траекториясын құру

Әрбір тіл үйренушінің әлсіз тұстары әртүрлі: біріне грамматика қиын соқса, екіншісіне сөздік қор жинау күрделі. ЖИ-дің ең басты тиімділігі — адаптивтілік.

• Деңгейді диагностикалау: ChatGPT немесе Claude сияқты жүйелерге студент өз жазбаларын немесе сөйлеген сөзінің транскрипциясын жүктеп, CEFR шкаласы (A1-C2) бойынша деңгейін анықтауды сұрай алады.

• Жеке жоспар: Студенттің қызығушылығына (мысалы, медицина немесе IT ағылшын тілі) негізделген 30 күндік интенсивті бағдарлама құру. Бұл жерде ЖИ материалдарды студенттің деңгейіне шақтап (Simplify/Complexify нұсқаулары арқылы) ұсынады.

II. Сөйлеу дағдысын (Speaking) дамытудағы виртуалды тілдік орта

Тілдік тосқауылы (Language barrier) — көптеген студенттердің басты мәселесі. Тірі адаммен сөйлескенде қателесуден қорқу сезімі оқу процесін баяулатады.

• Дауыстық чат-боттар: TalkPal AI немесе LanguaTalk платформалары шынайы адамның дауысына жақын интонациямен диалог жүргізеді. Студент кез келген уақытта «дүкендегі сауда», «ғылыми пікірталас» немесе «рөлдік ойын» режимінде сөйлесе алады.

• Prompt-әдісі: Студент ЖИ-ге: «Сен — қатал жұмыс берушісің, мен — үміткермін. Менімен ағылшынша сұхбат жүргіз және әр жауабымның стилистикалық қателерін түзет» деген тапсырма беру арқылы нақты стресстік ситуацияны модельдейді.

III. Жазу сапасын арттыру және «Feedback Loop» жүйесі

ЖИ-ді қолданудың үшінші тиімді әдісі — жазбаша жұмыстарды терең талдау. Бұл жай ғана қате түзету емес.

• Түсіндірмелі түзету: Grammarly немесе ProWritingAid сияқты құралдар арқылы студент тек қатесін көріп қоймайды, сол қатенің грамматикалық ережесін қайталайды.

• Стильдік трансформация: ЖИ-ден жазылған эссені «академиялық стильге ауыстыруды» немесе «публицистикалық стильде қайта жазуды» сұрау арқылы студент тілдің стильдік реңктерін меңгереді. Бұл — филолог студенттер үшін таптырмас жаттығу.

IV. Лексикалық қорды байытудың инновациялық жолдары

Дәстүрлі сөз жаттау әдісі (механикалық жаттау) тиімсіз. ЖИ бұл жерде контекст принципін ұсынады.

• Мәтінге негізделген сөздік: Студент өзі оқып жатқан мақаланы ЖИ-ге салып, ондағы ең жиі қолданылатын 20 академиялық сөзді іріктеп, оларға мысал сөйлемдер құрастыруды сұрай алады.

• Мнемоникалық көмекші: ЖИ қиын сөздерді есте сақтау үшін қызықты ассоциациялар, оқиғалар немесе өлең шумақтарын ойлап табады, бұл ұзақ мерзімді жадының жұмысын жақсартады.

V. Академиялық адалдық және ЖИ этикасын жеткізу

Студенттік көзқарас бойынша ЖИ-ді қолданудағы ең үлкен қауіп — когнитивті жалқаулық.

• Құрал ма, әлде автор ма? Мақалада ЖИ-ді тек материал дайындаушы құрал (tool) ретінде пайдаланудың маңызы атап өтіледі. Студент ЖИ берген ақпаратты міндетті түрде тексеруі (fact-checking) керек, себебі ЖИ «галлюцинацияға» (жалған ақпарат беруге) бейім.

• Сын тұрғысынан ойлаған да: ЖИ ұсынған аударманы немесе мәтінді сыни тұрғыдан талдау, оның кемшіліктерін табу — тіл үйренудің жоғары деңгейі.

Қорыта айтсам,жасанды интеллект технологиялары шет тілін үйренуде үлкен мүмкіндіктер ашады. Зерттеу нәтижесі көрсеткендей, жасанды интеллект шет тілін үйрену процесін «мұғалімге тәуелді» форматтан «автономды және белсенді» форматқа көшіреді. ЖИ-дің тиімді әдістерін меңгерген студент ақпаратты тек тұтынушы емес, оны талдаушы және өңдеуші тұлғаға айналады.Қорыта айтқанда, ЖИ технологиялары шет тілдерін оқытудағы шекараларды жояды. Алайда, кез келген технология тек саналы қолданыста ғана нәтиже береді. Білім алушылар үшін ең басты дағды — ЖИ-ге дұрыс сұрақ қоя білу (prompting) және оның жауаптарын өз білімімен ұштастыру. Болашақтың тіл маманы — бұл лингвистикалық білім мен технологиялық сауаттылықты тең ұстаған маман.

Әдебиеттер:

1. Godwin-Jones R. Emerging Technologies: Artificial Intelligence and Language Learning // Language Learning & Technology. – 2022. – Vol. 26, № 3. – P. 1–16.

2. Zhai X. ChatGPT for Education: Opportunities and Challenges. // Computers and Education: Artificial Intelligence. – 2023.

3. Қазақстан Республикасында жоғары білімді және ғылымды дамытудың 2023–2029 жылдарға арналған тұжырымдамасы.

4. Ахметов Қ. ЖОО-да шет тілін оқытудың инновациялық әдістері. – Алматы, 2024.

DIGITAL TECHNOLOGIES IN TEACHING GERMAN AS A FOREIGN LANGUAGE: MODERN APPROACHES AND PRACTICAL EXPERIENCE

Orazkhan N., Abduzhabbarova D., Tursynbek M., Zhumakhanova A.
1703-12-4– group students
Research Supervisor: Candidate of Philological Sciences, Associate Professor
T.A. Ainabekova
bk.orazkhan@mail.ru
Zhanibekov South Kazakhstan Pedagogical University,
Shymkent, Kazakhstan

The effectiveness of foreign language teaching has increasingly been examined in recent years through the lens of the digitalization of education. However, digitalization cannot be reduced merely to the introduction of new tools or technological solutions. Rather, it represents a deeper transformation of the logic of learning itself, involving a reconfiguration of the roles of participants in the educational process, the nature of learning activities, and the ways in which learners interact with linguistic material. This transformation reflects a broader shift from a traditional knowledge-transmission paradigm toward a constructivist model of education, in which the learner assumes an active role as a subject of the learning process. Within this framework, the digital educational environment functions not simply as a medium for delivering information, but as a dynamic space in which cognitive activity unfolds and key language competencies are constructed.

This transformation is particularly evident in the context of teaching German as a foreign language. Traditionally, instruction has been organized around the sequential acquisition of lexical and grammatical structures, followed by their controlled application in speech. However, such an approach, primarily oriented toward the accumulation of knowledge, does not always ensure the development of the ability to engage in authentic communicative interaction. It tends to confine learners within predefined linguistic patterns and insufficiently addresses the functional and communicative nature of language use. According to N.D. Galskova, foreign language teaching should aim at the development of communicative competence, which encompasses not only knowledge of linguistic forms but also the ability to use them appropriately in context-specific communicative situations [1]. This, in turn, necessitates the creation of a learning environment that approximates real-life communication, enabling learners to use language as a tool for solving communicative tasks.

Digital technologies provide such opportunities through the integration of authentic materials, interactive modes of instruction, and network-based forms of communication. They enable the simulation of diverse communicative situations, support multimodal processing of information, and foster active learner participation. At the same time, their impact cannot be regarded as unambiguously positive. On the one hand, the digital environment enhances motivation, broadens access to educational resources, and introduces flexibility into the learning process. On the other hand, it may contribute to the fragmentation of knowledge, a reduction in the depth of cognitive processing, and the emergence of superficial learning strategies oriented toward rapid outcomes rather than meaningful understanding.

As noted by S.K. Gural and N.S. Tereshkova, the digitalization of education is associated not only with new opportunities but also with significant challenges, including cognitive overload, decreased attention span, and difficulties in organizing and systematizing information [2]. This is due to the fact that the digital environment is characterized by a high density of stimuli that require constant shifts of attention, which can negatively affect the quality of learning. An additional challenge lies in the necessity for learners to develop skills of critical evaluation, selection, and interpretation of information, since access to a vast number of resources does not guarantee their effective or meaningful use. In this context, the role of the teacher becomes increasingly important, as they function not only as a source of knowledge but as an organizer of the learning environment and a mediator between the learner and digital content.

It therefore becomes evident that the effectiveness of digital technologies is determined not by their mere presence, but by the degree to which they are pedagogically integrated into the educational system. Digital tools should be understood as instruments that support the achievement of instructional objectives rather than as ends in themselves. Consequently, particular importance must be attached to the development of methodologically grounded approaches to the use of digital technologies in teaching German as a foreign language, taking into account learners' cognitive characteristics, the specific nature of language activity, and clearly defined learning goals.

A theoretical and analytical examination of contemporary research on digital learning, foreign language pedagogy, and educational technologies [1–6] allows for the identification of key relationships between the organization of instruction, the nature of learners' cognitive activity, and learning outcomes. A comparison between traditional and digital models of instruction reveals fundamental differences. The traditional model is typically characterized by a linear sequence of content delivery, the dominant role of the teacher, and limited channels for information perception. In contrast, the digital model is inherently non-linear, promotes learner autonomy, and relies on multimedia and interactive tools that engage

multiple sensory channels. Such a comparative perspective makes it possible to identify both the advantages and the limitations of digital technologies within language education.

The analysis demonstrates that digital technologies influence the teaching and learning of German as a foreign language on several interconnected levels. First, they transform the nature of learning activity by enabling learners to take greater control over the learning process, including the pace, sequence, and level of task complexity. This shift from externally regulated to self-regulated learning represents a crucial condition for effective knowledge acquisition. Research by E.V. Vlasova and E.A. Danilina indicates that the use of mobile applications can foster sustained learning engagement and enhance learner motivation [3]. Importantly, this effect is not solely attributable to the technological features of such applications, but also to the reconfiguration of the learner's interaction with educational content.

Furthermore, digital technologies fundamentally alter the logic of knowledge acquisition. While traditional instruction follows a linear sequence of explanation, practice, and assessment, learning in a digital environment tends to assume a cyclical structure. Learners interact with material, receive immediate feedback, adjust their responses, and revisit content at a deeper level of understanding. As a result, learning becomes an iterative process characterized by continuous refinement and expansion of knowledge.

In addition, digital technologies create favorable conditions for the development of communicative competence. As emphasized by P.V. Sysoev and M.N. Evstigneev, digital tools enable the simulation of authentic communicative situations in which learners are required to use language as a means of interaction rather than as an object of study [4]. This shift fundamentally redefines the purpose of language learning, positioning language as a functional tool for communication. Another significant outcome is the development of learner autonomy. According to S.V. Titova, the digital learning environment supports the formation of independent learning strategies, which are essential for successful foreign language acquisition [5]. Thus, digital technologies influence not only the content of instruction but also the cognitive mechanisms through which learning is realized.

The findings suggest that digital technologies should be viewed not merely as auxiliary tools, but as transformative factors that reshape the very nature of foreign language education. This transformation reflects a transition from a knowledge-centered model toward a learner-centered model based on active engagement and interaction. At the same time, it must be emphasized that the effectiveness of digital technologies depends not on their technical sophistication, but on the conditions under which they are pedagogically implemented. The mere availability of digital resources does not guarantee improved learning outcomes unless their use is embedded within a coherent and methodologically sound instructional framework.

It is essential to recognize that digital technologies do not replace traditional teaching but rather complement and enhance it. As Polat and Bukharkina argue, technologies become effective only when they are integrated into the pedagogical system and aligned with clearly defined educational objectives [6]. Otherwise, they may remain superficial additions that do not significantly influence learning outcomes. A critical factor in this regard is the management of cognitive load. Excessive exposure to digital stimuli may lead to overload, reduced concentration, and diminished learning effectiveness [2]. Therefore, the digital learning environment must be carefully structured to support cognitive processing rather than hinder it. This involves ensuring logical sequencing of tasks, gradual increases in complexity, and the provision of meaningful feedback that enables learners to regulate their learning processes.

Moreover, the role of the teacher undergoes a significant transformation within the digital educational environment. The teacher is no longer the primary transmitter of knowledge but assumes the role of a facilitator, designer, and moderator of the learning process. Their task is to create conditions that enable learners to engage meaningfully with the language and to guide their cognitive and communicative development. As emphasized by S.V. Titova, while digitalization promotes learner autonomy, it simultaneously increases the need for structured pedagogical support and methodological guidance [5]. Learners, despite having greater freedom, require clear direction and scaffolding to navigate complex learning environments effectively.

In addition, digital technologies influence not only the organization of learning but also the nature of language use. Research by Sysoev and Evstigneev demonstrates that the digital environment enables the creation of communicative contexts in which language is used as a tool for interaction rather than as an abstract system to be studied [4]. This contributes to the development of functional communicative competence that aligns with contemporary educational standards in foreign language teaching.

In conclusion, the digitalization of teaching German as a foreign language represents a complex and multidimensional process that requires both technological innovation and methodological refinement. Digital technologies exert a comprehensive influence on both the structure and content of language education, facilitating a transition from knowledge transmission to knowledge construction, from linear to cyclical learning processes, and from passive reception to active engagement. At the same time, their effectiveness depends on the quality of pedagogical integration and the extent to which learners' cognitive characteristics are taken into account. Consequently, the central task of modern foreign language teaching is not simply to incorporate digital technologies, but to integrate them meaningfully and strategically into the educational process in order to achieve sustainable and effective learning outcomes.

References:

1. Гальскова Н.Д., Василевич А.П., Акимова Н.В. Методика обучения иностранным языкам: учебное пособие. М.: КНОРУС, 2023. 368 с.
2. Гураль С.К., Терешкова Н.С. Цифровизация языкового образования: возможности и риски // Язык и культура. 2024. № 57. С. 128–143.
3. Власова Е.В., Данилина Е.А. Использование мобильных приложений в обучении немецкому языку: результаты педагогического эксперимента // Вестник Московского государственного лингвистического университета. Образование и педагогические науки. 2023. № 4 (851). С. 72–84. URL: https://elibrary.ru/item.asp?id=54339021 (дата обращения: 14.01.2025).
4. Сысоев П.В., Евстигнеев М.Н. Технологии формирования иноязычной коммуникативной компетенции в условиях цифровизации образования // Иностранные языки в школе. 2024. № 2. С. 14–22. URL: https://elibrary.ru/item.asp?id=56782341
5. Титова С.В. Цифровые технологии в языковом обучении: теория и практика. М.: Эдитус, 2023. 248 с.
6. Полат Е.С., Бухаркина М.Ю. Современные педагогические и информационные технологии в системе образования: учебное пособие. М.: Академия, 2022. 432 с.

THE ROLE OF DIDACTIC AND PEDAGOGICAL PRINCIPLES IN DEVELOPING STUDENTS' LANGUAGE COMPETENCIES

Oskenbekkyzy A., Arystanbek A.K., Nizamidin Zh.Zh., Bolat M.M.
Research Supervisor: Candidate of Philological Sciences, Associate Professor T.A. Ainabekova
Madinka02@mail.ru
Zhanibekov South Kazakhstan Pedagogical University,
Shymkent, Kazakhstan

Abstract

The role of didactic and pedagogical principles in EFL (English as a foreign language) students' developing their competencies. It examines the role of strategies such as learner-centered teaching, differentiation, communicative language teaching and digital pedagogies. To assess the effects of these principles, a quasi-experimental design with control and experimental groups was adopted. These results prove that students who have learned a modern way had improved much better with their language as well as motivated. They focus on the value of student-centered and interactive instruction, which leads to better language learning outcomes.

Keywords*: EFL, didactic principles, digital tools, pedagogical principles, language competencies, learner-centered learning.*

With the emphasis on globalization and growing cross-border communication, the formation of students' linguistic competencies has grown to be one amongthe primary aimsof contemporary education. As a subject of study as well as an avenue for academic, professional and intercultural communication kind of English as foreign language (EFL), has played role carves out. The key to a successful language teaching experience lies with the implementation of appropriate didactic and pedagogical principles — providing a meaningful yet sustainable learning process.

The traditional language teaching methods (grammar-translation, rote memorization, etc.) that emphasize individual responses are viewed as inadequate in the face of the challenges faced by contemporary learners. Today's learners need something far more engaging, adaptable, and individualized that will cater to their diverse differences, learning preferences, and motivation levels. Thus, moving towards learner-centered education has served as a leading trend for EFL teaching in this sense. The active involvement of learners, the collaborative nature, and the contextualization of language in real life are critical elements for communicative competence.

Theoretical basis of the educational process organization is represented by didactic principles. They set the intentions, content and forms of instruction in specific areas to ensure that learning activities are systematized pursuing expected outcomes. Pedagogical principles are concerned with as setting principles regarding classroom teaching and learning methods, interaction patterns, feedback, builders of classic teacher roles and students through the class. Collectively, these principles constitute a transparent and cohesive framework for effective teaching and learning in the field of language education.

Integration of language skills is a key feature of EFL teaching in the 21st century. Traditional approaches view listening, speaking, reading and writing as separate components; however, modern methods focus on their interconnectedness. This type of skills instruction is important for students because it helps them develop their skills in a more organic, relevant way — such as how language can be used in real situations. Furthermore, this method fosters higher-order thinking skills (e.g., analysis, evaluation and problem-solving).

Another important aspect to consider when it comes to language learning is differentiation. There is a diversity of learners in any classroom with varied levels of capabilities, prior knowledge, motivation and learning styles. Therefore, adaptation of instruction is a key component in ensuring diverse needs are being met. Differentiated instruction means varying the tasks, materials, and methods used so that every student can participate and succeed in learning. Such an approach not only enhances academic outcomes but also provides a boost to students' confidence and motivation.

Digital technologies have evolved dramatically over the last few decades, shaping what the terrain of language teaching and learning looks like. The integration of digital tools like online platforms, interactive applications and multimedia resources now presents opportunities for improved learning. They allow teachers to deliver interactive, authentic lessons, provide instant feedback and foster self-paced learning. Similarly, while science and facts prove to be the basis of a technology-enabled universe, effective use of tools such as gadgets require new methodologies, teachers would have to ensure that digital media were applied in a purposeful way and aligned with learning objectives.

Besides outer resources, internal learner variable languages such as motivation, attitude and language aptitudes are most vital to the acquisition of a second language. Research indicates that when students are motivated, they become more involved in their learning processes; they keep on going despite challenges and reach a higher degree of mastery. Hence, a positive and supportive learning environment is necessary for motivation and participation.

Deciding the practical significance of this study is its necessity to combine these concerned theoretical and practical aspects which would enhance the methodology of EFL teaching. Although many studies have examined specific dimensions of language education theory and practice, a more holistic perspective that synthesizes the existing body of pedagogic theories with current teaching practices based on educational 2.0 technologies is lacking from the literature.

The purpose of this study is to scrutinize the quest for didactic and pedagogical principles in students' language competencies development, as well as measure the effective application of these principles into EFL classrooms. It responds to the need for research in learner-centered instruction, and differentiation, communicative approaches, integration of digital tools as a push factor in language development.

In doing so, the study aims at improving teaching and to provide practical guidelines for teachers in different educational settings. It is expected that the findings will demonstrate the critical need for flexible, interactive and learner-centered approaches in facilitating students' languages competencies settled upon such a shift towards enhancing overall education quality.

Recognizing the interdependence of language knowledge and skills, there is a general move from teaching skills in isolation to an integrated, multi-skill approach that emphasizes contextually meaningful interaction [1]. This move attends to the prominence of communication competence across modalities in CEFR and recognizes sociolinguistic diversity that shapes language learning contexts.

Pedagogies informed by crosslinguistic and translanguaging perspectives call to draw from a learner's entire linguistic repertoire to facilitate meaning-making and communicative effectiveness, rather than enforcing rigid forms of language separation [2]. Such approaches are framed as being contextually appropriate for bilingual/m plurilingual classrooms, in that relevant theory and empirical evidence, as well as classroom authenticity, have been carefully considered [3].

Technology and web-based design to support didactic principles.

However, technology must also be well conceived to scaffold linguistic and intercultural competences, be aligned with digital competencies as well as reflective practice involved in teacher training for ICT integration [4].

Design-based research and Web-based didactic designs for teacher training are examples of how technology can be employed to build up the digital capabilities of teachers without neglecting L2 development for learners, but their applicability remains dependent on whether teachers buy into the initiative and if it is tailored adequately to the context [5].

Digital tools and corpus-informed pedagogy provide avenues for data-driven tailored instruction that cultivates a metalinguistic awareness about the structure and use of language, suggesting that data-informed didactics can lead to higher rates of language development when they are integrated into an overall pedagogical framework [6].

For example, dual training to induce integrated linguistic and didactic preparation (e.g., IFLA-based language training plus L1-based didactic excursions) helps enhance pre-service teachers' willingness to communicate and their practical teaching efficacy, which suggests a strong relation between integrated training and classroom readiness [7].

A quasi-experimental study design with experimental and control groups using pre-test, post-test was conducted. The study followed 10th graders at an English level of B1–B2.

The control group were instructed using conventional methods, while the experimental group used learner-centered approaches, differentiation and communicative activities with digital tools such as Kahoot, Quizlet and Wordwall. The control group used conventional teaching methods.

Pre and post-test data, questionnaires as well as classroom observation was used to collect the data. Comparative methoded were used to analize the results obtained, analizing both students´ progress and the teaching strategies implemented.

Teacher education programs should include core practices (e.g., supporting comprehensibility, developing discourse communities) and balance modeling with authentic opportunities for practice, keeping in mind that translanguaging and inclusivity as pedagogical stances are also particular to contexts and may or may not be beneficial or appropriate for adoption without sufficient adaptation.

The study showed significantly greater improvement in the experimental group compared to the control group. All language skills—listening, speaking, reading, writing—improved among the experimental students.

These findings further illustrate how didactic and pedagogical principles impacted students' academic performance, as well as their overall learning experience. The integration of learner-centered approaches creates a shift in the students' role finding as one of the major observation. By moving away from traditional teaching methods where students are mere passive recipients of knowledge, the learning process allows for enabling students to experience and directly understand language in a deeper way leading to higher meaningful language usage.

One of the next key points relates to differentiation on learning styles among students. Experimental group: Different proficiency levels in tasks were customizable, and students advanced at their own pace. This strategy helped relieve anxiety and build confidence, especially for low-performing students. Meanwhile, higher-performing students were challenged with more sophisticated tasks that kept them interested and motivated. So this confirms that if we want to be effective EFL teachers, a differentiated instruction is a must.

Particularly the integration of digital tools deserves further attention. The use of tools like Kahoot, Quizlet, and Wordwall helped promote student engagement while offering real-time feedback in a gamified classroom setting. This immediacy of feedback is important because it enables students to realize their errors and rectify them instantaneously. Additionally, with digital tools students can continue practicing outside the classroom creating independent

learning. This all helps in creating learner-ownership which is one of the main aims of current education sector.

Furthermore, the study provides evidence for the significance of communicative orientation in language pedagogy. The teaching approach introduced in the above examples touches on more than just linguistic competence: When students are allowed to use language when fulfilling meaningful tasks, they also develop their communicative competence. Homework tasks, roleplays and discussions facilitate interaction; creating students who learn to be able to articulate their thoughts in the best way. However, it is essential in EFL contexts because these types of opportunities for real-life communication may be less available.

Also, remember the intrinsic aspect of motivation in language learning as well. Students tend to stay more engaged during lessons that are interactive, diverse and interest-incited, based on the questionnaire and classroom observations' results. Gamification by adding elements like quizzes and competition fosters a fun learning environment and spurs participation. Consequently, students become more engaged in learning and work harder to develop their language abilities.

Pedagogically, this study indicates that teachers should use flexible and adaptive strategies. Instead, teachers should not only use traditional ways but also mix them with various approaches to fulfill modern learners' needs. These might include the use of technology, communicative tasks, or differentiated instruction.

Overall, the long to analyze coverage shows that both teaching EFL effectiveness is dependent on a set of multiple factors: approach in teaching and learning environment, together with motivation within students as well as an appropriate tools. Cohesive integration and collaboration of these components promote better language learning outcomes and maintainable progression in early language development.

Using communicative and interactive activities enhanced speaking skills and increased students' confidence. Digital tools have proved to be effective in increasing both motivation and engagement. Based on the results from the questionnaire, students liked interactive technology lessons.

In addition, students could better develop competencies through the integration of these language skills. They learned grammar and vocabulary in context, enhancing retention and usability and improving their memory skills.

The results of the above outlined confirm that teaching principles based on didactics and pedagogy are a must in EFL teaching which lead to better learning outcomes.

In summary and synthesis, the development of students' language competencies is best supported by didactic and pedagogical principles that are integrated, evidence-informed, responsive to learners' linguistic repertoires and sociocultural contexts. These include key levers of: (a) integrated multiliteracy oriented pedagogy on the basis of communicative outcome; (b) robust pre-service and in-service teacher professional development that weave together model linguistic knowledge and concomittance pedagogical methods; (c) context-based principled translanguaging and crosslinguistic pedagogy practices; (d) judicious use of technology web 2.0 based didactic design to support learning outcomes and teacher development; and, perhaps most crucially, (e) curriculum and assessments that validate multilingual reality whilst optimizing for future potential resilience including reflective practice. Thus, some agreement exists on these directions but the need remains for continued empirical work to fine-tune best practices specific to diverse classrooms; in this vein, we are particularly interested in developing a more nuanced understanding of translanguaging practices' fidelity and effectiveness.

Therefore, it can be concluded that didactic and pedagogical principles impact positively students' language competencies. This allows for a more personalized, differentiated and effective approach to teaching by using digital tools resources.

Results indicate a need for more widespread use of contemporary teaching techniques in EFL classes to help students grow as language users. Additional studies could investigate the effectiveness of these methods over time and in other educational settings.

Reference:

1. Yelenevskaya M. and Protassova E.. Teaching languages in multicultural surroundings: New tendencies. Russian Journal of Linguistics 2021;25(2):546-568. https://doi.org/10.22363/2687-0088-2021-25-2-546-568

2. Ballinger S., Lyster R., Sterzuk A., & Genesee F.. Context-appropriate crosslinguistic pedagogy. Journal of Immersion and Content-Based Language Education 2017;5(1):30-57. https://doi.org/10.1075/jicb.5.1.02bal

3. Woll N. and Paquet P.. Developing crosslinguistic awareness through plurilingual consciousness-raising tasks. Language Teaching Research 2021;29(1):63-87. https://doi.org/10.1177/13621688211056544

4. Pedagogical Translanguaging. 2021. https://doi.org/10.21832/9781788927383

5. Chichón J. and Martínez F.. Dual Training in Language Didactics of Foreign Language/CLIL Pre-Service Primary Education Teachers in Spain. Journal of Language and Education 2022;8(1):69-83. https://doi.org/10.17323/jle.2022.11520

6. Barahona M. and Darwin S.. Exploring tensions in integrating core practices into initial EFL teacher education programs in the Chilean context. Language Teaching Research 2021;28(6):2276-2299.

7. Vyatkina N.. Corpus-Informed Pedagogy in a Language Course. 2020:305-334. https://doi.org/10.4018/978-1-7998-2591-3.ch015

THE DIACHRONIC DEVELOPMENT OF SOUND-IMITATIVE VOCABULARY IN THE ENGLISH LANGUAGE

Дүйсенбай Құралай Мұхтарқызы
Кадырбек Бағжан Нұрланқызы
Полат Индира Берікқызы
Раимова Зарина Абдухаликовна- студенттер
e-mail: kuapanda04@gmail.com
Ғылыми жетекші: Мақұлбек Азамат Болатбекұлы
Өзбекәлі Жәнібек атындағы Оңтүстік Қазақстан педагогикалық университеті
Филология ғылымдарының кандидаты, аға оқытушы
e-mail:azeke_k.f.n@mail.ru

Abstract

This article examines the diachronic development of sound-imitative vocabulary in the English language. The relevance of the topic lies in the fact that most studies have long focused mainly on the synchronic description of onomatopoeic and sound-symbolic units, while their historical development has remained insufficiently explored. The aim of the article is to show how a sound-imitative word changes in the history of language, what types of such words can be distinguished, and why they gradually lose their original sound-meaning connection. Special attention is paid to the distinction between onomatopoeia, sound symbolism, and phonaesthemic sound symbolism, as well as to the problem of deiconization. The article argues that English sound-imitative vocabulary should not be treated as a random marginal phenomenon. On the contrary, it represents a dynamic and constantly renewed

layer of the lexicon. It is concluded that the historical path of a sound-imitative word is a gradual movement from a more motivated form to a more conventional one, and that semantic development, rather than phonetic change alone, plays the leading role in this process.

Keywords: *sound imitation, iconicity, onomatopoeia, sound symbolism, phonaestheme, deiconization, historical lexicology, English language*

The problem of the relationship between sound and meaning has long attracted the attention of both philosophers and linguists. However, in linguistic tradition, language was for a long time viewed mainly as a system of conventional signs. For this reason, sound-imitative vocabulary was often treated as something secondary, not entirely typical of the language system. Yet the historical study of English material shows that such an approach oversimplifies the real picture. Sound-imitative words not only exist in language, but also form a special and internally heterogeneous layer that develops according to its own patterns.

The relevance of this topic lies in the need to consider sound imitation not only as a synchronic phenomenon but also as a historical process. This approach makes it possible to see how words that were originally motivated acoustically or articulatorily change over time in form, meaning, and degree of expressiveness. The aim of this article is to demonstrate, on the basis of the studied material, the main features of the diachronic development of sound-imitative vocabulary in English and to trace how stability and change interact in its history. The object of the study is the sound-imitative vocabulary of the English language, while the subject is its origin, typology, historical dynamics, and the process of losing iconicity.

First of all, it is important to note that sound imitation cannot be reduced only to the most obvious onomatopoeic forms such as interjections that imitate animal cries or environmental noises. The material under study shows that this layer is much broader. It includes not only onomatopoeic words proper, but also sound symbolism and phonaesthemic sound symbolism. In other words, the connection between sound and meaning may appear in different ways: through a more direct acoustic imitation, through articulatory association with the shape, movement, or quality of an object, and through the stable connection of certain phonemic complexes with a particular semantic sphere.

Onomatopoeic words are the most noticeable part of this layer. Their specific feature is that they are based on the acoustic properties of the sound they denote. At the same time, even such words are not absolutely identical across languages, since every imitation is limited by the phonemic inventory and phonotactic possibilities of a particular language system. This leads to an important conclusion: sound imitation always exists not outside language, but within it, obeying its structure. Therefore, even the most “natural” onomatopoeia does not remain a pure reflection of sound, but from the very beginning passes through the system of linguistic constraints.

Sound symbolism is no less interesting. Unlike onomatopoeia, it is connected not only with auditory impressions. The study shows that individual phonemes and their combinations may correlate with ideas of size, shape, movement, intensity of action, or bodily sensation. Thus, certain articulatory features participate in expressing roundness, smallness or largeness, sharp movement, and physiological states. This expands the understanding of iconicity in language itself: it is manifested not only where a word seems to “sound like” the thing it denotes, but also where its phonetic form creates a more complex associative connection with meaning.

A special place belongs to phonaesthemic sound symbolism. Here the connection between sound and meaning is no longer universal but secondary. This refers to cases in which certain sound combinations begin to be associated with a semantic field within the language itself. This means that a phonaestheme is not a full morpheme, yet in the minds of

speakers it can still participate in the semantic grouping of words. Such material is especially important because it shows that sound imitation in language can be not only original, but also historically developed.

One of the most important conclusions of the study is that sound-imitative vocabulary in English did not remain confined to the early stages of the language, but continued to expand throughout its recorded history. Moreover, this concerns native vocabulary, which, as the author shows, appeared continuously and at a relatively even pace. This observation is especially significant because it contradicts the idea that sound-imitative words are merely relics of early stages of language development. On the contrary, English preserved the capacity to create such units later as well.

At first glance, it might seem that the emergence of new sound-imitative words is mainly connected with the need to name new phenomena. Yet the study suggests a deeper explanation. Since the language already possesses names for most noises, cries, and articulatory movements, the constant creation of new units cannot be explained only by the need for new nominations. A more convincing explanation is different: the language compensates for the losses that arise as already existing words gradually lose their iconicity. In other words, the renewal of the sound-imitative layer is connected with the fact that older words become less transparent and less expressive over time, which creates space for new, more clearly motivated forms.

This understanding allows us to look differently at the nature of the language system as a whole. English appears not as a completely conventional system in which iconic elements are accidental, but as a system in which two opposite tendencies constantly coexist. On the one hand, a word tends to become an ordinary, less motivated lexical element. On the other hand, the language repeatedly produces new units with a noticeable sound-meaning connection. That is why the sound-imitative lexicon can be viewed as a dynamic sphere that is continuously renewed.

The central concept in describing the historical fate of a sound-imitative word is deiconization, that is, the gradual loss of its original iconicity. The study emphasizes that this process does not begin at some late stage, but is in fact embedded in the very moment of a word's creation. As soon as a new sound-imitative formation is shaped by the phonemes of a particular language and subjected to its phonotactic norms, it already takes a step toward conventionality. Consequently, the transition from icon to symbol is not abrupt: it is a slow and multi-stage process.

An important result of the study is the identification of stages of deiconization. In the synchronic state of English, as the material shows, words of the zero stage of iconicity coexist with words that represent four stages of its loss. The zero stage includes the most transparent formations that are still very close to an iconic exclamation. The following stages reflect an increasingly visible weakening of the connection between sound form and meaning. At later stages, this connection is hardly perceived by the speaker at all and can be restored mainly through etymological analysis. In this form, the word practically merges with the main body of conventional vocabulary.

It is especially revealing that the leading factor of deiconization is not only and not primarily regular phonetic change. Although such changes do affect the fate of sound-imitative words, their role is not decisive. The study directly argues that semantic evolution contributes more strongly to the loss of iconicity. This is quite understandable: when a word begins to denote not the sound, movement, or sensation itself, but a more abstract action, quality, or state, its original motivation naturally weakens. In this respect, the history of the sound-imitative word demonstrates how a concrete and sensually perceptible meaning gradually gives way to a more abstract one.

At the same time, the influence of phonetic change should not be underestimated. The material shows that some regular changes were phono-semantically significant, that is, they did in fact disrupt the original sound-meaning correlation. However, such cases are relatively few in comparison with the total volume of the material, and some changes did not destroy iconicity at all. In certain cases, they even contributed to the emergence of secondary sound-meaning associations. Therefore, the phonetic history of a word may not only weaken but also partly reinterpret its expressive potential.

Another important conclusion is that different words undergo deiconization at different speeds. The transition from one stage to another may take several decades or several centuries. This depends on the type of sound-imitative word, the features of its semantic development, and probably the degree of its involvement in active speech practice. Thus, the history of sound-imitative vocabulary appears not as a single mechanical process, but as a set of multiple trajectories, each with its own pace.

Thus, the consideration of English sound-imitative vocabulary from a diachronic perspective makes it possible to draw several conclusions. First, this layer of the lexicon cannot be regarded as random or secondary. It has a complex internal structure and includes different types of units, from onomatopoeic forms proper to phonaesthemic formations. Second, sound-imitative vocabulary did not disappear at the early stages of the language's history, but continued to expand and develop in different periods. Third, the main line of its historical movement is connected with deiconization, that is, the gradual loss of its original motivation.

Most importantly, a sound-imitative word passes from a more direct connection between sound and meaning to a more conventional linguistic form. At the same time, the major role in this process is played not by phonetic restructuring alone, but by a broader set of changes, especially semantic ones. That is why the history of such words is particularly valuable for linguistics: it allows us to observe how iconicity and conventionality interact within language. As a result, English sound-imitative vocabulary can be described not as a relic of the past, but as a living and dynamic part of the lexicon in which the transition from a sensually motivated sign to an ordinary word is especially visible.

References:

1. Flaxman, M. A. Diachronic Development of Sound - Imitative Vocabulary in the English Language. PhD Dissertation. Saint Petersburg, 2015.
2. Voronin, S. V. Foundations of Phonosemantics. Moscow: LENAND, 2006.
3. Gazov - Ginzberg, A. M. Was Language Iconic at Its Origins? Moscow: Nauka, 1965.
4. Peirce, C. S. Selected Philosophical Works. Moscow: Logos, 2000.
5. De Saussure, F. Course in General Linguistics. Moscow: KomKniga, 2006.

VIDEO-BASED APPROACHES TO TEACHING GRAMMAR IN GERMAN AS A FOREIGN LANGUAGE

Eshimkhan A., Abdrasil S., Rakhymova D., Daribek Z.
1703-12-7– group students
Research Supervisor: Candidate of Philological Sciences, Associate Professor
T.A. Ainabekova
dinara.rh@mail.ru
Zhanibekov South Kazakhstan Pedagogical University,
Shymkent, Kazakhstan

The teaching of grammar remains a central component of foreign language education, particularly in German as a foreign language (DaF). However, traditional approaches, which are largely based on rule explanation and controlled exercises, often fail to ensure meaningful understanding and long-term retention. Learners frequently acquire declarative knowledge of grammatical structures but encounter difficulties when applying them in communicative contexts. This gap between knowledge and use highlights a fundamental limitation of form-focused instruction that is not sufficiently embedded in meaningful communication.

In response to these challenges, recent research highlights the effectiveness of video-based approaches, which provide contextualized input, multimodal support, and increased learner engagement. By presenting grammatical structures within authentic or semi-authentic communicative situations, video materials enable learners to observe how language functions in real use, rather than as isolated rules. This contextualization supports deeper cognitive processing and facilitates the transfer of grammatical knowledge into active language use.

Moreover, the multimodal nature of video—combining visual, auditory, and contextual cues—enhances comprehension by engaging multiple channels of perception. Visual elements such as gestures, facial expressions, and situational context complement verbal input and help learners interpret meaning more accurately. This integrated processing not only improves understanding but also contributes to better retention of grammatical structures.

In addition, video-based instruction promotes a more learner-centered approach by encouraging active engagement with the material. Instead of passively receiving information, learners are guided to notice, analyze, and apply grammatical features through targeted tasks. Such an approach supports the transition from explicit knowledge to more automatic and flexible language use, which is essential for communicative competence.The integration of video materials into grammar instruction reflects a shift toward more interactive and learner-centered pedagogical models. According to Ngoc and Moses, video-based instruction enables learners to observe grammatical structures in authentic communicative situations, which significantly enhances comprehension [1]. Unlike traditional explanations, video materials present grammar as part of meaningful discourse, allowing learners to understand not only the form but also the function of grammatical structures. This contextualization supports deeper cognitive processing and facilitates the transfer of knowledge into communication.

A similar perspective is provided by Phan and Dubien, who emphasize that video-based grammar instruction is most effective when it is supported by structured pedagogical tasks [2]. Their integrative review demonstrates that learners benefit from guided activities that focus attention on specific grammatical features during video viewing. These activities may include noticing tasks, comprehension questions, and form-focused exercises, which help learners identify and understand grammatical patterns. The authors argue that such task-based integration transforms video materials from passive input into active learning tools.

The explanatory potential of video materials is further highlighted in the study by Pakbaz, who examines the role of YouTube grammar tutorials in language learning [3]. The findings indicate that video tutorials enhance learners' grammar competence by providing clear, step-by-step explanations supported by visual elements. These elements, including subtitles, diagrams, and examples, make abstract grammatical concepts more accessible. In addition, Pakbaz emphasizes the importance of self-regulated learning, as learners can control the pace of instruction, revisit explanations, and monitor their progress.

Pakbaz also notes that video-based learning environments encourage learners to take responsibility for their learning [3]. This autonomy is particularly important in grammar acquisition, where learners often require repeated exposure and practice. The ability to pause,

rewind, and review content allows learners to process information more effectively and develop a deeper understanding of grammatical structures.

Nguyen further explores the impact of video-based projects on grammar learning and highlights their role in promoting active use of language [4]. The study shows that learners who engage in video production tasks demonstrate improved ability to use grammatical structures in communication. These tasks require learners to apply grammar in meaningful contexts, which strengthens both accuracy and fluency. Nguyen emphasizes that video projects transform learners from passive recipients of knowledge into active creators of language.

In addition to production, video-based approaches support comprehension and retention. According to Anyayahan, multimedia videos create a rich learning environment by combining visual, auditory, and contextual information [5]. This multimodal input facilitates deeper understanding of grammatical structures and enhances retention. The author argues that learners are more likely to remember grammar when it is presented in dynamic and meaningful contexts.

Anyayahan also highlights the motivational benefits of video-based instruction [5]. Video materials are inherently engaging and can capture learners' attention more effectively than traditional materials. This increased engagement leads to greater participation and improved learning outcomes. Motivation, in turn, plays a crucial role in grammar acquisition, as motivated learners are more likely to invest effort in learning.

Another important aspect identified in the literature is the role of repetition. Video materials allow learners to revisit content multiple times, which reinforces learning and supports the internalization of grammatical structures. Ngoc and Moses emphasize that repeated exposure to contextualized input is essential for developing both understanding and accuracy [1]. This process helps learners move from recognition to production. Furthermore, video-based instruction facilitates the integration of grammar into communicative activities. Learners can use video content as a basis for discussions, role-plays, and writing tasks, which require them to apply grammatical structures in meaningful contexts. This integration supports the development of communicative competence and ensures that grammar learning is not isolated from language use.

Phan and Dubien also emphasize that learners' perceptions of video-based grammar instruction are generally positive [2]. Students report that video materials make grammar more understandable and less abstract. This positive perception contributes to increased motivation and engagement, which are essential for successful learning. However, despite its advantages, video-based instruction also presents certain challenges. One of the main issues is the risk of passive consumption, as learners may focus on watching videos without actively engaging with the content. To address this issue, teachers must design tasks that encourage active participation and guide learners' attention to relevant grammatical features.

Another challenge concerns the selection of appropriate video materials. As noted by Pakbaz, videos must be carefully chosen to match learners' proficiency levels and learning objectives [3]. Materials that are too complex may hinder comprehension, while overly simple materials may not provide sufficient challenge.

In addition, the integration of video materials requires careful pedagogical planning. Phan and Dubien emphasize that video-based instruction should be part of a structured teaching approach rather than used as an isolated tool [2]. This ensures that video materials support learning objectives and contribute to effective grammar instruction.

From a methodological perspective, effective video-based grammar instruction involves multiple stages. Pre-viewing activities activate prior knowledge, while-viewing tasks focus attention on grammatical features, and post-viewing activities reinforce learning

through practice. This structured approach ensures that learners engage with video content actively and develop a deeper understanding of grammar.

In summary, the reviewed literature clearly indicates that video-based instruction represents an effective and pedagogically valuable approach to teaching grammar in German as a foreign language. By integrating visual and auditory input, such approaches enable learners to engage with grammatical structures in more meaningful and context-rich ways, which supports both comprehension and retention. Rather than treating grammar as a set of isolated rules, video-based learning environments allow learners to observe how grammatical forms function within authentic communicative situations. This shift from abstract explanation to contextualized understanding contributes to a more practical and applicable form of knowledge. At the same time, the interactive nature of video-based activities encourages learners to actively process and use language, which is essential for developing communicative competence.

In addition, the flexibility of video materials makes it possible to accommodate different learning needs and promote greater learner autonomy. Students are able to control the pace of their learning, revisit content when necessary, and engage with tasks that require both analysis and production. Such conditions create a more supportive and effective learning environment, in which grammar is not only understood but also applied with greater confidence.

Furthermore, video-based approaches contribute to the gradual transformation of the learner's role from a passive recipient of information to an active participant in the learning process. By engaging with multimodal input and task-based activities, learners develop the ability to notice grammatical patterns, interpret their functions, and apply them in communication. This active involvement strengthens cognitive processing and supports the transition from explicit knowledge to more automated language use.

Another important implication concerns the integration of grammar with other language skills. Video materials naturally combine listening, speaking, and sometimes reading, which allows grammar to be learned as part of a broader communicative system. This integrated approach enhances the relevance of grammar instruction and helps learners perceive it as a functional tool rather than an abstract system of rules.

At the same time, the effectiveness of video-based instruction depends on its thoughtful pedagogical implementation. The use of video alone does not guarantee successful learning outcomes; rather, it is the design of accompanying tasks and the clarity of instructional goals that determine its impact. Activities that guide learners' attention, encourage analysis, and require meaningful language use are essential for maximizing the potential of video materials.

Overall, when systematically incorporated into the teaching process, video-based approaches can significantly improve both the understanding and the practical use of grammatical structures. They create conditions for deeper learning, sustained engagement, and more confident language use, thereby contributing to more effective and meaningful grammar instruction in German as a foreign language.

References:

1. Ngoc P., Moses D. Teaching grammar to English language learners with video: An integrative literature review on effectiveness, perceptions, and practices // Okinawa Christian University Review. – 2022. – No. 19. – P. 25–39.
2. Phan N., Dubien M. Teaching grammar to English language learners with video: An integrative literature review on effectiveness, perceptions, and practices // Okinawa Christian University Review. – 2022. – Vol. 19. – P. 25–39.

3. Pakbaz M. The role of YouTube grammar tutorials in enhancing EFL learners' grammar competence and self-regulated learning // Asia Social Issues. – 2026. – Vol. 19. – No. 2. – P. e284498–e284498.
4. Nguyen V. M. Positive effects of video-based projects on the communicative English grammar lessons // International Journal of Language and Literary Studies. – 2021. – Vol. 3. – No. 3. – P. 54–68.
5. Anyayahan R. B. Using multimedia videos in developing students' grammatical skills // European Online Journal of Natural and Social Sciences: Proceedings. – 2022. – Vol. 11. – No. 1(S). – P. 147–164.

UDC 81'23

DIGITAL AND ARTIFICIAL INTELLIGENCE TOOLS AS A MEANS OF ENHANCING ENGLISH LANGUAGE TEACHING IN SECONDARY EDUCATION

Saylau Azhar – 4th-year student
Scientific supervisor: PhD Artykbaeva F.I.
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov

Түйіндеме

Мақалада орта білім беру жүйесінде ағылшын тілін оқыту тиімділігін арттыру құралы ретінде цифрлық технологиялар мен жасанды интеллект құралдарын қолдану мәселесі қарастырылады. Зерттеуде цифрлық және жасанды интеллектке негізделген құралдардың оқушылардың тілдік дағдыларын дамытуға және оқу уәждемесіне әсері талданады. Зерттеудің әдіснамалық негізін ғылыми әдебиеттерді талдау, педагогикалық бақылау және ағылшын тілін оқыту тәжірибесін жинақтау құрайды. Зерттеу нәтижелері цифрлық және интеллектуалды технологияларды жүйелі қолдану оқытуды жекелендіруге, оқушылардың танымдық белсенділігін арттыруға және тілдік дайындық сапасын жақсартуға ықпал ететінін көрсетеді.

Кілт сөздер: цифрлық технологиялар, жасанды интеллект, ағылшын тілі, орта білім, оқытудың инновациялық әдістері.

Аннотация

В данной статье рассматривается использование цифровых технологий и инструментов искусственного интеллекта как средства повышения эффективности обучения английскому языку в системе среднего образования. Основное внимание уделяется дидактическим возможностям цифровых и ИИ-ориентированных инструментов, их влиянию на развитие языковых навыков и учебной мотивации школьников. Методологическую основу исследования составляют анализ научной литературы, педагогическое наблюдение и обобщение практического опыта преподавания английского языка. Результаты исследования подтверждают, что систематическое применение цифровых и интеллектуальных технологий способствует индивидуализации обучения, активизации познавательной деятельности учащихся и улучшению качества языковой подготовки.

Ключевые слова: цифровые технологии, искусственный интеллект, английский язык, среднее образование, инновационные методы обучения.

The rapid advancement of digital technologies and artificial intelligence has led to profound changes in modern education systems worldwide. The integration of technology into the teaching and learning process has become not only a response to global digitalization but also a necessary condition for improving educational quality and relevance. In secondary education, these changes are particularly significant, as schools are expected to prepare students for active participation in a technologically advanced and information-rich society.

English language teaching occupies a special place in the secondary school curriculum due to the global status of English as a language of international communication, science, and professional interaction. Effective mastery of English requires continuous practice, exposure to authentic language use, and the development of communicative competence. Traditional teaching approaches, while still important, often do not fully meet the needs of modern learners who are accustomed to digital environments and interactive forms of communication.

The use of digital technologies in English language education makes it possible to create more engaging, flexible, and learner-centered instructional environments. Multimedia resources, online platforms, and mobile applications allow teachers to diversify teaching methods, address different learning styles, and provide students with access to authentic linguistic and cultural materials. As a result, digital tools contribute to increased learner motivation and more effective language acquisition.

In recent years, artificial intelligence has emerged as one of the most promising directions in educational technology. AI-based tools offer opportunities for personalized learning, adaptive task design, automated assessment, and immediate feedback. These features are especially valuable in secondary school English language teaching, where students often demonstrate different levels of language proficiency and learning pace. Artificial intelligence enables teachers to support individual learning trajectories while maintaining overall instructional coherence.

Despite the growing interest in digitalization and artificial intelligence in education, the issue of their pedagogically justified integration into English language teaching remains highly relevant. The effective use of these technologies requires careful methodological planning, appropriate teacher training, and alignment with educational objectives. Therefore, further research is needed to analyze the educational potential, challenges, and conditions for successful implementation of digital and AI-based tools in secondary school English language instruction.

The purpose of this article is to examine the role of digital technologies and artificial intelligence as a means of enhancing the effectiveness of English language teaching in secondary education and to identify their pedagogical advantages and limitations.

Methods

The methodological framework of the present study is based on a qualitative research design that combines theoretical analysis with elements of pedagogical practice. This approach was selected in order to provide a comprehensive understanding of how digital technologies and artificial intelligence tools are used in English language teaching at the secondary education level and how they influence the learning process.

A detailed analysis of scientific, pedagogical, and methodological literature was conducted as a primary research method. This included the examination of both domestic and international studies devoted to digitalization in education, computer-assisted language learning, and the application of artificial intelligence in teaching foreign languages. The literature review made it possible to identify key theoretical concepts, define the main research directions in the field, and establish the conceptual basis of the study.

Pedagogical observation was employed as an empirical method to examine real classroom practices. English language lessons in secondary school classes were observed with a focus on the ways digital platforms, multimedia resources, and AI-based tools were integrated into teaching activities. Attention was paid to students' engagement, interaction patterns, motivation, and response to technology-enhanced tasks. This method allowed for the identification of typical instructional strategies as well as potential difficulties associated with technology use.

The method of generalization of teaching experience was applied to summarize practical insights gained from the implementation of digital and AI-based tools in English language instruction. This included the analysis of lesson planning, task design, and assessment practices supported by technology. In addition, a comparative analysis of traditional teaching methods and technology-enhanced approaches was carried out in order to evaluate their relative effectiveness in terms of student motivation, language skill development, and overall learning outcomes.

The methodological foundation of the study is grounded in communicative, competence-based, and learner-centered approaches to foreign language teaching. These approaches emphasize active language use, meaningful communication, individual learning needs, and the development of students' autonomy.

Results

The results of the study demonstrate that the use of digital technologies and artificial intelligence tools has a positive and multifaceted impact on English language teaching in secondary education. The integration of these tools contributes to the creation of interactive learning environments and supports more flexible and individualized instructional models.

The analysis shows that digital technologies such as multimedia presentations, online learning platforms, electronic textbooks, and mobile applications significantly enhance the presentation of learning material. These tools allow teachers to combine visual, auditory, and interactive elements, which improves students' comprehension and retention of language material. Students demonstrate greater interest and involvement in lessons that incorporate digital resources compared to those based solely on traditional teaching methods.

Discussion

The findings of the study confirm the significant pedagogical potential of digital technologies and artificial intelligence in enhancing English language teaching in secondary education. The results indicate that technology-enhanced instruction supports a shift toward learner-centered teaching models, where students actively engage with learning content and take greater responsibility for their learning progress.

The increased motivation and engagement observed among students can be explained by the interactive and personalized nature of digital and AI-based tools. Multimedia resources and authentic digital content create meaningful learning contexts, while artificial intelligence enables adaptive learning and individualized feedback. These features address diverse learning styles and proficiency levels within the same classroom, which is particularly important in secondary education.

References:

1. Azimov, E. G., & Shchukin, A. N. (2018). *A New Dictionary of Methodological Terms and Concepts*. Moscow: IKAR.

2. Bim, I. L. (2019). *Theory and Practice of Foreign Language Teaching at School*. Moscow: Prosveshchenie.

3. Polat, E. S. (2020). *New Pedagogical and Information Technologies in the Education System*. Moscow: Akademiya.

ШЕТ ТІЛІ САБАҚТАРЫНДА БІЛІМ АЛУШЫЛАРДЫ СЫНИ ОЙДАУ ҚАБІЛЕТТЕРІН ДАМЫТУ ЖОЛДАРЫ

Сарман З.
zarema_sarman04@mail.ru
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Түйіндеме

Бұл мақалада шет тілі сабақтарында білім алушылардың сыни ойлау қабілетін дамыту жолдары қарастырылады. Сыни ойлаудың мәні айқындалып, оны қалыптастырудың маңызы шет тілін оқыту үдерісімен байланысты талданады. Мақалада білім алушылардың ойлау белсенділігін арттыруға ықпал ететін тиімді әдіс-тәсілдер, атап айтқанда, ашық сұрақтар, пікірталас, мәтінмен талдау жұмыстары, рөлдік ойындар, жобалық тапсырмалар, топтық жұмыс және ақпараттық-коммуникациялық технологияларды қолдану мәселелері сипатталады. Сонымен қатар мұғалімнің бағыттаушы рөлі мен қолайлы білім беру ортасының маңызы көрсетіледі. Зерттеу нәтижесінде шет тілі сабақтарында сыни ойлауды жүйелі дамыту білім алушылардың тілдік құзыреттілігін жетілдіріп қана қоймай, олардың өз пікірін дәлелдей алу, ақпаратты саралау, салыстыру және саналы шешім қабылдау дағдыларын қалыптастыратыны анықталады.

Кілт сөздер: *шет тілі, сыни ойлау, білім алушы, оқыту үдерісі, әдіс-тәсілдер, пікірталас, мәтінмен жұмыс, жобалық жұмыс, коммуникативтік құзыреттілік, танымдық белсенділік*

Шет тілі сабақтарында білім алушылардың сыни ойлау қабілетін дамыту – қазіргі білім беру жүйесіндегі ең өзекті міндеттердің бірі. Бүгінгі таңда қоғамға тек белгілі бір көлемде ақпаратты меңгерген емес, сол ақпаратты саралай алатын, салыстыратын, дәлелдейтін, өз ойын негіздеп жеткізетін, түрлі жағдаяттарда дұрыс шешім қабылдайтын тұлға қажет. Сондықтан шет тілін оқыту тек грамматикалық ережелер мен жаңа сөздерді жаттатуға ғана бағытталмай, білім алушының ойлау әрекетін жетілдіруге, оның танымдық дербестігін қалыптастыруға, пікірін еркін білдіруіне және түрлі көзқарастарды сыни тұрғыдан бағалай алуына жағдай жасауға тиіс. Әсіресе жаһандану дәуірінде шет тілін меңгеру тек қарым-қатынас құралы ғана емес, әлемдік ақпарат кеңістігіне шығудың тетігіне айналды. Осы себепті шет тілі сабағында сыни ойлау қабілеттерін дамыту оқытудың сапасын арттырумен қатар, білім алушының тұлғалық дамуына да үлкен ықпал етеді.

Сыни ойлау дегеніміз – ақпаратты жай қабылдау емес, оны талдау, бағалау, сұрыптау, салыстыру, себеп-салдарлық байланыстарды анықтау, болжам жасау және қорытынды шығару қабілеті. Бұл үдеріс адамның ойын жүйелеуге, сенімді дәлелдерге сүйене отырып шешім қабылдауға және өз көзқарасын қорғай білуге көмектеседі. Шет тілі сабақтарында сыни ойлауды дамыту ерекше мәнге ие, себебі тіл үйрену үдерісі табиғатынан салыстыруды, пайымдауды, ой қорытуды қажет етеді. Білім алушы жаңа тілдік бірліктерді ана тілімен немесе өзге таныс тілдермен салыстырады, мәтін мазмұнын түсінуге тырысады, сөйлеушінің ойын аңғарады, астарлы мағынаны таниды, коммуникативтік жағдаятқа сай жауап іздейді. Мұның барлығы сыни ойлаудың элементтерімен тікелей байланысты [1].

Шет тілі сабағында сыни ойлауды дамыту ең алдымен оқу мазмұнын дұрыс таңдаудан басталады. Егер сабақтағы материал тек жаттауға арналған қарапайым құрылымдардан ғана тұрса, білім алушының ойлау белсенділігі төмен болады. Ал шынайы өмірмен байланысты, пікірталас тудыратын, бірнеше қырынан қарастыруға болатын тақырыптар ұсынылса, білім алушы мәселені тереңірек ойлануға мәжбүр болады. Мысалы, қоршаған ортаны қорғау, әлеуметтік желінің пайдасы мен зияны, жасанды интеллект, мәдениетаралық айырмашылықтар, жастардың кітап оқу әдеті, денсаулық пен дұрыс тамақтану сияқты тақырыптар білім алушыларды тек тілдік бірліктерді қолдануға емес, өз пікірін дәлелдеуге де үйретеді. Мұндай жағдайда шет тілі сабағы мазмұнды, өмірмен байланысты және ойландыратын ортаға айналады [2].

Сыни ойлауды дамытудың тиімді жолдарының бірі – сұрақ қою мәдениетін қалыптастыру. Көп жағдайда дәстүрлі сабақта мұғалім сұрақ қояды, ал білім алушы қысқа жауап береді. Мұндай тәсіл есте сақтауды тексеруге ыңғайлы болғанымен, терең ойлауды әрдайым дамыта бермейді. Ал ашық сұрақтар білім алушыны ойлануға, себеп іздеуге, көзқарасын дәлелдеуге жетелейді. Мысалы, “Бұл кейіпкер неге осындай шешім қабылдады?”, “Сен осы пікірмен келісесің бе, неге?”, “Егер сен осы жағдайда болсаң, не істер едің?”, “Мәтіндегі негізгі ой қандай және оны қандай дәлелдер растайды?” деген сұрақтар білім алушыны дайын жауаптан гөрі, өз пайымын ұсынуға итермелейді. Шет тілі сабағында мұндай сұрақтар ауызша сөйлеуді де, логикалық ойлауды да қатар дамытады.

Мәтінмен жұмыс та сыни ойлауды қалыптастырудың маңызды құралы болып табылады. Кез келген мәтінді тек оқып, аударып шығу жеткіліксіз. Білім алушы мәтіндегі негізгі ойды, автордың көзқарасын, қолданылған дәлелдерді, жасырын мағынаны, мәтіннің мақсатын анықтай алуы керек. Сонымен бірге мәтіндегі ақпараттың шынайылығына күмән келтіріп, оны өз тәжірибесімен немесе басқа дереккөздермен салыстыруға үйренгені маңызды. Мысалы, бір тақырып бойынша екі түрлі мәтін ұсынылса, білім алушылар олардың ұқсастығы мен айырмашылығын анықтайды, қай мәтіннің дәлелі сенімді екенін бағалайды, қайсысы көбірек эмоцияға құрылғанын немесе қайсысы нақты фактілерге сүйенетінін талдайды. Осындай әрекеттердің барлығы сыни ойлауды жүйелі түрде дамытады [3].

Шет тілі сабағында пікірталас әдісі ерекше тиімді. Пікірталас барысында білім алушы өз ойын тек білдіріп қана қоймай, оны дәлелмен негіздеуге, қарсы пікірді тыңдауға, оны жоққа шығаруға немесе ішінара келісуге үйренеді. Бұл сыни ойлаудың басты белгілерінің бірі. Мысалы, “Мектепте үй тапсырмасы көп болуы керек пе?”, “Онлайн оқу дәстүрлі оқытуды алмастыра ала ма?”, “Әлеуметтік желі жастарға пайдалы ма, әлде зиян ба?” деген тақырыптарда ұйымдастырылған пікірталастар білім алушының лексикалық қорын байытып қана қоймай, оны өз көзқарасын мәдениетті түрде қорғауға тәрбиелейді. Пікірталас кезінде әр білім алушының жауабы қабылданғанымен, оның негізділігі, қисындылығы, тілдік сауаттылығы да назарда болуы тиіс. Осылайша шет тілі сабағы тұлғаның коммуникативтік және интеллектуалдық дамуына қатар қызмет етеді.

Рөлдік ойындар мен жағдаяттық тапсырмалар да сыни ойлауды дамытуда үлкен рөл атқарады. Өйткені мұндай тапсырмалар білім алушыны нақты жағдайды талдауға, мәселені шешудің жолдарын ұсынуға, өз таңдауын түсіндіруге жетелейді. Мысалы, саяхат кезінде құжат жоғалту, шетелдік қонақпен әңгімелесу, халықаралық жобаға қатысу, дүкенде немесе әуежайда туындаған мәселені шешу сияқты жағдаяттар білім алушының тек тілдік білімін ғана емес, логикалық және практикалық ойлауын да іске қосады. Ол қандай сөздерді қолданатынын, қандай шешім ұсынатынын, сол шешімнің неге тиімді екенін ойластырады. Бұл жерде тіл – ойды жеткізу құралына, ал ойлау – тілдік әрекеттің мазмұнына айналады [4].

Сыни ойлауды қалыптастыруда жобалық жұмыстардың да орны ерекше. Жоба дайындау барысында білім алушы белгілі бір мәселені зерттейді, ақпарат жинайды, оны сұрыптайды, қажетсіз мәліметтерден ажыратады, қорытынды шығарады және нәтижесін шет тілінде ұсынады. Бұл үдеріс зерттеушілік дағдыларды қалыптастырып, білім алушының дербестігін арттырады. Мысалы, "Менің қаламдағы экологиялық мәселелер", "Әлем елдерінің білім беру жүйесі", "Туризмнің артықшылықтары мен кемшіліктері", "Жастардың бос уақытын тиімді өткізу жолдары" сияқты тақырыптарда дайындалған жобалар білім алушылардың сыни ойлауын жан-жақты дамытады. Олар ақпаратты тек көшіріп алуға емес, оның мәнін түсінуге, өз көзқарасын қалыптастыруға және дәлелдеуге үйренеді.

Топтық және жұптық жұмыс та сыни ойлауды жетілдірудің маңызды тетігі болып саналады. Бірлескен жұмыс кезінде білім алушылар өзара пікір алмасады, ортақ шешім қабылдайды, бір-бірінің ойын тыңдайды және бағалайды. Бұл үдеріс диалогтік оқытумен ұштасып, ойдың тереңдеуіне әсер етеді. Кейде бір білім алушы байқамаған тұсты екіншісі аңғарады, сөйтіп мәселе жан-жақты қарастырылады. Мысалы, бір мәтін бойынша топтарға әртүрлі тапсырма беруге болады: бір топ негізгі ойды анықтайды, екінші топ дәлелдерді табады, үшінші топ автор ұстанымын бағалайды, төртінші топ мәтін бойынша баламалы пікір ұсынады. Кейін топтар нәтижелерін ортаға салып, өз тұжырымдарын қорғайды. Мұндай жұмыс түрлері білім алушыларды тек өз ойын айтуға емес, басқаның көзқарасын құрметтеуге де тәрбиелейді [5].

Ақпараттық-коммуникациялық технологияларды орынды пайдалану да сыни ойлауды дамытуға ықпал етеді. Қазіргі білім алушылар сандық ортада белсенді өмір сүретіндіктен, онлайн ресурстар, бейнематериалдар, интерактивті тапсырмалар, электронды платформалар шет тілі сабағын жандандыра алады. Алайда мұнда ең маңыздысы – технологияны жай қызықтыру құралы ретінде емес, ойлау әрекетін тереңдету құралы ретінде қолдану. Мысалы, белгілі бір бейнероликті көргеннен кейін білім алушылар оның негізгі идеясын анықтап, көтерілген мәселе бойынша өз пікірін білдіреді, ақпараттың сенімділігіне баға береді немесе баламалы шешім ұсынады. Онлайн мақалалармен жұмыс істеу барысында бірнеше дереккөзді салыстыру, жалған ақпаратты анықтау, автор мақсатын талдау сияқты тапсырмалар беруге болады. Бұл бүгінгі ақпараттық қоғамда аса маңызды медиасауаттылықты да қалыптастырады.

Шет тілі сабағында сыни ойлауды дамыту үшін бағалау жүйесі де қолдаушы сипатта болуы керек. Егер бағалау тек қатені табуға және дұрыс жауапты ғана мойындауға құрылса, білім алушы еркін ой айтуға қорқады. Сондықтан сабақта қалыптастырушы бағалау әдістерін қолдану маңызды. Мұғалім білім алушының жауабын тыңдап, оның ойын дамытуға бағытталған кері байланыс беруі қажет. Мысалы, "Сенің пікірің қызықты, бірақ оны тағы қандай мысалмен толықтыра аласың?", "Бұл ойынды мәтіндегі қай тұспен дәлелдейсің?", "Қарсы көзқарасқа не айтар едің?" деген сияқты бағыттаушы пікірлер білім алушыны тереңірек ойлануға жетелейді. Өзін-өзі бағалау мен өзара бағалау да сыни ойлауға үйретеді, өйткені мұндай кезде білім алушы өз жұмысын талдауға, күшті және әлсіз жақтарын анықтауға үйренеді.

Мұғалімнің рөлі бұл үдерісте айрықша. Сыни ойлауды дамыту үшін мұғалім дайын білімді ұсынушы ғана емес, білім алушының ойлауына түрткі болатын ұйымдастырушы, бағыт беруші, кеңесші болуы керек. Ол сабақта сенімді психологиялық орта қалыптастырып, қате айту қорқынышын азайтуы тиіс. Білім алушы өз ойын еркін білдіретін, сұрақ қоя алатын, күмәндана алатын, жаңсақ пікір айтып, кейін оны түзете алатын ортада ғана шынайы сыни ойлау қалыптасады. Мұғалім түрлі әдіс-тәсілдерді шебер таңдап, әр тапсырманың артында қандай ойлау

дағдысы дамитынын нақты түсінуі қажет. Сонда ғана сабақтағы әрбір әрекет білім алушының интеллектуалдық өсуіне қызмет етеді [6].

Сыни ойлауды дамытуда мәдениетаралық компоненттің де маңызы зор. Шет тілін үйрену басқа халықтың дүниетанымын, құндылықтарын, өмір салтын танумен тығыз байланысты. Бұл білім алушыларды өз мәдениеті мен өзге мәдениеттерді салыстыруға, ұқсастық пен айырмашылықты түсінуге, стереотиптерден арылуға үйретеді. Мысалы, әртүрлі елдердегі мерекелер, білім беру жүйесі, отбасы құндылықтары, қарым-қатынас әдебі туралы материалдарды талдау барысында білім алушылар “неге бұлай?”, “бұл айырмашылық қандай тарихи немесе әлеуметтік себептермен байланысты?”, “біздің қоғамда бұл қалай көрінеді?” деген сұрақтар төңірегінде ой қозғайды. Мұндай жұмыстар олардың дүниетанымын кеңейтіп, толеранттылықты қалыптастырады әрі сыни ойлауды дамытады.

Сонымен қатар сыни ойлау қабілетін дамыту үздіксіз және жүйелі жұмысты талап етеді. Оны бір ғана әдіспен немесе бір реттік тапсырмамен қалыптастыру мүмкін емес. Бұл – сабақтың барлық кезеңінде жүзеге асатын үдеріс. Жаңа тақырыпты меңгеруде де, мәтін оқуда да, сөздікпен жұмыста да, жазылым мен айтылым тапсырмаларында да сыни ойлауға жетелейтін элементтер болуы тиіс. Мысалы, жаңа сөздерді жай жаттатудың орнына оларды контексте қолданып, қандай жағдайда қай сөз орынды екенін талдатуға болады. Жазылымда білім алушыдан тек мазмұндама емес, белгілі бір мәселе бойынша эссе жазу, өз ұстанымын білдіру, дәлел келтіру талап етілсе, оның сыни ойлауы белсендірек дамиды. Айтылымда да дайын диалогтарды қайталатудан гөрі, еркін ой айтуға, мәселені шешуге бағытталған тапсырмалар әлдеқайда нәтижелі [7].

Қорыта айтқанда, шет тілі сабақтарында білім алушылардың сыни ойлау қабілетін дамыту – заман талабынан туындаған қажеттілік. Бұл бағыттағы жұмыс білім алушыны тілдік жағынан ғана емес, тұлғалық, әлеуметтік және зияткерлік тұрғыдан да жетілдіреді. Сыни ойлайтын білім алушы ақпаратты саналы түрде қабылдайды, өз пікірін негіздей алады, өзгенің көзқарасын тыңдайды, шешім қабылдауда жауапкершілік танытады. Шет тілі сабағы осындай қасиеттерді қалыптастыруға өте қолайлы орта болып табылады, өйткені онда тіл, ой, қарым-қатынас және мәдениет өзара тығыз байланыста дамиды. Сондықтан мұғалім сабақ үдерісін білім алушыны ойландыруға, іздендіруге, салыстыруға, дәлелдеуге, қорытынды жасауға бағыттап ұйымдастырса, шет тілін оқыту сапасы да артады, білім алушының өмірлік құзыреттері де нығаяды. Нәтижесінде қоғамға өз ойын еркін жеткізе алатын, ақпаратты талдайтын, саналы шешім қабылдайтын, бәсекеге қабілетті тұлға қалыптасады.

Әдебиеттер:

1. Селевко, Г. К. Современные образовательные технологии : учеб. пособие. – Москва : Народное образование, 1998. – 256 с.

2. Селевко, Г. К. Энциклопедия образовательных технологий : в 2 т. Т. 1. – Москва : Народное образование, 2005. – 556 с.

3. Полат, Е. С., Бухаркина, М. Ю., Моисеева, М. В., Петров, А. Е. Новые педагогические и информационные технологии в системе образования : учеб. пособие для студ. высш. учеб. заведений / под ред. Е. С. Полат. – Москва : Академия, 2001. – 272 с.

4. Полат, Е. С., Бухаркина, М. Ю. Современные педагогические и информационные технологии в системе образования : учеб. пособие для студ. высш. учеб. заведений. – 3-е изд., стер. – Москва : Академия, 2010. – 368 с.

5. Дигтяр, О. Ю. Особенности развития критического мышления в процессе обучения иностранным языкам студентов нелингвистических вузов // Педагогика и просвещение. – 2023. – № 1. – С. 1–10.

6. Чугай, И. Н. Развитие критического мышления при обучении иностранному языку // Иностранные языки: инновации, перспективы исследования и преподавания : материалы V Междунар. науч.-практ. конф. – Минск : БГУ, 2022. – С. 162–166.

7. Какимова, Г. К. Развитие критического мышления учащихся на занятиях по иностранному языку // Вестник Аркалыкского педагогического института имени И. Алтынсарина. – 2022. – № 2. – С. 95–100.

МӘДЕНИЕТАРАЛЫҚ КОММУНИКАЦИЯ ЖҮЙЕСІНДЕГІ ТІЛ

Сеитбек Д.
seiytbek.diana@mail.ru
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Түйіндеме

Бұл мақалада мәдениетаралық коммуникация жүйесіндегі тілдің рөлі талданып, оның мәдени кодты жеткізудегі қызметі зерттелді. Қазақстандық және шетелдік ғалымдардың теориялық тұжырымдары негізінде тілдің функционалдық ерекшеліктері қарастырылып, эмпирикалық зерттеулер арқылы мәдениетаралық қарым-қатынас барысында кездесетін негізгі кедергілер анықталды. Жүргізілген сауалнама мен сұхбат нәтижелері мәдени түсіністік деңгейі жоғары болған жағдайда коммуникация тиімділігінің артатынын көрсетті. Мақалада мәдениетаралық диалогты жетілдіру үшін көптілді білім беру, мәдени құзыреттілікті дамыту және тілдік кедергілерді еңсеру жолдары ұсынылды.

Кілт сөздер: *мәдениетаралық коммуникация, тіл, мәдени код, тілдік кедергілер, көптілділік.*

Тіл – адамзаттың ең іргелі әрі күрделі құбылыстарының бірі. Әрбір ұлттың мәдени коды, дүниетанымы мен рухани құндылықтары ең алдымен тіл арқылы көрініс табады. Сондай-ақ, мәдениетаралық коммуникацияның қарқынды дамуы бүгінде жаһандық жағдайдағы тілдің маңызын бұрынғыдан да арттырып отыр. Мәдениетаралық коммуникация – түрлі этностар мен ұлт өкілдерінің бір-бірімен байланысқа түсу үдерісі, онда тіл негізгі дәнекер ретінде әрекет етеді. Қоғамдық өмірдің жаһандануы, халықаралық саяси, экономикалық және әлеуметтік байланыстардың күшеюі, білім мен ғылымның халықаралық деңгейде алмасуы – мұның барлығы мәдениетаралық коммуникацияның өзектілігін жоғарылатып, тілдің функционалдық қызметіне жаңаша сипат беруде.

Осы ғылыми жұмыстың негізгі мақсаты – мәдениетаралық коммуникация жүйесіндегі тілдің функционалдық қызметі мен оның әсер ету тетіктерін кешенді талдау.

Тілтану саласындағы көптеген зерттеулерде (Айтқалиев [1; 24], Жарықбасов [2; 98], Нұрғалиева [3; 16]) тілдің тек ақпарат жеткізу құралы ретінде ғана емес, мәдениетті сақтау, ұрпақтан ұрпаққа жеткізу және қоршаған ортаны тану тетігі ретіндегі маңызы жан-жақты талданған. Белгілі отандық ғалым С.Қирабаев та [4] өз

еңбектерінде тілдің қоғамдық сана қалыптастырудағы рөлін айрықша атап өткен [4; 215]. Ал М.Әуезов [5] тіл мен мәдениетті біртұтас жүйе ретінде қарастырып, ұлттың рухани болмысын танудың кілті деп пайымдаған [5; 320]. Қазіргі таңда шетелдік зерттеушілердің (G. Hofstede [6], E.T. Hall [7], Dell Hymes [8]) жұмыстарымен салыстыра қарасақ, Қазақстандағы тілтану ғылымында мәдениетаралық коммуникация мәселелерін зерттеудің өзіндік бағыты қалыптасып келе жатқанын көреміз.

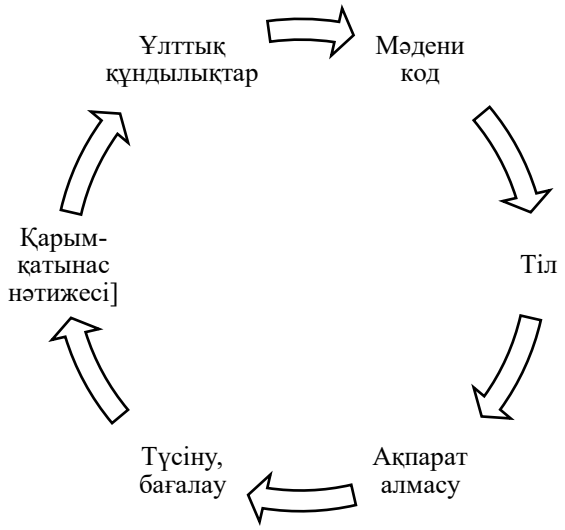
Адамдар арасындағы қарым-қатынастың тиімді болуы үшін әрбір адамның өзге мәдениетті түсініп, құрметтеуі, сол мәдениет өкілінің тілі арқылы оның дүниетанымдық ерекшеліктеріне үңілуі аса қажет. Мәдениетаралық коммуникацияда бір-бірін терең түсінуге ұмтылатын тараптар тілдің көпқырлы болмысына назар аударады. Мұнда тек тілдік норма мен сөйлеу ережелерін меңгеру жеткіліксіз, сонымен қатар мәдени нормалар, ұлттық құндылықтар, вербалды және вербалды емес коммуникация әдістеріне мән беру керек. Осы тұрғыдан алғанда, тіл – мәдениетаралық өзара іс-қимылдың қозғаушы күші болуымен қатар, оның тиімділігін анықтайтын негізгі фактор да болып табылады.

Зерттеу әдістері ретінде сипаттамалы талдау, салыстырмалы-тарихи зерттеу, сапалы және сандық әдістер қолданылды. Сипаттамалы талдау арқылы тілдің функционалдық қызметінің теориялық негіздері айқындалды. Салыстырмалы-тарихи әдіс қазақстандық және шетелдік зерттеулердің ұқсастықтары мен айырмашылықтарын анықтауға мүмкіндік берді. Эмпирикалық деректерді жинау үшін сауалнама, сұхбат пен бақылау әдістері пайдаланылды. Сауалнамаға тіл мамандары, шетел тілін меңгеріп жүрген студенттер және халықаралық компания қызметкерлері қатысты. Сұхбаттар мәдениетаралық ортада жұмыс істейтін педагогтар мен аудармашылар арасында жүргізілді. Бақылау әдісі арқылы коммуникация үдерісі кезінде туындайтын тілдік кедергілер мен эмоциялық реакциялар тіркеліп, талданды. Сандық әдістер ретінде алынған деректерге статистикалық талдау жасалды.

Теориялық негіздері. Мәдениетаралық коммуникация жүйесіндегі тіл мәселесін зерттеуде отандық ғалымдардан бөлек, шетелдік теориялардың да ықпалы зор. G. Hofstede [6; 40] мәдениетті «қабаттардан» тұратын жүйе деп сипаттап, құндылықтар, әдет-ғұрыптар және символдар сияқты элементтердің барлығы тілдік коммуникацияда көрініс табады дейді. E.T. Hall [7; 29] жоғары контекстілі және төмен контекстілі мәдениеттердің тілдік ерекшеліктерін талдау арқылы, қарым-қатынас барысында ақпараттың үлкен бөлігі вербалды емес құралдарға тәуелді болатындығын көрсетті. Dell Hymes [8; 21] тілдік компетенция ұғымын әлеуметтік контексті ескере отырып кеңейтті, сөйтіп коммуникация тиімділігін тек грамматикалық сауаттылықпен емес, сонымен қатар сөйлеу жағдаяттарын дұрыс түсіне білуімен байланыстырды.

Отандық зерттеушілер (Айтқалиев, 2015; Жарықбасов, 2018; Нұрғалиева, 2020) өз еңбектерінде қазақ қоғамындағы тілдің бірегей сипатын көтереді. Айтқалиев қазақ тілінің ұлттық дүниетанымды бейнелеудегі рөлін терең талдаса, Жарықбасов тілдің семантикалық құрылымын зерттеу арқылы ұлттық менталитеттің сөздік қордағы ізін көрсеткен. Нұрғалиева болса, ағылшын-қазақ тілдері арасындағы аударма барысында мәдени белгілерді сақтау мәселелеріне тоқталды. Бұл отандық тұжырымдар мен шетелдік теориялық негіздер тілдің тек ақпарат алмасу құралы емес, мәдениетаралық коммуникацияда өзіндік психологиялық және әлеуметтік факторларға да әсер ететін әмбебап феномен екенін дәлелдейді [3; 16].

Тіл – мәдениетаралық өзара іс-қимылдың өзегі. Ол тек ақпарат алмасу ғана емес, сондай-ақ әрбір ұлттың мәдени кодын жеткізуші бірден-бір құрал. Қоғамдық сана, құндылықтар және мінез-құлық нормалары әрдайым белгілі бір тіл арқылы айқындалып, ұрпақтан ұрпаққа беріледі. Осы орайда, тілдің мәдениетаралық коммуникациядағы орны төмендегі сызбада көрнекі түрде ұсынылған.



Сурет-1. Мәдениетаралық коммуникация жүйесіндегі тілдің негізгі элементтері

Бұл сызбада тіл арқылы берілетін мәдени код, ұлттық құндылықтар, түсіну және бағалау үдерістерінің өзара әрекеттесуі көрсетіледі. Мәдениетаралық коммуникация барысында тиімді түсінісу үшін тек тілдік нормаларды үйрену жеткіліксіз: қарым-қатынасқа қатысушы тараптар бір-бірінің ұлттық құндылықтары мен мәдени кодтарын да ескеруге тиісті [4; 215].

Зерттеу нәтижелері. Зерттеу барысында сауалнамаларға 100-ден астам респондент қатысты. Олардың қатарында жоғары оқу орындарының тіл мамандығында оқитын студенттер, шет тілдерін белсенді қолданатын халықаралық ұйым қызметкерлері және аудармашылар бар. Сұхбаттарда 20-ға жуық педагог пен аудармашы көрініс тапты. Негізгі мақсат – мәдениетаралық ортадағы коммуникацияда ең көп ұшырасатын тілдік және мәдени кедергілерді айқындау болды.

Алынған нәтижелер бойынша:

– Респонденттердің 65%-ы мәдениетаралық коммуникацияда тілдік кедергілерден гөрі, мәдени салт-дәстүрлер мен құндылықтарды білмеуден туындайтын түсініспеушіліктерді жиі басынан өткергенін айтты;

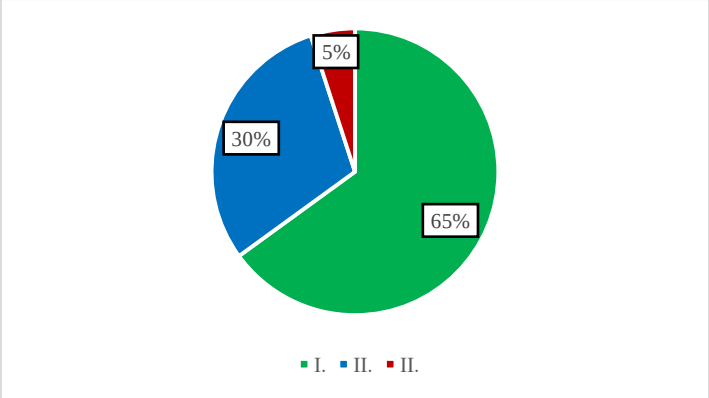
– 30%-ы тілдік кедергінің басты себебі ретінде шет тіліндегі идиомалар мен фразеологиялық тіркестерді дұрыс түсінбеуді атады;

– Қалған 5%-ы қарым-қатынас барысында вербалды емес құралдардың мән-маңызын дұрыс бағаламағандықтан қиындықтарға тап болғанын растады.

Кесте-1. Мәдениетаралық коммуникациядағы негізгі кедергілер

№	Кедергі түрі	Респонденттер үлесі (%)
I.	Мәдени құндылықтар мен салттарды білмеу	65%
II.	Тілдік идиома мен фразеологияны түсінбеу	30%
II.	Вербалды емес коммуникацияны бағаламау	5%

Төменде сауалнама қорытындысын жинақтайтын қысқаша диаграмма келтірілген.



Сурет-1. Мәдениетаралық коммуникациядағы негізгі кедергілер

Кестеден көріп отырғанымыздай, мәдени құндылықтар туралы ақпараттың жеткіліксіздігі немесе болмауы өзге тіл өкілдерімен қарым-қатынаста анағұрлым маңызды кедергі болып отыр. Ал диалектілік ерекшеліктер мен идиомалардың түсініксіздігі де ірі кедергілердің қатарында. Зерттеуге қатысушылар ұлттық салт-дәстүрге қатысты білімді жетілдіру қажеттілігін ерекше атап өтті.

Жүргізілген зерттеу нәтижелері Қазақстанда мәдениетаралық коммуникацияға тілдің әсер ету дәрежесінің айқын екенін растайды. Мәдениетаралық қарым-қатынас үдерісін жетілдіру үшін бірнеше нақты шараларды ескерген жөн:

1. Білім беру жүйесінде көптілділік бағдарламасын күшейту барысында тек тілдік грамматика мен лексиканы ғана емес, сонымен қатар шетел мәдениетін де жүйелі оқыту;
2. Мемлекеттік және халықаралық ұйымдарда аудармашылар мен мәдениетаралық медиаторлардың кәсіби дайындығын арттыру;
3. Әлеуметтік желілер мен бұқаралық ақпарат құралдарында көпмәдениеттілік туралы ақпаратты көбейту арқылы кең қоғамның танымын дамыту;
4. Тілдерді оқытуда интерактивті тәсілдерді қолдану (рөлдік ойындар, мәдени шаралар, онлайн платформалар) арқылы студенттер мен мамандарға шынайы мәдениетаралық тәжірибе беру.

Зерттеу мәдениетаралық коммуникацияда тілдің стратегиялық маңызын көрсетіп қана қоймай, оның әлеуметтік-психологиялық аспектілерін де ашып берді. Тіл тек сөз алмасу емес, ол – дүниетанымды, менталитетті, тарихи даму ерекшеліктерін тасымалдайтын әлеуметтік құбылыс. Сондықтан тиімді мәдениетаралық коммуникация үшін тілдік құзыреттілікпен қатар, жоғары деңгейдегі мәдени құзыреттілік те қажет.

«Мәдениетаралық коммуникация жүйесіндегі тіл» тақырыбындағы бұл зерттеу қорытындылары көрсеткендей, тіл – түрлі ұлттық мәдениеттер мен ұлт өкілдері арасындағы ең негізгі дәнекер. Қазақстандық және шетелдік ғалымдардың тұжырымдары мәдениетаралық коммуникация мәселесіне тек тілдік тұрғыдан емес, мәдени, психологиялық және әлеуметтік аспектілерді кешенді түрде ескере отырып қарау қажеттігін дәлелдейді. Жүргізілген сауалнамалар мен сұхбаттар нәтижесінде мәдениетаралық ортада коммуникация тиімділігін арттырудың негізгі кедергілері мен шешімдері айқындалды. Зерттеу барысында тілдің мәдени кодты жеткізудегі рөлі тағы бір рет расталды: ол ұлттық құндылықтар мен салт-дәстүрлердің ұрпақтан ұрпаққа жалғасуына, әлемнің әр түкпіріндегі адамдардың өзара түсінісуіне негіз болады.

Жалпы алғанда, мәдениетаралық коммуникацияда тілдің алатын орны орасан зор. Ол дәстүрлі құндылықтарды сақтап, болашақ ұрпаққа жеткізетін құрал болумен қатар, бүгінгі жаһандық кеңістікте ұлттар мен ұлыстардың өзара ынтымақтастығы мен үйлесімді өмір сүруінің кепіліне айналды. Тіл арқылы өркениеттер арасындағы диалог

нығайып, адамзаттың тұрақты дамуына үлес қосылады. Демек, мәдениетаралық коммуникация жүйесіндегі тіл мәселесін терең зерттеу келешекте де маңызды бола бермек. Білім беру және ғылыми зерттеулер саласында осы тақырыпқа қатысты кешенді бағдарламалар жасалып, ұлттық және халықаралық деңгейде бірлескен жобалар жүзеге асырылған жағдайда, Қазақстанның көпмәдениетті қоғам тұрғысынан да, жаһандық трендтер тұрғысынан да бәсекеге қабілеттілігі арта түспек.

Әдебиеттер:

1. Айтқалиев, Қ. Тіл және мәдениет: өзара ықпалдастық мәселелері. – Алматы: Ғылым, 2015. – 24 б.

2. Жарықбасов, М. Ұлттық менталитет және тілдік ерекшеліктер. – Нұр-Сұлтан: Фолиант, 2018. – 98 б.

3. Нұрғалиева, С. Қазақ-ағылшын тілдеріндегі мәдени белгілерді аудару мәселелері. – Алматы: Қазақ университеті, 2020. – 16 б.

4. Қирабаев, С. Қоғамдық сана және тіл. – Алматы: Ана тілі, 2014. – 215 б.

5. Әуезов, М. Тіл мен мәдениет: әдеби мұра және ұлттық болмыс. – Алматы: Білім, 2013. – 320 б.

6. Hofstede, G. Cultures and Organizations: Software of the Mind. – New York: McGraw-Hill, 2010. – 40 p.

7. Hall, E.T. Beyond Culture. – New York: Anchor Books, 1976. – 29 p.

8. Hymes, D. Foundations in Sociolinguistics: An Ethnographic Approach. – Philadelphia: University of Pennsylvania Press, 1974. – 21 p.

PROJECT BASED LEARNING ТЕХНОЛОГИЯСЫ БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ЗЕРТТЕУШІЛІК ІС-ӘРЕКЕТІН ДАМЫТУ

Сейдуәлі Е.
eldana0104@mail.ru
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Аңдатпа

Бұл мақалада Project based learning технологиясының бастауыш сынып оқушыларының зерттеушілік іс-әрекетін дамытудағы рөлі қарастырылады. Жобалық оқыту әдісінің теориялық негіздері сипатталып, оның білім алушылардың өзіндік ізденіс жүргізу, ақпаратты талдау, шығармашылық ойлау және топтық жұмыс жасау қабілеттеріне әсері талданады. Сонымен қатар, зерттеу нәтижелері ұсынылып, Project based learning технологиясын бастауыш мектепте тиімді қолдану жолдары көрсетіледі.

Кілт сөздер: Project based learning, зерттеушілік іс-әрекет, бастауыш сынып, оқушылардың танымдық белсенділігі, жобалық оқыту технологиясы.

Қазіргі заманғы білім беру жүйесінде оқушылардың танымдық белсенділігін арттыратын әдіс-тәсілдерді қолдану өзекті мәселелердің бірі болып табылады. Білім алушылардың шығармашылық қабілеттерін дамыту, олардың зерттеушілік іс-әрекеттерін жандандыру – білім берудің басты бағыттарының бірі. Осы тұрғыда Project

based learning немесе жобалық оқыту технологиясы ерекше маңызға ие. Бұл әдіс оқушыларды теориялық білімді тәжірибе арқылы меңгеруге, зерттеу жұмыстарын жүргізуге, өз бетінше ойлау және шешім қабылдау қабілетін дамытуға бағыттайды. Бастауыш сынып оқушылары үшін зерттеушілік дағдыларды қалыптастыру – олардың тұлғалық дамуы мен келешектегі жетістіктерінің негізін қалайды. Дәстүрлі оқыту әдістері көбінесе дайын білімді ұсынуға бағытталған болса, Project based learning әдісі арқылы оқушылар өз бетінше ізденуге, түрлі мәселелерді зерттеуге және оларды шешудің жолдарын табуға мүмкіндік алады.

Project based learning технологиясы – білім беру саласындағы инновациялық тәсілдердің бірі, ол оқушылардың зерттеушілік іс-әрекетін дамытуға бағытталған. Бұл әдіс XX ғасырдың басында американдық философ және педагог Джон Дьюи мен оның ізбасары Уильям Килпатриктің еңбектеріне негізделген. Олар білім алушылардың белсенді тәжірибеге сүйене отырып оқуы – шынайы өмірмен байланысты және нәтижелі болатынын дәлелдеді. Оқушыларға дайын ақпарат берудің орнына, оларды белгілі бір мәселеге қатысты зерттеу жүргізуге, ақпарат жинауға және қорытынды жасауға бағыттау – Project based learning технологиясының негізгі ерекшеліктерінің бірі болып табылады [1; 165].

Project based learning әдісі бірнеше маңызды қағидаларға сүйенеді. Біріншіден, оқу процесі белсенді әрі интерактивті болуы керек. Оқушылар тек ақпаратты тыңдап, есте сақтамайды, керісінше, зерттеу жүргізу, эксперимент жасау, бақылау сияқты әрекеттер арқылы білім алады. Екіншіден, оқыту нақты өмірлік мәселелерді шешуге бағытталуы тиіс. Бұл оқушылардың теориялық білімді тәжірибе жүзінде қолдану дағдыларын дамытады. Үшіншіден, зерттеу және рефлексия үдерісі маңызды орын алады. Оқушылар ақпаратты іздеу, оны талдау және өз тұжырымдарын жасау арқылы зерттеушілік дағдыларын қалыптастырады. Төртіншіден, Project based learning әдісі оқушылардың топтық жұмыс жасауын талап етеді. Бұл олардың бірлесіп жұмыс істеу, пікір алмасу, жауапкершілік алу сияқты әлеуметтік дағдыларын жетілдіреді.

Project based learning әдісінің бастауыш сынып оқушыларына әсері айтарлықтай зор. Бұл әдісті қолдану олардың когнитивті, әлеуметтік және зерттеушілік дағдыларын дамытуға ықпал етеді. Когнитивті тұрғыдан алғанда, оқушылардың логикалық ойлау қабілеті артады, олар салыстыру, талдау және қорытынды жасау дағдыларын меңгереді. Сонымен қатар, сыни тұрғыдан ойлау қабілеті дамып, оқушылар алынған ақпаратты сұрыптауға, маңыздысын анықтауға және дұрыс шешім қабылдауға үйренеді. Шығармашылық тұрғыдан Project based learning оқушыларға өз идеяларын еркін жеткізуге, жаңа шешімдер ұсынуға мүмкіндік береді [2; 204].

Әлеуметтік дағдыларды дамыту тұрғысынан алғанда, бұл әдіс оқушылардың қарым-қатынас жасау, пікір алмасу, тыңдау және өз көзқарасын дәлелдеу дағдыларын жетілдіреді. Топтық жобалар барысында оқушылар бір-бірімен ынтымақтасып, ортақ мақсатқа жету үшін бірге жұмыс істейді, бұл олардың жауапкершілігі мен көшбасшылық қабілеттерін арттырады. Ал зерттеушілік дағдылардың дамуы Project based learning технологиясының ең басты артықшылықтарының бірі болып табылады. Бұл әдісті қолдану арқылы оқушылар мәселені зерттеу, сұрақтар қою, болжам жасау, тәжірибе жүргізу, дерек жинау және оларды талдау дағдыларын қалыптастырады. Сонымен қатар, олар өзіндік рефлексия жасап, өз жұмысын бағалауға және жетістіктері мен кемшіліктерін анықтауға үйренеді [3].

Project based learning технологиясын бастауыш сыныптарда қолданудың тиімділігіне қатысты зерттеулер мен мұғалімдердің тәжірибелері бұл әдістің бірқатар артықшылықтарын көрсетті. Оқушылардың зерттеушілік дағдыларының дамуы, шығармашылық ойлау қабілеттерінің артуы, сыни ойлау дағдыларының жетілдірілуі – осы әдістің оң нәтижелері болып табылады. Мұғалімдер Project based learning әдісін

қолданғанда оқушылардың сабаққа деген қызығушылығының айтарлықтай артатынын, олардың ынтасы жоғары болатынын және оқу үлгерімі жақсаратынын атап өтеді. Дегенмен, бұл әдісті жүзеге асыру барысында кейбір қиындықтар да кездеседі. Project based learning жобаларын ұйымдастыру көп уақытты талап етеді, ал мұғалімдерден жоғары деңгейдегі ұйымдастырушылық қабілетті қажет етеді. Сонымен қатар, оқушыларды қажетті ақпарат көздерімен қамтамасыз ету және зерттеу жүргізу барысында қажетті материалдық ресурстардың болуы да маңызды [4; 87-89].

Жалпы алғанда, Project based learning технологиясы – бастауыш сынып оқушыларының зерттеушілік іс-әрекетін дамытуда маңызды құрал. Бұл әдіс балаларды өз бетімен білім алуға, шығармашылық тұрғыдан ойлауға, зерттеу жүргізуге және жаңашыл шешімдер қабылдауға ынталандырады. Егер бұл технологияны жүйелі түрде қолданса, оқушылардың зерттеушілік дағдылары ерте жастан дамып, олардың ғылыми-зерттеу жұмыстарымен айналысуға деген қызығушылығы артады. Сонымен қатар, бұл әдіс олардың дербестігін арттырып, оқу процесіне белсенді араласуына ықпал етеді. Осылайша, Project based learning әдісін бастауыш мектептерде тиімді қолдану – оқушылардың тұлғалық дамуына және олардың болашақ жетістіктеріне негіз болатын маңызды қадамдардың бірі [5].

Project based learning технологиясы оқушылардың зерттеушілік дағдыларын дамытуға бағытталған заманауи оқыту әдістерінің бірі болып табылады. Бұл технологияны бастауыш сыныптарда тиімді қолдану үшін белгілі бір әдістемелік қадамдарды сақтау қажет. Төменде Project based learning әдісінің негізгі кезеңдері, олардың сипаттамалары және оқу үдерісіне ықпалы көрсетілген [6; 19].

Project based learning технологиясын бастауыш сыныптарда қолдану зерттеушілік дағдыларды қалыптастыруға, оқушылардың шығармашылық әлеуетін арттыруға және олардың дербес жұмыс істеу қабілетін дамытуға ықпал етеді. Оқу үдерісін тиімді ұйымдастыру үшін әрбір кезең дұрыс жоспарланып, мұғалім бағыттаушы рөлін атқаруы қажет. Жобалық оқыту әдісі оқушылардың оқу материалын терең меңгеруіне ғана емес, олардың өз бетінше іздену, ақпаратты саралау және зерттеу дағдыларын дамытуына мүмкіндік береді [9; 16}.

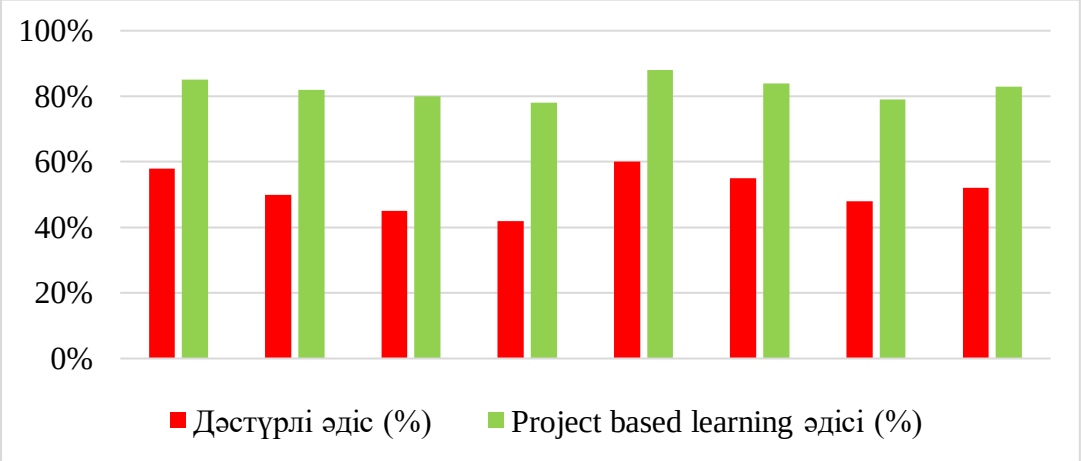
Зерттеу нәтижелері мен талдау. Қазіргі білім беру жүйесінде оқушылардың зерттеушілік дағдыларын дамыту маңызды міндеттердің бірі болып табылады. Дәстүрлі оқыту әдістерінде оқушылар көбінесе дайын ақпаратты қабылдап, оны жаттаумен шектеледі. Ал Project based learning технологиясы оқушыларды белсенді зерттеуге, деректерді талдауға, шығармашылық тұрғыдан ойлауға және өз бетінше шешім қабылдауға бағыттайды. Бұл әдіс оқушылардың зерттеушілік қабілеттерін дамытуға оң әсерін тигізіп, олардың оқу мотивациясын арттырады [10; 13].

Зерттеу барысында Project based learning технологиясын қолдану арқылы бастауыш сынып оқушыларының зерттеушілік дағдыларының қалай дамитыны сарапталды. Экспериментке қатысқан оқушылар екі топқа бөлінді: бірі дәстүрлі әдіспен, екіншісі Project based learning әдісімен оқытылды. Төмендегі кестеде зерттеу нәтижелері көрсетілген.

Кесте-2. Зерттеу нәтижелері (пайыздық көрсеткіштермен)

Зерттелетін дағды	**Дәстүрлі әдіс (%)**	**Project based learning әдісі (%)**	**Өсу динамикасы (%)**
Оқушылардың зерттеуге қызығушылығы	58%	85%	+27%

Өзіндік ізденіс жүргізу дағдысы	50%	82%	+32%
Ақпарат көздерін талдау және сараптау	45%	80%	+35%
Жинақталған деректерді жүйелеу	42%	78%	+36%
Топтық жұмысқа бейімделу	60%	88%	+28%
Өз ойын дәлелді түрде жеткізу	55%	84%	+29%
Мәселені шешу және шешім қабылдау	48%	79%	+31%
Жауапкершілік пен дербестіктің дамуы	52%	83%	+31%



Сурет-1. Зерттеу нәтижелері көрсеткіші

Зерттеу нәтижелері көрсеткендей, Project based learning технологиясын қолдану оқушылардың зерттеушілік дағдыларын дамытуда дәстүрлі әдістерге қарағанда әлдеқайда тиімді. Әсіресе, оқушылардың өзіндік ізденіс жүргізу, ақпаратты талдау, жүйелеу және топтық жұмыс жасау қабілеттері айтарлықтай жақсарған. Дәстүрлі оқытуда оқушылар көбінесе мұғалімнің нұсқауларын орындаумен шектелсе, Project based learning әдісі олардың дербес зерттеушілік әрекетін жандандырып, өз білімін тәжірибе арқылы қалыптастыруына ықпал етеді.

Project based learning технологиясының ең басты артықшылығы – оқушылардың белсенділігін арттыру, олардың өз бетінше ойлау және мәселелерді шешу қабілетін дамыту. Кестедегі нәтижелерге сүйене отырып, Project based learning әдісін бастауыш сыныптарда кеңінен қолдану – оқушылардың академиялық жетістіктерін арттырумен қатар, олардың өмірлік дағдыларын жетілдіруге де көмектесетіні анықталды. Сондықтан бұл әдісті оқу бағдарламасына жүйелі түрде енгізу – білім беру сапасын жақсартудың тиімді жолдарының бірі болып табылады.

Project based learning технологиясы – білім алушылардың зерттеушілік дағдыларын дамытудың тиімді әдісі. Бұл технология оқушыларды белсенді оқуға, өз бетінше ізденуге, шығармашылық және сыни ойлау қабілетін дамытуға бағыттайды. Бастауыш сынып оқушылары үшін Project based learning әдісі жаңа білімді өз бетінше игеруге, тәжірибе жасауға және алған білімдерін өмірде қолдануға мүмкіндік береді. Жобалық оқыту әдісін бастауыш сыныпта жүйелі түрде қолдану арқылы зерттеушілік дағдыларды ерте жастан дамытуға болады, бұл олардың болашақта ғылымға деген қызығушылығын арттыруға және инновациялық ойлау қабілетін қалыптастыруға септігін тигізеді.

Әдебиеттер:

1. Воскобойникова Г. В. Проектная деятельность в начальной школе: методическое пособие. – Москва: Просвещение, 2018. – 156 б.
2. Назарбаева С. Ж., Әбдіғалиева Р. Ж. Бастауыш сыныпта зерттеушілік дағдыларды қалыптастыру әдістері. – Алматы: Қазақ университеті, 2019. – 204 б.
3. Dewey J. The Child and the Curriculum. – Chicago: University of Chicago Press, 2020.
4. Ахметова А. Б., Кәрімова Н. Ж. Жобалық оқыту технологиясының бастауыш сынып оқушыларын дамытудағы маңызы // Білім және инновация. – 2021. – №4. – 87-95 б.
5. Thomas J. W. A Review of Research on Project-Based Learning. – California: Buck Institute for Education, 2022. – 98 p.
6. Қайырбекова А. Жобалық оқыту технологиясы: теориясы мен тәжірибесі. – Нұр-Сұлтан: Фолиант, 2017. – 19 б.
7. Савенков А. И. Исследовательское обучение младших школьников. – Москва: Академия, 2018. – 22 б.
8. Krajcik J. S., Blumenfeld P. C. Project-Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning. – New York: Routledge, 2019. – 45 p.
9. Иванова Т. Н. Развитие познавательной активности учащихся через проектную деятельность. – Санкт-Петербург: Питер, 2020. – 16 б.
10. Bell S. Project-Based Learning for the 21st Century: Skills for the Future. – Washington, DC: National Academies Press, 2021. – 13 p.

INTEGRATING DIGITAL LEARNING TOOLS INTO LESSON PLANNING FOR TEACHING GERMAN AS A FOREIGN LANGUAGE

Senbek B.K., Tazhibek A.S., Beisen D.A.,Rakhimzhanov A.M
Research Supervisor: Candidate of Philological Sciences,
Associate Professor T.A. Ainabekova
b.danael@gmail.com
Zhanibekov South Kazakhstan Pedagogical University,
Shymkent, Kazakhstan

Abstract

This article provides a review of scholarly literature on the integration of digital learning tools into lesson planning in teaching German as a Foreign Language (GFL). The study focuses on the role of multimedia resources, digital platforms, and cognitive design principles in improving the effectiveness of lesson planning. Based on the analysis of relevant research, the article highlights key approaches to organizing lessons using digital tools and discusses their impact on student engagement and learning outcomes. The findings suggest that digital tools, when applied within a structured pedagogical framework, enhance motivation, support multimodal learning, and contribute to more effective language acquisition. The article concludes that digital technologies should be systematically integrated into lesson planning to meet the demands of modern foreign language education.

Keywords: German as a Foreign Language, lesson planning, digital tools, multimedia, literature review

In recent years, the integration of digital technologies into education has become a central issue in foreign language teaching. The rapid development of digital tools has changed not only the way teachers deliver content but also how lessons are planned and structured. In teaching German as a Foreign Language (GFL), lesson planning remains a key component of effective instruction, as it ensures the logical organization of content, activities, and learning objectives.

At the same time, traditional lesson planning approaches are no longer sufficient in the context of digitalization. Teachers are increasingly expected to integrate multimedia resources, online platforms, and interactive tools into their lessons. This shift requires a reconsideration of lesson planning as a dynamic and flexible process that incorporates both pedagogical and technological elements.

The purpose of this article is to review existing literature on the use of digital learning tools in lesson planning for GFL and to identify effective approaches based on current research.

Furthermore, the integration of digital learning tools into lesson planning reflects broader changes in educational paradigms, particularly the shift toward student-centered and competency-based approaches. Digital environments enable teachers to design lessons that are more flexible and adaptive to individual learner needs, allowing for differentiation and personalized learning pathways. This is especially relevant in foreign language education, where students often demonstrate varying levels of proficiency and learning pace.

In addition, the use of digital tools in lesson planning supports the development of 21st-century skills, such as critical thinking, collaboration, and digital literacy. Through interactive tasks, online discussions, and multimedia content, learners are encouraged to actively construct knowledge rather than passively receive information. As a result, lesson planning becomes not only a process of organizing content but also a means of creating meaningful and engaging learning experiences.

Moreover, the increasing availability of digital resources requires teachers to develop new competencies related to instructional design and technology integration. As noted by Ningsih, effective digital learning depends on the alignment between pedagogical goals and cognitive principles [1]. Therefore, modern lesson planning must balance technological possibilities with sound didactic strategies to ensure that digital tools enhance, rather than complicate, the learning process.

Lesson Planning in German as a Foreign Language

Lesson planning in foreign language teaching involves defining objectives, selecting materials, organizing activities, and assessing learning outcomes. In GFL teaching, it also includes consideration of linguistic skills such as speaking, listening, reading, and writing.

According to Maksutova effective lesson planning in German language teaching requires the use of diverse teaching methods and multimedia resources [2]. The author emphasizes that multimedia tools help present linguistic material more clearly and support better understanding through visual and auditory input. This is particularly important for learners at beginner and intermediate levels, who benefit from contextualized language exposure.

Thus, lesson planning should not be limited to textbook-based instruction but should incorporate various types of materials that enhance student engagement.

Digital Learning Tools in Language Teaching

Digital learning tools include a wide range of resources such as videos, interactive exercises, mobile applications, and online learning platforms. These tools provide new opportunities for language learning by making lessons more interactive and learner-centered.

Petunina note that digital educational resources play an important role in teaching foreign languages, especially in higher education. They argue that digital tools allow teachers

to use authentic materials, create interactive tasks, and support independent learning [3]. As a result, students become more active participants in the learning process.

In addition, digital tools support different learning styles by combining text, audio, and visual elements. This multimodal approach is essential for effective language acquisition.

Cognitive Principles in Digital Lesson Design

The effectiveness of digital tools in lesson planning depends on how they are designed and used. Wang and Shen highlight that digital learning materials should be based on cognitive and instructional design principles [4].

According to their research, effective digital content should:

present information clearly and logically,

avoid cognitive overload,

combine visual and auditory elements appropriately.

These principles are particularly relevant in lesson planning, as poorly designed digital materials can distract learners rather than support learning. Therefore, teachers must carefully select and organize digital tools to ensure that they align with learning objectives.

Advantages of Using Digital Tools in Lesson Planning

The literature identifies several advantages of integrating digital tools into lesson planning:

Increased Student Motivation

Interactive platforms and multimedia resources make lessons more engaging and enjoyable. Students are more motivated to participate in activities that involve games, quizzes, and videos.

Support for Multimodal Learning

Digital tools allow teachers to present information in multiple formats, which improves comprehension and retention.

Development of Learner Autonomy

Online platforms enable students to practice language skills independently and at their own pace.

Improved Communication Skills

Digital tools provide opportunities for communication through online discussions, collaborative tasks, and interactive exercises.

Challenges in Using Digital Tools

Despite their advantages, digital tools also present certain challenges. These include:

lack of technical skills among teachers;

limited access to digital resources;

potential overuse of technology without clear pedagogical goals.

Therefore, it is important to use digital tools thoughtfully and purposefully within lesson planning.

The review of literature shows that digital learning tools play a significant role in modern lesson planning for teaching German as a Foreign Language. When used effectively, these tools enhance student engagement, support different learning styles, and improve language learning outcomes.

However, successful integration requires a balance between technology and pedagogy. Digital tools should be used as part of a well-structured lesson plan that aligns with learning objectives and cognitive principles.

Overall, the integration of digital tools into lesson planning represents an important direction for the development of foreign language education. In addition, it is important to emphasize that the effectiveness of digital tools in lesson planning largely depends on the teacher's ability to integrate them meaningfully into the learning process. Simply using technology does not guarantee improved learning outcomes; rather, it is the pedagogical

design and alignment with learning objectives that determine success. Therefore, teachers should critically evaluate digital tools and select those that best support the development of specific language skills in German as a Foreign Language.

Another important implication of this review is the need for continuous professional development of teachers. As digital technologies evolve rapidly, educators must keep up with new tools and approaches to remain effective in their teaching practice. Training programs and workshops focused on digital pedagogy can help teachers develop the necessary skills to design engaging and effective lessons using digital resources.

Finally, future studies should explore practical classroom implementations and provide empirical evidence on the impact of digital lesson planning in GFL contexts. Such research would contribute to a deeper understanding of how digital tools influence student achievement, motivation, and communicative competence, thereby supporting the further development of foreign language education.

References:

1. Ningsih D. P., Suganda S. P. Integrating digital teaching package for the German language classroom //Post Pandemic L2 Pedagogy. – Routledge, 2021. – P. 121-127.

2. Махсудова, Б. Х. Планирование урока немецкого языка с использованием различных мультимедийных средств // Экономика и социум. – 2018. – № 9 (52). – URL: https://cyberleninka.ru/article/n/planirovanie-uroka-nemetskogo-yazyka-s-ispolzovaniem-razlichnyh-multimediynyh-sredstv (01.04.2026).

3. Гильфанова, Г., Petunina, A. Digital educational resources in teaching to foreign students at language universities // European Proceedings of Social and Behavioural Sciences. – 2021. – P. 514–521. – DOI: https://doi.org/10.15405/epsbs.2021.09.02.57

4. Wang, M., Shen, R. Message design for mobile learning: learning theories, human cognition and design principles // British Journal of Educational Technology. – 2011. – Vol. 43, No. 4. – P. 561–575. – DOI: https://doi.org/10.1111/j.1467-8535.2011.01214.x

THE IMPACT OF THE ETHNOCULTURAL CONCEPT "UYAT" AND AGGLUTINATIVE INTERFERENCE ON FOREIGN LANGUAGE ANXIETY: THE DIDACTIC POTENTIAL OF ASYNCHRONOUS COLLABORATIVE ENVIRONMENTS (PADLET, FLIPGRID)

Sovetbayeva G.,Kozhageldiyeva A., Bailar A., Karimi S.
gulnaz.sovetbaeva777@gmail.com
Южно-Казахстанский педагогический университет имени У. Жанибекова
Научный руководитель: Тургинбаева Л.В.
к.п.н; и.о. доцента кафедры английского языка
Profkom_vashchenko@gmail.com

Abstract

This article investigates the linguocognitive and sociocultural barriers impeding English oral fluency among high school students in Kazakhstan. Focusing on the agglutinative interference of the Kazakh language and the cultural concept of «uyat», the study explores how asynchronous digital platforms (Padlet, Flipgrid) mitigate foreign language anxiety. Empirical data reveals a significant improvement in fluency and a drastic reduction in anxiety.

Keywords: foreign language anxiety, agglutinative interference, uyat, asynchronous learning, Padlet, Flipgrid.

Kazakhstan's trilingual educational policy aims to foster proficiency in Kazakh, Russian, and English.[1, p. 6] However, achieving spontaneous oral fluency remains a challenge, particularly in densely populated urban centers like Shymkent. In Kazakh-medium schools, where English is acquired as a third language (L3), traditional methodologies often fail to provide sufficient individualized speaking time, exacerbating both linguistic and psychological barriers. This research analyzes how asynchronous collaborative platforms (Padlet, Flipgrid) help students overcome these obstacles.

The primary linguocognitive obstacle to spoken fluency is structural interference. English utilizes an analytical SVO (Subject-Verb-Object) word order, while Kazakh relies on a highly agglutinative SOV (Subject-Object-Verb) syntax.[2, p. 13] Formulating an English utterance forces Kazakh-speaking students to hold conceptual elements in a cognitive buffer until the predicate is correctly positioned, causing cognitive overload and prolonged pauses.

Additionally, the psychological dimension of language acquisition in multilingual contexts can be explained through the framework of affective variables in second language learning. According to the concept of the affective filter, learners with high levels of anxiety, fear of negative evaluation, or low self-confidence experience a mental barrier that prevents linguistic input from being effectively transformed into speech. In the case of Kazakh-speaking learners, this barrier is often intensified by sociocultural expectations that speech should be accurate before being publicly expressed. As a result, students engage in excessive self-monitoring, which slows spontaneous speech production and reduces participation in classroom interaction. Asynchronous learning environments help lower this affective filter by shifting the focus from immediate performance to reflective production. The opportunity to record, review, and refine responses allows learners to reduce anxiety, experiment with language more freely, and gradually build communicative confidence, which is essential for developing oral proficiency in a third language

This linguistic strain is amplified by the sociocultural concept of «uyat» (social shame)[3, p. 9]. In an educational setting, «uyat» morphs into a paralyzing fear of public failure. Making a grammatical error in front of peers represents a severe social risk, leading to high Foreign Language Classroom Anxiety (FLCA). Asynchronous tools like Padlet and Flipgrid alter the chronotope of learning, granting students a vital «cognitive pause» to process information without real-time pressure.

A formative pedagogical experiment was conducted with 60 tenth-grade students from a Shymkent public school. The Experimental Group (EG, n=30) utilized Padlet and Flipgrid within a Flipped Classroom model. Cognitively demanding speaking tasks were shifted to an asynchronous environment. The Control Group (CG, n=30) followed a traditional communicative framework. Oral proficiency was evaluated on a 10-point scale, and psychological shifts were measured using the FLCAS questionnaire over four weeks.

Baseline data showed high anxiety in both groups, with over 70% of students fearing public mistakes. Post-intervention results revealed significant deviations (Table 1).

Table 1. Dynamics of Foreign Language Communicative Competence and Anxiety Levels

Measured Parameter	**EG (Pre-test)**	**EG (Post-test)**	**Dynamics (Δ) EG**	**CG (Pre-test)**	**CG (Post-test)**	**Dynamics (Δ) CG**
Fluency and Coherence (out of 10)	5.4	7.8	**+2.4**	5.5	5.8	**+0.3**
Lexical Resource (out of 10)	5.8	8.0	**+2.2**	6.0	6.4	**+0.4**

Grammatical Accuracy (out of 10)	6.0	7.3	**+1.3**	6.0	6.3	**+0.3**
Pronunciation (out of 10)	6.0	7.3	**+1.3**	6.1	6.3	**+0.2**
Total Speaking Score	**5.8**	**7.6**	**+1.8**	**5.9**	**6.2**	**+0.3**
Anxiety Index (FLCAS, % of highly anxious learners)	76%	34%	**-42%**	74%	71%	**-3%**

The EG demonstrated a remarkable total score increase, particularly in «Fluency and Coherence» (+2.4). The CG showed marginal improvements. Crucially, asynchronous tools catalyzed a 42% reduction in severe anxiety within the EG.

The EG's progress in fluency stems from moving the cognitively heavy task of restructuring SOV to SVO into an asynchronous space. Flipgrid and Padlet acted as «cognitive prostheses», allowing students time to rehearse. Furthermore, the iterative recording process neutralized the «uyat» factor, providing a «mastery experience» that built self-efficacy before facing public scrutiny. By providing cognitive breathing room and a socially secure space, these platforms successfully deconstruct the most deeply rooted barriers to spoken English proficiency.

References:

1. Bandura, A. (1997). Self-efficacy: The exercise of control. W.H. Freeman.
2. MacIntyre, P. D., et al. (1998). Conceptualizing willingness to communicate in a L2. Applied Linguistics, 19(4), 545-562.
3. Kudaibergenova, D. (2018). Project Kelin: Marriage, Women, and Re-Traditionalization in Post-Soviet Kazakhstan. Women of Asia.
4. Zhumabayeva, A. (2024). Comparative typology of sentence structures in English and Uzbek. CyberLeninka.

UDC 101.81

A STUDY OF COGNITIVE AND CULTURAL MODELS UNDERLYING PROVERBS IN ENGLISH, KAZAKH, AND RUSSIAN LANGUAGES

Tastemirova Symbat– 4th-year student
Scientific supervisor: Candidate of Philological Sciences Tadzhibayeva A.A.
South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov

Түйіндеме

Бұл мақалада ағылшын, қазақ және орыс тілдеріндегі пословицалардың когнитивтік және мәдени негіздері қарастырылады. Зерттеудің мақсаты – әртүрлі тілдердегі пословицалардың артында жатқан ойлау модельдерінің ұқсастықтары мен айырмашылықтарын анықтау. Зерттеу барысында салыстырмалы, контент-талдау және когнитивті-семантикалық әдістер қолданылды. Нәтижелер көрсеткендей, пословицалар жалпы когнитивтік құрылымдарға сүйенгенімен, олардың тілдік көрінісі мәдени ерекшеліктерге тәуелді.

Кілт сөздер: пословица, концептуалдық метафора, когнитивтік лингвистика, мәдени ерекшелік, салыстырмалы талдау

Аннотация

В статье анализируются когнитивные и культурные основы пословиц в английском, казахском и русском языках. Цель исследования – выявить сходства и различия в ментальных моделях, лежащих в основе пословиц. Использованы методы сравнительного анализа, контент-анализа и когнитивно-семантического исследования. Результаты показывают, что пословицы отражают универсальные когнитивные схемы, но их языковая форма определяется культурным контекстом.

Ключевые слова: пословицы, концептуальная метафора, когнитивная лингвистика, культурные особенности, сравнительный анализ

Proverbs are a rich and enduring component of any language, serving not only as linguistic expressions but also as repositories of collective wisdom, social norms, ethical principles, and cultural knowledge accumulated over generations. Unlike idioms, which often convey figurative or playful meanings in everyday speech and may be context-dependent, proverbs typically offer generalized life lessons, moral guidance, or practical advice that reflects shared values and socially accepted behaviors. These expressions are highly conventionalized and formulaic, making them recognizable and easily transmitted across communities, while their meanings are deeply informed by underlying cognitive models, culturally shaped reasoning, historical experience, and traditional practices. By encoding complex ideas in concise, memorable forms, proverbs function as cognitive tools that help individuals interpret the world, make decisions, regulate behavior, and maintain social cohesion, thereby bridging the gap between language, thought, and culture.

In cognitive linguistics, proverbs are viewed as reflections of underlying conceptual frameworks. The conceptual metaphor theory by George Lakoff and Mark Johnson suggests that abstract reasoning, moral evaluation, and social understanding are often structured metaphorically, rooted in embodied experiences. Ronald Langacker and Charles Fillmore further emphasize that linguistic meaning is shaped by cognitive frames, which proverbs effectively illustrate by encoding shared cultural knowledge. While many cognitive processes are universal, the expression of proverbs is deeply culture-bound. Kazakh proverbs often draw on steppe life, horses, and seasonal cycles, reflecting historical realities. Russian proverbs emphasize social conduct, communal values, and personal resilience. English proverbs often employ trade, navigation, or architectural metaphors, highlighting practical life lessons shaped by historical and philosophical traditions.

Comparative study of proverbs across languages allows researchers to uncover both shared cognitive models and culturally specific conceptualizations. Understanding these patterns contributes to translation studies, language pedagogy, and intercultural communication. The aim of this study is to investigate cognitive and cultural models underlying proverbs in English, Kazakh, and Russian, highlighting both universal patterns and language-specific features.

Objectives:

1. To analyze proverbs from a cognitive-semantic perspective
2. To identify dominant conceptual metaphors in each language
3. To compare cross-cultural expressions and linguistic realizations
4. To explore the interaction between universal cognition and cultural specificity

Methods

This study employs a mixed-methods approach combining qualitative and quantitative analysis. The theoretical foundation is cognitive linguistics, particularly conceptual metaphor theory (Lakoff & Johnson) and frame semantics (Fillmore).

The corpus consists of 150 proverbs, with 50 examples selected from each language. Sources include Oxford Dictionary of Proverbs, national proverb collections, and academic

publications. Selection criteria emphasized semantic transparency, frequency of use, and clear metaphorical or conceptual motivation.

Research stages included:

1. Classification of proverbs according to semantic domains and metaphorical sources (e.g., animals, natural phenomena, human behavior)
2. Content analysis to identify recurring conceptual patterns
3. Comparative analysis to examine cross-linguistic similarities and cultural distinctions
4. Quantitative analysis to determine the proportion of universal vs. culture-specific conceptual models

Results

Analysis shows that proverbs across the three languages rely on recurring conceptual models, reflecting universal cognitive mechanisms while simultaneously embodying cultural specifics.

Table 1. Distribution of Conceptual Models

Type of Conceptual Model	Number of Proverbs	Percentage
Universal	112	75%
Culture-specific	38	25%
Total	150	100%

Prominent conceptual patterns include:

HUMAN AS A PLANT: Human growth and resilience are often compared to plants or trees. For example:

1. English: “Mighty oaks from little acorns grow.”
2. Kazakh: “Ағаш түбі жерге тірелгендей, адам түбі өнегеге тіреледі.” (A person’s roots are in virtue, like a tree’s roots in the soil.)
3. Russian: “Что посеешь, то и пожнёшь.” (You reap what you sow.)

LIFE AS NAVIGATION: Life decisions and challenges are described in terms of sailing, roads, or directions:

1. English: “Smooth seas do not make skillful sailors.”
2. Kazakh: “Жолсыз жерде жол іздейді.” (One finds a path where there is none.)
3. Russian: “Без труда не вытащишь и рыбку из пруда.” (No effort, no reward.)

EMOTIONS AS WEATHER: Feelings are often conceptualized through natural phenomena:

1. English: “A storm of emotions.”
2. Kazakh: “Жаңбырдай көңіл бұлты” (Clouds of sorrow).
3. Russian: “На душе дождик идёт.” (A rainy feeling in the soul.)

Table 2. Conceptual Domains Across Languages

Conceptual Domain	English	Russian	Kazakh	Total
Plants/Nature	18	20	22	60
Navigation/Life	15	12	14	41
Weather/Emotions	10	11	9	30
Social Conduct	7	7	5	19
Total	50	50	50	150

This new selection of examples emphasizes growth, journey, and natural forces, providing fresh imagery while maintaining cognitive-semantic relevance.

Discussion

Proverbs serve as a unique intersection of language, cognition, and culture, encoding both universal cognitive patterns and culture-specific knowledge. The analysis of 150 proverbs across English, Kazakh, and Russian languages reveals that approximately 75% of the studied proverbs rely on shared conceptual frameworks, confirming that metaphorical thought is largely universal. These shared frameworks suggest that humans often conceptualize abstract ideas such as morality, life experiences, and emotions through recurring metaphorical structures that transcend linguistic and cultural boundaries.

Cultural specificity, however, remains highly influential. The choice of imagery, lexical items, and metaphorical mappings reflects the socio-cultural context, historical experiences, and environmental conditions of a given speech community. For instance, Kazakh proverbs frequently employ plant-based metaphors (e.g., "Ағаш түбі жерге тірелгендей, адам түбі өнегеге тіреледі"), which resonate with the steppe environment, nomadic lifestyle, and close connection to the land and nature. Russian proverbs often emphasize social wisdom, community values, and moral lessons (e.g., "Без труда не вытащишь и рыбку из пруда"), reflecting the cultural importance of resilience, labor, and social cohesion. English proverbs, in contrast, display a higher degree of abstraction and often employ practical or navigational metaphors (e.g., "Smooth seas do not make skillful sailors"), emphasizing experience, foresight, and individual agency—likely shaped by historical developments in trade, exploration, and philosophical thought.

This interplay between universal cognition and cultural specificity demonstrates that proverbs are not merely decorative linguistic artifacts; they are cognitive tools that encode collective human knowledge and experience. Universal conceptual patterns such as HUMAN AS A PLANT, LIFE AS NAVIGATION, and EMOTIONS AS WEATHER illustrate how people across cultures make sense of abstract phenomena by grounding them in concrete, embodied experience. These conceptual metaphors provide shared mental models that facilitate understanding, reasoning, and communication, while culture-specific realizations ensure that proverbs remain contextually meaningful.

Methodological implications of this study are significant. The combined use of content analysis, cognitive-semantic interpretation, and quantitative evaluation allows researchers to systematically identify recurring conceptual patterns while accounting for cultural variations. This mixed-methods approach enhances reliability and reproducibility, enabling comparisons across languages and linguistic families. It also demonstrates the value of integrating cognitive linguistics into comparative proverb research, which traditionally focused primarily on lexical and syntactic features.

Practical applications are multifaceted:

Translation and Interpretation: Understanding the underlying cognitive and cultural models of proverbs helps translators render them more accurately, preserving both meaning and cultural nuance. For example, an English proverb about navigation may require a culturally relevant equivalent in Kazakh that uses steppe or horse imagery rather than a literal translation.

Language Teaching: Awareness of metaphorical structures aids learners in interpreting figurative language, enhancing comprehension, vocabulary acquisition, and cross-cultural communication skills. Educators can design exercises that highlight similarities and differences in metaphorical reasoning across languages.

Intercultural Communication: Proverbs offer insight into social norms, moral values, and worldviews. Recognizing culturally specific metaphors can prevent miscommunication and enrich interactions in multilingual and multicultural contexts.

Future research directions include:

Expanding the dataset to include a larger number of proverbs and additional languages, which would allow testing the universality of certain conceptual metaphors across broader linguistic and cultural contexts.

Investigating other forms of figurative language, such as sayings, maxims, or folk narratives, to compare the conceptual models used in different genres. Applying psycholinguistic experiments or corpus-based methods to explore how speakers mentally process proverbs and whether culture-specific metaphors influence interpretation speed or memory. Examining historical and diachronic changes in proverb usage, which could reveal shifts in societal values, moral norms, and cognitive conceptualizations over time.

In conclusion, proverbs act as both mirrors and mediators of human thought. They reflect universal cognitive strategies while simultaneously encoding cultural heritage and social norms. This duality makes them a valuable object of study for cognitive linguistics, comparative semantics, translation studies, and intercultural education. By analyzing proverbs, researchers gain insight not only into language structure but also into how societies conceptualize life, emotions, and human behavior. Ultimately, proverbs exemplify the intricate interplay between human cognition, cultural experience, and linguistic expression, demonstrating that language is a cognitive and cultural instrument simultaneously.

References:

1. George Lakoff, Mark Johnson. *Metaphors We Live By.* University of Chicago Press, 1980.
2. Ronald Langacker. *Cognitive Grammar: A Basic Introduction.* Oxford University Press, 2008.
3. Charles Fillmore. “Frame Semantics.” *Linguistics in the Morning Calm.* Hanshin Publishing, 1982.
4. Zoltán Kövecses. *Metaphor: A Practical Introduction.* Oxford University Press, 2010.
5. Oxford Dictionary of Idioms. Oxford: Oxford University Press, 2015.

DEVELOPING STUDENTS’ SPEAKING SKILLS THROUGH DIGITAL MEDIA IN GERMAN LANGUAGE TEACHING

Makhamadusmanova K., Seitkarimova N., Pernaboeva A., Tilegenova M.

1703-12-4– group students

Research Supervisor: Candidate of Philological Sciences, Associate Professor

T.A. Ainabekova

merey.t@mail.ru

South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov

Shymkent, Kazakhstan

The development of speaking skills is one of the most important objectives in teaching German as a foreign language (DaF). Oral communication enables learners to use language in real-life situations, express their thoughts, and interact with others. However, traditional approaches to teaching speaking often do not provide sufficient opportunities for active communication. In many cases, learners are limited to controlled exercises that focus

primarily on accuracy rather than communicative effectiveness. As a result, students may acquire knowledge of grammar and vocabulary but experience difficulties when attempting to use this knowledge in spontaneous speech. In this context, the integration of digital media has become an effective pedagogical solution that allows for the creation of more flexible, interactive, and learner-centered environments.

The role of digital media in foreign language teaching is extensively discussed in the work of Bushi, who emphasizes that digital tools fundamentally transform the structure of the learning process by introducing new forms of interaction [1]. According to the author, digital media expand the communicative space beyond the classroom, enabling learners to engage in authentic and semi-authentic communication. This expansion is particularly important for speaking development, as learners require exposure to varied communicative situations in order to develop fluency. Bushi also distinguishes between synchronous communication, such as video conferencing, and asynchronous communication, such as recorded speech tasks, both of which contribute differently to the development of oral skills.

From the perspective of learners, Tuğlu provides important insights into how digital media are perceived in educational contexts [2]. The study shows that students consider digital tools to be highly effective in supporting language development, particularly in speaking. One of the key findings is that digital environments reduce the level of psychological pressure typically associated with speaking in front of others. This reduction in anxiety enables learners to experiment with language more freely and to participate more actively in speaking tasks. Tuğlu also highlights that learners appreciate the flexibility of digital tools, which allow them to practice speaking at their own pace and repeat tasks multiple times.

Furthermore, Tuğlu identifies several specific features of digital media that contribute to speaking development [2]. These include accessibility of materials, the possibility of independent practice, and the availability of interactive tasks. The combination of these features creates a learning environment in which learners are more autonomous and more engaged in the learning process. As a result, speaking practice becomes more frequent and more effective.

The importance of oral communication is further emphasized in the work of Alimovna, who considers speaking to be a core component of language competence [3]. According to the author, the ability to speak a foreign language reflects the overall level of language proficiency, as it requires the integration of grammar, vocabulary, and pronunciation. Alimovna stresses that speaking should not be treated as a secondary skill but should be prioritized in the learning process. This perspective supports the integration of digital media, which provide additional opportunities for speaking practice.

Rakhmatullaeva offers a practical perspective on improving communication skills in German by focusing on the role of interaction and repetition [4]. The author argues that speaking skills develop through continuous practice in communicative situations. In this regard, digital media provide an effective platform for organizing such practice. For example, learners can participate in online discussions, record their speech, and receive feedback. These activities create conditions for the gradual improvement of speaking skills.

Moreover, Rakhmatullaeva highlights that digital tools support the development of fluency by encouraging learners to produce language more frequently [4]. Frequent production of speech allows learners to automate language structures and reduce hesitation, which is essential for effective communication.

One of the most significant contributions of digital media to speaking development is the use of multimedia resources. Ningsih and Suganda emphasize that digital teaching packages, which combine audio, video, and interactive elements, create a rich learning environment [5]. These packages provide learners with authentic models of spoken language,

including pronunciation, intonation, and discourse patterns. Exposure to such models helps learners understand how language is used in real-life communication.

In addition, Ningsih and Suganda point out that multimedia resources support contextualized learning [5]. Visual and auditory elements provide context that facilitates comprehension and helps learners use language more appropriately. This is particularly important for speaking, as learners must be able to adapt their language to different communicative situations.

Another innovative approach discussed in the literature is digital storytelling. Kallinikou and Nicolaidou demonstrate that this method is highly effective in developing speaking skills [5]. Digital storytelling involves the creation of narratives using digital tools, which requires learners to plan, structure, and present their speech. This process enhances fluency, coherence, and expressive ability.

Kallinikou and Nicolaidou also emphasize that digital storytelling promotes deeper cognitive engagement [6]. Learners are not only producing language but also organizing ideas and reflecting on content. This combination of linguistic and cognitive processes contributes to more meaningful learning outcomes. In addition, the creative nature of storytelling increases learner motivation and involvement.

Another important advantage of digital media is the possibility of self-regulated learning. Learners can record their speech, listen to their performance, and identify areas for improvement. This process encourages reflection and supports the development of metacognitive skills. As a result, learners become more aware of their learning process and more capable of improving their speaking skills independently.

Digital media also facilitate both synchronous and asynchronous communication. As noted by Bushi, synchronous communication allows for real-time interaction, which is essential for developing spontaneous speaking skills [1]. In contrast, asynchronous communication provides learners with time to prepare their responses, which supports accuracy and confidence. The combination of these two modes creates a balanced approach to speaking development.

Collaborative learning is another important aspect highlighted in the literature. Digital platforms enable learners to work together, exchange ideas, and provide feedback. This interaction enhances communication skills by encouraging learners to express their thoughts clearly and respond to others. In addition, collaborative tasks promote social interaction, which is an important component of language learning.

Motivation also plays a crucial role in speaking development. Tuğlu emphasizes that digital media increase learner engagement by making learning more interactive and enjoyable [2]. When learners are motivated, they are more likely to participate actively and practice speaking more frequently. This increased practice leads to improved speaking skills.

Despite these advantages, the integration of digital media also presents challenges. Bushi notes that digital tools must be used in a pedagogically meaningful way [1]. Without clear objectives, the use of technology may not lead to effective learning outcomes. This highlights the importance of careful planning and instructional design.

Rakhmatullaeva also emphasizes the role of the teacher in guiding the learning process [4]. Teachers must provide support, feedback, and structure to ensure that digital activities contribute to speaking development. Digital media should be used as a supplement to traditional teaching rather than a replacement.

Ningsih and Suganda further stress that digital tools should be integrated into a coherent teaching strategy [5]. This integration ensures that technology supports learning objectives and enhances the effectiveness of instruction.

In conclusion, the analysis of the selected studies demonstrates that digital media play a significant role in developing students' speaking skills in German language teaching. Bushi

highlights the expansion of communicative environments [1], Tuğlu emphasizes learner engagement and autonomy [3], and Rakhmatullaeva underlines the importance of practice and interaction [4]. Ningsih and Suganda demonstrate the value of multimedia resources [5], Kallinikou and Nicolaidou show the effectiveness of digital storytelling [6], and Alimovna emphasizes the central role of oral communication [3]. Taken together, these findings confirm that digital media, when used systematically and purposefully, can significantly enhance the development of speaking skills in DaF contexts.

At the same time, the effectiveness of digital media depends on their pedagogical integration into the learning process. The analyzed studies consistently indicate that technology alone does not guarantee successful outcomes; rather, its impact is determined by how it is applied in instructional contexts. This implies that digital tools should be embedded within clearly defined learning objectives and supported by well-structured tasks that promote active language use.

Furthermore, the combination of different types of digital media appears to be particularly beneficial for speaking development. The integration of multimedia input, interactive tasks, and communicative activities creates a comprehensive learning environment in which learners can develop fluency, accuracy, and confidence simultaneously. Such an approach allows learners to engage with language from multiple perspectives and reinforces their ability to use it in real-life communication.

Another important implication concerns the role of learner autonomy. Digital media provide learners with opportunities to practice speaking beyond the classroom, which contributes to continuous language development. The possibility of self-paced learning, repeated practice, and self-assessment enables learners to take greater responsibility for their progress. This shift toward more independent learning is especially relevant in modern educational contexts.

Finally, the findings highlight the need for a balanced approach that combines digital and traditional teaching methods. While digital media offer numerous advantages, they should complement rather than replace face-to-face interaction. Effective language learning requires meaningful communication, guided practice, and teacher support. Therefore, the integration of digital media should be seen as part of a broader pedagogical strategy aimed at developing students' communicative competence in a holistic and sustainable way.

References:

1. Bushi J. The role of digital media in foreign language teaching // Proceedings of the Fifteenth International Conference on Social and Natural Sciences. – 2021. – P. 253–259.
2. Tuğlu Y. Student perspectives on the effective use of new media in field education courses and the development of language skills // International Journal of Educational Research Review. – 2023. – Vol. 8. – No. 3. – P. 494–511.
3. Alimovna S. G. The role of oral speech in learning the German language // Galaxy International Interdisciplinary Research Journal. – Vol. 10. – No. 3. – P. 593–600.
4. Rakhmatullaeva N. N. Q. Ways to improve communication skills in the German language // Academic Research in Educational Sciences. – 2024. – Vol. 5. – CSPU Conference 1. – P. 315–317.
5. Ningsih D. P., Suganda S. P. Integrating digital teaching package for the German language classroom // Post Pandemic L2 Pedagogy. – Routledge, 2021. – P. 121–127.
6. Kallinikou E., Nicolaidou I. Digital storytelling to enhance adults' speaking skills in learning foreign languages: A case study // Multimodal Technologies and Interaction. – 2019. – Vol. 3. – No. 3. – P. 59.

АҒЫЛШЫН ТІЛІ САБАҚТАРЫНДА ЖАСАНДЫ ИНТТЕЛЕКТ ҚҰРАЛДАРЫН ҚОЛДАНУ ТИІМДІЛІГІ

Төлегенова Ф.
fariztolegenova @gmail.com
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Түйіндеме

Бұл мақалада ағылшын тілі сабақтарында жасанды интеллект құралдарын қолданудың тиімділігі қарастырылады. Жасанды интеллект білім беру үдерісін дараландыруға, оқушыларға жедел кері байланыс беруге және тілдік дағдыларды кешенді түрде дамытуға мүмкіндік беретіні анықталды. Сонымен қатар ол оқушылардың қызығушылығын арттырып, сыни ойлау қабілетін жетілдіруге ықпал етеді. Мақалада жасанды интеллектті қолданудың артықшылықтарымен қатар, оны тиімді пайдалану үшін педагогикалық және әдістемелік талаптарды сақтау қажеттілігі де көрсетіледі. Қорытындысында жасанды интеллект ағылшын тілін оқытуда маңызды көмекші құрал ретінде сипатталады.

Кілт сөздер: *жасанды интеллект, ағылшын тілі, білім беру, цифрлық технологиялар, тілдік дағдылар, оқыту тиімділігі, инновациялық әдістер*

Ағылшын тілі сабақтарында жасанды интеллект құралдарын қолдану тиімділігі қазіргі білім беру кеңістігіндегі өзекті мәселелердің бірі болып отыр. Ақпараттық технологиялардың қарқынды дамуы мұғалімнің жұмыс тәсілін, оқушының білім алу дағдысын, сабақтың ұйымдастырылу формасын және бағалау жүйесін жаңа деңгейге көтерді. Соның ішінде жасанды интеллект негізіндегі құралдар шетел тілін, әсіресе ағылшын тілін оқыту үдерісінде ерекше маңызға ие бола бастады. Себебі ағылшын тілі – тек грамматикалық ережелерді меңгеретін пән ғана емес, ол тыңдалым, айтылым, оқылым, жазылым сияқты бір-бірімен тығыз байланысты тілдік дағдыларды қатар дамытуды қажет ететін күрделі пән. Осындай жағдайда жасанды интеллект оқушының жеке қажеттілігіне бейімделген оқу ортасын қалыптастырып, білім сапасын арттыруға ықпал етеді.

Бүгінгі таңда ағылшын тілі сабақтарында жасанды интеллект құралдарын қолдану бірнеше маңызды міндетті шешуге мүмкіндік береді. Біріншіден, бұл құралдар оқу материалын даралауға жағдай жасайды. Әр оқушының тіл меңгеру деңгейі, есте сақтау қабілеті, сөздік қоры, грамматикалық дайындығы және сөйлеу қарқыны әртүрлі болатыны белгілі. Дәстүрлі сабақта мұғалім барлық оқушыға бірдей тапсырма ұсынған жағдайда, кейбір оқушы үшін ол тым жеңіл, ал енді біреуі үшін күрделі болуы мүмкін. Ал жасанды интеллект жүйелері оқушының жауаптарын, қателерін және орындау жылдамдығын талдай отырып, оған сәйкес тапсырмалар ұсына алады. Мұндай тәсіл оқушының өз мүмкіндігіне сай білім алуына көмектесіп, оқу мотивациясын төмендетпей, керісінше күшейтеді [1].

Екіншіден, жасанды интеллект ағылшын тілін үйренудегі кері байланысты жеделдетеді. Тіл үйренуде уақытылы және нақты кері байланыс өте маңызды. Оқушы қате жіберсе, оны сол сәтте түсініп, түзете алса, материал жақсырақ есте сақталады. Көп жағдайда мұғалім сыныптағы барлық оқушының жұмысын бір уақытта терең талдап үлгермейді. Ал жасанды интеллект арқылы жұмыс істейтін платформалар грамматикалық қателерді, сөйлем құрылымындағы кемшіліктерді, сөз қолданысындағы

дәлсіздіктерді бірден көрсетіп, дұрыс нұсқасын ұсынады. Бұл оқушының өз қатесін өз бетімен түсінуіне және түзетуіне жол ашады. Нәтижесінде оқушы тек дайын жауапты жаттап қана қоймай, тілдік заңдылықты саналы түрде меңгереді.

Ағылшын тілі сабақтарында жасанды интеллект құралдарының тағы бір маңызды тиімділігі – айтылым дағдысын дамытуға көмектесуі. Көптеген оқушы ағылшын тілінде сөйлеуге келгенде ұялады, қателесуден қорқады немесе сөздік қоры жеткіліксіз болғандықтан ойын еркін жеткізе алмайды. Жасанды интеллектпен жұмыс істейтін сөйлеу тренажерлары, виртуалды ассистенттер және дыбысты тану жүйелері оқушыға қауіпсіз әрі қолайлы ортада жаттығу жасауға мүмкіндік береді. Олар оқушының айтылуын тыңдап, дыбыстау дәлдігін бағалайды, интонация мен екпінге назар аудартады. Мұндай құралдар оқушының сөйлеу сенімділігін арттырып, ағылшын тілін практикада қолдану мүмкіндігін кеңейтеді. Әсіресе сыныпта сөйлеуге қысылатын оқушылар үшін бұл өте пайдалы [2].

Сонымен қатар жасанды интеллект тыңдалым дағдысын қалыптастыруда да тиімді. Ағылшын тілін меңгерудің негізгі шарттарының бірі – түрлі акценттегі, түрлі қарқындағы және түрлі тақырыптағы сөйлеуді түсіну. Дәстүрлі оқулықтардағы аудиоматериалдар кейде шектеулі болады және оқушының нақты деңгейіне сай келе бермейді. Ал жасанды интеллект көмегімен тыңдалым мәтіндерін оқушының жасына, қызығушылығына және тілдік деңгейіне бейімдеп ұсынуға болады. Мысалы, оқушыға бастапқы деңгейде баяу қарқынмен айтылған қысқа мәтіндер берілсе, кейін біртіндеп күрделі диалогтар мен табиғи сөйлеу үлгілеріне көшуге мүмкіндік туады. Бұл тәсіл оқушының тыңдау арқылы түсіну қабілетін кезең-кезеңмен жетілдіреді.

Жазылым дағдысын дамытуда да жасанды интеллекттің рөлі айқын көрінеді. Ағылшын тілінде эссе, хат, әңгіме немесе пікір жазу барысында оқушы грамматика, сөздік қор, логикалық құрылым және стиль мәселелерімен жиі кездеседі. Жасанды интеллект құралдары оқушы мәтінінің құрылымын талдап, сөйлемдердің байланысын, ойдың бірізділігін, сөз таңдаудың орынды қолданылуын бағалай алады. Мұндай құралдар оқушыға тек қате түзетіп бермей, не себепті солай екенін түсіндіруге мүмкіндік берсе, білімнің сапасы арта түседі. Бұл әсіресе академиялық жазылымды дамытуда пайдалы. Оқушы өз ойын ағылшын тілінде сауатты, жүйелі, дәлелді түрде жеткізуге үйренеді [3].

Жасанды интеллект құралдарының сабақтағы тиімділігі мұғалімнің жұмысын да жеңілдетуімен байланысты. Заманауи педагог тек білім беруші ғана емес, оқу үдерісін ұйымдастырушы, бағыттаушы және оқушының дамуын бақылаушы тұлға. Мұғалімнің уақытын көп алатын жұмыстардың бірі – тапсырма дайындау, оқушы жұмысын тексеру, жеке кері байланыс беру және оқу материалдарын саралау. Жасанды интеллект осы міндеттердің бір бөлігін автоматтандыру арқылы мұғалімге шығармашылық және әдістемелік жұмысқа көбірек көңіл бөлуге жағдай жасайды. Мысалы, белгілі бір тақырыпқа сай мәтіндер, сөздік тапсырмалар, тест сұрақтары немесе диалог үлгілері жылдам әзірленеді. Бұл мұғалімнің уақытын үнемдеп, сабақты мазмұнды әрі қызықты ұйымдастыруына мүмкіндік береді.

Дегенмен жасанды интеллектті тиімді пайдалану үшін оны жай ғана техникалық жаңалық ретінде емес, педагогикалық құрал ретінде қарастыру қажет. Егер мұғалім жасанды интеллект мүмкіндіктерін сабақ мақсатына сай дұрыс қолданса ғана нәтиже жоғары болады. Мысалы, бұл құралды оқушының орнына тапсырма орындап беретін жүйе ретінде емес, үйретуші, түсіндіруші, бағыттаушы, жаттықтырушы құрал ретінде пайдалану маңызды. Себебі кей жағдайда оқушылар дайын мәтін немесе дайын жауап алуға бейім болуы мүмкін. Мұндай жағдайда олардың ойлау, талдау, салыстыру, өздігінен сөйлеу және жазу қабілеттері әлсіреуі мүмкін. Сондықтан мұғалім жасанды

интеллектпен жұмыс істеу мәдениетін қалыптастырып, оны адал, орынды және білімді тереңдету мақсатында қолдануға үйретуі тиіс [4].

Ағылшын тілі сабағында жасанды интеллектті пайдалану оқушылардың қызығушылығын арттыруға да көмектеседі. Қазіргі оқушылар цифрлық ортада өсіп келеді, сондықтан олар үшін интерактивті, жедел жауап беретін, диалогқа түсетін, визуалды әрі икемді құралдар аса тартымды. Егер сабақта жасанды интеллект арқылы ойын элементтері, жеке чат-диалогтар, деңгейлік тапсырмалар, автоматты талдау немесе шығармашылық тапсырмалар қолданылса, оқушы өзін пассивті тыңдаушы емес, белсенді қатысушы ретінде сезінеді. Бұл оның пәнге деген оң көзқарасын қалыптастырып, тіл үйренуге деген ішкі ынтасын күшейтеді. Қызығушылық жоғары болған жерде білім де тереңірек меңгеріледі.

Жасанды интеллект құралдары инклюзивті білім беруде де үлкен мүмкіндік береді. Бір сыныпта оқу қарқыны әртүрлі, тілдік деңгейі әркилы, кейде ерекше білім беру қажеттілігі бар оқушылар оқуы мүмкін. Осындай жағдайда барлық балаға ортақ тиімді әдіс табу оңай емес. Жасанды интеллект әр оқушыға бейімделген материал ұсына отырып, оқу процесіне тең мүмкіндік жасауға көмектеседі. Кейбір оқушылар мәтінді бірнеше рет тыңдауға, кейбірі сөздіктермен көбірек жұмыс істеуге, ал кейбіріне қысқа әрі қарапайым түсіндірме қажет болуы мүмкін. Жасанды интеллект осындай айырмашылықтарды ескеріп, оқытуды икемді етеді. Бұл өз кезегінде оқушылар арасындағы білім алшақтығын азайтуға ықпал етеді.

Сонымен бірге ағылшын тілі сабағында жасанды интеллектті қолдану оқушылардың сыни ойлауын дамытуға да жағдай жасай алады. Көпшілік жасанды интеллект тек дайын ақпарат беретін құрал деп ойлауы мүмкін. Алайда оны дұрыс ұйымдастырылған тапсырмаларда қолданса, оқушы ақпаратты тек қабылдап қоймай, оны тексеруге, салыстыруға, өңдеуге, өз пікірін қалыптастыруға үйренеді. Мысалы, оқушы жасанды интеллект ұсынған мәтінді талдап, ондағы қателерді таба алады, бір тақырыпқа бірнеше жауапты салыстырып, ең тиімдісін анықтай алады немесе берілген аргументтерге қарсы пікір ұсына алады. Мұндай жұмыстар тілдік дағдымен қатар жоғары деңгейлі ойлау дағдыларын да дамытады. Бұл қазіргі білім берудің басты талаптарының бірі болып саналады [5].

Алайда жасанды интеллект құралдарын қолдануда бірқатар шектеулер мен сақтықты қажет ететін тұстар да бар. Біріншіден, кез келген жасанды интеллект жүйесі ұсынған ақпарат әрдайым толық дұрыс немесе дәл бола бермейді. Кейде грамматикалық тұрғыдан дұрыс болғанымен, мазмұндық жағынан сәйкес келмейтін немесе мәдени контекстке үйлеспейтін жауаптар ұсынуы мүмкін. Сондықтан мұғалім мен оқушы кез келген нәтижеге сыни көзқараспен қарауды үйренуі керек. Екіншіден, технологияға шамадан тыс тәуелділік оқушының өздігінен ойлану белсенділігін төмендетуі ықтимал. Егер бала әр сөйлемді, әр тапсырманы жасанды интеллектке сүйеніп орындаса, оның дербес тілдік дағдысы баяу дамиды. Үшіншіден, дербес мәліметтердің қауіпсіздігі, академиялық адалдық және авторлық жауапкершілік мәселелері де назардан тыс қалмауы тиіс.

Сондықтан ағылшын тілі сабақтарында жасанды интеллект құралдарын енгізу белгілі бір әдістемелік қағидаларға сүйенгені жөн. Ең алдымен, мұғалім сабақтың нақты мақсатын анықтап алуы қажет: жасанды интеллект бұл жерде не үшін қолданылады, қандай нәтижеге жеткізеді, қандай дағдыны дамытады? Одан кейін оқушыларға бұл құралмен жұмыс істеудің ережелері түсіндірілуі керек. Мысалы, дайын эссені көшіруге болмайды, алынған жауапты тексеру қажет, қателерді түсініп барып түзету керек, жеке мәліметтерді енгізбеу қажет деген сияқты қағидалар оқу мәдениетінің бір бөлігіне айналуы тиіс. Мұндай жүйелі жұмыс жасанды интеллектті

сабақтың сапасын арттыратын көмекші құрал деңгейінде сақтап, оны орынсыз пайдаланудан қорғайды [6].

Жасанды интеллекттің тиімділігі көбіне мұғалімнің цифрлық құзыреттілігіне де байланысты. Егер мұғалім бұл технологияның мүмкіндігі мен шектеуін жақсы білсе, оны оқушының жас ерекшелігіне және оқу бағдарламасына сай бейімдей алады. Сол себепті педагогтерге арналған біліктілікті арттыру курстарында жасанды интеллект негіздерін, оны сабақта қолдану әдістерін, этикалық және құқықтық мәселелерін қамту маңызды. Мұғалім тек техниканы меңгеріп қана қоймай, оны білім берудегі мақсатпен ұштастыра алуы керек. Осындай кәсіби дайындық болған жағдайда жасанды интеллект шын мәнінде мұғалімнің сенімді серіктесіне айналады [7].

Қорытындылай келе, ағылшын тілі сабақтарында жасанды интеллект құралдарын қолдану – білім беру сапасын арттыратын, оқушының тілдік дағдыларын жан-жақты дамытатын, мұғалімнің жұмысын жеңілдететін және сабақтың тиімділігін күшейтетін маңызды бағыт. Ол оқытуды даралауға, жылдам кері байланыс беруге, айтылым мен жазылымды жетілдіруге, тыңдалым мен оқылымды бейімдеуге, оқушылардың қызығушылығын оятуға және сыни ойлауын дамытуға мүмкіндік береді. Сонымен қатар бұл құралдарды орынды қолдану үшін педагогикалық мақсаттың айқындығы, мұғалімнің кәсіби дайындығы, академиялық адалдық қағидалары және ақпараттық қауіпсіздік мәселелері ескерілуі қажет. Жасанды интеллект мұғалімді алмастыратын күш емес, керісінше, сапалы білім беру ісін жаңа деңгейге көтеретін қуатты көмекші құрал. Сондықтан оны ағылшын тілі сабақтарында сауатты әрі жауапкершілікпен қолдану – заман талабы және болашақ білім берудің тиімді жолдарының бірі.

Әдебиеттер:

1. Әбдікәрімов Б. Ә. Білім берудегі цифрлық технологиялар: оқу құралы. – Алматы: Қазақ университеті, 2022. – 256 б.

2. Жақыпова Ф. Н. Қазіргі білім беру жүйесіндегі инновациялық технологиялар. – Алматы: Рауан, 2021. – 198 б.

3. Аймағамбетова А. Қ. Цифрландыру жағдайындағы білім беру мазмұны. – Нұр-Сұлтан: Фолиант, 2023. – 312 б.

4. Сәрсенбаева Г. С. Шетел тілдерін оқыту әдістемесі: заманауи тәсілдер. – Алматы: Білім, 2020. – 224 б.

5. Құлмағамбетова Б. К. Ағылшын тілін оқытудағы жаңа технологиялар. – Алматы: Эверо, 2022. – 176 б.

6. Нұрғалиева Г. К. Білім беруді ақпараттандыру: теориясы мен практикасы. – Алматы: Ғылым, 2019. – 280 б.

7. Қаратаева Г. Ж. Жасанды интеллект және білім беру үдерісі. – Алматы: Қазақ университеті, 2023. – 210 б.

АҒЫЛШЫН ТІЛІ САБАҒЫНА ИНОВАЦИЯЛЫҚ ПЕДАГОГИКАЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУ

Түймебек А.
akerket2005@mail.ru
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Түйіндеме

Мақалада ағылшын тілі сабағында инновациялық педагогикалық технологияларды қолданудың маңызы мен тиімділігі қарастырылады. Автор қазіргі білім беру жағдайында ақпараттық-коммуникациялық, интерактивті, жобалық, ойын, коммуникативтік және сыни ойлауды дамыту технологияларының тіл үйретудегі рөлін талдайды. Сонымен қатар бұл тәсілдердің оқушылардың танымдық белсенділігін арттыруға, тілдік дағдыларын кешенді дамытуға және жеке тұлғалық қасиеттерін қалыптастыруға ықпалы сипатталады. Инновациялық технологияларды жүйелі қолдану арқылы білім сапасын арттыруға және оқушылардың ағылшын тілін еркін меңгеруіне қол жеткізуге болатыны дәлелденеді.

Кілт сөздер: ағылшын тілі, инновациялық технологиялар, педагогикалық әдістер, интерактивті оқыту, коммуникативтік тәсіл, ақпараттық-коммуникациялық технологиялар, сыни ойлау, жобалық әдіс, ойын технологиясы, білім сапасы

Ағылшын тілі сабағына инновациялық педагогикалық технологияларды қолдану қазіргі білім беру жүйесіндегі ең өзекті мәселелердің бірі болып саналады. Себебі жаһандану дәуірінде ағылшын тілі халықаралық қатынас, ғылым, технология, бизнес және мәдениет тіліне айналып отыр. Осыған байланысты мектеп пен жоғары оқу орындарындағы ағылшын тілін оқыту үдерісі де дәстүрлі әдістермен шектеліп қалмай, жаңашыл, тиімді, оқушының танымдық белсенділігін арттыратын технологиялармен толықтырылуы қажет. Бүгінгі білім алушы бұрынғыдай тек мұғалімнің түсіндірмесін тыңдап, жаттығулар орындаумен ғана шектелмейді. Ол ақпаратты өз бетінше іздейді, салыстырады, талдайды, пікір білдіреді, шығармашылықпен жұмыс істейді. Сондықтан ағылшын тілі сабағында инновациялық педагогикалық технологияларды қолдану тілдік дағдыларды қалыптастырумен қатар, оқушының жеке тұлғалық дамуына, сыни ойлауына, коммуникативтік құзыреттілігінің артуына және өмірлік дағдыларды меңгеруіне ықпал етеді.

Инновациялық педагогикалық технология дегеніміз – оқу үдерісін мақсатты, жүйелі, нәтижеге бағытталған түрде ұйымдастыруға мүмкіндік беретін, білім сапасын арттыруға негізделген әдістер мен құралдардың жиынтығы. Ағылшын тілі сабағында мұндай технологияларды қолданудың басты артықшылығы – тіл үйренуді шынайы, қызықты, қолжетімді және нәтижелі етуінде. Өйткені шет тілін меңгеру тек грамматикалық ережелерді жаттаумен жүзеге аспайды; ол тыңдалым, айтылым, оқылым және жазылым дағдыларының өзара байланыста қалыптасуын талап етеді. Ал инновациялық технологиялар осы төрт дағдыны кешенді түрде дамытуға мүмкіндік береді. Сонымен бірге олар оқушының жас ерекшелігін, қызығушылығын, қабілетін, білім деңгейін ескеруге жағдай жасайды [1].

Ағылшын тілі сабағында жиі қолданылатын инновациялық педагогикалық технологиялардың бірі – ақпараттық-коммуникациялық технологиялар. Қазіргі таңда компьютер, интерактивті тақта, планшет, смартфон, интернет ресурстары, мультимедиялық бағдарламалар оқу үдерісінің ажырамас бөлігіне айналды. Мұғалім бейнежазбалар, аудиоматериалдар, онлайн жаттығулар, электронды сөздіктер, презентациялар, виртуалды платформалар арқылы сабақты мазмұнды әрі тартымды ете алады. Мысалы, жаңа сөздерді үйретуде сурет, дыбыс, бейне арқылы есте сақтауды жеңілдетуге болады. Тыңдалым дағдысын қалыптастыруда ағылшын тіліндегі шынайы аудио немесе бейнематериалдарды пайдалану оқушыны табиғи тілдік ортаға жақындатады. Онлайн тесттер мен цифрлық тапсырмалар арқылы оқушы өз білімін жедел тексеріп, қатесін дер кезінде түзетуге мүмкіндік алады. Мұндай тәсілдер әсіресе цифрлық ортада өскен қазіргі оқушылардың оқу мотивациясын арттырады.

Интерактивті оқыту технологиясы да ағылшын тілі сабақтарында ерекше маңызға ие. Интерактивті оқыту – мұғалім мен оқушының, оқушы мен оқушының өзара белсенді қарым-қатынасына негізделген әдіс. Бұл технологияның мәні – білім алушының оқу үдерісіне белсенді қатысуында. Ағылшын тілін оқытуда жұптық жұмыс, топтық жұмыс, диалог, пікірталас, рөлдік ойын, сұхбат, дебат сияқты тәсілдер кеңінен қолданылады. Осындай жұмыстар барысында оқушы тек тілдік бірліктерді жаттап қана қоймай, оларды қарым-қатынас құралы ретінде қолдануды үйренеді. Мысалы, “At the airport”, “At the doctor”, “Shopping”, “My future profession” сияқты жағдаяттық тапсырмалар оқушылардың шынайы өмірге бейімделген тілдік дағдыларын дамытады. Бұл тәсіл оқушының өз ойын еркін жеткізуіне, тілдік кедергіден арылуына, сенімділігінің артуына көмектеседі [2].

Сыни тұрғыдан ойлауды дамыту технологиясы ағылшын тілі сабақтарында өте тиімді қолданылады. Бұл технология арқылы оқушы ақпаратты жай қабылдамайды, оны сұрыптайды, салыстырады, талдайды, қорытынды жасайды және өз көзқарасын білдіреді. Мысалы, белгілі бір мәтінді оқығаннан кейін оқушыларға “Сен автордың ойымен келісесің бе?”, “Бұл мәселені қалай шешуге болады?”, “Оқиға басқаша аяқталуы мүмкін бе еді?” деген сұрақтар қойылады. Сондай-ақ Венн диаграммасы, кластер, инсерт, болжау стратегиясы, бес жолды өлең, эссе жазу сияқты әдістер оқушының тілдік қоры мен логикалық ойлауын қатар дамытады. Ағылшын тілінде өз пікірін дәлелдеп айту, мысал келтіру, салыстыру жасау оқушының тек тіл үйренуші ғана емес, ойлай алатын, талдай алатын тұлға ретінде қалыптасуына ықпал етеді.

Ойын технологиясы – ағылшын тілі сабақтарында ерекше нәтижелі әдістердің бірі. Әсіресе бастауыш және орта буын оқушылары үшін ойын – табиғи әрекет түрі. Сондықтан тілді ойын арқылы меңгеру жеңіл әрі тиімді өтеді. Лексикалық ойындар, грамматикалық ойындар, қимыл-қозғалыс ойындары, сөзжұмбақтар, ребустар, викториналар, “Find someone who”, “Hot seat”, “Guess the word”, “Memory game” сияқты ойын түрлері оқушылардың сабаққа қызығушылығын арттырып, белсенділігін күшейтеді. Ойын барысында оқушы өз еркімен сөйлейді, қателесуден қорықпайды, тілдік материалды тез меңгереді. Сонымен қатар ойын технологиясы сабақтағы психологиялық ахуалды жақсартып, оқушылар арасындағы ынтымақтастықты нығайтады. Ойын арқылы білім беру оқытудың еркін, табиғи әрі жағымды атмосферасын қалыптастырады [3].

Жобалау технологиясы да ағылшын тілі сабағында кеңінен қолданылатын инновациялық бағыттардың бірі. Бұл технология оқушыны өз бетінше ізденуге, ақпарат жинауға, оны өңдеуге, жүйелеуге және белгілі бір нәтиже ұсынуға үйретеді. Жоба жұмысы жеке, жұптық немесе топтық түрде орындалуы мүмкін. Мысалы, “My family tree”, “Famous places of Kazakhstan”, “Environmental problems”, “Healthy lifestyle”, “My dream school” тақырыптары бойынша оқушылар презентация, постер, бейнеролик немесе шағын зерттеу жұмысын дайындай алады. Мұндай жұмыс барысында олар ағылшын тіліндегі ақпарат көздерімен жұмыс істейді, жаңа сөздер үйренеді, мәтін құрастырады, ауызша қорғайды. Нәтижесінде оқушылардың тілдік дағдыларымен бірге зерттеушілік қабілеті, шығармашылығы, жауапкершілігі, уақытты жоспарлау дағдысы дамиды. Жобалау технологиясы білімді өмірмен байланыстыруға мүмкіндік береді және оқушының алған білімін практикалық жағдайда қолдануына жол ашады [4].

Деңгейлеп-саралап оқыту технологиясы ағылшын тілі сабағында әр оқушының қабілеті мен дайындық деңгейін ескеруге мүмкіндік береді. Сыныптағы барлық оқушының тіл меңгеру қарқыны бірдей емес. Біреуі жаңа сөздерді тез жаттайды, екіншісі грамматикалық құрылымдарды жақсы меңгереді, үшіншісі ауызша сөйлеуде белсенді болуы мүмкін. Осындай ерекшеліктерді ескеріп, тапсырмаларды әртүрлі

деңгейде ұсыну өте маңызды. Мысалы, бір топқа мәтін бойынша негізгі ақпаратты табу тапсырылса, екінші топқа оны мазмұндау, ал үшінші топқа мәтінге байланысты өз пікірін айту немесе қосымша сұрақтар құрастыру ұсынылады. Бұл тәсіл арқылы барлық оқушы өз мүмкіндігіне сай жұмыс істеп, жетістікке жете алады. Нәтижесінде сабақта әлсіз оқушы да шет қалмайды, ал қабілетті оқушының мүмкіндігі шектелмейді [5].

Модульдік оқыту технологиясы да ағылшын тілі сабақтарында тиімділігін көрсетіп келеді. Бұл технология бойынша оқу материалы белгілі бір жүйемен, логикалық бірізділікпен модульдерге құрылады. Әр модульде кіріспе, сөйлесу, қорытынды бөлімдерінің орнына тұтас жүйелі цикл жүреді, бірақ сабақ барысында оны бөлімдерге бөлмей-ақ, мазмұндық сабақтастықпен беруге болады. Мұндай тәсіл оқушының бір тақырыпты бірнеше қырынан қарастыруына, қайталау арқылы бекітуіне, өз білімін кезең-кезеңімен тереңдетуіне мүмкіндік береді. Мысалы, “Travelling” тақырыбы аясында сөздік қорды дамыту, мәтін оқу, тыңдалым орындау, грамматикалық құрылымдарды қолдану, диалог құрастыру, жоба қорғау сияқты түрлі жұмыстар жүйелі түрде ұйымдастырылады. Осылайша оқушы бір тақырыпты терең меңгеріп, оны әртүрлі тілдік әрекетте қолдана алады.

Коммуникативтік оқыту технологиясы ағылшын тілін үйретуде негізгі бағыттардың бірі болып табылады. Бұл технологияның басты мақсаты – оқушыны шынайы қарым-қатынас жасауға үйрету. Яғни тіл – ереже жаттайтын пән емес, адамдар арасындағы байланыс құралы ретінде қарастырылады. Мұғалім сабақта оқушыны неғұрлым көбірек сөйлетуге, пікір алмасуға, сұрақ қоюға, жауап беруге, өз ойын нақты жеткізуге бағыттайды. Мысалы, күнделікті өмірге қатысты сұхбаттар, жағдаяттық тапсырмалар, шағын диалогтар, топтық талқылаулар, интервью алу сияқты әрекеттер оқушының айтылым және тыңдалым дағдыларын дамытады. Коммуникативтік технологияны қолдану арқылы оқушы ағылшын тілінде сөйлеуден қорықпайды, өз ойын табиғи түрде жеткізуге дағдыланады. Бұл технология әсіресе тілдік ортасы жоқ жағдайда ағылшын тілі сабақтарын шынайы тілдік алаңға айналдыруымен құнды [6].

Ағылшын тілі сабағында инновациялық технологияларды қолдануда мұғалімнің рөлі де өзгереді. Дәстүрлі сабақта мұғалім негізгі ақпарат көзі болса, инновациялық оқытуда ол – ұйымдастырушы, бағыт беруші, кеңесші, ынталандырушы тұлға. Мұғалім оқушыларға дайын білімді беріп қана қоймай, олардың өз бетімен білім алуына жағдай жасауы керек. Ол үшін педагог шығармашылық ізденісте болып, жаңа әдістерді меңгеріп, цифрлық сауаттылығын жетілдіріп, оқушы психологиясын терең түсінуі қажет. Сабақ мазмұнын дұрыс таңдау, тапсырмаларды мақсатқа сай құрастыру, бағалау тәсілдерін тиімді ұйымдастыру – мұғалім шеберлігінің көрсеткіші. Инновациялық технологияларды тиімді пайдалану үшін педагог тек құралдарды қолданушы емес, сол құралдарды оқу мақсатына сәйкестендіре алатын кәсіби маман болуы тиіс.

Бағалау жүйесінде де инновациялық тәсілдердің орны ерекше. Қазіргі білім беруде қалыптастырушы бағалау, өзін-өзі бағалау, өзара бағалау, критерий арқылы бағалау тәсілдері кеңінен енгізілуде. Ағылшын тілі сабағында бұл бағалау түрлері оқушының өз жетістігін түсінуіне, қателерін байқауына, алдағы оқу мақсатын анықтауына мүмкіндік береді. Мысалы, оқушы диалог құрастырған кезде оның сөздік қоры, сөйлемнің дұрыстығы, айтылым анықтығы, мазмұнның логикасы алдын ала берілген критерийлер арқылы бағаланса, ол өз жұмысын саналы түрде жақсартуға тырысады. Бұл тәсіл оқушыларды жауапкершілікке, әділдікке, рефлексия жасауға үйретеді. Сонымен бірге инновациялық бағалау оқыту мен бағалауды бір-бірімен байланыстырып, білім сапасының артуына ықпал етеді.

Инновациялық педагогикалық технологияларды қолданудың тағы бір маңызды қыры – оқушының уәжін арттыру. Көп жағдайда ағылшын тілін үйренудегі

қиындықтар оқушының қызығушылығының төмендігінен туындайды. Ал жаңашыл әдістер, қызықты тапсырмалар, технологиялық құралдар, шығармашылық жұмыстар, шынайы өмірмен байланысты жағдаяттар оқушының пәнге деген ынтасын күшейтеді. Сабақта ән, бейне, ойын, жоба, дебат, веб-квест, онлайн платформа, квест тапсырмалар қолданылса, оқушы ағылшын тілін міндетті пән ретінде емес, өзіне қажет әрі қызықты құрал ретінде қабылдай бастайды. Мотивация артқан жерде нәтиже де жоғары болатыны анық. Сондықтан мұғалім әр сабақта оқушыға "Мен мұны не үшін үйреніп жатырмын?" деген сұрақтың жауабын сезіндіре алуы қажет [7].

Қорытындылай келе, ағылшын тілі сабағына инновациялық педагогикалық технологияларды қолдану – уақыт талабы. Бұл тәсілдер оқыту үдерісін жаңғыртып қана қоймай, оны тұлғаға бағытталған, нәтижелі, шығармашылыққа толы жүйеге айналдырады. Инновациялық технологиялар арқылы оқушы ағылшын тілін тереңірек меңгеріп, оны өмірде қолдануға дағдыланады, өз бетінше ойлауды және әрекет етуді үйренеді. Мұғалім үшін бұл – кәсіби дамудың, жаңа ізденістің, педагогикалық шеберлікті жетілдірудің жолы. Сондықтан ағылшын тілі пәнін оқытуда жаңашыл технологияларды ғылыми негізде, мақсатқа сай, жүйелі түрде қолдану білім берудің сапасын көтеретін басты факторлардың бірі болып қала береді. Қазіргі білім кеңістігінде табысты мұғалім – өз сабағын түрлендіре алатын, оқушыны қызықтыра білетін, технологияны орынды қолданатын педагог. Ал табысты оқушы – осындай сабақта белсенді әрекет етіп, тілді еркін меңгеруге қадам басқан тұлға.

Әдебиеттер:

1. Назарбаев Н.Ә. Білім берудің жаңа парадигмасы және Қазақстанның даму стратегиясы. – Алматы: Білім, 2018. – 256 б.

2. Құдайбергенова К.С. Құзырлылық тәсіл негізінде оқыту технологиялары. – Алматы: Рауан, 2020. – 312 б.

3. Селевко Г.К. Современные образовательные технологии. – Москва: Народное образование, 2019. – 256 с.

4. Harmer J. How to Teach English. – Harlow: Pearson Education Limited, 2015. – 288.

5. Scrivener J. Learning Teaching: The Essential Guide to English Language Teaching. – Oxford: Macmillan Education, 2018. – 416 p.

6. Richards J.C., Rodgers T.S. Approaches and Methods in Language Teaching. – Cambridge: Cambridge University Press, 2014. – 410 p.

7. Dudeney G., Hockly N. How to Teach English with Technology. – Harlow: Pearson Longman, 2016. – 192 p.

ШЕТ ТІЛІ САБАҚТАРЫНДА ЖАСАНДЫ ИНТЕЛЛЕКТ ҚҰРАЛДАРЫН ҚОЛДАНА ОТЫРЫП, ТІЛДІК ДАҒДЫЛАРДЫ ДАМЫТУ ЖОЛДАРЫ

Фатай Н.
fatai.n200527@mail.ru
Ғылыми жетекшісі: ф.ғ.к., аға оқытушы Абдуалиев Т.М.
tagaybek.abdualiyev@mail.ru
Ө.Жәнібеков атындағы Оңтүстік Қазақстан педагогикалық университеті
Шымкент, Қазақстан

Түйіндеме

Бұл мақалада шет тілі сабақтарында жасанды интеллект құралдарын қолданудың тілдік дағдыларды дамытудағы мүмкіндіктері қарастырылады. Жасанды

интеллект оқушылардың тыңдалым, айтылым, оқылым және жазылым дағдыларын жетілдіруде тиімді құрал ретінде сипатталып, оқу үдерісін дараландыруға, жедел кері байланыс беруге және тілдік ортаны модельдеуге ықпал ететіні анықталды. Сонымен қатар, білім алушылардың мотивациясын арттыру, сөздік қорын байыту және өздігінен білім алу дағдыларын қалыптастырудағы рөлі талданды. Мақалада жасанды интеллектті қолданудың педагогикалық ерекшеліктері мен оны тиімді пайдаланудың негізгі қағидалары ұсынылады.

Кілт сөздер: жасанды интеллект, шет тілін оқыту, тілдік дағдылар, цифрлық технологиялар, тыңдалым, айтылым, оқылым, жазылым, білім беру, интерактивті оқыту

Шет тілі сабақтарында жасанды интеллект құралдарын қолдана отырып, тілдік дағдыларды дамыту жолдары бүгінгі білім беру кеңістігіндегі өзекті мәселелердің біріне айналып отыр. Қазіргі қоғамда цифрлық технологиялардың қарқынды дамуы оқыту әдістерін жаңартуды, білім алушының жеке ерекшеліктерін ескеруді және оқу үдерісін барынша тиімді ұйымдастыруды талап етеді. Осы тұрғыдан алғанда, жасанды интеллектке негізделген құралдар шет тілін меңгертуде жаңа мүмкіндіктер ашып, оқушылардың тыңдалым, айтылым, оқылым және жазылым дағдыларын кешенді түрде дамытуға ықпал етеді. Жасанды интеллект тек техникалық жаңалық немесе қосымша ресурс емес, ол мұғалім мен оқушының өзара әрекетін байытатын, білімді даралауға жағдай жасайтын, тілдік тәжірибені кеңейтетін заманауи педагогикалық құрал ретінде қарастырылады [1].

Шет тілін оқытудағы басты мақсаттардың бірі — білім алушының тілді күнделікті өмірде еркін қолдана алуына қол жеткізу. Дәстүрлі сабақтарда бұл мақсатқа жетуде түрлі әдістер қолданылғанымен, кей жағдайда барлық оқушының қажеттілігі мен дайындық деңгейін бірдей ескеру қиынға соғады. Бір оқушы грамматиканы тез меңгерсе, екіншісі сөздік қорын дамытуға көбірек уақыт қажет етеді, ал үшіншісі сөйлеу барысында сенімсіздік танытады. Осындай жағдайда жасанды интеллект құралдары икемділік танытып, әр білім алушыға жеке оқу траекториясын ұсына алады. Мысалы, мәтінді автоматты талдау, сөйлеуді тану, кері байланыс беру, қателерді түзету, жаңа сөздерді контексте үйрету сияқты мүмкіндіктер оқушының әлсіз тұстарын анықтап, сол бағытта жұмыс істеуге көмектеседі.

Жасанды интеллект құралдарының шет тілі сабақтарында кеңінен қолданылуы ең алдымен тілдік орта тапшылығы мәселесін азайтады. Көп жағдайда шет тілін үйренушілер сабақтан тыс уақытта табиғи тілдік ортада бола алмайды. Олар шетелдік адамдармен жиі сөйлеспейді, ана тілінен басқа тілде тұрақты коммуникация жасамайды, сондықтан меңгерген материалын практикада қолдану мүмкіндігі шектеулі болады. Жасанды интеллектке негізделген чат-боттар, виртуалды ассистенттер және сөйлесу тренажерлары осындай олқылықтың орнын толтыра алады. Оқушы кез келген уақытта сұрақ қойып, диалог құрып, түрлі жағдаяттық әңгімелерге қатысып, өз ойын шет тілінде жеткізуге машықтанады. Бұл құралдардың артықшылығы — олар оқушыны сынамайды, қателескені үшін қысым көрсетпейді, қайта бірнеше рет қайталап көруге мүмкіндік береді. Мұндай қауіпсіз психологиялық орта әсіресе ұялшақ немесе сөйлеуге қысылатын оқушылар үшін өте маңызды [2].

Тыңдалым дағдысын дамытуда жасанды интеллекттің мүмкіндігі ерекше. Шет тілін меңгерудегі негізгі қиындықтардың бірі — табиғи сөйлеу қарқынын, екпін ерекшеліктерін, интонацияны және түрлі акценттерді түсіну. Жасанды интеллект арқылы ұсынылатын аудиомәтіндер мен интерактивті тыңдалым жаттығулары осы қиындықтарды жеңілдетуге көмектеседі. Кейбір платформалар оқушының деңгейіне сай мәтіндерді автоматты түрде іріктеп, тыңдау жылдамдығын реттеп, түсінбеген

сөздердің мағынасын түсіндіруге мүмкіндік береді. Сонымен қатар, жүйе оқушының жауаптарын талдап, қандай сөз тіркестерін немесе сөйлем құрылымдарын түсінуде қиналғанын анықтай алады. Осы деректер негізінде келесі тапсырмалар соған сай бейімделіп беріледі. Нәтижесінде тыңдалым тапсырмалары жай ғана ақпарат қабылдау емес, мақсатты, жүйелі және жекелендірілген оқу әрекетіне айналады.

Айтылым дағдысын жетілдіруде де жасанды интеллект аса пайдалы. Көптеген оқушылар шет тілінде сөйлеу кезінде дұрыс айтылу, грамматикалық қате жіберу немесе сөз таба алмау сияқты себептермен өздерін еркін сезіне бермейді. Жасанды интеллектке негізделген сөйлеуді тану жүйелері оқушының дыбыстауын талдап, фонетикалық қателерін көрсетіп, сөздердің дұрыс айтылу үлгісін ұсына алады. Мұндай құралдар дыбыстың анықтылығын, екпіннің дұрыс қойылуын, сөйлем ырғағын және сөйлеу қарқынын бағалауға көмектеседі. Сонымен қатар, оқушы белгілі бір жағдаят бойынша сөйлеп жаттыға алады: мысалы, әуежайда сұрақ қою, дүкенде сөйлесу, қонақүйде бөлме брондау, досымен пікір алмасу немесе таныстырылым жасау. Жасанды интеллект осы диалогтарға жауап беріп, әңгімені жалғастырады, сөйтіп оқушының сөйлеу белсенділігін арттырады. Ең маңыздысы — мұндай жаттығулар қайталанбалы және шексіз ресурспен қамтамасыз етіледі, яғни оқушы кез келген уақытта өзіне ыңғайлы қарқында машықтана алады [3].

Оқылым дағдысын дамытуда жасанды интеллект мәтінмен жұмыс істеудің сапасын жаңа деңгейге көтереді. Дәстүрлі тәсілде мұғалім белгілі бір мәтінді ұсынады, сөздік жұмысын жүргізеді, сұрақтар қояды. Ал жасанды интеллект құралдары мәтіннің мазмұнын, тілдік күрделілігін және тақырыптық бағытын білім алушының деңгейіне қарай бейімдей алады. Мысалы, бір тақырыптағы мәтіннің жеңілдетілген, орташа немесе күрделі нұсқасын жасауға болады. Бұл оқушыға өз деңгейінен тым жоғары немесе тым төмен материалмен жұмыс істемей, тиімді оқу аймағында қалуға мүмкіндік береді. Сонымен бірге жасанды интеллект жаңа сөздерді автоматты түрде белгілеп, олардың аудармасын, түсіндірмесін, синонимін немесе сөйлемдегі қолданысын көрсете алады. Кейбір жүйелер оқушының мәтінді қаншалықты түсінгенін тексеру үшін жедел сұрақтар, қысқаша мазмұндау немесе пікір білдіру тапсырмаларын да ұсынады. Осындай жұмыс түрлері оқылымды пассив әрекеттен белсенді тілдік әрекетке айналдырады.

Жазылым дағдысы шет тілін меңгеруде ең күрделі бағыттардың бірі саналады, өйткені ол ойды жүйелі жеткізуді, грамматикалық құрылымдарды дұрыс қолдануды, сөздік қорды орынды пайдалануды және мәтіннің логикалық тұтастығын сақтауды талап етеді. Жасанды интеллект бұл салада оқушыға көмекші және бағыттаушы рөл атқара алады. Мысалы, оқушы эссе, хат, мақала, сипаттама немесе пікір жазғаннан кейін жүйе мәтіндегі грамматикалық, орфографиялық және стильдік қателерді анықтап, оларды түзету жолдарын ұсынады. Мұнда басты мәселе — оқушының дайын жауапты көшіріп алуы емес, өз қателерін түсініп, олармен жұмыс істеуі. Егер мұғалім осы үдерісті дұрыс ұйымдастырса, жасанды интеллект жазылым мәдениетін қалыптастыруда өте тиімді құрал бола алады. Оқушы өз мәтінін бірнеше нұсқада жетілдіріп, пікірін нақтылауға, сөйлем құрылымдарын байытуға, сөз таңдауын жақсартуға үйренеді. Бұл оның тек тілдік құзыретін емес, сыни ойлауын және академиялық жазу мәдениетін де дамытады [4].

Жасанды интеллект құралдарының тағы бір маңызды артықшылығы — жедел кері байланыс беруі. Шет тілін үйренуде дер кезінде берілген кері байланыс оқушының алға жылжуын тездетеді. Егер қате ұзақ уақыт бойы түзетілмей қалса, ол дағдыға айналып кетуі мүмкін. Ал жасанды интеллект тапсырманы орындаған сәтте-ақ нәтижені көрсетіп, қатенің неден кеткенін түсіндіруге мүмкіндік береді. Бұл әсіресе өзіндік жұмыс кезінде өте пайдалы. Оқушы мұғалімнің тексеруін күтпей-ақ, өз

деңгейін бағалап, қай тұсын жетілдіру қажет екенін бірден көреді. Мұндай мүмкіндік білім алушының жауапкершілігін арттырып, өзін-өзі бақылау дағдысын қалыптастырады. Сонымен қатар, мұғалім де әр оқушының қателесу үлгісін, даму динамикасын, қызығушылық аясын талдап, соған сәйкес тапсырма дайындай алады.

Шет тілі сабақтарында сөздік қорды дамыту үшін де жасанды интеллект кеңінен қолданылуы мүмкін. Сөз жаттау көбіне оқушыларға қызықсыз, механикалық әрекет болып көрінеді. Ал жасанды интеллект жаңа сөздерді тақырыптық, жағдаяттық және контекстік негізде ұсыну арқылы бұл үдерісті жандандырады. Мысалы, жүйе оқушының бұрын меңгерген сөздерін ескеріп, соған жақын жаңа лексиканы ұсына алады, сөздердің қайталану жиілігін реттейді, есте сақтауды нығайту үшін аралықпен қайталау әдісін қолданады. Сондай-ақ сөздердің тек аудармасын ғана емес, олардың сөйлемдегі қызметін, тұрақты тіркестермен байланысын, эмоционалдық реңкін де көрсетуге болады. Бұл тәсіл оқушыға сөзді жалаң түрде емес, тілдік қолданыс аясында меңгеруге мүмкіндік береді. Нәтижесінде сөздік қор көлемі ғана емес, оны орынды пайдалану қабілеті де артады [5].

Жасанды интеллект негізіндегі құралдар мотивацияны арттыруда да елеулі рөл атқарады. Қазіргі оқушылар цифрлық ортада өмір сүретіндіктен, интерактивті, жедел және визуалды қолдауы бар тапсырмаларға көбірек қызығады. Егер шет тілі сабағында жасанды интеллект элементтері орынды пайдаланылса, оқу үдерісі тартымдырақ әрі мазмұндырақ болады. Мәселен, оқушы виртуалды серіктеспен сөйлесе алады, ойын форматындағы жаттығулар орындайды, деңгейлік тапсырмалардан өтеді, өз жетістігін бақылап отырады. Мұндай оқу тәжірибесі бәсекелестік емес, жеке даму логикасына негізделеді. Оқушы әр қадамын көріп, өзінің ілгерілеуін сезінгенде, тіл үйренуге деген ынтасы күшейеді. Әсіресе нәтижесі бірден көрінетін цифрлық тапсырмалар төмен мотивациялы білім алушыларды белсенді етуге көмектеседі.

Сонымен бірге жасанды интеллект мұғалімнің орнын алмастырмайтынын, керісінше оның жұмысын толықтыратынын ерекше атап өткен жөн. Кейде технологияның дамуы мұғалімнің рөлі төмендейді деген пікірлер айтылады. Алайда шын мәнінде шет тілін оқытуда мұғалімнің педагогикалық шеберлігі, әдістемелік таңдауы, эмоциялық қолдауы және тәрбиелік ықпалы шешуші мәнге ие болып қала береді. Жасанды интеллект тек құрал ретінде қызмет етеді: ол мәлімет береді, тапсырма ұсынады, тексереді, талдайды. Ал сол құралды мақсатқа сай таңдап, оқу мазмұнына сәйкестендіріп, оқушының жас ерекшелігі мен танымдық деңгейіне бейімдеп, нәтижесін сараптайтын — мұғалім. Демек, технология мен педагогтың үйлесімді әрекеті ғана жоғары нәтиже береді [6].

Шет тілі сабақтарында жасанды интеллектті тиімді қолдану үшін белгілі бір әдістемелік қағидаларды сақтау қажет. Ең алдымен, технологияны мақсатсыз емес, нақты тілдік дағдыны дамыту құралы ретінде қолдану керек. Егер тапсырма тек қызық үшін берілсе, оның білімдік әсері төмен болады. Сондықтан әрбір цифрлық құрал сабақ мақсатына, оқу нәтижесіне және бағалау талаптарына сай болуы тиіс. Екіншіден, оқушыны дайын жауапқа тәуелді етпеу маңызды. Жасанды интеллект мәтін құрастырып бере алады, сөйлемді түзете алады, сұраққа жауап ұсына алады. Бірақ мұғалім оны талдау, салыстыру, редакциялау, дәлелдеу сияқты әрекеттермен ұштастырса ғана оқушының шынайы тілді меңгеруі жүзеге асады. Үшіншіден, ақпараттық қауіпсіздік, академиялық адалдық және цифрлық этика мәселелеріне де назар аудару қажет. Оқушылар жасанды интеллектті көшіру немесе ойланбай қолдану құралы емес, үйрену мен жетілуге арналған серіктес ретінде түсінуі керек.

Білім беру тәжірибесінде жасанды интеллектті қолданудың табысты болуы мұғалімнің цифрлық құзыреттілігіне де байланысты. Егер мұғалім жаңа технологиялардың мүмкіндіктерін түсініп, оларды сабақ құрылымына дұрыс енгізе

алса, оқу сапасы артады. Ол үшін педагог тек платформаны пайдалануды ғана емес, оның шектеулерін де білуі тиіс. Мысалы, кейбір жүйелер мәтін мазмұнын толық түсіндіргенімен, кей жағдайда қате немесе үстірт жауап беруі мүмкін. Сондықтан мұғалім ұсынылған ақпаратқа сыни қарап, оны тексеріп, оқушыға да солай үйретуі керек. Бұл жерде медиа сауаттылық пен ақпаратты бағалау дағдыларының маңызы жоғары. Шет тілі сабағы енді тек тіл үйрететін кеңістік емес, сонымен бірге цифрлық мәдениетті қалыптастыратын ортаға айналып келеді.

Жасанды интеллектті қолдану инклюзивті білім беру тұрғысынан да тиімді. Әртүрлі білім беру қажеттілігі бар оқушылар үшін бейімделген тапсырмалар ұсыну, мәтінді жеңілдету, дыбыстау, субтитр беру, қайталау жиілігін арттыру сияқты мүмкіндіктер оқыту сапасын жақсартады. Әсіресе тіл үйрену қарқыны әртүрлі сыныптарда бұл тәсіл өте қолайлы. Бір оқушы тыңдалым арқылы жақсы қабылдаса, екіншісі визуалды тірекке сүйенеді, үшіншісі көп қайталау арқылы үйренеді. Жасанды интеллект осындай ерекшеліктерді ескеріп, оқу материалын әр оқушыға ыңғайлы форматта ұсына алады. Бұл білімге тең қолжетімділікті қамтамасыз етуге және әр баланың әлеуетін ашуға көмектеседі [7].

Қорытындылай келгенде, шет тілі сабақтарында жасанды интеллект құралдарын қолдану тілдік дағдыларды дамытуда үлкен мүмкіндік береді. Ол тыңдалым, айтылым, оқылым және жазылымды жетілдіруге, сөздік қорды кеңейтуге, жедел кері байланыс алуға, оқу үдерісін даралауға және оқушы мотивациясын арттыруға жағдай жасайды. Сонымен қатар, жасанды интеллект тілдік орта тапшылығын азайтып, оқушының өздігінен білім алу мәдениетін қалыптастырады. Алайда бұл құралдарды нәтижелі пайдалану үшін оларды педагогикалық мақсатқа сай, саналы және әдістемелік тұрғыдан дұрыс қолдану қажет. Технологияның шынайы құндылығы оның жаңалығында емес, білім алушының танымдық белсенділігін арттырып, шет тілін өмірлік қарым-қатынас құралы ретінде меңгертуге қызмет етуінде. Сондықтан болашақта шет тілі сабақтарында жасанды интеллект пен дәстүрлі педагогиканы үйлестіру білім сапасын арттырудың маңызды бағыты болып қала береді.

Әдебиеттер:

1.Norbert Wiener. Кибернетика и общество. – М.: Наука, 2001. – 216 с.

2.John McCarthy. Artificial Intelligence: A Modern Approach. – 4th ed. – Harlow: Pearson Education, 2021. – 1152 p.

3.Rod Ellis. The Study of Second Language Acquisition. – Oxford: Oxford University Press, 2015. – 680 p.

4.H. Douglas Brown. Principles of Language Learning and Teaching. – 6th ed. – New York: Pearson Education, 2014. – 392 p.

5.UNESCO. Искусственный интеллект в образовании: руководство для преподавателей. – Париж: UNESCO Publishing, 2021. – 120 с.

6.Michael Levy. Computer-Assisted Language Learning: Context and Conceptualization. – Oxford: Oxford University Press, 1997. – 312 p.

7.Neil Selwyn. Education and Technology: Key Issues and Debates. – 2nd ed. – London: Bloomsbury Academic, 2016. – 240 p.

DEVELOPING PRONUNCIATION SKILLS IN GERMAN THROUGH PODCAST-BASED LEARNING

Khudaibergen A., Nazirkanova G., Kambaralieva S., Akhmet B.
1703-12-6– group students

Research Supervisor: Candidate of Philological Sciences, Associate Professor
T.A. Ainabekova
a.khudaibergen@mail.ru
Zhanibekov South Kazakhstan Pedagogical University,
Shymkent, Kazakhstan

The development of pronunciation skills is a key component of learning German as a foreign language (DaF), as it significantly affects both intelligibility and overall communicative performance. Clear and accurate articulation allows learners to express themselves more confidently and to be understood more easily in interaction, whereas persistent phonetic inaccuracies may lead to misunderstandings and reduce the effectiveness of communication. Nevertheless, pronunciation is frequently underrepresented in traditional language instruction, where it is often limited to repetitive drills and decontextualized exercises. Such approaches tend to focus on form rather than meaningful use, which may restrict learners' ability to apply pronunciation skills in real communicative situations.

In this regard, podcast-based learning provides a more effective and flexible alternative. By offering access to authentic spoken language, podcasts expose learners to natural pronunciation patterns, including rhythm, stress, and intonation. In addition, the possibility of repeated listening enables learners to gradually internalize phonetic features, while learner-centered activities such as shadowing, imitation, and recording tasks promote active engagement with the material. As a result, podcast integration supports a more dynamic and context-rich approach to pronunciation development.

The use of technology in pronunciation teaching has been widely emphasized in recent research. According to Bueno-Alastuey and Gómez-Lacabex, technological tools significantly expand the possibilities for pronunciation training by providing access to authentic spoken language and enabling learners to engage in repeated and individualized practice [1]. The authors argue that technology supports both perception and production processes, which are essential for pronunciation development. In particular, digital tools allow learners to listen to native-like models and compare their own production, thereby facilitating self-correction and improvement.

Podcasts represent a specific form of digital media that is particularly well-suited for pronunciation training. As highlighted by Fouz-González, podcast-based instruction has been shown to improve learners' ability to perceive and produce difficult phonetic features, especially fossilized segmental errors that are resistant to change [2]. The study demonstrates that systematic exposure to targeted input, combined with focused practice, leads to measurable improvements in pronunciation. Importantly, the author emphasizes that perception training is a prerequisite for accurate production, as learners must first be able to distinguish sounds before they can reproduce them correctly.

Fouz-González further notes that podcast-based activities are most effective when they involve active engagement rather than passive listening [2]. Techniques such as shadowing, repetition, and recording tasks encourage learners to participate actively in the learning process. Through these activities, learners develop greater awareness of phonetic features and improve their ability to control their pronunciation.

The motivational and affective dimensions of podcast-based learning are explored in the study by Nasution and Saragih, who focus on learners' speaking confidence [3]. Their findings indicate that the use of podcasts not only improves pronunciation but also increases learners' confidence in speaking. This relationship is particularly important, as confidence plays a key role in language use. Learners who feel more confident are more likely to engage in communication and practice speaking more frequently.

Nasution and Saragih also emphasize that podcast-based learning creates a low-pressure environment in which learners can practice independently [3]. Unlike traditional classroom settings, where learners may feel anxious about making mistakes, podcasts allow for repeated practice without immediate evaluation. This reduces anxiety and encourages learners to experiment with language, which contributes to pronunciation development.

The broader pedagogical potential of podcasting is discussed by Kafes and Rohonyi, who highlight its role in modern foreign language education [4]. The authors argue that podcasting supports learner autonomy by providing access to learning materials outside the classroom. This extended exposure allows learners to engage with language more frequently and at their own pace, which is essential for developing pronunciation skills.

Kafes and Rohonyi also point out that podcasting can be integrated into different stages of instruction [4]. At the initial stage, podcasts can be used to introduce new pronunciation features and provide models of correct speech. During the practice stage, learners can engage in activities such as repetition and shadowing. At the consolidation stage, podcasts can be used to reinforce previously learned material. This structured approach ensures that podcast-based learning contributes to long-term development.

The importance of combining auditory and visual input is emphasized by Jolitz and Martin, who examine the use of audiovisual materials in pronunciation teaching [5]. The authors argue that multimodal input enhances learning by providing additional cues that support comprehension. While podcasts primarily provide auditory input, they can be complemented with transcripts or visual materials to create a more comprehensive learning experience.

Jolitz and Martin also stress that effective pronunciation instruction requires a balanced integration of perception and production processes [3]. According to their analysis, learners need to develop the ability not only to distinguish and recognize phonetic features in input, but also to reproduce them accurately in communicative contexts. The authors emphasize that pronunciation teaching becomes more effective when it is supported by audiovisual materials, which provide both auditory models and visual cues. Such materials allow learners to observe how sounds are articulated, including mouth movements, facial expressions, and prosodic features, thereby facilitating a deeper understanding of pronunciation patterns.

In this regard, Jolitz and Martin argue that the combination of auditory and visual input enhances phonological awareness and supports more accurate production [5]. When learners are exposed to multimodal input, they are better able to connect what they hear with how sounds are physically produced. Digital tools, including podcasts, can be integrated into this approach by providing high-quality auditory input, which can be further supported with transcripts or visual aids. As a result, learners are able to engage in a more comprehensive learning process that links perception with production and promotes more effective pronunciation development.

Another key factor in pronunciation development is repetition. Bueno-Alastuey and Gómez-Lacabex highlight that repeated exposure to target language input is essential for internalizing phonetic patterns [1]. Podcasts are particularly effective in this regard, as they allow learners to listen to the same material multiple times. This repetition helps learners develop more accurate pronunciation over time.

In addition to repetition, podcast-based learning supports self-regulated learning. Learners can control the pace of their learning, select materials that match their needs, and monitor their progress. This autonomy is especially important in pronunciation learning, where improvement requires sustained effort and practice.

Podcasting also enables the integration of pronunciation practice into communicative activities. Learners can use podcast content as a basis for discussions, presentations, or

storytelling tasks. These activities encourage learners to apply pronunciation in meaningful contexts, which enhances both fluency and accuracy.

Despite these advantages, several challenges must be considered. One limitation of podcast-based learning is the lack of immediate corrective feedback. Without guidance, learners may not be aware of their errors. This highlights the importance of combining podcast-based learning with teacher support and feedback.

Another challenge concerns the selection of appropriate materials. Podcasts must be carefully chosen to match learners' proficiency levels and learning objectives. Materials that are too complex may overwhelm learners, while overly simple materials may not provide sufficient learning opportunities.

Furthermore, the integration of podcasts into language teaching requires careful instructional design. As emphasized by Kafes and Rohonyi, podcasting should be part of a structured pedagogical approach rather than an isolated activity [4]. This ensures that podcast-based learning supports overall language development.

In summary, the reviewed studies collectively demonstrate that podcast-based learning constitutes a powerful and pedagogically meaningful approach to the development of pronunciation skills in German as a foreign language. Rather than functioning merely as a supplementary tool, podcasting creates a learning environment in which learners are exposed to authentic speech, engage in repeated auditory input, and actively participate in pronunciation practice. The findings of Fouz-González confirm that systematic exposure to podcast materials enhances both the perception and production of challenging phonetic features [2], while Nasution and Saragih highlight the important affective benefits, including increased confidence and reduced speaking anxiety [3].

At the same time, the research of Kafes and Rohonyi demonstrates that podcasting supports learner autonomy and enables structured, continuous engagement with language beyond the classroom [4]. This extended exposure is particularly significant for pronunciation development, which requires sustained and repeated practice. In addition, the work of Jolitz and Martin underscores the value of combining auditory input with other modalities, suggesting that the effectiveness of podcasts can be further enhanced through multimodal integration [5]. The broader technological perspective provided by Bueno-Alastuey and Gómez-Lacabex reinforces the idea that digital tools facilitate repetition, self-monitoring, and individualized learning, all of which are essential for mastering pronunciation [1].

Importantly, these findings indicate that the success of podcast-based instruction is not determined solely by the availability of digital resources, but by their thoughtful pedagogical integration. Effective implementation requires the design of tasks that promote active engagement, the inclusion of opportunities for both perception and production, and the provision of guidance and feedback. When these conditions are met, podcasts can support not only technical accuracy in pronunciation but also learners' confidence and willingness to communicate.

Overall, podcast-based learning can be seen as a comprehensive approach that combines cognitive, affective, and methodological dimensions of language learning. Its integration into DaF instruction offers significant potential for enhancing pronunciation skills in a way that is both effective and sustainable in modern educational contexts.

References:

1. Bueno-Alastuey M. C., Gómez-Lacabex E. Technology and pronunciation // Routledge Handbook of SLA and Technology. – 2022. – P. 161–173.
2. Fouz-González J. Podcast-based pronunciation training // ReCALL. – 2019. – Vol. 31. – No. 2. – P. 150–169.

3. Nasution M. P. S., Saragih M. Optimizing the implementation of podcast-based media to improve students' speaking skills confidence // Edunesia. – 2025. – Vol. 6. – No. 2. – P. 723–738.
4. Kafes H., Rohonyi D. Podcasting in modern foreign language education // International Journal of Curriculum and Instruction. – 2023. – Vol. 15. – No. 2. – P. 1–15.
5. Jolitz C., Martin I. Using audiovisual materials to teach pronunciation // Pronunciation in Second Language Learning and Teaching Proceedings. – 2024.

UDC 81’23

ENHANCING ENGLISH LANGUAGE LEARNING THROUGH GAMIFICATION AND INTERACTIVE DIGITAL ENVIRONMENTS IN SECONDARY EDUCATION

Zhadiger Aknur - 4th-year students
Scientific supervisor: PhD, Acting Professor Makhanova Zh.K.
South Kazakhstan Pedagogical University
named after Ozbekali Zhanibekov,
Shymkent, Kazakhstan

Түйіндеме

Мақалада орта мектепте ағылшын тілін оқытуда геймификация элементтері мен интерактивті цифрлық орталарды қолданудың педагогикалық мүмкіндіктері қарастырылады. Зерттеу барысында ойын технологиялары мен цифрлық платформалардың оқушылардың тілдік дағдыларын дамытуға, коммуникативтік құзыреттілігін қалыптастыруға және оқу мотивациясын арттыруға әсері талданады. Әдіснамалық негіз ретінде ғылыми әдебиеттерді талдау, педагогикалық бақылау және тәжірибені жинақтау әдістері қолданылды. Зерттеу нәтижелері геймификация мен интерактивті орталарды жүйелі пайдалану оқу үдерісін белсендіруге, оқушылардың қызығушылығын арттыруға және білім сапасын жақсартуға мүмкіндік беретінін көрсетеді.

Кілт сөздер: геймификация, цифрлық орта, ағылшын тілін оқыту, мотивация, мектеп білімі.

Аннотация

Статья посвящена использованию геймификации и интерактивных цифровых сред в обучении английскому языку в средней школе. Рассматриваются педагогические возможности игровых технологий и цифровых платформ, их влияние на развитие языковых навыков, формирование коммуникативной компетенции и повышение мотивации учащихся. Методологическую основу составили анализ научной литературы, педагогическое наблюдение и обобщение практического опыта. Результаты исследования показывают, что применение игровых элементов и интерактивных инструментов способствует активизации учебной деятельности и повышению качества обучения.

Ключевые слова: геймификация, цифровые технологии, обучение английскому языку, мотивация, средняя школа.

The ongoing digital transformation of education has led to the emergence of innovative teaching approaches aimed at increasing student engagement and improving learning

outcomes. One of the most significant trends in modern pedagogy is the integration of gamification and interactive digital environments into the learning process. These approaches are particularly relevant in secondary education, where maintaining student motivation and active participation remains a key challenge. English language teaching plays a crucial role in preparing students for global communication and academic success. However, traditional instructional methods often fail to fully engage learners, especially in the context of rapidly changing digital realities. As a result, there is a growing need for teaching strategies that align with students' interests and digital habits.

Gamification, defined as the application of game elements in non-game contexts, offers new opportunities for making learning more engaging and meaningful. Elements such as points, badges, leaderboards, and challenges can significantly increase students' motivation and encourage active participation in the learning process.

Interactive digital environments, including online platforms, virtual classrooms, and educational applications, provide learners with opportunities for collaboration, communication, and real-time feedback. These tools allow teachers to create dynamic and student-centered learning experiences that support the development of language skills. The purpose of this article is to explore the pedagogical potential of gamification and interactive digital environments in enhancing English language teaching in secondary education and to identify their advantages and limitations.

Methods

The research methodology is based on a qualitative approach that integrates theoretical analysis, pedagogical observation, and elements of comparative evaluation. This comprehensive design allows for a deeper understanding of how gamification and interactive digital environments influence English language learning in secondary education.

The first stage of the research involved an extensive analysis of scientific and methodological literature. Sources included studies on gamification, digital pedagogy, and communicative language teaching. This analysis made it possible to identify key concepts such as learner engagement, intrinsic motivation, and interactive learning environments, as well as to determine current trends in technology-enhanced education.

At the empirical stage, pedagogical observation was conducted in secondary school classrooms. Lessons incorporating gamified elements (such as points, badges, and competitive tasks) and interactive tools (online quizzes, collaborative platforms, and mobile applications) were analyzed. Special attention was given to:

- students' behavioral engagement (participation in tasks),
- emotional engagement (interest and enthusiasm),
- cognitive engagement (depth of understanding and task completion).

In addition, the method of generalization of teaching experience was applied. This included the analysis of lesson plans, teaching strategies, and assessment techniques used by educators implementing gamification. Teachers' practical experiences were systematized to identify effective practices and common challenges. Particular attention was given to the strategies that ensured active student involvement, sustained motivation, and the successful integration of game elements into lesson objectives. At the same time, common difficulties were identified, including time constraints, limited digital resources, and the need for teacher training in the use of gamified tools.

A comparative analysis was also carried out between traditional teaching methods and gamified approaches. The comparison focused on several indicators, including student motivation, participation rate, and language skill development. In addition, factors such as learner autonomy, collaboration, and the level of classroom interaction were examined.

The results of this comparison made it possible to determine not only the advantages of gamification but also the conditions under which its implementation is most effective in the secondary school context.

Table 1. Research Methods and Their Purpose

Method	Description	Purpose
Literature analysis	Review of scientific and pedagogical sources	To define key concepts and trends
Pedagogical observation	Classroom observation of gamified lessons	To analyze student engagement and behavior
Generalization of experience	Analysis of teaching practices	To identify effective strategies
Comparative analysis	Comparison of traditional and gamified methods	To evaluate effectiveness

The study is grounded in communicative, learner-centered, and activity-based approaches. These frameworks emphasize active participation, meaningful communication, and the development of learner autonomy, which are essential for successful foreign language acquisition.

Results

The results of the study demonstrate that gamification and interactive digital environments significantly enhance the effectiveness of English language teaching in secondary education. Their impact can be observed across several key dimensions: motivation, engagement, and language skill development.

First, gamification has a strong positive effect on student motivation. The use of game mechanics such as rewards, levels, and competition creates a stimulating learning environment. Students are more willing to participate in tasks and demonstrate persistence in completing assignments.

Second, interactive digital tools contribute to increased engagement. Students actively participate in classroom activities when lessons include quizzes, games, and collaborative tasks. The interactive format encourages communication and reduces anxiety often associated with language learning.

Third, the development of language skills becomes more effective in gamified environments. Vocabulary acquisition improves through repeated exposure in game contexts, while grammar practice becomes less monotonous due to interactive exercises. Speaking and writing skills also benefit from collaborative and game-based tasks.

Table 2. Impact of Gamification on Learning Outcomes

Learning Aspect	Traditional Approach	Gamified Approach
Motivation	Moderate	High
Engagement	Limited	Active and consistent
Vocabulary learning	Memorization-based	Context-based, interactive
Grammar practice	Repetitive exercises	Game-based activities
Speaking skills	Limited participation	Increased interaction

Additionally, gamified learning environments support differentiated instruction. Digital platforms allow teachers to assign tasks according to students' proficiency levels, ensuring that both advanced and struggling learners receive appropriate support. The findings also indicate that students develop a more positive attitude toward learning English when gamification is used regularly. They perceive lessons as enjoyable and meaningful rather than obligatory.

Discussion

The results confirm that gamification and interactive technologies can significantly enhance the effectiveness of English language teaching in secondary schools. These approaches contribute to the creation of a more engaging and student-centered learning environment. Increased motivation is one of the key advantages of gamified learning. Game elements create a sense of achievement and progress, which encourages students to remain actively involved in the learning process.

At the same time, the successful implementation of these approaches requires careful planning and methodological support. Teachers need to balance educational objectives with game mechanics to ensure that learning remains meaningful and effective. Despite certain challenges, such as the need for technical resources and teacher training, gamification and interactive digital environments represent promising directions for the modernization of English language education.

References:

1. Deterding, S. (2017). Gamification in Education: What, How, Why Bother?
2. Gee, J. P. (2018). What Video Games Have to Teach Us About Learning and Literacy.
3. Kapp, K. M. (2020). The Gamification of Learning and Instruction.

UDC 81'23

INNOVATIVE TECHNOLOGIES AND INTELLIGENT SYSTEMS IN IMPROVING ENGLISH LANGUAGE INSTRUCTION AT THE SECONDARY SCHOOL LEVEL

Nurahmetova Ulbosin - 4th-year students

Scientific supervisor: PhD, Acting Professor Makhanova Zh.K.

South Kazakhstan Pedagogical University

named after Ozbekali Zhanibekov,

Shymkent, Kazakhstan

Түйіндеме

Мақалада орта мектепте ағылшын тілін оқыту үдерісін жетілдіруде инновациялық цифрлық технологиялар мен интеллектуалды жүйелерді қолдану мәселелері қарастырылады. Зерттеу барысында заманауи технологиялардың оқушылардың тілдік құзыреттілігін дамытуға, оқу белсенділігін арттыруға және білім сапасын жақсартуға әсері талданады. Әдіснамалық негіз ретінде ғылыми әдебиеттерді талдау, педагогикалық бақылау және тәжірибені жүйелеу әдістері пайдаланылды. Зерттеу нәтижелері инновациялық технологияларды тиімді қолдану оқыту үдерісін жекелендіруге және оның тиімділігін арттыруға мүмкіндік беретінін көрсетеді.

Кілт сөздер: инновациялық технологиялар, интеллектуалды жүйелер, ағылшын тілін оқыту, мектеп білімі, цифрлық орта.

Аннотация

Статья посвящена использованию инновационных цифровых технологий и интеллектуальных систем в обучении английскому языку в средней школе. Рассматриваются их педагогические возможности, влияние на развитие языковых навыков, учебной активности и качества образования. Методологической основой исследования являются анализ научной литературы, педагогическое наблюдение и обобщение практического опыта. Результаты показывают, что применение современных технологий способствует индивидуализации обучения и повышению его эффективности.

Ключевые слова: инновационные технологии, интеллектуальные системы, обучение английскому языку, средняя школа, цифровое образование.

In recent years, the rapid development of innovative technologies and intelligent systems has significantly influenced education systems worldwide. Secondary schools are expected to integrate modern tools that improve both teaching quality and student engagement. English language teaching plays a crucial role in preparing students for global communication. However, traditional methods often do not fully address the needs of modern learners. Therefore, integrating innovative technologies into language education has become essential. The purpose of this article is to analyze the impact of innovative technologies and intelligent systems on English language teaching in secondary education.

Methods

The research methodology is based on a qualitative approach that integrates theoretical analysis, pedagogical observation, and comparative evaluation. This combination of methods ensures a comprehensive and systematic examination of the role of innovative technologies and intelligent systems in English language teaching at the secondary school level. At the initial stage of the study, an extensive analysis of scientific, pedagogical, and methodological literature was conducted. The reviewed sources included both classical and contemporary works on digital education, technology-enhanced language learning, and artificial intelligence in education. This stage made it possible to define key concepts, identify theoretical frameworks, and determine the main directions of current research in the field.

The empirical component of the study was based on pedagogical observation carried out in secondary school English language classrooms. Lessons that incorporated digital platforms, multimedia tools, and intelligent systems were observed and analyzed. Special attention was paid to various aspects of student engagement, including behavioral participation, emotional involvement, and cognitive activity. The observation also focused on how teachers integrated technology into lesson structure, task design, and assessment practices.

In addition, the method of generalization of teaching experience was applied. Practical teaching cases were analyzed in order to identify effective strategies for integrating innovative technologies into English language instruction. This included examining lesson planning, the selection of digital tools, and the organization of interactive activities. At the same time, common challenges were identified, such as limited access to technological resources, insufficient digital competence among teachers, and difficulties in aligning technology use with educational objectives. A comparative analysis between traditional teaching methods and technology-enhanced approaches was also conducted. The comparison was based on several key indicators, including student motivation, level of participation, language skill development, and quality of feedback. Furthermore, additional criteria such as learner autonomy, collaboration, and classroom interaction were taken into account. This analysis allowed for a more objective evaluation of the effectiveness of innovative technologies in comparison with conventional instructional methods.

The methodological foundation of the study is grounded in communicative, competence-based, and learner-centered approaches. These approaches emphasize meaningful communication, active student involvement, and the development of independent learning skills, which are essential for successful foreign language acquisition in modern educational contexts.

Results

The findings indicate that innovative technologies and intelligent systems have a strong positive impact on English language learning in secondary education. Digital tools enhance the presentation of material and make lessons more interactive. Intelligent systems provide personalized learning opportunities and immediate feedback, which significantly improves learning outcomes.

Students demonstrate higher levels of motivation and engagement when technology is integrated into the learning process. The use of interactive tools, multimedia content, and digital platforms creates a more dynamic and stimulating learning environment, which encourages students to participate actively in classroom activities and maintain consistent interest in the subject. In addition, technology-supported tasks often incorporate elements of autonomy and choice, allowing learners to take greater responsibility for their own progress.

Furthermore, language skills develop more effectively due to the presence of interactive and adaptive learning environments. Such environments provide opportunities for repeated practice, immediate feedback, and individualized instruction tailored to students' proficiency levels. As a result, learners are able to improve their vocabulary, grammar, and communicative competence more efficiently, while also developing confidence in using the English language in real-life contexts.

Table 1. Impact of Innovative Technologies on English Language Learning

Learning Indicator	Traditional Teaching	Technology-Enhanced Teaching
Student motivation	Moderate	High
Participation	Irregular	Active and consistent
Vocabulary learning	Memorization	Interactive and contextual
Grammar skills	Repetitive exercises	Adaptive and practice-based
Speaking skills	Limited practice	Increased communication
Feedback	Delayed	Immediate and automated

The table clearly demonstrates that technology-enhanced teaching outperforms traditional methods in several key aspects.

Furthermore, innovative technologies support differentiated instruction and allow teachers to adapt content according to students' individual needs. This leads to improved academic performance and a more positive attitude toward learning English.

Discussion

The results of the study confirm that innovative technologies and intelligent systems significantly improve the effectiveness of English language teaching in secondary education. Their integration into the learning process promotes a shift toward student-centered instruction, where learners actively participate in educational activities, interact with content, and take greater responsibility for their own learning outcomes. As a result, students become more engaged, motivated, and involved in the process of language acquisition. One of the key advantages of these technologies lies in their ability to create interactive and flexible learning environments. Digital tools and intelligent systems provide access to authentic materials,

support collaborative learning, and enable immediate feedback, which enhances both the quality and efficiency of instruction. Moreover, they allow teachers to address diverse learning needs by adapting content and tasks according to students' individual levels and learning styles.

However, the successful implementation of these technologies requires adequate teacher training and well-developed methodological support. Educators need to possess not only subject knowledge but also digital competence in order to effectively integrate technological tools into their teaching practice. In addition, careful planning is necessary to ensure that the use of technology aligns with educational objectives and does not become merely an entertaining element without pedagogical value. Despite certain challenges, such as limited access to resources, technical issues, and the need for continuous professional development, innovative technologies and intelligent systems offer strong potential for improving the quality of education. Their thoughtful and systematic application can lead to more effective, inclusive, and modern English language teaching in secondary schools.

In conclusion, the study demonstrates that the integration of innovative technologies and intelligent systems into English language teaching at the secondary school level has a significant positive impact on the learning process. These technologies enhance student motivation, increase engagement, and contribute to the more effective development of language skills. The findings confirm that technology-enhanced instruction supports the transition from traditional teacher-centered approaches to more flexible and learner-centered models. Digital tools and intelligent systems enable personalized learning, provide immediate feedback, and create interactive educational environments that meet the needs of modern students.

At the same time, the successful implementation of these technologies depends on several important factors, including the availability of technical resources, the level of teachers' digital competence, and the alignment of technological tools with pedagogical objectives. Without proper methodological support and training, the potential of innovative technologies may not be fully realized.

Overall, innovative technologies and intelligent systems represent a promising direction for the modernization of English language education. Their effective use can significantly improve the quality of teaching and learning, provided that they are applied in a pedagogically sound and purposeful manner. Further research is recommended to explore long-term effects and develop practical guidelines for teachers.

References:

1. Selwyn, N. (2019). Education and Technology: Key Issues and Debates.
2. Richards, J. C. (2017). Teaching English through Technology.
3. Chapelle, C. A. (2020). Computer-Assisted Language Learning.

UDC 101.81

FOSTERING ANALYTICAL AND REFLECTIVE SKILLS THROUGH ENGLISH LANGUAGE TEACHING IN SECONDARY EDUCATION

Turegeldi Tansulu – 4th-year student

Scientific supervisor: PhD, Acting Professor Makhanova Zh.K.

South Kazakhstan Pedagogical University named after Ozbekali Zhanibekov, Shymkent, Kazakhstan

Түйіндеме

Мақалада орта мектепте ағылшын тілін оқыту арқылы сыни және рефлексивті ойлау дағдыларын дамыту мәселелері қарастырылады. Зерттеу барысында тілдік білім берудің оқушылардың талдау, пайымдау және өзін-өзі бағалау қабілеттеріне әсері талданады. Әдіснамалық негіз ретінде ғылыми әдебиеттерді талдау, педагогикалық бақылау және тәжірибені жалпылау әдістері қолданылды. Нәтижелер ағылшын тілін оқытуда арнайы тапсырмаларды қолдану оқушылардың ойлау дағдыларын дамытуға мүмкіндік беретінін көрсетеді.

Кілт сөздер: сыни ойлау, рефлексия, ағылшын тілін оқыту, мектеп білімі, когнитивтік дағдылар.

Аннотация

Статья посвящена развитию критического и рефлексивного мышления учащихся в процессе обучения английскому языку в средней школе. Рассматриваются педагогические возможности языкового образования в формировании аналитических навыков, самостоятельного мышления и способности к самооценке. Методами исследования выступили анализ научной литературы, педагогическое наблюдение и обобщение опыта. Результаты показывают, что целенаправленное использование заданий способствует развитию мыслительных навыков учащихся.

Ключевые слова: критическое мышление, рефлексия, обучение английскому языку, школа, когнитивные навыки.

In modern education, the development of higher-order thinking skills has become one of the key priorities. Among these skills, critical and reflective thinking play a particularly important role, as they enable students to analyze information, evaluate arguments, and make independent decisions.

English language teaching provides a unique environment for developing these skills, as it involves communication, interpretation of texts, and expression of personal opinions. However, traditional approaches often focus primarily on grammar and vocabulary, leaving limited space for the development of analytical abilities.

The integration of reflective and critical thinking strategies into English language instruction allows students to go beyond memorization and engage in deeper cognitive processes. Activities such as discussions, problem-solving tasks, and text analysis encourage learners to think critically and reflect on their learning.

The purpose of this article is to examine how English language teaching can contribute to the development of critical and reflective thinking skills in secondary school students.

Methods

The research methodology is based on a qualitative approach that combines theoretical analysis, pedagogical observation, and comparative evaluation. This approach ensures a comprehensive understanding of how English language teaching can foster critical and reflective thinking.

At the theoretical level, an analysis of scientific and methodological literature was conducted. The study focused on works related to critical thinking, reflective learning, and communicative language teaching. This allowed for the identification of key concepts and effective instructional strategies. Pedagogical observation was carried out in secondary school English classes. Lessons that included discussion-based activities, text interpretation, and reflective tasks were analyzed. Particular attention was paid to students' ability to express opinions, justify arguments, and engage in dialogue. The method of generalization of teaching experience was used to examine how teachers implement tasks aimed at developing thinking skills. Effective practices such as open-ended questions, debates, and reflective writing were identified. A comparative analysis was conducted between traditional and

thinking-oriented teaching approaches. The comparison focused on students' analytical abilities, participation, and level of independence in learning.

Results

The results of the study show that English language teaching can significantly contribute to the development of critical and reflective thinking skills.

Students who are exposed to discussion-based and analytical tasks demonstrate a higher ability to evaluate information and express their ideas clearly. They become more confident in participating in classroom discussions and more independent in their learning.

Reflective activities, such as journals and self-assessment tasks, help students become more aware of their learning process. This leads to improved self-regulation and responsibility for their academic progress.

Table 1. Development of Thinking Skills through English Language Teaching

Skill	Traditional Approach	Thinking-Oriented Approach
Critical thinking	Limited	Actively developed
Reflection	Rarely practiced	Regular self-assessment
Analysis of texts	Surface-level	Deep interpretation
Argumentation	Minimal	Structured and reasoned
Learner autonomy	Low	High

Discussion

The findings confirm that English language teaching can serve as an effective tool for developing higher-order thinking skills. The use of interactive and reflective tasks transforms the classroom into a space for meaningful communication and intellectual engagement. Students benefit from activities that require them to analyze, evaluate, and express their opinions. These tasks not only improve language proficiency but also contribute to cognitive development.

However, the successful implementation of such approaches requires careful planning and teacher preparation. Educators need to design tasks that balance language learning objectives with the development of thinking skills.

In conclusion, English language teaching in secondary education has significant potential for fostering critical and reflective thinking skills when it is designed and implemented in a purposeful and systematic way. The integration of thinking-oriented approaches transforms the learning process from simple language acquisition into a more meaningful cognitive activity, where students are encouraged to analyze, evaluate, and interpret information rather than only memorize linguistic structures.

When properly implemented, such approaches enable students to become active and independent learners who are capable of self-reflection, self-assessment, and autonomous

decision-making in the learning process. This contributes not only to the development of language competence but also to the formation of broader intellectual skills that are essential in modern education. Furthermore, the integration of tasks aimed at developing critical and reflective thinking enhances both cognitive and linguistic development. Students improve their ability to express opinions, justify arguments, and engage in meaningful communication in English. These skills are particularly important in the context of globalization, where effective communication and analytical thinking are highly valued.

Overall, the use of reflective and critical thinking strategies in English language teaching prepares students for real-life communication and equips them with essential competencies for lifelong learning, academic success, and future professional development.

References:

1. Dewey, J. (1933). *How We Think*. Boston: D.C. Heath and Company.
2. Paul, R., & Elder, L. (2019). *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*. Pearson Education.
3. Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching*. Oxford: Macmillan.
4. Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson Longman.
5. Richards, J. C. (2017). *Teaching English through Communication and Reflection*. Cambridge University Press.

CHATGPT ШЕҢБЕРІНЕН ТЫС ГЕНЕРАТИВТІ AI-ДІҢ АКАДЕМИЯЛЫҚ ЖӘНЕ ТІЛДІК БІЛІМ БЕРУДЕГІ РӨЛІ

1. THE ROLE OF GAMIFICATION IN INCREASING STUDENT ENGAGEMENT IN EFL LISTENING LESSONS IN SECONDARY SCHOOLS 3
Arzimatov R., M.M.Duisenova
2. IMPROVING EFL LISTENING SKILLS THROUGH AI-GENERATED VIDEO AND GAMIFIED PLATFORMS IN SECONDARY SCHOOLS 6
Nigmatullaeva M., M.M.Duisenova
3. CLIL АЯСЫНДА ЖАСАНДЫ ИНТЕЛЛЕКТ НЕГІЗІНДЕГІ БАҒАЛАУ ЖӘНЕ КЕРІ БАЙЛАНЫС ЖҮЙЕЛЕРІН ҚОЛДАНУ 9
Алпысбай Д.Е., Мақұлбек А.Б.
4. TBLT ӘДІСІ АРҚЫЛЫ ГЕНЕРАТИВТІ AI-ДІ ҚОЛДАНУДЫҢ АКАДЕМИЯЛЫҚ ЖӘНЕ ШЕТЕЛ ТІЛДЕРІН ОҚЫТУДАҒЫ РӨЛІ 13
Аманжол А.Е., Мақұлбек А.Б.
5. THE IMPACT OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES ON THE DEVELOPMENT OF STUDENTS' LANGUAGE SKILLS 18
Dosova A., Abramova G.I.
6. THE EFFECT OF AI-GENERATED MULTIMODAL MATERIALS ON LISTENING COMPREHENSION IN EFL SECONDARY EDUCATION 21
Efimov M.S., M.M.Duisenova
7. DIDACTIC TEXT AS A UNIQUE COMMUNICATIVE FORM IN THE STUDY OF LANGUAGE AND CULTURE WITHIN THE CONTEXT OF ARTIFICIAL INTELLIGENCE 25
Aibekova K., Makhanova Zh.K.
8. THE ROLE OF ARTIFICIAL INTELLIGENCE IN IELTS PREPARATION 28
Медетова Ж.А., Аширова Д.А.
9. GENERATIVE AI IN THE EDUCATIONAL ECOSYSTEM: A TOOL FOR DEVELOPING ACADEMIC WRITING AND LANGUAGE COMPETENCE 32
Мүсілім Т., Litvinova E.A.
10. ВНЕ CHATGPT: ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ В АКАДЕМИЧЕСКОЙ И ЯЗЫКОВОЙ СРЕДЕ 36
Абсатарова М., Аширова Д.А.
11. INTEGRATING AI AND DIGITAL PLATFORMS FOR DEVELOPING AUTONOMOUS LISTENING SKILLS IN SECONDARY SCHOOL EFL LEARNERS 40
Usanov Sh., M.M.Duisenova
12. THE ROLE OF ARTIFICIAL INTELLIGENCE IN DEVELOPING HIGHER-ORDER THINKING SKILLS IN SECONDARY SCHOOL ENGLISH LANGUAGE LEARNING 44
Hasantaev Sh., Makhanova Zh.K.

ЦИФРЛАНДЫРУ МЕН ЖАСАНДЫ ИНТЕЛЛЕКТ МЕКТЕП ПЕН ЖОО-ДА БІЛІМ БЕРУ ТРАНСФОРМАЦИЯСЫНЫҢ ФАКТОРЫ РЕТІНДЕ

13. EDUCATION IN THE AGE OF DIGITAL INTELLIGENCE: A NEW PARADIGM FOR LEARNING, ASSESSMENT, AND LANGUAGE 48

TEACHING BASED ON ARTIFICIAL INTELLIGENCE
Askarkyzy U., Litvinova E.A.
14. **THE IMPACT OF AI AND DIGITALIZATION ON MODERN SCHOOLS AND UNIVERSITIES** 51
Базарбай Қ., Литвинова Е.А.
15. CHATGPT АЯСЫНАН ТЫС ҚОЛДАНЫЛАТЫН ЖАСАНДЫ ИНТЕЛЛЕКТ: АКАДЕМИЯЛЫҚ ЖӘНЕ ТІЛДІК ОРТАДАҒЫ ТРАНСФОРМАЦИЯЛЫҚ ҮРДІСТЕР 53
Еріш А., Аширова Д.А.
16. THE BENEFITS OF SMART BOARDS IN THE CLASSROOM WITH AI INTEGRATION FOR IMPROVED CLIL LEARNING 55
Balabek N., Makhanova Zh.K.
17. THE INFLUENCE OF ARTIFICIAL INTELLIGENCE ON LEARNING MOTIVATION WHEN STUDYING ENGLISH 58
Nishanbaeva J., Duisenova M.M.
18. ЦИФРЛАНДЫРУ МЕН ЖАСАНДЫ ИНТЕЛЛЕКТ МЕКТЕП ПЕН ЖОО-ДА БІЛІМ БЕРУ ТРАНСФОРМАЦИЯСЫНЫҢ ФАКТОРЫ РЕТІНДЕ 62
Қахарман М., Абдукаримова А.А.
19. ARTIFICIAL INTELLIGENCE AND THE TRANSFORMATION OF FOREIGN LANGUAGE LEARNING 64
Egemberdieva D., Polatova S.D.
20. THE ROLE OF ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION 66
Kuralbekova Zh., Polatova S.D.
21. THE CONCEPT AND DEVELOPMENT OF ARTIFICIAL INTELLIGENCE 68
Alpysbai A., Polatova S.D.
22. ARTIFICIAL INTELLIGENCE TOOLS IN FOREIGN LANGUAGE LEARNING 70
Seidygan M., Polatova S.D.
23. AI CHATBOTS AS TOOLS FOR SPEAKING PRACTICE: THEORETICAL RATIONALE 73
Toichibaeva T., Ongar N., Polatova S.D.
24. USING AI CHATBOTS AS SPEAKING PARTNERS FOR LANGUAGE LEARNERS 75
Nishankulova D., Madusmanova (Umaralieva) M., Polatova S.D.
25. INTERACTIVE PLATFORMS AND APPS IN ENGLISH TEACHING 77
Kudaibergen A., Ilyasova Zh.N.
26. INTEGRATING AI-POWERED VIRTUAL TUTORS TO ENHANCE SPONTANEOUS SPEAKING SKILLS IN EFL CLASSROOMS 82
Mukhamejanova A.A., Zhumadilda Sh.A.
27. POPULAR READING APPLICATIONS IN ENGLISH 85
Abdizhalel R., Seidakbar M., Asan U., Adil S., R.D.Zhekebaeva
28. INTERNET AS AN EDUCATIONAL RESOURCE 88
Нұрымбет Ж., Молдақадыр А., Ерубай Н., Садық А., R.D.Zhekebaeva
29. ЦИФРЛАНДЫРУ МЕН ЖАСАНДЫ ИНТЕЛЛЕКТ МЕКТЕП ПЕН ЖОО-ДА БІЛІМ БЕРУ ТРАНСФОРМАЦИЯСЫНЫҢ ФАКТОРЫ РЕТІНДЕ 91
Қаппар Ж., Әбілмансұр Ә.Қ.
30. КӨПТІЛДІЛІКТІҢ АДАМНЫҢ ОЙЛАУ ҚАБІЛЕТІНЕ ӘСЕРІ 93
Сұлтанхан А.Б., Әбілмансұр Ә.Қ.

ЖАСАНДЫ ИНТЕЛЛЕКТ НЕГІЗІНДЕГІ БАҒАЛАУ ЖӘНЕ КЕРІ БАЙЛАНЫС ЖҮЙЕЛЕРІ: МЕКТЕП ПЕН ЖОО ТӘЖІРИБЕСІ

31. AI-MEDIATED FORMATIVE ASSESSMENT IN EFL SPEAKING: NAVIGATING CONSTRUCT VALIDITY AND COGNITIVE LAZINESS IN HIGH SCHOOLS 98
Kozhageldiyeva A., Bailar A., Karimi S., Sovetbayeva G., Тургинбаева Л.В.
32. THE EFFECTIVENES OF AI – BASED ASSESSMENT AND FEEDBACK 100
Серікбаева Ж.М., Тастанова Г.Ж.
33. ЖАСАНДЫ ИНТЕЛЛЕКТ НЕГІЗІНДЕГІ БАҒАЛАУ ЖӘНЕ КЕРІ БАЙЛАНЫС ЖҮЙЕЛЕРІ: МЕКТЕП ПЕН ЖОО ТӘЖІРИБЕСІ 102
Жамал С., Абдукаримова А.А.

ШЕТЕЛ ТІЛДЕРІН ОҚЫТУДЫ ЖАҢҒЫРТУ: ЗАМАНАУИ БІЛІМ БЕРУ МЕН ИННОВАЦИЯЛЫҚ ӘДІСТЕР

34. PROMOTING ANALYTICAL AND REFLECTIVE THINKING SKILLS THROUGH ENGLISH LANGUAGE LEARNING IN SECONDARY SCHOOLS 105
Almaganbet N., Artykbaeva F.I.
35. COLLABORATIVE AND EXPERIENTIAL LEARNING APPROACHES FOR CULTIVATING INTERCULTURAL COMPETENCE IN UNIVERSITY STUDENTS 108
Bayanbekova M., Artykbaeva F.I.
36. TEACHER METHODOLOGICAL COMPETENCE AND TEXTBOOK VARIABILITY: EVIDENCE FROM KAZAKHSTANI EFL SCHOOLS 112
Akylbek N.A., Zhaksylyk S.S., Ussenkyzy B., Zholdybai L.S., Kaldayakov K.K.
37. ТҮРІК СЕРИАЛДАРЫН КӨРУ АРҚЫЛЫ ТІЛ ҮЙРЕНУ 114
Шәріп І.С., Байниязова Ж.Т.
38. MODERNIZING FOREIGN LANGUAGE TEACHING: CONTEMPORARY EDUCATION AND INNOVATIVE METHODS 117
Abdikadyr N., Sh.A.Zhumadilda
39. VARIOUS TYPES OF TEXTS AND READING TECHNIQUES IN ELT 119
Aidarova T., T.M.Abdualiev
40. HOW TO IMPROVIE ENGLISH IN KAZAKH SCOOLS 123
Avaryaskina D.G., T.M.Abdualiev
41. SIMILARITIES BETWEEN THE KAZAKH LANGUAGE AND THE ENGLISH LANGUAGE 126
Didarkyzy A., T.M.Abdualiev
42. FORMATION OF PHONETIC COMPETENCE IN ENGLISH BASED ON MULTIMEDIA 130
Kaimova M., T.M.Abdualiev
43. ONLINE RESOURCES IN TEACHING ENGLISH AT THE B1–B2 LEVEL 134
Mishina A., T.M.Abdualiev
44. ШЕТ ТІЛІН ҮЙРЕНУДЕГІ ЖАСАНДЫ ИНТЕЛЛЕКТТІҢ МҮМКІНДІКТЕРІ 138
Абданбек Ж.Д., Жұмаділда Ш.А.

45. KONU: TÜRKÇEDE ZAMANLAR (GENİŞ ZAMAN, GEÇMİŞ ZAMAN, ŞİMDİKİ ZAMAN) VE KULLANIMI 141
Khamitov N., Bayniyazova J.T.
46. SHALL DEVELOPMENT OF THE PERSONAL MORALS BE THE PART OF THE SCHOOL EDUCATION? 146
Oraz Z., T.M.Abdualiev
47. THE IMPACT OF AR TECHNOLOGIES ON STUDENTS' MOTIVATION IN LEARNING ENGLISH 149
Orazmet A., Aitzhanova T., Auelbekova A., Usenova N., M.M. Duisenova
48. IMPORTANCE OF DIGITAL LITERACY FOR STUDENTS 152
Pomytkina E.A., T.M.Abdualiev
49. EFFECTIVE STRATEGIES FOR WORKING WITH THE TEXT USING ICT 154
Rakhmanova M., T.M.Abdualiev
50. WHY ARE STUDENTS LOSING FAITH IN EDUCATION? 158
Tashpulatova D., T.M.Abdualiev
51. THE PREDICTORS OF EFL PRE-SERVICE TEACHERS SELF-EFFICACY 161
Zhamal S., T.M.Abdualiev
52. О БАЗОВЫХ ЗНАНИЯХ ПО ПРИОБРЕТЕНИЮ НАВЫКОВ УСТНОЙ ИНОЯЗЫЧНОЙ РАЗГОВОРНОЙ РЕЧИ 165
Абдукадырова М.М., Қалдаяқов К.Қ.
53. MULTIMEDIA TECHNOLOGIES AND DIDACTIC TEXTS IN FOREIGN LANGUAGE TEACHING IN THE CONTEXT OF LANGUAGE AND CULTURAL EDUCATION 169
Abubakirova Saida, Abramova G.I.
54. THE USE OF SONGS FOR THE DEVELOPMENT OF GRAMMATICAL COMPETENCE IN DAF INSTRUCTION 175
Aitkhoja A., Smatova A., Amze D., Shaizdar A., T.A.Ainabekova
55. АҒЫЛШЫН ЖӘНЕ ТҮРІК ТІЛДЕРІНДЕ АУЫЗЕКІ ТІЛДЕ ТӨЛ СӨЗДІ ТӨЛЕУ СӨЗГЕ БЕЙІМДЕУГЕ ҮЙРЕТУ ЖОЛДАРЫ 178
Алпысбай А.А., Байниязова Ж.Т.
56. THE IMPACT OF SMART BOARDS AND ARTIFICIAL INTELLIGENCE TOOLS ON LEARNERS' MOTIVATION IN FOREIGN LANGUAGE EDUCATION 180
Amangeldi N., Bainiyazov A. Zh.
57. ТҮРІК ЖӘНЕ АҒЫЛШЫН ТІЛДЕРІН ОҚЫТУДА СӨЙЛЕУ ДАҒДЫЛАРЫН ЖЕТІЛДІРУ ЖОЛДАРЫ 183
Мухаметжанқызы А., Байниязова Ж.Т.
58. THE ENGLISH PERFECT IN THE TRANSLATION OF LITERARY TEXTS: SEMANTIC COMPLEXITY AND FUNCTIONAL EQUIVALENCE 186
Асырбай Д.Ы., Қожамбиева Г.Б., Абжаппарова М.П.,Ерменбекова А.А.,
Мақұлбек А.Б.
59. ШЕТ ТІЛІ САБАҚТАРЫНДА БІЛІМ АЛУШЫЛАРДЫҢ ТІЛДІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ ӘДІСТЕРІ 190
Ауелбек Т., Абдуалиев Т.М.
60. ШЫҒАРМАШЫЛЫҚ ЖАЗУ ЖҰМЫСТАРЫ АРҚЫЛЫ БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ СӨЗДІК ҚОРЫН БАЙЫТУ 194
Базарбай А., Абдуалиев Т.М.
61. GENERATIVE ARTIFICIAL INTELLIGENCE (CHATGPT) AND SYNCHRONOUS COLLABORATIVE ENVIRONMENTS AS 198

DETERMINANTS OF SPONTANEOUS FOREIGN LANGUAGE SPEECH DEVELOPMENT: AN EXPERIMENTAL STUDY
Bailar A., Karimi S., Sovetbayeva G., Kozhageldiyeva A., Тургинбаева Л.В.
62. INTEGRATING MULTIMEDIA TECHNOLOGIES FOR THE DEVELOPMENT OF LINGUISTIC COMPETENCE IN DAF CLASSES 200
Khudaiberdieva A., Batyrbek D., Mutalkhan S., T.A. Ainabekova
63. ТЫҢДАУ ДАҒДЫЛАРЫН ДАМЫТУДА ТІЛДІ ҮЙРЕНУГЕ АРНАЛҒАН ВЕБ-САЙТТАРДЫҢ РОЛІ 203
Болатбек Б., Абдуалиев Т.М.
64. АҒЫЛШЫН ТІЛІ» ПӘНІН ОҚЫТУДА БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ СӨЙЛЕУ ӘРЕКЕТІ 206
Елтай Т., Абдуалиев Т.М.
65. TOOLS AND FORMATS OF GAME-BASED LEARNING INTERCULTURAL LEARNING 211
Ергеш Н.Е., Ереханова Ф.Т.
66. МУЛЬТИМОДАЛЬДІ МӘТІНДЕР АРҚЫЛЫ БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ОҚУҒА ҚЫЗЫҒУШЫЛЫҒЫН АРТТЫРУ 213
Есалы Д., Абдуалиев Т.М.
67. DIGITAL TOOLS AND GAMIFICATION IN BLENDED ENGLISH TEACHING FOR PRIMARY LEARNERS IN KAZAKHSTAN 217
Есеткызы А., Полатбек А., Есен А., Ералы Ш., Тургинбаева Л. В.
68. THE ENGLISH PERFECT IN THE TRANSLATION OF LITERARY TEXTS: SEMANTIC COMPLEXITY AND FUNCTIONAL EQUIVALENCE 220
Асырбай Д.Ы., Қожамбиева Г.Б., Абжаппарова М.П., Ерменбекова А.А., Мақұлбек А.Б.
69. TRANSLATION AS A WAY TO REVEAL THE MECHANISMS OF UNDERSTANDING A FOREIGN-LANGUAGE POPULAR SCIENCE TEXT 223
Жақсылықова Қ.М., Камалтаева Н.Ш., Сырбаева А.М., Мақұлбек А.Б.
70. ШЕТ ТІЛДЕРІН ОҚЫТУДЫ ЖАҢҒЫРТУ – ЗАМАНАУИ БІЛІМ БЕРУ МЕН ИННОВАЦИЯЛЫҚ ӘДІСТЕР 227
Сейден Г., Абдукаримова А.А.
71. АҒЫЛШЫН, ҚАЗАҚ ЖӘНЕ ТҮРІК ТІЛДЕРІНДЕГІ СЫН ЕСІМДЕРДІ КӨРНЕКІ ҚҰРАЛДАР ҚОЛДАНУ АРҚЫЛЫ МЕҢГЕРТУ ТӘСІЛДЕРІ 230
Салыкова М.Т., Байниязова Ж.Т.
72. THE SEMANTIC NATURE OF EUPHEMISMS IN MODERN ENGLISH 233
Зиядинханұлы М., Мырзағали Б.Р., Меймахан Қ.Н., Мырзахмет З.Т., Мақұлбек А.Б.
73. DIGITAL IDENTITY AND SELF-PRESENTATION IN ENGLISH ON SOCIAL MEDIA 237
Abdisadyk A., Shayusupova M., Polatova S.D.
74. SOCIAL MEDIA AS A SPACE FOR IDENTITY CONSTRUCTION 239
Turgunboeva Z., Zhandarbekova S., Polatova S.D.
75. COGNITIVE LINGUISTICS AS A FRAMEWORK FOR STUDYING EMOTIONAL LANGUAGE 241
Erlesbai M. , Bakhtygali K., Polatova S.D.
76. LINGUISTIC REPRESENTATION OF EMOTIONS IN ENGLISH AND KAZAKH: A COGNITIVE APPROACH 243

Kurmanbekova N. , Turganbek D., Erlesbai M., Bakhtygali K., Polatova S.D.
77. ENGLISH MEDIA AS A PEDAGOGICAL TOOL: INTEGRATING AUTHENTIC TEXTS INTO LANGUAGE INSTRUCTION 245
Asan K., Polatova S.D.
78. THE CONCEPT OF CRITICAL THINKING IN MODERN EDUCATION 248
Ordabek A., Polatova S.D.
79. DEVELOPING STUDENTS' CRITICAL THINKING THROUGH ENGLISH MEDIA ANALYSIS 250
Kuandikova A., Polatova S.D.
80. THEORETICAL APPROACHES LINKING MEDIA ANALYSIS AND CRITICAL THINKING 253
Ergeshbaeva R., Polatova S.D.
81. NONVERBAL COMMUNICATION IN EDUCATIONAL SETTINGS 256
Syrazhidin M., Polatova S.D.
82. CROSS-CULTURAL NONVERBAL COMMUNICATION IN ENGLISH LANGUAGE CLASSROOMS 258
Namazbai Sh., Polatova S.D.
83. CULTURAL VARIABILITY IN NONVERBAL BEHAVIOR 260
Validi M. , Polatova S.D.
84. THE NATURE AND FUNCTIONS OF NONVERBAL COMMUNICATION 262
Akilbekova A., Polatova S.D.
85. POLITENESS AND COMMUNICATION STRATEGIES IN ONLINE INTERACTION 264
Zharylkapov A. ,Beken A., Polatova S.D.
86. SPECIFICS OF ONLINE COMMUNICATION AS A LINGUISTIC ENVIRONMENT 267
Bakhtiyar A., Bakhytova S., Polatova S.D.
87. STORYTELLING IN ENGLISH LANGUAGE TEACHING 269
Shynybekova A., Yermakhan D., Polatova S.D.
88. GAMIFICATION IN ENGLISH LANGUAGE TEACHING 272
Aibozymova S., Abdullakyzy G., Polatova S.D.
89. MICROLEARNING TECHNIQUES FOR TEACHING VOCABULARY VIA SHORT VIDEOS 274
Sansyzbaev M., Polatova S.D.
90. METHODOLOGICAL APPROACHES TO TEACHING VOCABULARY THROUGH VIDEO-BASED MICROLEARNING 276
Idris K., Polatova S.D.
91. THE CONCEPT OF MICROLEARNING IN MODERN EDUCATION 278
Izbasar G., Polatova S.D.
92. VOCABULARY AS A CORE COMPONENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE 281
Asilkhan A., Polatova S.D.
93. DIFFERENCES BETWEEN LEARNING THROUGH LISTENING AND WATCHING A VIDEO IN LEARNING A FOREIGN LANGUAGE 283
Ізбасар Г.Қ., Сманова Г.И.
94. TEACHING OF SELF-STUDY LEARNING STYLE AT FOREIGN LANGUAGE LESSONS 288
Kanatbek Zh., Smanova G.I.
95. DEVELOPING STUDENTS' CRITICAL THINKING SKILLS IN FOREIGN 291

LANGUAGE CLASSES BASED ON PROBLEM SITUATIONS
Ushken O., Smanova G.I.
96. METHODS AND TECHNIQUES TO INTRODUCE LANGUAGE INTO FLT 294
Saparkhan S., R.D.Zhekebaeva
97. TYPES OF MOTIVATION IN LANGUAGE LEARNING 298
Bolat M, R.D.Zhekebaeva
98. ROLE OF PODCASTS AND AUDIOBOOKS IN DEVELOPING LISTENING SKILLS 302
Orynbek Y.B., Artykova N.O.
99. THE 4K MODEL (CRITICAL THINKING, CREATIVITY, COMMUNICATION, COOPERATION) AND ITS ROLE IN EDUCATION 305
Khudaibergen A., R.D.Zhekebaeva
100. PRACTICAL APPLICATION OF METHODS AND TECHNIQUES TO DEVELOP CREATIVE THINKING 308
Yertargyn Zh., Smanova G.I.
101. THE ROLE OF MEDIA RESOURCES IN LANGUAGE LEARNING AND TEACHING 312
Айнақұл А.Н., Тоқберген А.Н., Бахтигерей А.Ж., Қалжан А.М., Сманова Г.И.
102. THE IMPACT OF PODCASTING ON LEARNING IN MODERN CONTEXTS 315
Мәжитбай Д.Е., Хамид С.Ш., Қалық Е.Е., Ғазизұлы Е., Сманова Г.И.
103. EMOTIVITY AS A PROBLEM OF LITERARY TRANSLATION FROM ENGLISH INTO GERMAN 318
Исабек Д.Н., Лесбекқызы Ә., Сайфуддинқызы А., Рустемова Н., Мақұлбек А.Б.
104. DIGITAL AND AI TECHNOLOGIES IN ENGLISH LESSONS: COMPARATIVE DEVELOPMENT OF SPEECH CULTURE AMONG SENIOR STUDENTS 321
Ilhamzhanova D., Nyshanova S.T.
105. PROMOTING ANALYTICAL AND REFLECTIVE THINKING SKILLS THROUGH ENGLISH LANGUAGE LEARNING IN SECONDARY SCHOOLS 324
Ilhamzhanova D., Nyshanova S.T.
106. TÜRKÇE VE KENDI ANADILIMIZ ARASINDAKI FARKLAR VE BENZERLIKLER 328
Алпамысова Д.Н., Байниязов А.Ж.
107. DIGITAL AND INTERACTIVE TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING WITHIN THE FRAMEWORK OF LANGUAGE EDUCATION 332
Nazarbayeva A., Artykbaeva F.I.
108. DIDACTIC GAMES AND THEIR USE IN ENGLISH LESSONS: INTEGRATING AI FOR ENHANCED LEARNING 336
Serikbek A., Makhanova Zh.K.
109. HOW TECHNOLOGY CHANGES THE WAY WE LEARN FOREIGN LANGUAGES? 340
Жамбыл А., Мақұлбек А.Б.
110. ШЕТ ТІЛІ САБАҚТАРЫНДА БІЛІМ АЛУШЫЛАРДЫҢ ҚЫЗЫҒУШЫЛЫҒЫН АРТТЫРУ ҚҰРАЛЫ РЕТІНДЕ ЖАСАНДЫ 344

ИНТЕЛЛЕКТ БАҒДАРАЛАМАРЫН ҚОЛДАНУ
Жақсылық Н., Абдуалиев Т.М.
111. АҒЫЛШЫН ТІЛІ САБАҚТАРЫНДА ОҚУШЫЛАРДЫҢ МОТВАЦИЯСЫН АРТТЫРУ ӘДІСТЕРІ 348
Жақып Б., Абдуалиев Т.М.
112. ШЕТ ТІЛІ САБАҚТАРЫНДА ОҚУШЫЛАРДЫҢ БЕЛСЕНДІЛІГІН АРТТЫРУДА ЖАҢА ИННОВАЦИЯЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУ 351
Желдебаева А., Абдуалиев Т.М.
113. ОҚУШЫЛАРДЫҢ КОММУНИКАТИВТІК ҚҰЗІРЕТТІЛІКТЕРІН ҚАЛЫПТСАТЫРУ МАҢЫЗЫ 355
Жеңіс Ж., Абдуалиев Т.М.
114. NEURODIDACTIC FOUNDATIONS OF GAMIFICATION IN TEACHING LISTENING COMPREHENSION IN GERMAN AS A FOREIGN LANGUAGE 358
Zhandilda A., Kosek A., Baybak A., Malibek B., T.A. Ainabekova
115. THE INFLUENCE OF GAMIFICATION ON LEARNERS' MOTIVATION IN GERMAN AS A FOREIGN LANGUAGE LEARNING 362
Zhappar M., Zhuzbay T., Kuralbek A., Kadyrman A., T.A. Ainabekova
116. ШЕТ ТІЛІ САБАҚТАРЫНДА ОҚЫТУДЫҢ БЕЛСЕНДІ ӘДІСТЕРІН ҚОЛДАНУ 364
Ілесбекова Н., Абдуалиев Т.М.
117. AI-BASED TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING: OPPORTUNITIES AND CHALLENGES 368
Khagani G., T.A. Ainabekova
118. DIGITAL LITERACY AS A CORE COMPETENCE FOR MODERN LANGUAGE TEACHERS 371
Kanzharaly Ayaulym Galymzhankyzy, Makulbek A.Б.
119. DIGITAL STORYTELLING AS A MOTIVATIONAL TOOL IN FOREIGN LANGUAGE LEARNING 375
Karabayeva Y., T.A. Ainabekova
120. OVERCOMING THE DIGITAL DIVIDE IN EFL EDUCATION: THE DEVICE SHARING AND SMART GROUPING METHODOLOGY USING PADLET 378
Karimi S., Sovetbayeva G., Kozhageldiyeva A., Bailar A., Тургинбаева Л.В
121. INTERACTIVE PEDAGOGICAL STRATEGIES AS A FACTOR IN ENHANCING SECOND FOREIGN LANGUAGE LEARNING IN HIGHER EDUCATION 380
Aral Akerke, Bainiyazov A. Zh.
122. IMPROVING ENGLISH LANGUAGE EDUCATION THROUGH DIGITAL TECHNOLOGIES AND AI-BASED METHODS 383
Abdrazak Diana, Makhanova Zh.K.
123. ARTIFICIAL INTELLIGENCE AS A SOURCE OF NEW POSSIBILITIES IN ENGLISH LANGUAGE TEACHING 386
Alpisbay Zhansaya, Makhanova Zh.K.
124. MULTIMEDIA TECHNOLOGIES AS A TOOL FOR ENHANCING MOTIVATION IN TEACHING ENGLISH 389

Bek Symbat, Artykbaeva F.I.
125. THE USE OF MULTIMEDIA TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING 392
Dzhalilov Zhamol, Makhanova Zh.K.
126. GRAMMAR GAMES AS A STRATEGY FOR INCREASING STUDENT MOTIVATION IN ENGLISH LESSONS 395
Dos Karakat, Artykbaeva F.I.
127. INTERACTIVE PEDAGOGICAL APPROACHES TO FOSTERING INTERCULTURAL COMPETENCE AMONG UNIVERSITY STUDENTS 398
Erkebay Zhasmin, Artykbaeva F.I.
128. GRAMMAR GAMES AS AN EFFECTIVE TOOL FOR INCREASING MOTIVATION IN ENGLISH LANGUAGE EDUCATION 402
Ibraim Nuray, Artykbaeva F.I.
129. APPLICATION OF GAME TECHNOLOGIES IN LESSONS ENGLISH LANGUAGE 405
Izmahan Ayaru, Makhanova Zh.K.
130. ARTIFICIAL INTELLIGENCE AND NEW OPPORTUNITIES IN TEACHING ENGLISH 408
Ismoil Merey, Makhanova Zh.K.
131. DIDACTIC TEXT AS A UNIQUE TOOL FOR LEARNING LANGUAGE AND CULTURE 411
Kaldibek Ainur, Makhanova Zh.K.
132. DIDACTIC TEXT AS A SPECIAL FORM OF COMMUNICATION IN THE PROCESS OF STUDYING LANGUAGE AND CULTURE IN THE CONTEXT OF AI 415
Kydyrkyzy Akbota, Makhanova Zh.K.
133. INNOVATIVE AND INTERACTIVE METHODS FOR STRENGTHENING INTERCULTURAL AND COMMUNICATIVE COMPETENCE IN HIGHER EDUCATION 419
Musahan Asel, Makhanova Zh.K.
134. GRAMMAR GAMES AS A MOTIVATIONAL TOOL IN ENGLISH LANGUAGE TEACHING 423
Seit Tomiris, Makhanova Zh.K.
135. CONCEPTUAL AND IMAGISTIC BASES OF IDIOMATIC EXPRESSIONS IN ENGLISH, KAZAKH, AND RUSSIAN: A COMPARATIVE PERSPECTIVE 428
Tastemirova Symbat, Tadzhibayeva A.A.
136. ENHANCING STUDENT MOTIVATION THROUGH GRAMMAR-BASED GAMES IN ENGLISH LESSONS 433
Turdibaeva Zhanar, Artykbaeva F.I.
137. THE INFLUENCE OF THEORETICAL AND EMPIRICAL TYPES OF THINKING ON THE PROCESS OF STUDENTS LEARNING A FOREIGN LANGUAGE 435
Майсова Жанерке Айдарханқызы, Сманова Г.И.
138. АҒЫЛШЫН ЖӘНЕ ТҮРІК ТІЛДЕРІНДЕГІ ЗАТ ЕСІМНІҢ ЖІКТЕЛУІНІҢ ЕРЕКШЕЛІГІН ҮЙРЕТУ ЖОЛДАРЫ 440
Кожамкулова Ә.А., Байниязова Ж.Т
139. АҒЫЛШЫН ТІЛІН ЕРТЕ ЖАСТАН ҮЙРЕТУДІҢ ТИІМДІ ЖОЛДАРЫ 443
Агзамова Лаура Азизовна, Тастанова Г.Ж.
140. АҒЫЛШЫН ЖӘНЕ ТҮРІК ТІЛДЕРІНІҢ СӨЗДІК ҚОРЫНДАҒЫ 446

СИНОНИМДЕРДІ ҮЙРЕТУДІҢ ӘДІС-ТӘСІЛДЕРІ
Серікбаева Ж.М., Байниязова Ж.Т.
141. ӘЛЕУМЕТТІК ЖЕЛІЛЕР АРҚЫЛЫ АҒЫЛШЫН ТІЛІН ҮЙРЕНУ 449
Musabaykyzy K., Литвинова Е.А.
142. АҚПАРАТТЫҚ-БІЛІМ БЕРУДЕ ОҚУШЫЛАРДЫҢ ТАНЫМДЫҚ ОҚУ ӘРЕКЕТТЕРІН ҚАЛЫПТАСТЫРУ ӘДІСТЕМЕСІ 452
Мұхитқызы Н., Абдуалиев Т.М.
143. ШЕТ ТІЛІН ҮЙРЕНУ БАРЫСЫНДА ЖАСАНДЫ ИНТЕЛЛЕКТТІ ҚОЛДАНУДЫҢ ТИІМДІ ӘДІСТЕРІ 456
Мырзабай Г., Аширова Д.А.
144. DIGITAL TECHNOLOGIES IN TEACHING GERMAN AS A FOREIGN LANGUAGE: MODERN APPROACHES AND PRACTICAL EXPERIENCE 458
145. DIGITAL TECHNOLOGIES IN TEACHING GERMAN AS A FOREIGN LANGUAGE: MODERN APPROACHES AND PRACTICAL EXPERIENCE 462
Oskenbekkyzy A., Arystanbek A.K., Nizamidin Zh.Zh., Bolat M.M., T.A. Ainabekova
146. THE DIACHRONIC DEVELOPMENT OF SOUND-IMITATIVE VOCABULARY IN THE ENGLISH LANGUAGE 466
Дүйсенбай Құралай Мұхтарқызы, Кадырбек Бағжан Нұрланқызы Полат Индира Берікқызы, Раимова Зарина Абдухаликовна Мақұлбек Азамат Болатбекұлы
147. VIDEO-BASED APPROACHES TO TEACHING GRAMMAR IN GERMAN AS A FOREIGN LANGUAGE 469
Eshimkhan A., Abdrasil S., Rakhymova D., Daribek Z., T.A. Ainabekova
148. DIGITAL AND ARTIFICIAL INTELLIGENCE TOOLS AS A MEANS OF ENHANCING ENGLISH LANGUAGE TEACHING IN SECONDARY EDUCATION 473
Saylau Azhar, Artykbaeva F.I.
149. ШЕТ ТІЛІ САБАҚТАРЫНДА БІЛІМ АЛУШЫЛАРДЫ СЫНИ ОЙДАУ ҚАБІЛЕТТЕРІН ДАМЫТУ ЖОЛДАРЫ 476
Сарман З., Абдуалиев Т.М.
150. МӘДЕНИЕТАРАЛЫҚ КОММУНИКАЦИЯ ЖҮЙЕСІНДЕГІ ТІЛ 480
Сеитбек Д., Абдуалиев Т.М.
151. PROJECT BASED LEARNING ТЕХНОЛОГИЯСЫ БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ЗЕРТТЕУШІЛІК ІС-ӘРЕКЕТІН ДАМЫТУ 484
Сейдуәлі Е., Абдуалиев Т.М.
152. INTEGRATING DIGITAL LEARNING TOOLS INTO LESSON PLANNING FOR TEACHING GERMAN AS A FOREIGN LANGUAGE 488
Senbek B.K., Tazhibek A.S., Beisen D.A.,Rakhimzhanov A.M., T.A. Ainabekova
153. THE IMPACT OF THE ETHNOCULTURAL CONCEPT "UYAT" AND AGGLUTINATIVE INTERFERENCE ON FOREIGN LANGUAGE ANXIETY: THE DIDACTIC POTENTIAL OF ASYNCHRONOUS COLLABORATIVE ENVIRONMENTS (PADLET, FLIPGRID) 491
Sovetbayeva G.,Kozhageldiyeva A.,Bailar A.,Karimi S., Тургинбаева Л.В.
154. A STUDY OF COGNITIVE AND CULTURAL MODELS UNDERLYING PROVERBS IN ENGLISH, KAZAKH, AND RUSSIAN LANGUAGES 493
Tastemirova Symbat, Tadzhibayeva A.A.

155. DEVELOPING STUDENTS' SPEAKING SKILLS THROUGH DIGITAL MEDIA IN GERMAN LANGUAGE TEACHING 497
Makhamadusmanova K., Seitkarimova N., Pernaboeva A., Tilegenova M., T.A. Ainabekova
156. АҒЫЛШЫН ТІЛІ САБАҚТАРЫНДА ЖАСАНДЫ ИНТТЕЛЕКТ ҚҰРАЛДАРЫН ҚОЛДАНУ ТИІМДІЛІГІ 501
Төлегенова Ф., Абдуалиев Т.М.
157. АҒЫЛШЫН ТІЛІ САБАҒЫНА ИНОВАЦИЯЛЫҚ ПЕДАГОГИКАЛЫҚ ТЕХНОЛОГИЯЛАРДЫ ҚОЛДАНУ 504
Түймебек А., Абдуалиев Т.М.
158. ШЕТ ТІЛІ САБАҚТАРЫНДА ЖАСАНДЫ ИНТЕЛЛЕКТ ҚҰРАЛДАРЫН ҚОЛДАНА ОТЫРЫП, ТІЛДІК ДАҒДЫЛАРДЫ ДАМЫТУ ЖОЛДАРЫ 508
Фатай Н., Абдуалиев Т.М.
159. DEVELOPING PRONUNCIATION SKILLS IN GERMAN THROUGH PODCAST-BASED LEARNING 512
Khudaibergen A., Nazirkanova G., Kambaralieva S., Akhmet B., T.A. Ainabekova
160. ENHANCING ENGLISH LANGUAGE LEARNING THROUGH GAMIFICATION AND INTERACTIVE DIGITAL ENVIRONMENTS IN SECONDARY EDUCATION 516
Zhadiger Aknur., Makhanova Zh.K.
161. INNOVATIVE TECHNOLOGIES AND INTELLIGENT SYSTEMS IN IMPROVING ENGLISH LANGUAGE INSTRUCTION AT THE SECONDARY SCHOOL LEVEL 519
Nurahmetova Ulbosin, Makhanova Zh.K.
162. FOSTERING ANALYTICAL AND REFLECTIVE SKILLS THROUGH ENGLISH LANGUAGE TEACHING IN SECONDARY EDUCATION 522
Turegeldi Tansulu, Makhanova Zh.K.