MODERN PEDAGOGICAL TECHNOLOGIES IN FOREIGN LANGUAGE EDUCATION:

TRENDS, TRANSFORMATIONS, VECTORS
OF DEVELOPMENT:
SCIENTIFIC COLLECTION WORKS OF THE
INTERNATIONAL SCIENTIFIC AND
PRACTICAL CONFERENCE

November 25-26, 2021.

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scientific collection works of the

International scientific and practical conference

November 25-26, 2021

Karaganda, Veliko Tarnovo, 2021

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ISBN 978-619-91511-6-7

Modern pedagogical technologies in foreign language education: trends, transformations, vectors of development: scientific collection works of the International scientific and practical conference, November 25-26, 2021. / Ed. E. Uteubayeva, M. Petrova. Veliko Tarnovo, 2021. ACCESS Press Publishing house, 184 p.

<https://doi.org/10.46656/proceeding.2021.foreign.language>

© **Publisher:** ACCESS Press Publishing house, 2021. 184 p.

5000 Veliko Tarnovo, Bulgaria

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EFFECTIVE FOREIGN AND DOMESTIC STANDARD PROGRAMS USED IN TEACHING ENGLISH

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ABSTRACT

In the modern world, the study of foreign languages is very relevant. Because thanks to this, a person acquires many opportunities and a chance to succeed. This is especially true for English language skills. Which is not only one of the necessities for a modern, successful person, but also one of the factors of competitiveness and the quality of education of the whole country. Therefore, at the present stage, special attention is paid to teaching English. And as practice shows, one of the most effective ways to learn a foreign language is the use of various standard programs in teaching English which were analyzed. At the same time the results of experimental and practical work were presented.

INTRODUCTION

The world is changing rapidly, relations between people, various human communities, countries are changing, people's lives in states are changing, but its success, the well-being of people largely depends on public consciousness, therefore, on the upbringing of a person. A new generation with a high level of awareness is the task of society. In recent decades, the study of foreign languages has aroused increased interest. At the same time, the increasing role of foreign languages in influencing people's consciousness and activity is noted. It should also be borne in mind that knowledge of languages can play an important role and give some advantages in personal and professional communication. As a result of global globalization and integration, there has been a rapid growth of intercultural contacts in all spheres of our life: a wide variety of situations of intercultural communication have appeared, such as studying at school and university for exchange, internships for scientists, international conferences, joint ventures, tourist trips, exhibitions, etc. Thus, proficiency in a foreign language is one of the conditions for successful adaptation in the social space.

Knowledge of a foreign language is an integral part of educating successful people. Therefore, in the personal and professional development of a modern person, it is impossible to do without knowledge of foreign languages. The ability to communicate with representatives of different cultures contributes to the development of horizons and allows you to move up the career ladder, make useful acquaintances. Today, employers welcome knowledge of foreign languages. English is the most in demand today. English is the language of international communication. It is the language of navigation, aviation, literature, education, modern music, international sports, tourism and programming. 75% of the world's correspondence is conducted in English, 60% of radio stations broadcast in English, more than half of the world's magazines are published in English and 80% of the information is stored in this language. English is the most widely spoken language in the world today: more than 400 million people speak it as their native language, but the number of people speaking it as a foreign language is three times more [Kolesnik & Volkova, 2017].

It is difficult to overestimate the importance of knowledge of a foreign language. Most modern means of communication are aimed at people who somehow speak the language. For example, in everyday life we often encounter the English language - the Internet, music, annotations to foreign goods, the description of which in Russian or in a foreign language is often scarce and does not always meet the needs of the consumer, etc. Now the influence of information technology on the working environment is very great, where knowledge of foreign languages helps to build a full and competent

work. Since the twentieth century, the role of English as one of the indicators of a person's success and education has increased, which immediately leads to the fact that in most educational institutions of our country it is taught more intensively and deeply.

The modern education system is developing in the conditions of increasing globalization of economic and socio-cultural processes, integration into various spheres of activity. A universally recognized requirement of the time is the preparation of a person who has a certain set of social, cultural and communicative qualities and is able to act in an ever-changing reality. In this regard, an important role in the education of modern children is played by the study of foreign languages as an important means of intercultural interaction and general personal development.

Teaching foreign languages occupies a significant place in the modern world, new social trends have led to the fact that languages are necessary not only for travel, but also for study and work. The main purpose of teaching a foreign language is the formation of communicative competence through familiarization with other traditions and participation in the dialogue of cultures [Sorokina, 2016]. Learning to understand the processes taking place, living in this multilingual world, will naturally help the new generation of knowledge of languages. In acquiring this knowledge, the teacher plays a primary role.

The thinking of a modern person is not limited to the borders of a city or a country - we think much more broadly and perceive the world in a more holistic way. As a result, the role of education in general is changing, new teaching methods are emerging. But the teacher and the student remain participants in the educational process to this day. The modern paradigm of education involves rethinking approaches to teaching methods, tasks of the educational system. Today, learning is, first of all, a willingness to learn new things, improve already acquired skills and update them. Teachers must adapt to the challenges they face in an ever-changing education system. Even in the era of post-truth and uncertainty, teachers need to believe in their knowledge and skills and constantly improve them. Continuing education is important not only for the student, but also for the teacher. Perhaps this is even more of a priority for a teacher, because it is necessary to adapt to changing realities, adapt to requirements and follow trends in order to be in demand in the labor market. At the moment, there are the most effective English language learning programs. And many of them are used as language learning programs that are used abroad, are presented in Table 1.

Table 1. Programs for teaching English

Program	Description
Professor Higgins is an interactive self-taught English language	It is rightfully considered one of the best self-taught English. This program for learning English words on a computer has two main sections, which are devoted to oral and written English.
English Discoveries	English Discoveries is designed for beginners and for those who have already studied English before.
Longman Collection / Коллекция Longman	A well-known program for English language training, which is based on the NATONCollection. The program includes a lot of exercises for the development of written and oral speech, vocabulary development, grammar, etc.
English 9.0	English is considered here in everyday situations, which is very useful for beginners. The American version of English is also studied in this program.

BX Language acquisition	The program is based on the methodology of Herman Ebbinghaus and Sebastian Leitner. Moreover, with the help of it, you can learn not only English words, but also expand the dictionary in 46 other languages.
English Grammar in Use Activities	The official Cambridge University Press app that focuses on grammar development.
Language Bridge	The whole teaching method consists in "synchronous multiple repetition" based not only on words, but also images.
English Trainer 4800	The program provides you with suggestions for translation, after which an assessment of the work done is given. The application is of particular interest for translators, as well as for anyone who needs the practice of translating English texts.
Rosetta Stone	The application offers to learn English on an intuitive level with the help of associations. Moreover, the software is great for children. With the help of Rosetta Stone, you will train not only written speech, but also oral.
Memrise	In 2017, this application was recognized as the best. It offers a variety of games and programs for learning English that are suitable for both children and adults. The program itself is presented in the form of a huge space adventure, during which you learn English words and grammar.

Historically, the language situation in Kazakhstan has led to the bilingualism of a significant part of the population. The other day, the Minister of Culture and Sports of the Republic of Kazakhstan Arystanbek Mukhamediuly said that more than 80% of Kazakhs speak the Kazakh language. At the same time, according to him, only 22% of the population speak three languages. These data are confirmed by the world's largest English proficiency rating, the EF English Proficiency Index. In it, Kazakhstan ranks 67th out of 80 countries, which is assessed as a "very low level of language proficiency". This indicator is equivalent to the A2 or Pre-Intermediate level. It is assumed that the training of the three target languages will be conducted according to the CEFR model, as well as using the communicative and methodological approach described above. At the same time, the most suitable method is CLIL - comprehensive teaching of subjects and languages. For teachers who want to learn how to use interactive electronic resources in the classroom, the British Council, together with JSC NCPC "Orleu", has developed a guide "Digital resources for students in grades 1-11". The Teaching English website has articles, videos, a selection of online courses and webinars for advanced training. Free lesson plans, educational materials, educational articles, and classroom assignments are available on the site. The British Council also offers various online courses for primary and secondary school teachers, seminars on teaching methods and other topics. In addition, the British Council offers a wide range of useful learning resources. Another effective platform for learning a foreign language is "Edustream Kazakhstan". And there are also other programs for teaching English, which are used in Kazakhstan (Table 2).

Table 2. Programs for teaching English

Program	Description
Wlingua	This program is the best learning tool. The program will support both a group of beginners and another group continuing their studies. After downloading, take the test and determine your level. You can also include

	in the curriculum what lesson you are studying, what rules you should pay attention to. You can also choose between British and American accents. There are 600 lessons in the Wlingua program in total. If you can do these lessons endlessly, you will achieve excellent results.
Phrasal Verbs for Life & Exams	With these programs, you can improve your English language skills. The fact is that this programmer pays more attention to phrasal verbs (phrasal verbs), which are more often used in English than in grammar. A model of their application is also proposed. However, the free version only explains the basic level. Well, the rest of the lessons will have to be bought in order to learn.
LingQ	This program is an indispensable assistant for those who want to work on reading, listening and translating. Thousands of tasks are devoted to vocabulary and teachers. Each word can be marked as known or unknown. To find a translation of unfamiliar words, click "Yandex. He will go to the interpreter." In addition, you can get information about the studied words, completed tasks.
SnakeLang	When you say "play", you forget everything and can't find time to learn English, this program allows you to do two things at the same time. In the process of completing test tasks, you move the snake forward. To get a high score, you must have time to answer in a certain time.
HiNative	This program is an indispensable assistant for those who prefer to ask questions and find answers, and can get along with people quickly. Here you can communicate with native speakers, that is, with foreigners. By exchanging information with them via messages, you can improve your conversational skills with the help of sound.

In the context of distance learning in English, explaining and increasing students' interest in the subject in their native language has become a serious problem. I want to say that when solving this problem, I searched a lot and found a significant solution. Given the current interest of students in computer games, it became clear to me for the first time that studying EMC subjects in English requires the use of effective platforms and programs. Platforms for learning English - [duolingo.com](https://www.duolingo.com), [lingualeo.com](https://www.lingualeo.com), [Dictionary.cambridge.org](https://dictionary.cambridge.org). With this platform, you can learn English from beginner to advanced level [Yeskali, 2020]. However, it seems difficult to recruit one of the most effective programs.

CONCLUSIONS

To identify the most effective standard programs used in teaching a foreign language, we conducted an online survey among students and adults who are currently teaching English. They also offered to get acquainted with these programs and platforms. 20 people took part in the survey. To do this, we asked several questions for the respondents. The questions were as follows:

1. Do you use English language learning programs from our list?
2. How often do you use these programs?
3. Which of the above do you consider the most effective?

The results were as follows: 16 of the respondents had used these programs before, 4 of them use other programs and most of them study textbooks. The frequency of use of these programs is varied: 1 time per week - 1 person

2 times a week - 6 people

3 times a week - 10 people

every day - 3 people

The most effective program is considered: Memrise, Rosetta Stone, Wlingua. The results are noticeable, however, they note that although grammar has improved, some have problems with non-contractual practice (figure 1, figure 2).

Figure 1. Diagram

Figure 2. Diagrams

Secondary use platforms:

Learningapps.com,

Educandy.com,

edpuzzle.com,

www.classcraft.com,

padlet.com,

www.memrise.com,

b.socrative.com,

jeopardylabs.com.

The platform can transmit information in English across all CIV disciplines using various methods and techniques. Schools with multilingual education should teach students who are proficient in the language. Currently, the teaching of a general subject in three languages is receiving great support. It was necessary. In many schools of the country, subjects are taught in English. Based on all this, I consider it important to teach subject teachers to use effective distance learning methods. These terms are translated into Kazakh by transliteration. The structure and methodological content of each IR is as follows: Hotlist (list by topic); a set of multimedia resources Multimedia scrapbook (multimedia paper). Scrapbook ; Treasure hunt (treasure hunt)- Hotlist; Subject sampler; Webquest, etc.

It can be argued that all modern programs that are effective in teaching English have as their main goal to increase the activity of students, their independent activity in obtaining knowledge, truth, because the truth obtained by their own efforts has great cognitive value. The most important thing is the satisfaction with the lessons, which positively affects both the motives and teaching methods, as well as the tendency of students to communicate with the teacher, classmates and create useful relationships during the lesson.

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E-LEARNING TECHNOLOGY IN THE PROCESS OF CLIL AT SCHOOL

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ABSTRACT

E-learning is a learning system based on formalized teaching but with the help of electronic resources (Asad et al., 2020). The article is devoted to the consideration of the idea of content and language integrated learning (CLIL) in the system of education and the analysis of new concepts and approaches of school education developed in methodological science, taking into account their influence on the motivation of school students to learn English language. The revitalization of the educational activity has always been one of the primary tasks of teaching in general. The CLIL methodology is compared with the ESP and EMI methodologies. This learning model does not imply a complete rejection of traditional teaching methods and combines both the advantages of face-to-face studies (contact with a teacher, group methods of work, language and speech practice, the possibility of feedback) and the advantages of distance learning (an individual approach, differentiation of learning, ample opportunities for the implementation of project activities, optimization of independent work, the formation of language and speech skills and abilities. Modern teaching aids, including e-distance learning tools, provide teachers with ample opportunities for implementing a competency-based approach, providing a comprehensive all-around development of a school student's personality through the subjects studied. With the help of distance educational technologies, it is possible not only to shift a number of routine pedagogical actions onto the shoulders of a computer but also to organize high-quality, individual, differentiated education. The article presents strong theoretical information about CLIL and its importance. Also, the article contains results of qualitative research with conducted questionnaires among school students in grades 10-11 of a general education school.

INTRODUCTION

Currently, specialists who speak one or more foreign languages are highly valued, both in terms of everyday communication and in the professional field. This need is due to the rapid process of globalization of society. The last decade in European countries has received active development of integrated teaching of foreign languages and professional disciplines or content-language integrated learning. In Kazakhstan's schools, this technique is just beginning its journey and strives to take its well-deserved place in the curricula of the best educational institutions. Content and language integrated training is one of the most effective ways to establish interdisciplinary ties and successfully prepares a future specialist for foreign language professional communication [Masters, 2019].

One of the main advantages promoted by the proponents of this approach is the increased motivation of school students as a result of participation in such programs. Since motivation is one of the most influential individual variables when it comes to learning, it is assumed that the benefits of this approach are clear. However, there is insufficient research to support differences in motivation when comparing traditional teaching English as a foreign language versus content and Language Integrated Learning (CLIL) [Masters, 2019]. The main objectives of the study were as follows:

- 1) consider the theoretical aspects of approaches developed in Russian science within the framework of subject-language integrated learning [Nikolić et al., 2019];
- 2) analyze the practical application of this methodology in Russian education [Fandiño et al., 2019];
- 3) to consider the influence of the approach of subject-language integrated learning on the process of teaching foreign languages to school students of non-linguistic specialties [Rahim &

Chandran, 2021]. There are three most common integrated subject-language approaches [Asad et al., 2020]:

- ESP (English for specific purposes English for specific purposes);
- CLIL (Content and language integrated learning);
- EMI (English as Medium of Instruction).

DISCUSSION

Some researchers prefer CLIL, replacing it with the term ESP, which is widely known in the method of teaching a foreign language. In addition, the terminological picture is complicated by the concept of EMI existing in the methodology of higher education [Zozie, 2020]. All three terminological concepts are used in teaching a professionally-oriented foreign language, in which linguistic and purely special content aspects can be combined to varying degrees. In connection with the closeness of these three methodological categories, it becomes necessary to differentiate them.

English for Special Purposes (ESP) is “a functional type of language that contributes to the successful and adequate communicative act of specialists in various subject areas”. Studies have shown that learning English through the ESP approach includes discipline preparation, discipline immersion, and an advanced course. The main objective of the ESP program is to develop the language competence of school students [Masters, 2019]. The training is aimed at improving foreign language communication skills, the level of knowledge of terminology, grammar and discourse features used in the professional sphere is assessed.

Content and Language Integrated Learning (CLIL) was developed by a group of scientists from European schools, among which the following can be noted: David Marsh, Do Coyle, Oliver Meyer, Victor Pavon, etc. on two subjects of the educational program. At the same time, a foreign or second language of school students, in which the entire course of study is conducted, is used as a means of teaching a discipline. At first glance, it seems that CLIL has no fundamental differences from other similar techniques. In fact, this approach works in the same plane with the language component and the professionally-oriented content of the profile discipline, without highlighting the more important of the two components.

Western teachers, who were among the first to introduce the CLIL approach into their practice, in their articles paid special attention to increasing the motivation of both sides: both the foreign language teacher and the student [Waluyo, 2020]. Some school students characterize CLIL as an "Investment in the development of their personality", especially note the opportunity to study new disciplines without thinking about the language [Fandiño et al., 2019]. Within the framework of this methodology, much attention is paid to the cognitive concept, which is based on the creation of an effective learning environment, within which the development of cognitive abilities is activated in school students. The introduction of CLIL, according to Asad et al., requires serious changes in the competence and the teacher himself, working on the basis of the principles of this approach.

English as the main language of instruction (EMI) is actively used all over the world in the form of a number of models, such as theme-based courses, linked courses, sheltered subject matter instruction, etc. Theme-based courses are theme-based courses delivered in a strange language by a linguistic teacher who does not require knowledge of specific subjects. This EMI model includes various topics of core subjects in the content. This approach serves as a tool for integrating the language into the content of the profile course, without overloading school students with subject content to the detriment of linguistic aspects [Masters, 2019]. This course focuses on the development of oral speech skills within the professional, cultural and educational-cognitive spheres of communication, mastering professional terminology and scientific vocabulary, developing the skills of reading special and scientific literature in order to extract information that is meaningful to the school student.

Linked courses are a variant of subject-language integrated learning, in which specialized disciplines are implemented in a foreign language [Fandiño et al., 2019]. The main difference of this model is for teaching purposes, which cover language skills for a language teacher, conceptual and conceptual aspects for a subject teacher.

Sheltered subject-matter instruction is another type of profile course in a foreign language, integrated into the content of professional education and aimed at mastering a profile subject in a foreign language. This model is successfully implemented in groups of school students, where foreign students study, who know a foreign language worse than the main contingent of school students, and who need to be brought to a general level by using adapted or simplified language models. The implementation of the course can be carried out by a subject teacher with a level of knowledge of a foreign language below B2 (CEFR scale), less often by a language teacher who has additional education in a particular subject area. To study within the framework of this model, a certain level of foreign language competence of school students is required, since the priority area here is a professionally-oriented component and not a linguistic phenomenon.

The following methods of implementation and implementation of approaches and models of interdisciplinary integration were developed:

1. Creation of interdisciplinary pedagogical tandems and clusters.
2. Pedagogical support system for language learning in the classroom in professional disciplines.
3. Pedagogical support system for subject teaching in foreign language classes.
4. Formation of interdisciplinary themes and projects of the year.
5. Development of a profile course in a foreign language, integrated into the content of profile education.

Consider the features of each of the approaches presented. The first focuses on the content of teaching, the development of teaching tools, improving the quality of teaching and the effectiveness of teaching students a professional language. As a result of the work of such tandems, joint educational and methodological complexes in the professional language were created. The following types of interaction between the teaching staff have proven their effectiveness:

1) teachers of foreign language departments had access to practical classes in specialized disciplines, due to which a full familiarization with the content of the course was achieved [Asad et al., 2020];

2) teachers from the profiling department develop educational and methodological support of the course together with teachers of a foreign language, taking into account the specialization of the graduate [Fandiño et al., 2019];

3) throughout the training, constant contact with teachers of specialized disciplines is ensured when working with the lexical part of the course and the selection of professionally oriented literature for school students [Septinawati et al., 2020].

The need to conduct lectures in the EMI format turned out to be a real problem for both parties: teachers and students since foreign language competencies were not sufficiently developed [Yudina & Dybchynska, 2019]. While professors had to repeat their English in specially organized linguistic courses, students also had to be ready for lectures in their subject matter in English.

Analysis of the literature showed that there are no ready-made solutions or universal recommendations to overcome the many difficulties on the way to implementing the EMI format in higher education. Problems include school students 'and teachers' inadequate English proficiency in understanding lectures in English as effectively as in their native language; difficulties in finding ways of effective cooperation between teachers of foreign languages and teachers of special disciplines in order to develop teaching materials and improve knowledge of the English language, both by students and teachers.

A survey was conducted in the form of an anonymous questionnaire (the questionnaire was compiled by the author) of school students in grades 10-11 of a general education school in the EMI format to identify the impact of this method on the development of foreign language competence. School students were offered a questionnaire of 20 questions.

According to the results of testing among students, 71% of the respondents gave a positive assessment of the foreign language course. 15% of the respondents are dissatisfied with the program due to the difficulty of perceiving specialized disciplines in a foreign language. The rest of the students find it difficult to answer, as they do not study long enough to evaluate the program.

53% of students note the full-fledged mastery of specialized subjects in English without using Russian-language literature. 41% of the respondents feel the need to use domestic teaching materials when preparing for exams and tests.

87% of students said that subject-language integrated learning contributes to the activation of the process of learning a foreign language, noting that the level of language proficiency increases with each course of the program. 1% of respondents do not notice the influence of this technique on their level of knowledge of a foreign language. At the same time, 93% of students feel the need to improve their foreign language competence. 76% of students note that participation in seminars in English helps to overcome the psychological barrier in the use of English in speech.

According to the survey results, 46% of respondents consider the opportunity to communicate in English abroad to be the main motivating factor; 32% believe that English will be useful for their future work; 11% of students want to improve their knowledge; 6% of respondents like English, which is due to intrinsic motivation; for 5% of students, the main motivating factors are getting credit and passing the exam.

In addition, according to the results of the survey, a change in the motivation of students with regard to time was revealed. Namely, 61% of respondents in secondary school did not attach sufficient importance to a foreign language and treated the subject as a compulsory discipline. In this case, the main motivation was getting a positive assessment. Motivation changed after six months of study in the program in question. Therefore, 80% of students want to continue to study English after the 3rd year, and some, with high intrinsic motivation, are ready to study it all their lives. At the same time, 5.4% of students would not like to study English. Low or lack of motivation can be attributed to various reasons:

- 1) English will not be needed in future work;
- 2) a lot of workload with other subjects;
- 3) sufficient knowledge is available;
- 4) preference is given to another foreign language.

Thus, the survey revealed the predominance of factors of external motivation, namely, the possibility of using their knowledge and communication skills for communication, both in a broad sense and in future professional activities. The survey results also confirm the author's assumption that the application of the methodology of subject-language integrated learning stimulates school students to learn a foreign language.

CONCLUSION

Based on the foregoing, we can conclude that the technologies of subject-language integrated learning contribute to the activation of the process of mastering foreign language competencies based on the active integration of a foreign language with the process of teaching professionally significant disciplines. Students, already have an understanding of the basic concepts of the subject, since it is part of the curriculum, it is easier to perceive it in a foreign language. This reduces the uncertainty of using foreign language media to convey content and professional opinion. In addition, students' attention is diverted from the problems associated with the fear of making language mistakes, since their main efforts are directed to the subject content of the discipline.

For the formation of the communicative competence of school students, it is important to provide them with the opportunity to think in a foreign language, to solve any problems that generate thought in a foreign language, which acts in its direct function of forming and formulating these thoughts. At the same time, a prerequisite for communication is the use of scientific terms in their specialty.

The use of subject-language integrated learning is advisable when teaching school students in technical and economic fields, since learning a foreign language is often not a priority for them: "the purpose of reading students of non-linguistic specialties is not so much the language material as the information contained in it." That is why the use of the format of subject-language integrated education for students of non-linguistic areas is one of the factors that increase and stimulate educational and cognitive activity.

Thus, Content and Language Integrated Learning (CLIL) when used systematically, contributes to a significant increase in motivation as the main mechanism for activating the process of teaching foreign languages to school students, since their attention is involuntarily held on interesting, new and meaningful language material [Olugbara & Letseka, 2020]. The professionally-oriented subject of the classes meets the cognitive needs of students and leads to the active assimilation of new knowledge [Erusalimov et al, 2021]. They develop the ability to communicate in a business environment in a foreign language on issues of their competence. At the same time, the level of training of school students in a foreign language at non-linguistic faculties significantly increases, which, in turn, increases the competitiveness of a future specialist in modern conditions of tough competition in the labor market.

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METHODOLOGY OF TEACHING A FOREIGN LANGUAGE USING THE CONCEPT OF HUMANE PEDAGOGY

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ABSTRACT

This article describes the methods of teaching a foreign language at school using the concept of humane pedagogy. The authors analyze the current situation in a modern school, and also propose specific methods of working with educational material in English lessons, which help an English teacher to form humane personality traits in students. The article also draws special attention to the potential of literary texts, proverbs, sayings and features of English speech etiquette for educating students from the position of a humane approach to teaching.

INTRODUCTION

The entire history of mankind is saturated with the ideas of humanism. This led to the gradual emergence of a humanistic worldview. Ideas about people's voluntary renunciation of social inequality, renunciation of oppression of the weak and a call for mutual support can be clearly traced in Christ's Sermon on the Mount. But long before the advent of Christianity, the wisest representatives of humanity, such as Plato, Gandhi, Confucius, promoted the ideas of humanism. The principles of humanism today contain almost all world religions: Buddhism, Islam, Christianity, etc.

Currently, it is necessary to build a system of training and education based on a humane and personal approach. It is today that we begin to grow a society driven by intrinsic motivation [Instructional and methodological letter "On the features of the educational process in secondary education organizations of the Republic of Kazakhstan in the 2021-2022 academic year", 2021].

It is necessary to organize the educational and educational processes at school in such a way that the children are loaded with interest.

We believe that if every teacher, not only in our country, but all over the world, took these words as the basis of all his work, then humane pedagogy would become not a science, but the way of thinking of the entire teaching community.

MAIN PART

Today we must think about whether the person of the 21st century has become more humane? It is rather difficult to answer this question in the affirmative, since the facts suggest otherwise. If we consider the last century, then humanity has survived not only two world wars, but also a large number of small local wars that claimed millions of human lives. To this list should be added the victims of political repression and victims of many terrorist attacks.

Working on the experimental site of the Secondary School №23 in Karaganda, we studied the data presented by psychologists on the analysis of the level of anxiety among students. And if the level of anxiety among primary school students is at a fairly low level (8% of respondents), then by the 7th-8th grade the level of anxiety rises by almost 13% and remains up to grade 10. In the 11th grade, this level rises again by 3%. This statistic suggests that special attention to the education of humane personal qualities should be paid to students in grades 5-6, who have a sharp jump in the level of anxiety in two years. Psychologists associate this with the age-related psycho-physiological

characteristics of students. At this age, there is a pearl of character and a revision of values. Most of the problems for the teachers of this school are associated with students in grades 6-7. It should be noted that the analysis of the situation in school # 23 showed that in 2018 it was a 7th grade student who committed a complete suicide.

Observing the teachers of the English language at school №23, we found that 15% of teachers still use imperative appeals to students in their speech. As an example, we can offer several phrases of English teachers that we noticed in the lessons. They are shown in Table 1.

Table 1. Imperative phrases of English language teachers of the school №23, used during lessons

Phrase in English
Read and translate the text!
Explain the meaning of this word!
Give the example!
Answer the question!
Make up a story about...!
Go to the blackboard!
Listen to the song!
Complete the sentence!

Having looked carefully at the phrases in Table 1, one can come to the conclusion that these teachers do not offer students to complete a certain task, but order them without leaving the right to choose.

We believe that more polite phrases and expressions should be used when communicating with students. Observing the remaining 85% of English teachers at school №23, we came to the conclusion that it is very easy to achieve this by using modal verbs in speech as often as possible. In this case, the teacher's phrases sound more polite and softer: "Could you read this text, please?", "Will you go to the blackboard, please?" etc. Any phrase of the teacher can be softened with phrases and words such as "please", "will you?", "Would you", etc.

We also believe that it is not only the teacher's speech that has an educational impact on students. Sometimes gestures, facial expressions, gaze or posture are more expressive. An English teacher (and not only) should give up not only inhuman phrases, but also inhuman gestures such as a stern facial expression, manifested by a frowning forehead or pursed lips, or a threat with an index finger, which the teacher waves in the air as if threatening retribution for a misdemeanor or warning of impending punishment.

Estonian scholars show that even the location of the teacher in the classroom (classroom) can affect the psychological climate during the lesson. The teacher's face-to-face position across the table can heighten tension with students, and conversely, placing the teacher next to the student encourages teamwork and collaboration.

That is why we believe that even the arrangement of tables in the classroom in English lessons is of great importance. The most appropriate, in our opinion, is the arrangement of tables with the letter "P" instead of placing desks in rows. This arrangement of furniture allows the teacher to move closer and further away from the students, as well as freely move around the classroom. This will also facilitate live communication not only between students and the teacher, but also with their classmates, whom they will see in the face, and not their backs of the head.

We also analyzed the textbooks used by teachers of the KSU "OSH №23" in Karaganda in foreign language lessons. The analysis showed that, on average, only 10% of the textbook's material and exercises are aimed at fostering humane personality traits such as kindness, mercy, politeness, tact, etc.

The analysis showed that textbooks for grades 6-7 contain the smallest content of humane material, although at this stage of development children are the most vulnerable in emotional and

psychological terms. For example, as noted above, a large number of completed suicides and attempts to commit suicides happen precisely with children of this age.

If we consider specifically the texts, then of all the texts, only 2% are problematic, which make students think. All the rest of the texts are purely informative and are the usual statement of already known facts. Some of the texts are simply descriptions of any sights or famous people, without emotional or spiritual connotations. And if you look at the training exercises, 70% of them begin with the phrases “read” and “complete”. Another 28% of the exercises begin with the word “answer”, and involve only answers to questions. The analyzed textbooks also contained “true / false” exercises, which accounted for less than 1% of the total number of exercises.

Thus, it should be noted that the material of textbooks on the English language practically does not contain an educational or spiritual and moral component. Teaching English according to these textbooks is extremely informative, aimed at learning vocabulary and grammar.

The aspects discussed above, related to the organization of both verbal and non-verbal communication with students, will definitely contribute to the humanization of the educational process in English lessons.

Applying a humane approach to teaching can also help an English teacher cope with another problem that we often encounter in class - the fear of making a mistake or saying it wrong.

Frequent correction of mistakes by the teacher, accompanied by an interruption in the student's speech or fixation of mistakes in writing during the answer, negatively affects the motivation of students to learn, since it violates the psychologically comfortable environment in the classroom, although it is done by the teacher with the best intentions. Instead of pondering the answer, the student begins to feel fear, is distracted by observing the teacher's behavior, which over time becomes an insurmountable barrier in communicating in a foreign language. This fear can ultimately lead to a negative attitude towards English as a whole as a subject.

In this case, all statements of students in English can be roughly divided into three types:

1. not distorted phono-grammatically and understandable
2. distorted phono-grammatically, but quite understandable
3. distorted phono-grammatically and absolutely incomprehensible.

We do not urge the teacher to abandon the control and correction of students' foreign language speech, but it is obvious that statements of the third type are subject to mandatory correction at school. And even the correction of errors of this type from the point of view of a humane approach can be carried out not as a correction and an indication of an error, but as a clarification and an attempt to understand what the given student wanted to say. [Vaysburd, Kuzmina, 1999]

Also, in our opinion, a humane attitude towards students during test, summative and test work will significantly reduce the level of anxiety among students. In no case should these types of tests be punished for all the misdeeds committed during the study of the topic, on the contrary, they should be in the nature of confirmation of the success that the student was able to achieve by studying a topic that is rather difficult or not entirely clear to him. Another important point from the point of view of education of humanity, in our opinion, is the differentiation of this kind of work. In our opinion, it is inhumane to offer tasks of the same difficulty to students with high and low motivation to learn. In relation to some, this creates a situation of constant easy success, and in relation to others, a situation of deliberate failure, which can lead to an underestimation of the student's self-esteem.

We believe that the teacher's behavior during such tests is also very important. The teacher needs to create the most comfortable conditions in an environment that is already alarming for students. Calm behavior and minimal movement around the classroom will help to show respect for the independent mental activity of students. The teacher should not unnecessarily walk through the rows, observing the students, causing them to irritate. It is clear that many teachers in this way want to avoid the use of cheat sheets by certain students, but by doing so they show their distrust of the rest of the students. We consider it completely normal for a student to use a textbook in order to remember a word or rule. This in no way detracts from his mental abilities, but gives him confidence and obviously creates a situation of success. Also, if during independent work a student raises his hand

and turns to the teacher for help, then the teacher should come up and answer the question in a whisper, without distracting the others [Grigorieva, 2000]

The same humane approach is required for the next stage of the verification work - the announcement of the results. In our opinion, first of all, the teacher should note the success of the entire class as a whole and, possibly, each student individually. After that, you can proceed to correcting errors without naming their authors. It will be humane to select the most common mistakes in the students' work, and to correct mistakes in the form of repetition of those that caused particular difficulty for students during the test.

The teacher can also show humanity during the announcement of the homework. We suggest giving students a choice through compulsory and optional assignments. It is assumed that one or two required tasks will be completed by all students, and optional tasks will be completed only by those who wish.

The practice of work at school and at the university shows that it is advisable to alternate traditional and innovative teaching technologies.

Let us turn to the educational possibilities of the educational text in English lessons. It should be noted that the potential of texts is being studied not only by linguists, but also by psychologists, sociologists, and philosophers. We believe that when teaching a foreign language, a teacher should first of all take into account the educational capabilities and values of the educational text. The educational text should carry significance from the point of view of the formation of the student's personality, endowed with such humane qualities as kindness, responsiveness, tolerance, mercy, sympathy, etc. Considering this fact, in our opinion, the educational text should contain a moral problem that will pose a student facing a moral choice. As noted above, textbooks that are used in Kazakhstani schools contain mostly informative texts that do not carry any morality. Below, using specific examples, we will attempt to show the educational potential of the educational text from the point of view of educating humanity in English lessons.

We believe that the literary texts of such outstanding authors as O. Henry, O. Wilde, M. Twain, J. London, Aesop and other authors can in practice help an English teacher in such a difficult matter at the present time as the formation of humane personality traits, as well as a humane worldview in students. Even V.A. Sukhomlinsky pointed out that "for the education of noble feelings, works of art are needed that would awaken in children the idea of the highest value of the world - man"

Regional and local history texts have invaluable educational potential, along with artistic ones. Using such texts in his lessons, the teacher instills in his students such important humane qualities as patriotism, loyalty, devotion, pride and love for their homeland. Living on the territory of the Republic of Kazakhstan, we try, within the framework of integration, to more often refer to texts from the field of geography of Kazakhstan, Kazakh literature and the history of Kazakhstan. Working on such texts, students not only learn more about the culture, traditions and characteristics of their people, but also analyze the achievements of their country in various spheres of politics and economics. As a work on such texts, we invite students to write their opinion on this or that aspect, as well as analyze individual actions of outstanding representatives of the Kazakh people, putting themselves in their place.

The proverbs and sayings, their educational value, their wisdom does not need proof, since they contain the wisdom of many generations, can be of great help to the teacher of the English language in the formation of the humane qualities of the individual. These short but capacious sayings were created by the people themselves, and their wisdom is addressed to all of humanity in general and to each person in particular. Proverbs and sayings contain advice, instructions, requirements, wishes that are designed to help a person facing a difficult moral choice. These short aphorisms help a person make decisions in difficult situations and sound like a ready-made practical guide to action. "Live and learn", "Handsome is as handsome does", "Good can never grow out of evil", "Early to bed and early to rise makes a man healthy, wealthy and wise", "A man is known by the company he keeps", "East or West, home is best" - these and many other proverbs and sayings are designed to educate the young generation to be kind, educated, responsible, decisive, prudent, respect elders, love their homeland, etc.

A huge number of English proverbs and sayings are an important tool for educating students for humanity. Ivanov VA, with whom we completely agree, believes that “the deeper one understands their meaning, the faster this knowledge will take the form of personal views and act as motives, actions and attitudes of behavior” [Ivanov, 1998]

In our teaching practice, we try to use English proverbs and sayings in lessons as often as possible. We invite colleagues to use them as an epigraph for each lesson. In the English language, there are proverbs and sayings related to any topic prescribed in a foreign language teaching program. Starting each lesson with a specific proverb or saying and spending 3-4 minutes discussing it with students will make a significant contribution to the formation of the humane qualities of the student's personality.

In the course of working on English proverbs and sayings, our students learned to look seriously at many things from the standpoint of goodness and justice.

With regard to modern English etiquette, we believe that learning it can also help an English teacher develop humane personality traits in students. The very concept of etiquette appears to us primarily as a means of communication, regulation of relations between people who enter into this communication. As Academician D.S. Likhachev “at the heart of all good manners is one concern - the care that a person does not interfere with a person, so that everyone would feel good together” [Likhacheva, 1995] The principles of humanism today are the fundamental principles of speech etiquette. These principles include courtesy, delicacy, humility, courtesy, and accuracy.

Expression of gratitude occupies an important place in the specifics of English speech etiquette. In the modern understanding of students, the expression of gratitude in English is the phrase “Thank you”. Thus, the task of the English teacher is to help his students learn and practice the many expressions of gratitude in English. The usual phrase “Thank you!” can be replaced with such wonderful beautiful expressions of gratitude as “Thank you with all my heart!”, “A thousand thanks!”, “Thank you ever so much!”, “Much obliged to you!”, “I am deeply indebted to you! ” and etc.

Referring to the research of M. Aisenstein and J. Bodman, it should be noted that native speakers, when expressing gratitude, are always guided by a certain system of rules that allows them to choose the appropriate gratitude phrases in each specific situation. [Ariyan M.A., 1991] So, for example, when receiving a gift, the phrase “Oh, how beautiful! How did you know? It's just what I wanted!”, And when leaving the dinner party, the guest should say “Thank you for inviting me. I had a good time”. The teacher should explain these and other features of English speech ethics to his students with specific examples.

Also, an English teacher should show in practice how all of the above techniques, in our opinion, will contribute to the humanization of the educational process in English lessons, and will also help to increase the motivation of students to learn and, as a result, the quality of knowledge in the subject.

CONCLUSIONS

All teachers who plan to apply a humane approach in education should remember that for this it is necessary to combine all the components of a given personal quality and present them as one stable character trait. And, for this, it is necessary, first of all, to take into account the interests of children.

In conclusion, we want to note that the most important components for the development of functional literacy of students are already available from the beginning in every child. You just need to motivate the child so that he, on his own, consciously involves himself in the learning process.

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DEDUCTIVE AND INDUCTIVE JUDGMENTS AS BASIC CONCEPTS OF THE SUBJECT OF CRITICAL THINKING

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ABSTRACT

The article shows the importance of critical thinking and its structure in the modern educational process. Explicit approaches to the development of critical thinking, the foundations of deductive and inductive thinking are clarified. There are given the opinions about these methods in the works of scientists in the field of world pedagogy. The article also describes the structures of deductive and inductive reasoning and methods of rational use of them.

INTRODUCTION

Today it is very difficult to motivate students to engage in cognitive activities, independently and creatively seek ways to achieve goals in the constantly changing information and communication space. Students often face difficulties in mastering the teaching materials. This is due to the lack of a high level of judgment and, most importantly, critical thinking. The technology for the development of critical thinking is one of the pedagogical technologies that can solve the problem of an individual approach to learning and the effective achievement of personal results. This is based on the successful combination of technology and problem-based learning. Using the methods of technology for the development of critical thinking, the teacher arouses the student's interest, increases his desire to use a foreign language in practice, making it clear that he will be able to develop communicative competence in a foreign language. The technology for the development of critical thinking has significant potential for students to achieve individual results, which allows it to be widely used in foreign language lessons.

Critical thinking is a unique skill that allows us to master the requirements of the 21st century, to better understand what we read and do. But what is critical thinking? Critical thinking is independent thinking. When a lesson is based on the principles of critical thinking, everyone articulates their ideas, values and beliefs independently of the others. Nobody can think critically for us, we can only do it for ourselves. Therefore, thinking can only be critical when it is personal. He is looking for convincing evidence. The critical thinker finds his own solution to the problem and affirms that solution on reasonable, well-founded grounds. He also understands that there are other ways to solve a problem and tries to prove that the solution he chooses is more logical and rational than others.

A.N. Schumann identifies three levels of critical thinking: deductive, inductive and dialectical. At the first level, critical thinking is tested for its own logical correctness, at the second – for the ability to process empirical data, at the third – for the subject's ability to discuss and convince opponents of the correctness of their views [Shuman, A.N., 2007].

Deductive and inductive judgment are methods of explicit approaches to the formation of grammatical skills and abilities. The name of the deductive method comes from the word "deduction", which means to draw conclusions from the general to the particular. The first stage of the formation of skills and abilities by the deductive method – familiarization – is carried out in the process of familiarization with the rules and examples, the second stage is training – processing of individual formal operations, the third stage is speech practice – translation of the exercise.

Another explicit approach is inductive. The inductive method, like induction, takes the form of a conclusion, which involves the transition from individual facts to general rules. The inductive method allows students to create their own rules based on the phenomena that arise when learning a foreign language. Using the inductive method, students find unfamiliar grammatical forms in the text and try to understand their meaning through context. Further analysis of the new phenomenon is carried out by comparing a text in a foreign language with a translation into the native language, after which a new rule is formulated. In this case, the advice of a teacher or a textbook is used as needed. This is followed by a series of exercises to identify and explain a new grammatical phenomenon, to update its forms [Sakaeva, Baranova, 2016].

Induction makes you think and search, deduction gives ready-made facts, while for a person his personal experience is important, and therefore personal discovery is important. "Thinking begins where there is a problem situation," said D. Dewey, the founder of progressive pedagogy. The principle of "discovery", or "independent acquisition of knowledge by purposeful search for an answer to the problem posed by the teacher or by the students themselves" [Bim-Bad, B.M.], was recognized as a key factor in the success of the teaching: "The main thing is to help master those" facts that constitute the problem "and without imposing an external logical scheme on the mind that already understands the subject, on the mind that is struggling to understand it ", give freedom to put forward and test hypotheses" [Bim-Bad, B.M.]. D. Dewey's "school of action" puts forward the principle of "learning by doing", which is based on "doing," based on the process, not the result. The most important discovery of individual psychology, on which any learning should be based, Dewey formulated as follows: "The human brain is incapable of cognition if it is in a vacuum; the facts offered for study, for memorization, should have some relation to the person's previous experience or to her present needs; knowledge develops from the particular to the general, and not from the general to the particular" [Dewey, J.].

U. Decoo proposes to consider the traditional dichotomy "induction-deduction" in the educational process in an extended version, highlighting five subcategories [Decoo, 1996]:

- modality A: "actual deduction", which implies the explanation of the rule by the teacher at the beginning of the lesson, followed by practicing in the form of exercises;
- modality B: "conscious induction as a controlled "discovery", when examples of the use of a particular grammatical phenomenon are presented and, under the guidance of a teacher, with the help of leading questions, students discover and formulate a rule;
- modality C: "induction leading to the explicit expression of behavior" has its origins in behaviorism and the audio-lingual method. The student intensively trains in the use of a certain grammatical structure, translating through a similar practice the understanding of the rule to the level of inner awareness, after which the teacher gives an explicit explanation of this rule;
- modality D: "subconscious induction based on structured material". Students are provided with specially selected material, structured to facilitate the process of inductive learning. In doing so, they come to understand the meaning of the rule without further explicit analysis and explanation;
- modality E: "subconscious induction based on unstructured material" is actually identified with natural mastery of language, since it does not imply either teacher control or structuring of linguistic content.

R. Salaberry presents a somewhat modified set of the above modalities in the form of a continuous continuum:

rules $\Rightarrow$ metalinguistic awareness $\Rightarrow$ intensive training of language material $\Rightarrow$ structured data $\Rightarrow$ frequency [Gollin, J., 1998]. At the same time, there is a gradual transition from a completely explicit presentation of the material to a completely implicit assimilation of the language by students. In the first case, this is a conscious, open, purposeful assimilation of knowledge, in the second - unconscious, intuitive mastery of the material using the appropriate strategies in both types of learning.

M. Takimoto explains the difference in results by five factors: expectations, frequency, perception characteristics, level of proficiency, task requirements [Takimoto, 2008], and U. Decoo emphasizes the importance of variables representing two groups: "individual variables" and the content of education [Decoo, 1996].

Based on the above, J. Gollin, for example, makes a logical conclusion that "from one lesson to another and during the same lesson, a teacher can change approaches" [Gollin, 1998], using both inductive and deductive teaching techniques, i.e. it is not about the contradiction of methods, but about their complementarity.

CONCLUSION

Summarizing the above data, it should be noted that deductive and inductive thinking is particularly effective in the formation and development of critical thinking. In deductive reasoning, the student, based on his general knowledge and experience, evaluates the material as a whole and analyzes it individually. In an inductive approach, the student works collectively through the individual mechanisms of new information. When both approaches are correctly alternated by the teacher in the process of transferring new knowledge and explanations, the student not only assimilates new information, but also strengthens his critical thinking skills and learns to work critically in real life.

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TERMINOLOGIZATION AND DEFINITION OF PROJECT-BASED LEARNING

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ABSTRACT

New, convenient, compact, understandable and effective approaches are needed for all students to master their language learning. Considering these criteria, we can consider one of the young approaches that are currently developing. It is a Project-based learning approach. Project-based learning is the abbreviation of PBL, which will use throughout article. The article provides a brief overview of the theoretical approaches to project-based learning.

This approach is one of the most useful and absorbing methods in teaching and it was created as an idea in the twentieth century; today it is one of the beneficial approaches in education. The use of project-based learning in the classroom really comes in handy for those situations where students are just bored at lectures. The best part of PBL is that it increases student engagement. Student will enjoy working on these projects and be much more pleasant.

This article explains theoretical fundamentals of PBL and the benefits of project-based learning technology.

INTRODUCTION

In connection with the socio-economic changes in the world in modern society, there is a need for active people who can quickly adapt to changing working conditions, perform work with optimal energy consumption, and are capable of self-education, self-education, and self-development..

Among the most important qualities of a modern person are active mental activity, critical thinking, the search for new things, the desire and ability to acquire knowledge independently. Thus, education is assigned a function that would contribute to the development of independence and responsibility of the individual, would be focused on its self-development, self-education, self-realization [Erusalimov et al, 2021].

Therefore, as teachers rightly note, it is necessary to change the existing didactic paradigm, focused on traditional reproductive education, by changing the forms and methods of teaching, its individualization, increasing the complex of the latest technical means, and the widespread use of new teaching technologies. Moreover, the emphasis is placed on more active types of independent individual work.

Independent work contributes to the development of skills and abilities related to the organization of their own work. This includes planning your activities, realistic perception of your capabilities, and the ability to work with information, which is especially important in connection with the intensive growth of the volume of scientific and technical information and the rapid updating of knowledge [Dewey, John., 1909].

Project-based learning is often abbreviated to the acronym PBL. So, what is Project-based learning? Project-based learning (PBL) is a student-centered pedagogical method in which students acquire by engaging in real-world absorbing and personally meaningful projects. Students learn about a certain subject by participating in projects. Students acquire by working for a lengthened period to investigate and respond to a complex question, challenge, or problem.

The project method originated at the beginning of the last century in the United States. It was also called the method of problems, and it was associated with the ideas of the humanistic direction

in philosophy and education, this method is based on the ideas of the American philosopher and educator John Dewey, and his colleague and a successor William H. Kilpatrick, and other American scientists. The design method appeared in 1919 in America. Dewey states, “When we experience something, we act upon it, we do something with it; then we suffer or undergo the consequences. We do something to the thing and then it does something to us in return”. The result of this trying and undergoing is learning—learning from experience [Bob Lenz., 2018]. Then Kilpatrick took this idea and made it more concretely accessible the developing techniques of project method. Kilpatrick generalized project method as a “wholehearted purposeful activity proceeding in a social environment (Kilpatrick, William Heard “The project method”) [Boss, 2015].

Nowadays PBL is developing among CIS (Commonwealth of independent states) countries. At first PBL was researched as a theory with Russian scientists V.P.Bespalko, V.V. Davydov, V.K. Dyachenko, L.V.Zankov, P.Ya.Galperin and N.V.Kuzmina as well as E.N.Ilyin, S. N.Lysenkova their experiences focused on the practical way and are considered in Kazakh scientists in the works of Sh.Taubayeva, U.B.Zheksenbayeva, Z.A.Issayeva, and S.Izmuhambetova developed the PBL with their complete works.

The main purpose of using PBL is to develop students' interest, improve knowledge through independent work, develop information orientation skills and increase the ability to think critically, adapt students to self-realization in the future in various situations, in various social environments. [Fleming, D. S., 2002].

The main tasks and process of PBL are preparation; planning the process; setting goals; research; conclusions; presentation and Evaluation.

According to Papandreou (1994) [Papandreou, A. P., 1993] in “An Application of the Projects Approach to EFL” introduces a model which illustrates the process of project work in six steps:

Step 1 Preparation: The teacher explains the topic to the pupils and invites them to discuss and ask questions during this period.

Step 2 Planning: in this period, the teacher explains the topic to the pupils and invites them to discuss and ask questions.

Step 3 Research: in this part, Students work individually or in groups to collect information from various sources.

Step 4 Conclusions: Based on their analysis of the collected data, the students reach conclusions.

Step 5 Presentation: the students are present their final product to the whole class.

Step 6 Evaluation: In this section, the teacher comments on the students' efforts and endeavors.

Each class project should start with a driving question that is specifically related to the learning goal. Driving questions are questions that cannot be replied with a simple “yes or no” answers, these are also called provocative or open-ended questions. The difficulty level of the driving question should be appropriate for the type of student in the class. What is the main question? The driving question identifies the purpose of project-based learning for students and teachers. It sets the context for project-based learning and refers to content standards. The driving question should be clear, provocative, open, challenging and related to the essence of what teachers want students to learn. Without the driving question, students may not understand why they are taking on a project; in addition, strong driving questions give students insight and appreciation for the planned exploration and action during the project [Larmer, Mergendoller & Boss, 2015]. For example: *How do we design a pet shop?* The next step for implementation is the inquiry process. Students should apply learned knowledge ask and answer critical thinking questions and locate resources. In the next step students find a solution to the given topic. Here is where students solve the problems often time with creations, models and presentations. And the last step is to allow students to make their projects available to the public [Carter, C., 2000].

Demonstration of learning through performances or products. Students represent their learning through multimedia presentations, print materials, performances, models, simulations, or other means (e.g., videotapes, brochures, plays or skits, recitals, musical scores, computer assisted

presentations). The audience for these performances or products may include other students, parents, and community members.

CONCLUSION

The use of PBL activates thinking processes (memory, thinking, imagination, attention), promotes better assimilation of the studied material, and helps students to see the practical orientation of learning a foreign language. When evaluating students' projects, it would be more correct to pay more attention to the content (quality of the material, organization, design, useful links -70%), rather than to the form (site composition, language, authorship -30%). It is important to consider the ability to correctly express your thoughts in a foreign language, the selection of material, its structuring, the ability to make comparisons and conclusions [Sergeev, 2008].

The work on the project should not be directly evaluated by the teacher with the help of points. From experience, we note that a combined assessment is appropriate, which consists of an assessment of external observers, guests, a presentation, as well as a self-assessment of the team of project authors in the form of an analytical note, a schedule, a speech, etc. PBL is important for students and in education in general. Project-based learning can be used by various disciplines. Some of the important reasons for using projects in the classroom, such as allowing students to develop communication skills. Project-based learning is important for learners to gradually grow some of these 21st century life skills. Projects are assigned as group activities being able to work with others is a necessary component of countless fields of work [Mynbayeva, Aitbaeva, Kudaibergenova, 2016].

In fact, PBL really comes in handy for those situations where students are just plain old bored of lectures. The best part of PBL is that it increases student engagement. Student will enjoy working on these projects and be much more pleasant while working. PBL is not only for students who struggle with typical classroom learning as I mentioned above, it can be used for any student because it is the most effective classroom method. Project approach can be used for many different classes. But PBL is most prevalent in social studies, science classes and art classes as well. [Sultankulova, Tulegenova, 2019]

Considering all of the above, project-based learning: Increased motivation – students “own the questions” and spend more time working on projects outside of building. Increased autonomy – students become more responsible and self-directed learners. Increased achievement - students practice higher levels of thinking through direct application of factual knowledge in making interpretations, conclusions, and critical judgments.

We can say that it requires students to use specific skills, such as collaboration, teamwork, time and task management, or presentation skill, to conclude a project successfully. These skills cannot be practiced or learned through traditional transmission models of education. This approach maximizes and increases student's individual responsibility.

This technology allows each student to independently gain experience in research and practical activities expand their horizons and replenish their active and passive vocabulary. Project-based learning technology also develops students' various practical skills that are so necessary for them in later life, such as searching and working with information, the ability not just to express their point of view, but also to argue their answer.

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METHODS OF TEACHING ENGLISH TERMINOLOGICAL VOCABULARY FOR STUDENTS OF NON-LINGUISTIC SPECIALTIES

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ABSTRACT

This article is devoted to the problem of teaching terminological vocabulary of the English language for non-linguistic specialties. The main attention in the work is focused on the development of methodological foundations for the assimilation of terminological units of non-linguistic specialties. The possession of lexical skills necessary for professional communication in a foreign language is analyzed. The author emphasizes that the introduction of terminological vocabulary is an integral system of introductory exercises that systematize and consolidate new terminological information.

INTRODUCTION

The modern period of development is characterized by changes in all spheres as social, economic, political and cultural. These changes put forward new requirements for higher education and professional training of future specialists to adapt to multicultural, multilingual environment for realization of personal and professional needs. Kazakhstan is considered as a trilingual country with Kazakh, Russian and English spoken by its citizens. Notably, each of these languages has its own status, Kazakh is a state language, Russian the language of intercultural communication and English an international one [Nazarbayev, 2017].

According to the requirements of time, proficiency in English is necessary for future specialists of various industries in their scientific and practical activities, communication with foreign partners, obtaining information, for self-education and professional growth. It is very important to form the skills of future specialists to work with literature in English in their chosen specialty, since it is the text that is one of the main means of replenishing professional knowledge. Any industry operates with certain terms. Therefore, the object of special attention is the study of special vocabulary - terms and their equivalents in the translation language. Knowledge of terminology helps not only to perform an adequate translation of a highly specialized text, but is also an integral part of the general competence of specialists in a particular industry.

The term is ambiguous. It is a unit of the terminological system and must have the above properties. At the same time, the term is a unit of the lexical system of the language and obeys the laws of the development of the word. This explains the presence, even in one terminological system, of the term polysemy and the appearance of synonymous terms. Terminological groups of different branches of science and technology interact, and often the term of one terminological group is used as a term in another group, and not necessarily with the same meaning [Zavarzina, 2019].

A terminological system is a subsystem of a language. The special and general systems are linked by two-way communication and are in constant interaction. Terms from a narrow sphere of use enter the lexical composition of common vocabulary and, conversely, common words are a constant source of term formation. The study of the terms of general technical, popular science and special literature is necessary at non-linguistic faculties: it would be advisable to introduce general concepts of terminological systems, terms and their properties into the course of teaching a foreign language. The term, as a rule, is unambiguous, stylistically neutral, systematic. Full certainty of the meaning and stability of use are mandatory requirements for it [Madsen, 2004].

It is very important to form the skills of future specialists to work with authentic texts in English. It is also necessary to note the importance of interdisciplinary ties: it is impossible to teach

English in isolation from the core disciplines. Specialized materials often tell about phenomena, technical innovations and discoveries. Therefore, working with such authentic materials implies close cooperation between an English teacher and teachers of special disciplines. The assimilation of terminological vocabulary always presents one of the greatest difficulties for students, therefore, this article focuses on various ways to activate terminology for non-linguistic specialties. The vocabulary activation stage assumes that students are already familiar with a number of terms on a particular topic. At the stage of consolidation, a wide variety of exercises are used related to the assimilation of the meaning, form and use of words [Berardo, 2006].

METHODS OF TEACHING

The work on the study of terminological vocabulary has its own specifics and represents one of the difficult problems of teaching English vocabulary for non-linguistic specialties. Its main goal is to assimilate the terminological vocabulary of this subsystem of the language, which allows not only to correctly perceive the text, but also to actively use words-terms when constructing their own statements in a communicative way. When developing methodological foundations for the study of terminological units of the specialty, first of all, this work should be included in an integrated system of work on the formation of linguistic (lexical) and speech skills. Thus, lexical skills are considered to be the ability to understand and correctly use terms in speech [Bidnenko, 2021].

One of the important tasks that should be solved when working on the study of the terminology of the specialty is to organize vocabulary so as to remove memory overload, so that each assimilated term-word helps to memorize and repeat the previous term. This was pointed out by I.D. Salistra, who believed that, determining the content of teaching a foreign language on the basis of speech orientation, it is necessary to understand what kind of speech material students should be able to operate with; what should be the approach to determining the sequence of assimilation of the material and the formation of appropriate skills [Smailova, 2021].

Memorization of the term begins from the moment of its presentation and is characterized by the fact that the associative connection created for a time between the image and the word can be fragile and quickly fade away. Whatever happens, it is necessary to support it with repeated repetition. The previously learned word-term must be included in new situations, contexts. At the same time, it is important to ensure that the word is repeated not in any one form, but in all the most commonly used forms. So that non-thematic and commonly used words are repeated in different speech forms, they are maximally mobilized when working on different topics, contributing to the creation of a conscious transference skill [Mazur, 1997].

Lexical skill at any level of proficiency in a language unit involves the development of a strong two-way relationship between form and meaning. This connection is achieved due to their repeated repetition, since the productivity of reproduction is determined, first of all, by the characteristics of the memorized material, the amount of information contained in it.

The work on the formation of terminological skills and abilities in relation to the terminological unit should be carried out in several stages:

- assimilation of a certain number of terms, their recognition, selection and comprehension in the text;
- active use of these words in the process of self-expression.

The main goal of the first stage is the assimilation of terminological vocabulary. To do this, it is necessary to create conditions for transferring existing lexical skills to terminological units. The main objectives of this stage are the formation of skills to distinguish terms from non-terms, to create conditions for mastering the terminology of the specialty. To do this, it is necessary to carefully select texts on the specialty from the position of the representation of terms and terminological combinations in them, to carry out their lexicographic development, which would contribute to the comprehensive assimilation of terminological words. In addition, a system of exercises and tasks should be developed that would help to effectively solve the tasks set [Bakirova, 2020].

Since the form and meaning of a word is assimilated due to situational relatedness and the need for expressing one's thoughts, the primary training in the use of new vocabulary after its

presentation is carried out in conditional speech exercises (exercises for imitation, substitution, transformation, reproduction). Training in imitation allows students to create an auditory and visual image of the word based on sensations, which ensures the strength of memorization of formal signs of the word. Substitution exercises contribute to strengthening associative connections and develop the operation of calling a word. Also, question-and-answer exercises conducted in the form of a dialogue - questioning, guided dialogue, as well as game techniques with the proposed verbal support from the teacher are an effective technique for memorizing words.

The purpose of the next stage is the formation of specific terminological skills and abilities related to the development of these units; the formation of skills and abilities to identify terminological combinations in the text; the assimilation of the laws of the functioning of the term in the context, the position of the terminological unit in the process of utterance. In order to successfully solve these problems, it is necessary, in addition to careful selection of textual, lexicographic and other illustrative material, to present the main associations of terminological units; to present composite terminological combinations based on syntactic constructions; to acquaint students with the main functions of the term in these types of texts. Achieving this goal is possible provided that a system of exercises is developed.

Subsequent exercises related to the use of vocabulary at the reproductive level involve the use of new words in speech (with and without verbal supports). The attention of students when performing such exercises is directed both to the content and to the form. Such exercises can be creative in nature and contribute to the development of students' creative abilities. Exercises of this type include tasks to restore missing words in the text, instead of which pictures or pictograms.

The goal of the third stage is to master the highly specialized terms of the specialty, as well as professional turns of speech. The objectives of this stage are: the formation of skills and abilities for the use of highly specialized terminological units in speech; familiarity with the structure of the terminological system of the sublanguage; the formation of skills and abilities to analyze the morphological structure of a derived term; the assimilation of the most productive word-formation models; familiarity with the specifics of the functioning of the term; definition of the main areas of their application.

Such techniques as crosswords, composing words from letters and syllables, composing short words from a longer one, searching for a generalizing word in a chain of words, creating a new word by replacing one letter in a given word allow you to remember the formal signs of a word. A variety of game techniques, the purpose of which is to strengthen the connection between the image of the word and its meaning. These games are based on the principle of finding a pair, for example: word-picture, word-translation, word-antonym, word-synonym, question-answer, riddle-guess. Of particular importance are language exercises aimed at strengthening associative connections, specifying the content and scope of the concept, forming and improving the action of combining a new word with others. These include exercises to search for a common word or superfluous in a chain of words, search for an object by given signs, for correlation, filling in an associogram. These stages consider the introduction of terminological vocabulary not as a one-time systematization, but as an integral system of introductory exercises that systematize and consolidate new terminological information [(Nikolayenko, 2015)].

One of the most important prerequisites for the development and improvement of English speech among students is the development of skills, skills and determination of word combinations, the structure of phrases, the ability to use terminological words. The perception of English speech is carried out more successfully and more freely if students of non-linguistic specialties identify and realize grammatical and lexical elements in it, establish logical connections and relationships between words, understand the variety of words, forms and constructions of the studied language.

DISCUSSION

The main goal was to find the best method for studying terminological vocabulary for non-linguistic specialties. Studying articles on this topic, I managed to find answers to the questions of my research: students demonstrated good results in studying terminology in professionally oriented and

meaningful tasks that were interactive in their origin, such as discussions, role-playing games, modeling and presentations of their written reports. There is a direct relationship between the use of terminological vocabulary and the quality of training: the more terminology is used in the classroom, the better the results. As it was revealed during the review of articles, the use of terminological vocabulary should be systematically used in all types of speech activity, which can ensure effective assimilation of educational material, as well as increase the ability of students. The students also noticed that the use of authentic sources for the selection of terminological vocabulary helps not only to increase vocabulary, but also develops communication skills. Exercises are one of the most important means of presenting language materials and forming lexical and grammatical skills and abilities, further improving them and transforming them into communication skills. Students need to be helped to master the vocabulary and correct terminological phraseology appropriate to their abilities if they want to succeed in the subject. Teachers should be aware that it is not easy to give a very precise definition of some terms in ordinary English and that such terms are best understood in their technical form. However, an alternative approach to defining terms would involve using appropriate relevant examples already known to students. Thus, using terminological vocabulary, students will learn new language units more effectively.

CONCLUSION

The above methods of mastering professional vocabulary can be modified, changed and supplemented depending on the specifics of the audience, the purpose and stage of training. Such exercises are good because they develop guesswork, increase practice in the language and create supports for memorizing terms, as well as strengthen associative connections. The assimilation of terminological vocabulary by the proposed methods is very effective, because it allows students to comprehend lexical units, see the relationships (similarities and differences) between words, create a support for their further use in various types of speech activity, organize independent work of students. Therefore, the object of special attention is the study of special vocabulary - terms and their equivalents in the translation language. Knowledge of terminology helps not only to perform an adequate translation of a highly specialized text, but is also an integral part of the general competence of specialists in a particular industry.

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PEDAGOGICAL PROJECT OF INTEGRATED CLASSES IN PHYSICAL EDUCATION AND ENGLISH

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ABSTRACT

The pedagogical project of integrated physical education and English lessons to increase motivation for learning a foreign language and involving into a healthy lifestyle, as well as improving the physical skills of pupils representing an interdisciplinary, medium-term, sports and gaming project involving interaction and cooperation of teachers aimed at developing physical abilities and increasing interest in learning English. A feature of the pedagogical project is the integration of two types of activities: doing sports and learning a foreign language. The relevance of the chosen topic is to develop children's physical skills and interest in learning a foreign language, as well as to involve parents in joint motor activity and speech activity with the child.

INTRODUCTION

In the modern world, the education system is being modernized to improve the quality of education, its accessibility for supporting and developing the talent of each child, saving his health. Physical education is not only a means of developing physical qualities of a child and strengthening his health but it is also an important component and a means of spiritual, moral, aesthetic education of a preschooler [Osokina, 1973]. The socio-economic changes taking place in our country in recent years have led to a decisive revision of the place and role of foreign languages in the life of society. Therefore, it is important to carry out ongoing teaching of foreign languages to children, starting from kindergarten. In this regard, there is a question of an integrated lesson in English and physical culture, since the most effective educational tasks are solved when the teacher purposefully uses an integrative approach in the organization of the educational process.

Integrated lessons give the pupil rather broad and vivid idea of the world in which he lives, the relationship of phenomena and objects, mutual aid, the existence of various world of material and artistic culture. The main emphasis is not so much on the assimilation of certain knowledge, as on the development of imaginative thinking. It confirms the importance of using this type of activity in the practice of working with children. As you know, for preschool children, movement is a biological need of the body. It is noted that with the help of physical actions, children learn language material better. Therefore, learning a foreign language is more effective to build on the basis of motor activity and in a playful way. This pedagogical project fully corresponds to the goals and objectives of modern education [Ekzhanova, 2008].

The purpose of the project is to involve parents in joint motor activity with a child creating emotionally favorable atmosphere during the event. To develop pupil's physical skills and interest in traditions of people and country of the language being studied, to consolidate the skills of mastering of lexical units in English on the themes «Sport» and «The verbs of action», as well as to promote to creation of warm relationship in the family.

Tasks:

- Development of motor abilities (coordination, speed and endurance).
- Formation of students' speech, language, socio-cultural competence.
- Formation of a sustained interest in physical education.
- Teaching the ability to tell what you can (can't) do using a speech sample: I can't ... I can...
- Fostering to mental, moral, aesthetic and labor education.

- The development of mind, memory, imagination, will.
- Broaden of pupils' horizons.
- Formation of basic vital motor skills and abilities.
- Formation of motivation to cognition and physical activity.
- Education of respect to the people's way of the life of the country which language being studied.
- Education of a sense of tolerance.
- Education of moral and volitional qualities.
- To hold several events together with parents and pupils.

THE MAIN CONTENT OF THE PROJECT

The work of the project was to create the script of educational activities that will help instill interest and love for learning English and physical education, expand horizons, develop memory and attention, the rapidity of reaction.

Much attention was paid to health-saving teaching methods. During the work of the project, physical education and English classes were held. The pupils not only performed physical exercises, but also got acquainted with their sounding in a foreign language. In English classes, children actively worked with the grammatical structures such as "I can ... Can you...?", also consolidated lexical units on the topic "The verbs of action" while doing physical exercises.

During the lesson pupils were given the commands in English, which are used in physical culture (align, stand still, turn right, turn left, etc.) When choosing subjects, lexical and grammatical constructions, the level of development of children, their motivation and interests, as well as correlation with curriculum for the development of cognitive abilities and speech in Russian in kindergarten are taken into account.

Motor creativity was used in PE classes. Even the simplest movements give food to children's imagination, develop creativity. Creativity is the highest component in the structure of personality. Motor creativity reveals to the child the motor characteristics of his own body, forms the speed and ease of orientation in the infinite space of motor images, and teaches him to treat movement as a subject of game experimentation. The means of his development can be motor tasks, with the help of which children enter an imaginary situation; through body movement they learn to express their emotions and states, look for some compositions, and create new storylines, forms of movements [Keneman, 1972].

Table1. Project schedule

Month	PE trainer	Teacher of additional education (English)
September	Preparation of documents for the implementation of a pedagogical project.	
October		Conducting IFA in English in pre-school groups. Introduction and consolidation on the topic "Sports", "The verbs of action". Familiarization of children with the traditions of the country of the language being studied.
November	Conducting of integrated classes in selected age groups within the project framework. Conducting of Leisure activities together with parents within the project framework.	
December	Summing up the results of the project.	

The joint creative work of a teacher of additional education in English and PE trainer, up-bringers and parents can be of great benefit for the realization of the goals and objectives of training. The classes were designed for pre-school children at NI TC "ERFOLG".

Teachers used the following types of work:

1. Working on pronunciation: rhymes, poems, songs.
2. Working with a toy: dialogue with a toy, description of a toy.
3. Learning poems and songs by heart.
4. Outdoor games.
5. Quiet games.
6. Creative games.
7. Acting out of situational dialogues.
8. Consolidation of the learnt material within the framework of the topic being studied.
9. Physical culture and wellness work in the day mode – morning hygienic gymnastics, outdoor games and physical exercises on walks (morning and evening), physical culture minute.
4. Active recreation – physical culture leisure, physical culture holidays, hiking, excursions, walking along the route (the simplest tourism), health days.
5. Work with the family.

Special educational cartoons for preschoolers are used as additional material. This type of work always causes a positive attitude of children and is a means of increasing motivation in language learning. For a more visual perception, the presentation of Microsoft Power Point is demonstrated. The dominant activity is gaming activity. In the process of educating motor actions, taking into account the psychophysiological features of the child's development, relying on his capabilities, an adult consistently puts new motor programs in front of him. Specifically, this is expressed in the gradually increasing requirements of the physical education program aimed at the formation of motor skills and physical qualities.

In the process of learning to move, a child develops physical and mental abilities, spiritual and moral qualities of personality, aesthetic feelings; bodily reflection, awareness, purposefulness and organization of motor actions, initiative and desire for creativity are brought up; memory, imagination, fantasy are developed; educating a child's body culture, the teacher simultaneously improves his spiritual culture [Osokina, 1973].

Pedagogical expediency consists of creating favorable conditions for the maximum disclosure of the individual and creative potential of children, the identification and development of their linguistic and special abilities for the purpose of further self-determination in the educational and cognitive space of additional education systems [Sazhina, 2007].

Physical activity contributes to the normal development of the central nervous system, improving memory, learning processes, normalization of the emotional sphere, improving sleep, increasing opportunities not only in physical, but also in mental activity. To increase muscle activity, physical exercises are necessary to improve motor processes and skills, posture, and prevent the development of flat feet. Mastering movements has a good effect on the development of a child's speech. The understanding of adult speech improves, the vocabulary of active speech expands [Osokina, 1973].

Project resources:

Temporary: Project duration: medium-term (4 months).

Normative - legal:

- The main provisions of the «Declaration of Human Rights» adopted by the UN General Assembly.
- The main provisions of the «Convention on the Rights of the Child» adopted by the UN General Assembly.
- The Law of the Republic of Kazakhstan "About Education".
- The State mandatory standard of Preschool Education and Training (hereinafter referred to as the Standard) (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 604).

- Standard curriculum of preschool education and Training No. 557 dated December 20, 2012 (with amendments and additions dated October 10, 2018 No. 556).
- Standard curriculum of preschool education and Training (hereinafter referred to as the Program) (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated August 12, 2016 No. 499).
- Standard Rules for the activities of preschool organizations (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595).
- The standard defines the requirements for the level of preparation of preschool children, the content of preschool education and training and the maximum amount of educational load.
- The content of preschool education and training is based on the educational areas of "Health", "Communication", "Cognition", "Creativity", "Society", focused on the versatile development of children, taking into account their age and individual characteristics and integration of the content of educational areas.

Educational field "Health".

The educational field "Health" is aimed at developing physical qualities, improving the basic types of movements, forming motor skills, organizing and conducting various outdoor games, performing sports exercises (sledding, skiing, cycling, swimming); acquaintance with the elements of sports games (football, basketball, badminton, etc.).

The content of the educational field "Health" is aimed at protecting and strengthening the health of the child; the formation of safe behavior skills at home, on the street, in nature and enriching the motor experience of children through the improvement of basic movements, improving the needs of pupils for motor activity, using creative, cognitive and speech abilities. In the context of the implementation of new normative and substantive approaches, the kindergarten has set targets that imply openness, close cooperation and interaction with parents. Parents are active participants in the educational process, participants in all projects, regardless of what activity dominates them, and not just bystanders [The State mandatory standard of Preschool Education and Training, 2018].

Organized educational activities in the educational field "Health":

- Physical education.
- Fundamentals of safe behavior.
- The message of the President of the Republic of Kazakhstan, Kassym-Jomart Tokayev,

"Constructive public dialogue is the basis of stability and prosperity of Kazakhstan" speaks about strengthening the health of the nation. In particular, the document notes: "It is important to develop mass sports among all age groups of the population. It is necessary to ensure maximum accessibility of sports infrastructure for children. The development of mass physical culture should become a pyramid, at the top of which there will be new champions, and at its base we will get healthy, active youth and, ultimately, a strong nation".

- The concept of development of physical culture and sports of the Republic of Kazakhstan until 2025, Astana 2016.

Informational:

- publication of lesson materials,
- outdoor leisure activities.

Personnel:

- Methodist,
- PE trainer,
- teacher of additional education in English,
- up bringers.

Materially-technical:

- visual aids, special educational cartoons;
- English program «With English to Future» (2016),
- handout,
- multimedia projector, Microsoft Power Point presentation; laptop, camera;

- 2 sets of clothes,
- 2 brooms, 4 small baskets;
- 2 sets of vegetables, 2 small hoops;
- 6 cones, 2 pots;
- music center, songs in English.

Partners:

- up bringers,
- parents,
- pupils,

Target audience:

The project is designed for students of the preschool groups of the Training Center. The educational process is based on the latest educational and methodological complexes, specially selected taking into account the age and individual abilities of pupils.

Project implementation plan:

Preparatory stage (September):

- Defining the topic, goals and objectives, the content of the project, forecasting the result.
- Preparation of documentation for the implementation of a pedagogical project.
- Development of a scenario of educational activities on the project topic.
- Study of methodological literature on this topic of the project.

The main stage of the project (October-early November):

- Preparation of a long-term plan of events.
- Inclusion of activities in the process of educational activities.
- Self-analysis of the educational activities.

Table 2. The plan of activities for leisure activities within the framework of the project

The days of the week	Groups	Time
Monday	1 st group	9.15-9.45
	2 nd group	9.50-10.20
Tuesday	4 th group	9.15-9.45
	3 rd group	9.50-10.20
Wednesday	8 th group	9.15-9.45
	5 th group	9.50-10.20
Friday	6 th group	9.15-9.45
	7 th group	9.50-10.20

Final stage (December):

- Summing up the project.
- Awarding of participants with certificates.

Expected results and social impact:

- Increasing of cognitive interest in English, developing of motivation to study a foreign language.
- Education and personal development through familiarization with the culture of the Motherland and English-speaking countries.
- Development of linguistic abilities of preschoolers through the activation of their physical activity.
- Education of respect for the lifestyle of the people of the language country being studied, a sense of tolerance.

CONCLUSION

Analyzing the work done, we can draw conclusions:

- The theme of the developed project was chosen taking into account the age characteristics of older children.
- There was a positive reaction and emotional response of children to the integration of physical culture and language learning.
- Children's speech activity has increased, attention has become more focused, memory has improved.
- We believe that good results of teachers' interaction have been achieved.

We would like to note that classes for the project can be changed depending on the interests of the students and their age group.

The implementation of the project provided emotional comfort and positive psychological well-being of the child in the process of communicating with peers and the teacher, ensured the social and emotional well-being of the preschooler.

The application of the project also had a positive impact on the development of professional and creative potential of teachers. The pedagogical project allowed to develop their professional practical skills, to give the learning process a non-standard, creative image.

Preschool age is especially favorable for the beginning of learning a foreign language: children of this age are particularly sensitive to linguistic phenomena; they have an interest in understanding their speech experience, the "secrets" of the language. They easily and firmly memorize a small amount of language material and reproduce it well.

Through a foreign language, the student learns the culture, holidays and traditions of the people who speak it. The process of studying foreign culture goes from the private (language structures) to the general (knowledge and understanding of culture). In the future, in our teaching activities, we plan to introduce integrated classes in this area.

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FORMATION OF FUNCTIONAL LITERACY OF STUDENTS

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ABSTRACT

The article considers the issues of teachers' development and training and ways of increasing their and their students' functional literacy that is seen as an indicator of mastering the competencies required in education. The authors explore methods of develop teachers and students' ability to conduct joint search for solutions to current problems and meet modern challenges in real life situations, which determines practical and theoretical significance of the research. The article aims to study the development of functional literacy of school and university students, changes in teaching methods and ways of improving skills of a modern teacher in a comprehensive school and teaching staff at a pedagogical university.

INTRODUCTION

Professional literature (domestic and foreign) states several types of functional literacy, depending on the perspective taken, i.e. what is taken as a basis of classification: literacy of school youngsters and adult literacy, reading literacy, lexical literacy, media literacy, computer literacy, science, research, IT literacy and so on.

Literacy in the modern society is a process; the preservation and development of literacy lasts through a lifetime - social changes always bring new and different demands for literacy. The level and quality of one's literacy are affected by innate and acquired abilities, different skills s/he owns, environment, way of acquiring and developing these skills through the educational system, the level of economic, technological and cultural development of society and the like. It is known that, after the children acquire basic literacy, the first condition of preserving and improving their own literacy is to continually read - develop and improve reading skills. Development of reading skills is not a task for only the initial teaching of reading, but a skill that requires special effort and investment by both teachers and students throughout the schooling. Reading becomes demanding, with subject that is constantly expanding and becoming more diverse and more complex - as students get older: reading of various literary and artistic texts, reading non-artistic texts for different purposes, informative reading in different situations, reading for personal pleasure, interpretative and expressive reading, learning by reading - reading as a lifestyle, as one of the most complex forms of human social behavior and of course, after reading - comes the writing, as a productive skill, as a need and as creativity [Grossman, 2010].

Researchers in this field around the world are dealing with the process of reading: starting with the recognition of characters and their organization into words, word sequences into sentences, the problems that occur in these phases, ending with the different ways of studying and interpreting the text. Modern societies around the world, at least nominally, are showing interest in improving the literacy, i.e. care for the poor results in national and international tests literacy. Alarmingly, the interest in reading is declining, the majority of school age children are more interested in other kinds of fun - moreover, they asses reading, and especially home reading, as an additional burden, etc. in most European countries there are national bodies to coordinate and support activities that promote reading, developing specific strategies to improve these skills [EACEA P9 Eurydice, 2011]. The downfall of functional literacy in a country is for a concern. That is why this area calls for educational reforms, and changes in curricula that define the instruction process in schools.

EDUCATIONAL PROCESS

The lesson was and still is the main element of the educational process. The most important issue of concern to all teachers, is to increase the effectiveness of the lesson as the main form of training and education of students. The reasons for the fall of the level of students' knowledge of a foreign language is, without a doubt, the imperfection of provisioning methodology lesson, the student is a passive viewer, and central point of the monologue of the teacher. The so-called poll of some more advanced students is also not particularly active individual students class, although it is known that the lesson of a foreign language provides for communication in the classroom. We are talking about the ability of teachers to communicate with their students in a foreign language in such a way as to make every lesson interesting and informative. On the ability of teachers to communicate with students in the classroom and outside of it depends moral and psychological climate in the classroom, students' assimilation of spiritual values and moral standards, passion for science, the mood of 21 teachers and students, their mental health, the level of individual creative development.

Discipline in the modern educational process acts as the subject of self-development and a variety of activities [Erusalimov et al, 2021]. To implement the learner - centered approach to teaching and teacher education students must learn to stimulate the activity of students, to inspire them to not only understand what was expected of them, but took the position of the teacher, agreed with her, could put forward their own ideas, defend their opinions and to act as full partners in communication [McCarthy, 2005].

COMMITMENT TO BUILDING STUDENT MOTIVATION FOR READING

The PISA project developed the following definition of reading literacy: understanding, using, and reflecting on written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society. [Kirsh et al, 2002; OECD, 2010]. This definition of literacy makes it obvious that the reading is not viewed as a unitary skill; rather, it is part of the process, approaches and skills that vary depending on the reader, text type, as well as on the aim or a situation in which the reading happens [Campbell et al, 2001]. Cognitive understandings that emphasize the interactive nature of the reading process and constructivist, creative nature of the process of understanding, are the concept of Reading Literacy on which the PISA project is based. The meaning of the text is constructed in reader-text interaction, and what the reader brings in that interaction are the cognitive and metacognitive strategies of text processing.

Functional literacy of pupils is supposed to give learners a chance to gain a realistic experience both at study and life activity. So many students in our country left schools after learning the English language, but still unable to speak it. The process of studying foreign language often involves five steps:

1. doing something;
2. recalling what happened;
3. reflecting on that;
4. drawing conclusions from that reflection;
5. using those conclusions to use in further practice.

It is essential that during these steps of work information, feedback, guidance and support from teacher, peers and even parents may come in, but what is crucial in forming functional literacy of pupils is that they must do most of the tasks by themselves. Main fundamental assumption on this issue is that students are able to learn more by doing things themselves rather than being told about them or how to do them. Another thing is that students come to be fully functioning young people with their 6 own life experience, their wishes and desires, their dreams, their worries, their home background, their moods, but not simply receptacles for passed-on – knowledge. Given the opportunities, they will be able to make own decisions, become more responsible for their learning. Priorities of new approaches in teaching English are the possibility that students can use their early learning experience with the use while studying new. Let's make some discourse in existing teaching

methods. Generally, a method is the way teachers' activity. They may choose methods on the base of what approach they follow. According to Jim Scrivener, there is a range of well-known methods and approaches:

- the grammar-translation method;
- the audio-lingual method;
- communicative language teaching;
- total physical response;
- community language learning;
- the natural approach;
- task-based learning;
- the silent way;

• person- centred approaches [Formation of functional literacy of 12-year school students in English. Methodological instructions. – Astana: National academy of education named after Y. Altynsarin NAE, 2013. – 38 p.].

LITERACY PRINCIPLES

To be more effective literacy trainer it is necessary to abandon the notion that there is one correct way to do things, and that way is to be found in the standard course books. If you devise your own methods and your own content, based upon local needs, interests, characteristics and conditions, (functional) your approach will be more meaningful to both you and learners. The principles listed here rather than copy what others have done: both content and method. The principle invoked by orthodoxy is "This is the way it has always been done," or "This is the 'proper' way to do it," is merely that it is based upon tradition rather than on function. In your search for identifying words and sentences that are immediately useful, you must abandon standard text books which list words and sentences that may have been relevant to other communities.

Let your learners struggle a little bit; what they learn they will memorize better. Do not force them to struggle so hard that they will give up; but find ways to let them say, "We did it ourselves." [Formation of functional literacy of 12-year school students in English. Methodological instructions. – Astana: National academy of education named after Y. Altynsarin NAE, 2013. – 38 p].

SPECIFIC FEATURES OF FUNCTIONAL LITERACY

At the same time, the research findings point to the need for changes in general education and teacher training at universities. It is obvious that modern approaches and the corresponding interactive methods that are insufficiently used in modern education, both at school and in a university teacher training course, have an important role in the development of functional literacy. Subject knowledge should be flexible, deep and well-mastered, as this is a prerequisite for the formation of the functional literacy of learners as the integral characteristic of their personality, their ability to take a public stance in a certain activity and science. At present, functional literacy is the first step for successful self-realization in society.

Specific features of functional literacy:

- focus on solving social and everyday problems;
- situational characteristics of the personality which reveal themselves in certain social circumstances;
- a link to solving standard, typical tasks;
- mastery of a certain elementary (basic) level of reading and writing skills;
- is primarily used to assess adults;
- is relevant mainly in the context of finding efficient ways to increase literacy.

Within the system of training and career development of school and university teachers, the following conditions should be created:

- an integrated approach to teachers training aimed at preparing them to develop functional literacy of students;
- mastery of subject content, modern teaching methods and techniques;
- teaching methods and techniques are applied in accordance with the goal;
- conducting students' research projects;
- taking into account individual needs, interests and aptitudes of students;
- organizing the work of the teams of teachers under the supervision of their organization, professional associations and unions;
- facilitating the use of digital resources in education and information systems to assess the development of each student;
- design, planning and management of the educational environment in cooperation with other teachers and partners;
- after action review and making necessary adjustments.

Thus, functional literacy is a meta-subjective, integral phenomenon that is formed in the course of studying school subjects with focus on personal features and that is manifested in various forms. [Development of functional literacy of school and university students. Shalashova, Shevchenko, Makhotin, 2017].

DISCUSSION

Having examined the questionnaires of teachers and students at school and university, the authors could describe the current state of functional literacy in school and teacher training university and ways of its development. Practices of teaching school teachers teams should include situations related to solving relevant pedagogical problems, including the use of technologies for the development of functional literacy of students. During training, teachers should think over and discuss the continuity of the content and stages of the development of various components that make up functional literacy.

From our point of view, the crucial among the considered conditions is the need to train school teams of teachers to develop certain competencies. This practice has been implemented since 2013 in the Moscow City Teachers' Training University as the main form of advanced teachers training. Over the period from 2015 to 2017, the total of 1,020 educators from 43 Moscow schools have upgraded their qualifications within this program [Shalashova, Shevchenko, Makhotin, 2017]. This form of training teachers becomes more and more demanded among heads of educational organizations who see it as an effective tool for the development of functional literacy of both teachers and students [Shalashova, Shevchenko, 2015, 2016].

CONCLUSIONS

A learner who is 'functional' in English is able to consider a problem or task, identify the functional English skills that will help them to tackle it, select from the range of skills in which they are competent (or know what help they need and who to ask), and apply them appropriately. This interplay of the four factors means, for example, that tackling a complex problem in a situation with which a learner is unfamiliar but that requires relatively undemanding English skills may involve a higher level of 'functionality' than a relatively straightforward task in a familiar context that requires more advanced 'subject' skills. It is the combination of the four factors that confirms the functional skill level. The purpose of education is not to produce knowledge, and to teach students to use those tools that will help them to generate the knowledge needed to solve a variety of problem situations in personal, social and professional activities.

The conclusions resulting from the application of this teaching method show that it provides the enhancement of the knowledge and skills necessary to create texts of various types, thereby contributing to the development of functional literacy among students.

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MULTILINGUALISM AND MULTICULTURALISM IN A REFLECTION OF THE GLOBALIZATION OF EDUCATION-THE CASE OF KAZAKHSTAN

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ABSTRACT

Article is devoted to studying of the place of multilingualism in modern Kazakhstan and the consequences of its development. The impact of world globalization on various social spheres of Kazakhstan, especially in the field of education, is explained. The issues of problems faced by universities during the introduction of multilingual education and ways to solve them were also considered. The conditions for the effective education of the culture of interethnic communication were listed. The history of paradigm shift in cultural development and educational process was described. An analysis of various points of view was made and this analysis allowed us to conclude about the competence of a sought-after person in the era of globalization.

INTRODUCTION

After the World War II, the countries of the world decided to create a common global infrastructure. Globalization is characterized by the transformation of the dimensions of a particular country into a universal dimension. This is because demographic, migration and climate issues cannot be solved without the cooperation of states.

In 2015, the member states of the United Nations presented 17 Sustainable Development Goals to be achieved by 2030. These goals are the key to ensuring peace and cooperation among the peoples of the world today and in the future. One of them and the most important is quality education. No one disputes that the basis of the world's development is education. Therefore, in order to improve the quality of education, a policy of globalization of the education system has been implemented. The globalization of education allows to simultaneously improve the quality of education and the student's integration into world culture, common world values, broadening their worldview, the competence of professionals in other countries.

Globalization of education is a process of increasing the number of services provided by vocational education institutions, as well as strengthening the criteria for education. Today, Kazakhstan supports and uses the Bologna process, which is widely used around the world. Thus, in Kazakhstan, not only education, but also other social spheres are approaching globalization.

The globalization of education in Kazakhstan has led to the emergence of new trends in this area. One of them is the use of language as a means of communication. In the process of globalization, the importance of language began to be felt as a dialogue with other countries of the world. Therefore, there is a need for specialists who are not only fluent in a foreign language, but also have a deep knowledge of the culture of the country. When such a problem arose, the state began to look for solutions.

The terms multilingualism and multiculturalism are often used, especially when teaching foreign languages. Almost all countries of the Old Continent use the same principle of speaking - we speak our own language, but we also know other world languages. There is a similar position in Kazakh culture. It is as follows: know all other languages, respect your own language. For example, in Finland, Swedish is the second official language and is spoken by 6% of the population.

Kazakhstan's language plurality is seen as a result of the country's current socio-political and economic developments. These reforms have resulted in increased openness in Kazakhstan's society, membership in international communities, and the creation and development of intergovernmental political, economic, and cultural links. [The State program of education development of the Republic

of Kazakhstan for 2020-2025] The necessity of society is the factor that makes the study of foreign languages relevant today. All of the aforementioned factors contribute to the fact that foreign languages are currently required by society. Knowledge of a foreign language broadens a specialist's professional competence, gives them access to worldwide resources, and makes them more competitive not just on a domestic, but also on a world basis.

The importance of multilingual education was highlighted in President of the Republic of Kazakhstan N. A. Nazarbayev's annual speech to the people of Kazakhstan, which stated that "multilingualism and polylingualism is one of the most essential values and the main benefit of our country." The multilingual education program aims to establish a new educational model that will help to shape a generation that is competitive in the global economy and has a strong language culture. Knowledge of the Kazakh, English, and Russian languages provides young people with access to the global market, science, and new technology, as well as the opportunity to develop a worldview based on the introduction of ethnic, Kazakh, and world cultures. This year, the initial efforts toward introducing a new educational model in academic institutions are being taken: educational standards are being revised, and special divisions in higher education institutions have been established where training is performed in three languages. [The State program of functioning and development of languages for 2011-2020]

Kazakhstan's multilingual education program is unique in that it includes simultaneous teaching in three languages, unlike its Western counterparts.

"Kazakhstan is special and strong with its international population," says President N. Nazarbayev. On its property, a unique multicultural environment has emerged. Kazakhstan's multiculturalism is a positive force in the country's development. The Eurasian roots of Kazakhstan's people enable us to bring together the streams of East, Asia, West, and Europe to create a unique Kazakh version of multiculturalism."

Globalization and active integration processes in the modern world have had an impact on not just socioeconomic, sociopolitical, and sociocultural areas of human activity. In the realm of culture and education, globalization is currently defined by strong rapprochement of countries and peoples, expanding their connection and mutual influence. The subject of educational modernization, including language instruction, becomes relevant in this context.

Today, the world educational community is defined as the basic competence of education and one of the main directions of the global educational space. Cultural diversity, polylingualism, as well as communicative and informational knowledge and skills, are defined as the basic competence of education and one of the basic objectives of the global educational area. [Bulankina N.E., 2008]

Multicultural education is a major area in Kazakhstan's educational system, including higher professional learning; it is an important aspect of contemporary education, contributing to the acquisition of information about other people's spiritual and cultural values and traditions. This knowledge is a critical stage in the formation and development of a multicultural, tolerant personality that respects not only one's own culture but also the cultures of others; it is a time when the younger generation's value orientations, life principles, and priorities are consciously and purposefully formed.

From the perspective of present political and economic conditions, the construction of "multilingualism" is a highly significant, difficult, and time-consuming process. Multilingualism serves to unite society and conserve endangered languages and cultures, according to Ch. Aitmatov, who wrote about "polylinguism": "the immortality of the people lies in its language." Each language is beneficial to its speakers. Everybody has a responsibility to our greatest treasure – the individuals who created and gave us our language – to protect its cleanliness and expand its riches. However, we are confronted with a new historical dialectic. Modern human civilization is getting increasingly entwined in a link that is becoming a shared essential and cultural requirement. Everyone should be able to communicate in several languages in such a case.

"Learning a language, together with being familiar with its cultural, historical, and social values, should become a method of mutual understanding amongst peoples." Language proficiency is important for enhancing one's own culture as a whole.

What are the challenges that colleges confront in implementing multilingual education? Any educational changes and improvements, for starters, are fraught with difficulties and inconsistencies. Currently, there are legal and theoretical issues with multilingual education, as well as its scientific, pedagogical, methodological, and organizational support. The challenge is to increase teaching staff abilities in terms of quantitative and qualitative composition in three languages, as well as in compliance with multilingual education criteria. It is vital to organize teaching staff involvement in worldwide and local academic mobility programs, seminars, and multilingual trainings in order to assure high-quality multilingual training. The publishing of textbooks, instructions, and dictionaries in three languages is organized. Lectures and master sessions will be given by international and Kazakh experts in the subject of multilingualism. All of these issues necessitate not only the appropriate organizational and scientific approach, but also the lowest possible budgetary expenditures. Our universities, too, had to deal with comparable issues. In order to integrate multilingual training in our universities, we have taken the following steps:

- develop and implement novel elective courses in three languages in accordance with the international standards;
- develop creative multilingual education methods based on the study of best practices from other countries;
- develop a multilingual distance learning model;
- raise the number of educators available for internships in the context of exchange abroad;
- creation of a publication program for pedagogical, methodological, and scientific literature that takes into consideration multilingual education.

In today's world, knowing Kazakh, Russian, and other foreign languages is an essential component of one's personal and professional activities. All of this, in general, generates a need for a significant number of persons who have practical and professional mastery of many languages and, as a result, have actual prospects to hold a high social and professional position in society.

Assessing the current role of languages presents us with the problem of language teaching and improving the level of language practices in the classroom, as well as university teaching staff, who should be familiar with the state language, Russian as an interethnic language, and English as an international language.

"All Kazakhstanis should speak Kazakh, 95 percent Russian, and a quarter English, according to the tasks set by the president of the Republic of Kazakhstan in the State program for the development of education and science of the Republic of Kazakhstan for 2020-2025." Multilingual education necessitates the expansion of educational space, the exchange of experience, the expansion of Kazakhstanis' linguistic knowledge, and the formation of a multicultural personality capable of working effectively in the context of the world's internationalization and globalization in the field of education. [The State program of education development of the Republic of Kazakhstan for 2020-2025] [The State program of functioning and development of languages for 2011-2020]

One of the oldest issues of humanity's civilisation is intercultural communication in the setting of multilingualism. The importance of this topic is explained by societal desire for a new perspective of national life and interethnic contact, as well as the necessity to promote interethnic communication culture among students.

The following conditions will make interethnic communication education more effective: the concretization of multicultural education goals and objectives; the inclusion of students as subjects of intercultural interaction in various types of cultural and creative activities; the study of vertical links of multicultural education, indicating the process of integral cultural formation of the individual in the system "civility-citizenship"

The culture of interethnic interactions enables a person to participate in constructive intercultural discourse with the outside world, assuming each partner's individuality and essential equality, as well as the diversity and uniqueness of each person's points of view.

This is especially true in the age of globalization, because no political, economic, or cultural conflicts can be settled by force now. Forceful pressure methods are rapidly being replaced by policies based on consensus, tolerance, and nonviolence.

A person's intercultural communication is aimed at bringing him closer to intercultural peace, a pluralistic understanding of the diversity of cultural values as well as national and religious traditions.

All of this is aimed at improving the next generation's capacity to live in societies where cultural influences collide and to reach a mutually beneficial agreement with a range of ethno-cultural and other groupings.

In general, incorporating the designated areas, namely individual education of national identity, interethnic interaction culture, and intercultural communication skills, into the content and forms of culturally responsive teaching will allow for the balancing of individualized learning problems caused by globalization processes.

Today's cultural growth and educational process are undergoing a paradigm transition. The introduction of the information component into social life in the second half of the twentieth century added a considerable complexity to the evolution of society and culture. Information appears to be a technique of creating the socio-cultural space. The intertwining of social and cultural processes creates the communication network. The structure and set of information is continuously changing, as does the professional world, necessitating the preparation of a suitable specialist. [Antsupova V.V., 2005]

However, in the age of globalization, the issue of promoting intercultural competency is unquestionably vital. Due to the development of the United States as one of the dominant global powers involved in the process of globalization and unification of the economic, political, and socio-cultural space, the question of the formation of an international communication language becomes relevant, with English as the most likely candidate. Simultaneously, like in a number of Western European nations, there is an alternative trend of preserving cultural identity and legacy through the cultivation of the original language (for example, in France). Switzerland's experience with multiculturalism and multilingualism, where the acquisition of many European languages, including English, is the mainstream, was the most successful multiculturalism and multilingual community. Integration, maintenance of one's own cultural identity, and possession of the eponymous ethnic group's culture are the most successful strategies for adjusting a person to a multicultural setting, according to experience.

Another issue is the humanization concern, which is linked to the value of liberalization. The denial of ultimate truth, solid certainty, and a single cultural ideal is related with the humanitarian approach in thought. The criteria of contemporary thinking are to replace universally true facts with axiological diversity and variety of socio-cultural activities.

Changes in thinking styles have an impact on schooling. Its uniqueness lies not in the subject representation of core disciplines, but in a unique character culture of adaptable, process-oriented thinking, as well as the language that facilitates this discourse.

The provisions on intercultural communication as a proper interaction of individuals from different socio-cultural communities (for example, E.M. Vereshchagin, V.G. Kostomarov)[Bulankina N.E., 2008], that a person is an intersection of many cultures (for example, B.C. Bybler), and finally, that a person can only know another's culture through his own, and conversely - to know himself through others formed the theoretical foundation for the definition of key competencies (M.M. Bakhtin). It is required to possess a set of certain characteristics in order to communicate effectively across cultures.

The examination of numerous perspectives led us to the conclusion that a contemporary individual must possess the following competences in order to be in request and to be capable of integrating into world culture and civilization: methodical; special; data; social; communicative; cross-cultural.

CONCLUSIONS

I would want to point out that mastering one competency without mastering the others is impossible. They are inextricably linked.

Intercultural competency preparation is related to specific cultural education and self-awareness training, as a consequence of which an individual must recognize oneself as a representation of a specific culture and bring the standards, values, and standards of behavior in a culture to the level of consciousness.

The capacity to exhibit and understand cultural diversity, as well as acquire the ability to identify and use these differences for effective intercultural contact, becomes possible after that. Disputes are provided in particular, which are handled from the perspectives of many cultures, with a focus on preconceptions and conventions of the original culture.

Modern education is centered on a human who is found in the communicative context of socio-cultural reality, as opposed to traditional education, which was founded on the notion of immersing a person in culture via the formation of rules, ideals, and values. Education takes place in culture as a means of arranging the area of communication via human experience, in which someone's and other cultures' traditions collide. [Antsupova V.V., 2005]

In conclusion, the country's education system is the main driving force for its development. That is, the higher the quality of education of a country, the more likely it is to have a bright future. And at the moment, one of the principles of improving knowledge is to cooperate with men from another world, to apply their experience. Therefore, the importance of the language comes to the fore. For this purpose, several programs have already been adopted in the Republic of Kazakhstan. Since the programs are new, the results are not yet clear, but I hope that they will help more and more in the future. Through the globalization of education, there is a process of globalization of the country's population. This, in turn, requires residents to speak international languages and understand the culture of this country. Therefore, now Kazakhstan pays special attention to trilingualism. In kindergartens, schools and universities, a large number of programs are conducted in English. All this proves that the education system of our country is taking a clear step towards globalization.

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FEATURES OF TEACHING A FOREIGN LANGUAGE TO STUDENTS OF NON-LINGUISTIC SPECIALTIES THROUGH CLIL TECHNOLOGY

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ABSTRACT

The article discusses special approaches for the application of modern methods of teaching CLIL. The issues of the effectiveness of teaching a foreign language to students of non-linguistic specialties do not lose their relevance in modern society, since fluency in a foreign language significantly increases the competitiveness of a specialist of any profile. Close attention is paid to the choice of pedagogical technologies that will contribute to a more effective mastering of a foreign language by students. This article discusses the features and possibilities of using the CLIL technology (Content and Language Integrated Learning subject-language integrated learning), which allows optimizing the process of language training of undergraduate students through the integration of a foreign language and specialized subjects.

INTRODUCTION

At the present stage of education development, there is a reorientation of the system of training a future specialist – his universal reference point and the complexity of skills formation. Thus, the role of a foreign language has changed from the aspect of a means of communication of a future teacher in the household sphere to a means of development and his professional growth in the process of learning in this language.

Learning to read in English is one of the components of the formation of a secondary linguistic personality with communicative competence. The CLIL technology, based on the integration of linguistic and subject knowledge, is designed to fill the gap in the transition to the world standard of foreign language proficiency for professional purposes. [Solovova E.N. 2006].

The formation of reading skills is a process and a system in action, which is itself a subsystem of a more complex process of formation of foreign language communicative competence (M.N. Vyatutnev, N.I. Gez, etc.), which is commonly understood as "the content component of communicative ability in the form of knowledge, skills, skills in the field of a foreign language".

Reading in a foreign language (in our study English was chosen as the language of international communication according to the policy of the Republic of Kazakhstan) is considered as "one of the types of communication. In fact, the essence of the process of obtaining information from which is reduced to decoding the meaning laid down by the author in a text in a foreign language

We focus on the reading skill as part of this general foreign language communicative competence, and the CLIL technology as a means of effective formation of this skill with a reorientation to the professional use of a foreign language as a way of expressing information. [Coyle D., Hood P., Marsh D. 2010].

The concept of "students of non-linguistic specialties" is considered in this work as an antonymous to the concept of "language specialty", which is understood as a specialty studying linguistics, "the subject of research of which is the history of education and development of languages" [Andrianov M.S. 2007].

Thus, students of non-linguistic specialties study modules that are not directly related to linguistics as a science of language.

Figure 1. Formation of reading skills based on CLIL technology

The provisions on which the choice of the model is based as a fundamental component of the formation of reading skills based on CLIL technology include the following:

- 1) The interrelation of all types of speech activity as an integral process of the formation of a secondary linguistic personality at the verbal-semantic level (Karaulov, Haleeva);
- 2) The peculiarity of CLIL technology is its multicomponent composition and characteristics, multi-aspect and variations of application ("soft" and "hard" types);
- 3) The impossibility of complex formation of the personality of students of non-linguistic specialties of pedagogical profile without relying on a foreign language of a professional nature as a component of a more complex system of training future teachers.

Thus, the use of authentic sources for scheduled and extracurricular reading in English contributes to a deeper understanding of what is being read for the formation of professional skills. According to Yu.V. Stepanova's research, "an authentic text (from the Greek *authentikos* — authentic), a text corresponding in content to a text in another language and having the same force with it. These texts allow you to teach the rational extraction of specific factual information at the value level. Consequently, the use of authentic texts in teaching reading in English allows students to operate with concepts used by foreign researchers.

Based on various aspects of the use of authentic texts, it should be noted their linguistic, psychological and professional components: [Galskova & Gez, 2009].

The linguistic component of the use of authentic texts

- extraction of vocabulary (with the transition from passive to active),
- study of variations of grammatical constructions,
- knowledge of the presence of various functional styles.

The psychological component of using authentic texts:

- motivation to learn the original language of the text,
- setting the transition to speech-thinking activity at the stage after reading,
- cognitive aspect of reading (development of memory, thinking, imagination).

The professional component of using authentic texts:

- familiarity with the terminological apparatus of the original language of the text,
- development of skills of comparing the mental picture of definitions and phenomena of the taught discipline.

Any pedagogical model should be built taking into account methodological approaches and the principles arising from them. Reviewing the available research in the field of the formation of reading skills using CLIL technology in the study of English for students of non-linguistic specialties of pedagogical profile, we will highlight the most common approaches to the construction of models:

1. The system approach (developers - I.V. Blauberger, E.G.Yudin) is the main one in constructing the model as a generalized form of the system and indivisible into its interdependent parts;

2. Communicative approach (R.P. Milrud, E.I. Passov), considering a person as a subject of communication and an object of linguistic education;

3. Culturological approach (V.N. Abrosimov, E.Y. Vasilyeva, etc.), considering a person of "culture" through orientation to another culture through the values of his own.

For our research, the most important approaches are the following: systemic, communicative, culturological, participatory approaches.

A systematic approach involves:

1. Consideration of the totality of the constituent elements of the model (components) in close interdependence. Thus, the linguistically-targeted component is the regulatory one for the content-operational and effective-correctional;

2. This model is a component element of a more complex system of training future teachers of various profiles;

3. This model includes a set of goals, methods, tools, technologies that are interdependent and mutually dependent.

The formation of a secondary language personality of a professional teacher cannot be carried out outside of communication as a necessary condition for language acquisition. The main provisions of the communicative approach include:

1. Positioning of CLIL technology as a means of "mastering information and communication technologies" [Vorozhtsova, 2007];

2. Emphasis on the formation of communicative competence as the core of the secondary language personality of students of pedagogical profile;

3. The focus of the whole model on communication on the English language as a necessary condition for reflection on the assimilation of all types of reading using CLIL technology.

All the approaches mentioned above are aimed at identifying and filling the content of education and its reflection, the use of a participatory approach is necessary due to its focus on the organizational component of the model. So, the English word "participate" means:

1) total. - to participate; to share; to take part in the conference;

2) sports. - to participate in competitions; to engage [Kruchinina, Patyaeva, 2008]

In our research, we adhere to an integrative approach to CLIL. In our research, we adhere to an integrative approach to CLIL technology and position it as an approach to a foreign language as a tool for preparing for intercultural understanding, international thinking for improving the subject areas of modern education. technology and position it as an approach to a foreign language as a tool for preparing for intercultural understanding, international thinking for improving the subject areas of modern education.

According to the research of A. Dzburunova, Z.F. Usmanova, T.V. Zayats, etc, CLIL is divided into 3 types:

Type 1 - training according to the curriculum within the framework of a language course with a focus on the language - *Soft CLIL*.

Type 2- learning through partial immersion programs in a given language, the content is based on the subject - *Hard CLIL*.

Type 3- training on combining focus on language and content - *Mid CLIL*.

Based on the requirements of modern society, a modern teacher should be able to be in demand and competitive. Such demand and competitiveness can be achieved thanks to special, purposeful activities in the organization of work with texts based on CLIL technology (professional, pedagogical and content side of the text).

CONCLUSION

We are trying to overcome the gap at all levels of research implementation - social, pedagogical and personal - we note that the developed model is able to have a direct impact on the increased social requirements for the level of English proficiency for professional purposes by non-linguistic teachers and the existing system of professional training of future teachers; and also on the practical relevance in teaching staff who speak English, and the degree of theoretical validity of CLIL technology in the preparation of students of non-linguistic specialties of pedagogical profile; on the need to systematize the methodological capabilities of CLIL technology in the formation of professional foreign language competence of students of non-linguistic specialties of pedagogical profile and the disparate use of pedagogical capabilities of CLIL technology in teaching reading in English.

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IMPROVING THE APPROACH TO THE IMPLEMENTATION OF FOREIGN LANGUAGE COMMUNICATIVE ACTIVITIES OF STUDENTS IN THE CONTEXT OF THE UPDATED CONTENT OF EDUCATION

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ABSTRACT

This article is devoted to communicative activity of students, which is a necessary component in learning any foreign language. The authors reveal the importance of improving the approach to the implementation of tasks in the lessons with communicative orientation, as well as the use of modern approaches in foreign language teaching in accordance with the leading challenges and strategies of the updated content of education of the Republic of Kazakhstan.

The author analyzes modern methods and techniques aimed not only at improving the communicative skills of students, but also in parallel contributes to the development of critical thinking skills and the formation of functional literacy students.

INTRODUCTION

The system of social relations and its changes in the modern world have a significant impact on the educational system of each country, so as education that is given the leading role in preparing the future generation that meets the requirements of global competitiveness in education and the needs of economic development of the country. In accordance with this challenge, the course for updating the content of the education system in the Republic of Kazakhstan has been determined and its implementation has already passed through several stages, and has shown its effectiveness.

The leading concept of the renewed educational structure is the overcoming of the traditional reproductive style of teaching and the transition to a new developmental and constructive model of education. This model aims to improve the methods and methodological support of the educational process, as well as to develop a new teacher's view of his/her role and place and, of course, attitude towards the pupil [State Programme of Education Development of the Republic of Kazakhstan, 2010].

In our point of view, the approach to teaching foreign languages, particularly English, has changed, where foreign-language communication is now given a primary role in the classroom. Nowadays, many modern methods insist on communicative learning, e.g. language immersion method, dialogic learning. We see the main reason as the fact that communication is nowadays the main need to improve one's language skills, because now speaking a foreign language is not a goal, but a tool leading to further perspectives.

English language teaching in secondary and higher education is also changing its attitudes, among which the designation of requirements for practical mastery of the target language in the four types of speech activities in the form of expected learning objectives is fundamentally new in the renewed educational programme. These goals become more complex both from one grade to the next, and as the speech activity skill develops.

Considering a modern lesson, its form of carrying out and approaches of teaching, it is impossible not to touch activity of the teacher who directs and organizes active cognitive activity of students, and also creates all kinds of conditions and atmosphere at lessons promoting opening of potentialities of students and development of their creative abilities. This is possible only if the teacher's position is changed, which is expressed in the organization of their interaction: cooperation, joint creativity, management of cognitive activity, democratic style of communication.

Thus, nowadays, the main task of a modern teacher is not just to give new material and reinforce it with test tasks, but to motivate students to search activities aimed at the development of critical thinking skills and analysis of necessary information for further practical application in life by organizing a collaborative environment in the classroom. This reinforcement of person-centered education is possible through the application of various modern interactive teaching methods and innovative pedagogical technologies aimed at improving students' functional literacy and communicative activities [National Academy of Education named after I. Altynsarin, 2018].

Considering the content, one of the most debated aspects of the problem of foreign language teaching is still the testing and recording of knowledge, skills and abilities, the methodology of their organization and implementation, leading to the development of the communicative skills of the foreign language learner.

Undoubtedly, the learning situation should stimulate the motivation to learn, arouse the pupil's interest in the task and a desire to do it well. It is important to give the speech as early as possible a communicative character, a nature of natural communication, to give students the opportunity to express their own thoughts and to enjoy speaking a foreign language. Communicative ability is a complex psychological formation developing on the basis of communicative prerequisites, including such structural components as emotional, cognitive, self-assessment, communicative-activation, which are in close connection with each other and ensure the success of communicative activity.

Communicative abilities as a dynamic formation are distinguished by such psychological features as individual degree of expression; integrity of functioning of structural components; ensuring the success of communicative activity; irreducibility of communicative abilities to communicative knowledge, skills and abilities [Khuzhanijazova, 2013].

As we know, the basic idea of renewed educational content includes the widespread introduction of innovative, active forms of learning in which pupils develop their functional literacy independently, actively 'gain' the necessary knowledge, develop communication skills with their peers and surrounding adults, and think creatively about how to solve different problems [State programme for the development of education and science of the Republic of Kazakhstan, 2016].

Since the main focus of communicative activities in the classroom is to create the illusion of being in the natural language environment in order to make contact with another person and discuss a topic. Hence, the approach to the implementation of this kind of activity tasks in the classroom must necessarily improve, taking into account modern methods, technologies and fresh ideas of the new generation.

Certainly, each student has certain individual communication needs and each has a different interest in certain activities. A variety of verbal, visual and practical teaching methods make lessons completely different from standard lessons, giving students the opportunity to speak fluently, to learn independently, and oriented to listen to each other.

It is worth highlighting the application of the following forms and modern teaching technologies on the lessons, which lead not only to the implementation of the above-mentioned points, but also to the active strengthening of students' communicative skills. Such as, problem-dialogue teaching, language immersion method, search method, games with communicative orientation. Their importance and peculiarity is to teach students to think and find solutions in a foreign language, sometimes even to non-standard situations, using active speech interaction. The difference between these approaches and technologies lies in the implementation and form of the lessons. So, for example, the problem-dialogue teaching implies the teacher's organization of the search for a solution through prompting or leading dialogue, or "discovery" of new knowledge; in the method of language immersion at best new principles of selection and organization of speech and language material are applied, of which the leading ones are activity-based, person-role, situation-thematic principles [Elagina, Nemudraya, 2009].

Also, one of the important factors for the effectiveness of the above-mentioned modern teaching methods and techniques applied in the English language lesson is a set of certain formative and preparatory pedagogical conditions. Such as the use of authentic materials for a natural communicative setting, discussions for solving tasks that mobilize knowledge and experience,

conducting self-reflection to develop a sense of responsibility, as well as supporting each student in active communicative participation in the lesson help and stimulate students regardless of their language proficiency level.

It is worth highlighting that it is secondary education in the renewed curriculum that should begin to build students' self-education skills, making them more independent, self-motivated, more enthusiastic, confident, responsible individuals with a more developed critical thinking, who will show competence in digital technologies.

Also, we want to highlight, knowledge given in a foreign language should be learned qualitatively, not memorized. Thus, communication in a foreign language can be taught only by speaking in that language.

A communicative situation can be based on a single topic (for example, shopping in a store) or it can cover several topics (for example, organizing a discussion of a movie that you have watched).

Speaking about the new structure of the updated curricula, it is impossible not to touch upon the importance of application and competence in the use of information and communication technologies in English lessons. For the successful implementation of the updated content of education, subject teachers should have ICT competencies, use additional resources, including the Internet and form students' skills in finding, processing information on the subject. ICT resources in education include a variety of hardware and software tools for particular pedagogical tasks, with subject matter content and learner-centered interaction.

The advantages of introducing Internet technologies into the process of teaching English are currently beyond doubt. The use of Internet technologies provides a unique opportunity to connect with any part of the world by means of search engines. Learning is already going beyond the classroom to the limitless.

Of the current types of educational software, we would like to highlight the use of the subject sampler, which is one of the steps towards the use of information technology. It also contains links to text and multimedia material on the Internet. After studying each aspect of the topic, the students need to answer the questions posed, but the questions are not aimed at factual learning of the material, but at discussing discussion topics. The students do not only need to familiarize themselves with the material, but also to express and argue their opinion on the issue under discussion.

We would like to point out that most pupils already have a strong interest and enthusiasm for foreign language communication in their free time. This includes listening to texts on topics of interests in extracurricular time, attending speaking clubs at organized educational centers, self-organize of team-building activities, speaking clubs, watching videos for listening narratives by native speakers and discussing them with classmates.

As noted earlier, the modernization of the secondary education system of our country has not only contributed to qualitative changes, but also entailed innovations in the system of assessment of knowledge and skills of students acquired during the period of learning activities. That is, introduction of criteria form of an estimation among which formative estimation represents the process of the check, defining current level of development of knowledge and formation of skills of students at a lesson, at home, realizing the operative communication between the student and the teacher during training, allowing students to understand how correctly they perform tasks during learning of new material and achievement of objectives of training [Alike, Bugenova, 2017].

We would like to point out the effectiveness and importance of this kind of approach to checking the readiness and achievement of students. Because if in the traditional format the student was guided by a grade and worked towards it, now the student is guided by the teacher's prompts and advice, which in this way can further motivate the student to improve their pronunciation and activity. The student, with the help of teacher directions and work in pairs or groups, formulates his or her opinion and emphasizes self-reflection. Mutual evaluation in English lessons also helps students to open up both on the part of an objective viewer as well as on the part of improving students' communicative competences.

Due to oral communication includes speaking and listening, it cannot be overlooked that of the four types of speech activity, listening accounts for the least amount of time allocated in a foreign

language lesson, although from the perspective of improving students' oral speech activity, listening plays no less important a role than speaking. Hence the lack of development of proper English language proficiency, even among final-year pupils, characterized by difficulties in perceiving and analysing information perceived aurally. Continuous implementation of listening comprehension in English lessons allows students to immerse themselves in the language environment and helps to create favorable conditions for their gradual overcoming of the language barrier. Therefore, today, in the process of teaching English in accordance with the objectives of the renewed education system, teachers simply need to improve the teaching methodology and approach to each lesson by applying innovative technologies in the implementation of listening in conjunction with active speaking in English lessons [Muhammad, 2015].

Consider the features of the approach to the implementation of speaking and listening in the classroom, taking into account the concept of renewed secondary education. Since the process of natural communicative activity is characterized by a single presentation, low throughput of the auditory canal and the inability to change the rate of the speaker's speech in accordance with the speed of its processing by the recipient, in the organization of the lesson it is necessary to more often use tasks for performing various mental operations - analysis, synthesis, generalization, which help students quickly perceive and analyze information, extract the key idea from it, as well as predict the meaning of the speaker and formulate their answer or the opposite thought.

To enhance the student's interest in the classroom, it is important to first awaken in him research, creative activity, and then create the necessary conditions for him to comprehend the material and then help him to generalize the acquired knowledge. I would like to highlight the case study method, which is based on the ability to listen, take into account an alternative point of view and express your own, orient yourself and adapt to a new linguistic environment, and remain face to face with real situations when solving a problem problem of a case. With the help of this method, students have the opportunity to be ready to work in a team, to find the most rational solution to the task at hand. Analytical and communication skills are formed and developed, research activities are carried out. It is natural to use situational analysis both for teaching professional and everyday communication.

The structure of the case study method is designed to organize tasks based on a concrete situation of direct relevance to the practical side of everyday life. The students then have to identify a contradiction, discuss it in English, identify alternative ways of solving it and then propose their own solutions to the problem, which are properly justified and then presented to all the students. It is worth noting that there is no single correct solution in solving the cases, as they are directly related to pressing problems and contradictions from life, so at the end of the contradiction resolution presentations by all groups of students, the teacher or students themselves can choose the most appropriate solution [Jadmenova, Tsay, 2021].

Of course, this method is more suitable for an older school phase or for language students, where students can actively express their opinions and knowledge without the use of dictionaries.

CONCLUSIONS

In order to develop oral speech activity, it is advisable to carry out pedagogical activities in accordance with the communicative-activity approach and the use of interactive technologies. Such an approach is implemented through the use of active and interactive methods, participation in project activities, mastery of research methods, involvement of students in play, assessment and discussion, reflective activities, as well as project activities, which provide a free search for an effective approach to solving the problem that meets the child's individuality. Here, audiovisual and communicative in combination are very effective methods. Among them, the audiovisual method is not limited to the framework of structures, but pays great attention to their use in communication situations, the communicative method helps in all ways to achieve language learning within real situations, which allows you to quickly and naturally master communication skills and easily apply English in everyday life.

Thus, it is possible to single out a significant variety of methods and techniques aimed at improving the communicative activity of students at different stages of learning, the effectiveness of which directly depends on the goal and approach of each teacher.

But, undoubtedly, maintaining the constant interest of students is considered to be a very significant factor in improving the approach of each teacher to the implementation of tasks for the active speech interaction of students with each other in the classroom. That is, their constant motivation, in which the basis is: the correct selection of tasks, in accordance with the level of students' language proficiency, the formation of an adaptive communication situation, and a variety of tasks that involve the control and timely direction of each student, the use of a symbiosis of methods and approaches aimed at disclosing communicative activity of each student.

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USING OF WIKI-TECHNOLOGIES IN THE PROCESS OF LEARNING ENGLISH FOR STUDENTS OF NON-LANGUAGE SPECIALTIES

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ABSTRACT

This article presents the theoretical analysis of using the wiki technology in the process of teaching English to non-linguistic students. The author studies the potential of wiki technology in developing reading, writing and speaking skills. Moreover, this paper demonstrates the positive aspects of wiki technology. As a result of the researching, it is noted that the wiki technology is one of the necessary and useful technologies in teaching and learning English in higher schools.

INTRODUCTION

In view of the political and economic internationalization, English became more and more important. Since Kazakhstan announced its independence, President Nursultan Nazarbayev has constantly been advocating a trilingual model: each citizen of Kazakhstan should strive to gain fluency in English, Russian, and Kazakh. Accordingly, the national project 'Trinity of languages' determines Kazakh as the state language, Russian as an official language, and English as the language of international communication [Nazarbayev, 2007]. Thus, learning English has become a reality and a requirement of modern society, in connection with this methodology of learning and teaching a foreign language are also subject to constant progress together with Internet technologies in the educational environment. The object of research is a wiki technology and its effectiveness in the perspective of teaching English to students of non-linguistic specialties.

In modern educational programs, considerable attention is paid to the goals and content of learning a foreign language. However, learning a foreign language requires serious efforts from students. For this reason, the need to introduce additional methods and techniques to increase students' interest in mastering a foreign language.

One of the effective tools for teaching in the last two years has been wiki technology [Arsova, 2021; Petrova, Aleksandrov, 2018].

. The relevance of the frequent use of this technology is due to the modernization of the education system and the forced distance learning in connection with the corona virus pandemic.

The word "wiki-wiki" is borrowed from the Hawaiian language and means "quickly". Fast and easy access to information and to a single wiki document makes it possible to work together at a distance, including an unlimited number of participants [Bean, Hott, 2005]. Participants working on a single wiki document have no limits on what they can do, and can post, add, and edit in real time. Thus, learning English on the basis of the proposed project through a wiki document transforms the process of language learning from an individual to a collective format. This technology may well be applicable to English language students because it provides interactivity and teacher-student cooperation in a single educational resource, which allows directing and controlling the learning process.

There are some positive aspects of wiki technology in learning:

- 1) it develops the intellectual and creative abilities
- 2) creates the linguistic environment in the classroom
- 3) develops the personal qualities like independence, discipline, responsibility
- 4) individualizes of the learning process

5) forms the language competences and skills.

The use of wiki technology is noted in the studies of G. Kessler and Y. Markova which are of experimental character, in the experiment of G. Kessler the acting foreign language teachers acted, which predetermined the positive results, in our case the participants of the experiment are students of non-language specialties, which complicates the task in training and suggests the unknown result in research in the application of wiki technology [Kessler, 2009].

As a result of Y. Markova's experiment, there is an equal focus on the content, structure, and linguistic side of the work when writing business letters, reports, messages, reviews and short articles on professional and social topics. The works and results of these researchers are a valuable contribution to the continued research on the use of wiki technology in foreign language teaching [Undibayeva, 2019]. Based on the generalization of studies by P. V. Sysoev, M. N. Evstigneev, Y. Y. Markova, the following didactic properties and methodological functions of wiki technology have been determined: Publicity, nonlinearity, possibility to access the history of document creation, multimedia, hypertext structure.

The validity of learning through wiki technology is reinforced by the fact that students practice their reading, writing, and speaking skills. English becomes the primary, working language for learning tasks, so students are already using the language directly to achieve their learning goals. As a result of the review of generalizations, the wiki technology includes the properties necessary when teaching students in tandem with the application of basic pedagogical technologies. It is expected that first of all students will develop the skill of reading and perception of information, further on students will train their writing and speaking skills while performing tasks.

USING MODERN TECHNOLOGIES IN TEACHING PROCESS

The process of mastering a foreign language contains many aspects, as this process itself is complex, especially for students with basic knowledge. For this reason, work continues on developing effective teaching methods. Methodologists and teachers have many educational platforms at their disposal designed to involve students in the process of learning a language or subject.

The most common types of used in teaching and the possibilities of their use to increase the level of motivation in learning a foreign language. One of the simplest types is electronic textbooks, dictionaries and encyclopedias. One of the most known electronic encyclopedias is Wikipedia developed on the basis of wiki technology; it was presented at the beginning of 2000. This source allowed the society to have easy access to information and knowledge. The simplicity of the interface and design, the links that allow going further to the following pages to concretize the information and to obtain new information. The ease of use of this technology allows professionals of different professions to apply it in training and get the expected results when creating their own product [Parker, Chao, 2007].

The use of Internet technologies and their tools firstly implies competence and digital literacy of the teacher and students. When teaching English, teachers have at their disposal modern educational technologies that allow them to give the necessary knowledge qualitatively and methodically and apply it in practice. One of the important tasks of a teacher of a foreign language is creation of conditions for practical mastering of language of each student, therefore wiki technology can be one of key tools for motivation and occurrence of interest at students to a subject, progress, level of intellectual culture raises. Secondly, when teaching English through wiki technology, especially for non-linguistic students, it is important to develop an effective work algorithm that allows to easily cope with the tasks during the learning process.

When planning the training on the wiki platform, first of all, it is necessary to determine what modern learning technologies can be applied. Such technologies as collaborative learning technology aimed at the idea of mutual learning, the main idea of which is to create conditions for active joint activity of students. Wiki platform can be an ideal platform for solving common tasks and goals, while fostering collective responsibility for the solution of learning tasks.

The next one of the well-known technologies is the technology of project-based learning, which involves a productive way of collecting, studying and analyzing information. In this case, the

project activity of students on a single product is observed and implemented. Students get an opportunity to realize them in creativity there is an activation of independent and collective activity, which implies the use of wiki technology as a unifying factor of work on the project.

Communicative learning technology is universal, because it forms communicative competence of students necessary in conditions of intercultural communication. It should be noted that the wiki platform makes it possible to simulate communication, comprehend, analyze and correct the material, thus collective work leads to the successful completion of the learning task. Collaboratively developed product becomes correct, true and meaningful for learning.

Distance learning technology, which has a tendency of continuous development due to the multimedia nature of education, also includes wiki technology. As students independently search for information on the Internet to solve their educational tasks, the wiki service is a universal treasure trove of useful material, it is important that students apply theoretical knowledge in practice, and this technology allows to do it easily and accessible in one document. Based on the above, it is important to determine the value and possibility of implementing a wiki project in practice with non-language students. This technology will allow to involve students more intensively in learning English, as well as to develop their writing and speech skills through collaborative project work in a wiki document.

The most common pedagogical application of a wiki today is the use of technology to develop writing skills. Wikis are an ideal tool for improving writing because they provide additional opportunities for students to reflect on, check, publish, and analyze the creative process at all stages of the process. The appeal of this technology also lies in the fact that it best facilitates, due to a number of didactic properties, the organization of students' autonomous work: "Using a wiki, the teacher can set the direction or initiate the discussion, but the technology works more effectively when students have conscious autonomy over the process. This absolutely does not mean that authoritative opinion cannot be present in a wiki, but it can undermine the effectiveness of the medium". B. Lamb also notes five major benefits of using wiki technology to develop writing skills [Lamb, 2004]:

- stimulates written expression of thoughts;
- provides a low-cost and effective tool for collaborative work;
- encourages greater attention to text - additional revision, editing, and referencing of previously completed work;
- emphasizes writing as a process rather than creating a final product;
- allows students to find a readership.

This social service can also be used in pedagogical practice for the presentation, expansion and annotation of educational materials; joint creation of virtual local history and environmental excursions by schoolchildren and students; group creation of creative works - tales, poems, essays, projects; joint creation of teacher, student and school encyclopedias; professional communication of teachers and teachers and improving their professional competence.

E. Tonkin distinguishes four types of educational wikis:

- individual wikis, on which the user saves and edits his or her thoughts;
- laboratory wikis where the user saves his or her current writings and also provides additional opportunities for reviewing and editing by classmates;
- wikis for group writing;
- group knowledge repositories [Tonkin, 2005].

The experience of Western researchers has been summarized most fully by P. Duffy and A. Bruns. In their opinion, wikis can be used in the educational process:

- when working on research projects to document the work done;
- for outlining one's thoughts about books and articles read, and for creating a jointly annotated bibliographic list by faculty members;
- for publishing course information (timetable, assignments, handouts), leaving space for students' comments and questions;
- as a platform for professional communication with the possibility of corrections and additions by colleagues;

- as a platform for brainstorming concepts with hyperlinks to other resources;
- as a presentation tool instead of traditional software, with students being able to insert their own comments and update content into the presentation;
- as a collaborative text creation tool [Duffy P., Bruns A., 2006].

RESULTS

Scholars reported about implication and applying wiki platform in educational process to learn main competencies as reading and writing. (n=6) The major tasks which are applied during study experiments were the writing of business letters, reports, article reviews, essays, publications and stories. (n=5) It is important to note that wiki technology provided interactions among participants for team skill training as well as social implications. It was reported also that integration of wiki technology and peer feedback progresses through a cycle of writing, peer feedback and rewriting. This process gives social meaning to writing and takes the form of a social activity with a real audience in mind rather than merely being an assignment given by teachers. (n=3)

Scholars claimed that wiki extends the blended learning course in English for Academic Purposes. The wiki platform is based on the wiki hosting service Wiki spaces because of its deductible and user-friendly interface that requires only minimum internet skills and can be used after a basic instructional session. The structure of the wiki space allows for a work-in-progress approach to differentiated learning. (n=6) Researchers have found that wiki technology can be successfully applied in the process of teaching a foreign language by developing students' ability to work individually and in a group. By involving all students at once, wiki technology fosters a culture of communication and responsibility for results. Besides the improvement of reading and writing skills the researchers noticed the students' increased computer literacy and willingness to do their work or projects well. (n=7)

Modern educational technologies in the process of foreign language teaching are not indicated in the works and articles of the researchers, most of all they revealed possible types of activities in the lesson which can be used on the wiki platform.

As there is little data in the studies on the methodology of teaching English and possible tools for their successful application on the wiki platform, the problematic question of how to teach the language and what challenges may arise in the process of teaching non-language students remains. (n=1)

The advantages of wiki technology in building teamwork, in developing writing and speaking skills are described in 8 research papers and only in 2 papers it is written how this technology helps to beginners and elementary level students to command English. (n=8)

Regarding disadvantages, researchers referred to a certain percentage of experimental students who reported feeling uncomfortable and unused to using a wiki platform for learning comparing it with a standard format. (n=2) In other 8 research papers disadvantages were not classified.

DISCUSSION

The researched literature was taken as a basis for researching the topic of using wiki technology in English language teaching and in the educational process in particular. Most of the wiki technology is used as a platform for collaborative learning activities, which has been proven by numerous experiments with university and college students. The research clearly describes the didactic properties and methodological functions of wiki technology in foreign language teaching, which fully justifies the possibility of using this technology. It is noteworthy that this topic has been previously researched by foreign and Russian scholars, but the achievements in the field of wiki technology application for the development of writing and speech skills in foreign language teaching methodology, especially in the field of teaching written speech to non-language university students, need to be further developed.

The existing contradiction between the requirements of educational standards to use interactive teaching methods to train students with proficiency in a foreign language at an advanced threshold and a small number of class hours has led to the need to develop a wiki-based model for teaching written and oral activity to non-linguistic university students to organize extracurricular independent work of students within a mixed learning mode. Research on this topic is ongoing, and many aspects of wiki technology application in education are being studied. Each researcher dealing with the topic has offered their own vision and come up with their personal result in the course of experimental application of wiki technology in teaching English. The developed theoretical base is very important for its successful practice; the algorithm of the development of students' writing skills including the preparatory, procedural and final stages with clear instructions sheds light on the further research and experimentation, as every research in this field has a different ending result.

In conclusion, the peculiarity of wiki technology integration in the process of foreign language teaching consists in expanding the ways of interaction between the participants of teaching, types of control the level formation of foreign language communicative competence in general and types of evaluation and the formation of written and speech skills, including the possibility of formative evaluation, self and mutual evaluation. The successful implementation of wiki-technology requires overcoming possible difficulties of technical, methodological, psycho-pedagogical and organizational nature.

The main contribution of the reviewed studies, that this information would be useful for English teachers searching innovative methods in teaching progress.

Because of changing needs in teaching methodology, wiki technology would be a one of the key solutions how to organize educational process successfully without losing students' immersion and interest in learning process. The tendency of digitalization of education forces to organize learning process through technologies which have distinct advantages rather than standard format of teaching, therefore wiki technology has all opportunities to substitute usual obsolete technologies.

CONCLUSION

The prospect of using wiki technologies in the process of teaching a foreign language tends to develop and apply in the lessons as a practical exercise. Correctly, the developed algorithm of work with students will allow carrying out a lesson qualitatively and productively. Classes through wiki technology emphasize practice and involvement in pair and group work, the limitless possibility of hypertext makes this technology flexible, easy and convenient to use. A wiki implements a radical model of collaborative hypertext, where the ability to create and edit any entry is given to each member of the online community. This distinction makes the wiki the most promising medium for collective hypertext writing, a modern "electronic whiteboard" on which an entire group can write.

Thus, with this technology, the user can:

- edit pages of the site/text directly in a web browser;
- keep hyperlinks between pages of the site/text up to date;
- use simplified markup for text instead of HTML;
- store all changes that have occurred to wiki articles since they were created.

Although wiki technology was developed more than a dozen years ago, it still has not taken its proper place in educational practice, either as a research method or as a teaching method. However, the popularity of the wiki has attracted the attention of enthusiastic teachers who see in this technology an opportunity not only to facilitate communication, but also to facilitate the process of searching, structuring, and sharing knowledge.

Wiki allows mastering a very special culture of writing non-linear electronic documents, which is currently very underdeveloped. This concept promotes cooperative learning (also referred to as cooperative learning, project-based learning, and problem-based learning), encourages communication and group work, facilitates the exchange of knowledge and experience, and promotes a spirit of cooperation rather than competition, because the radical model of collective hypertext based on this technology allows everyone in the online community to create and edit any entry. Wiki creates

a special space that teaches students how to work as a group, how to create virtual communities, how to operate in a world where the accumulation of knowledge and information is increasingly a collective endeavor.

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UPDATED EDUCATIONAL CURRICULUM FOR ENGLISH LANGUAGE LESSONS IN KAZAKHSTAN

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ABSTRACT

In the 2016-2017 academic year, an update of the education system and its content was introduced in Kazakhstan. Updating the content of education in the Republic of Kazakhstan sets itself the main goal - improving the pedagogical skills of teachers in the context of updating the educational program and introducing a system of criteria-based assessment. The article discusses the features of the updated content of education in the Republic of Kazakhstan, containing aspects of building knowledge acquisition based on Bloom's taxonomy. Here we have discussed: the details of taxonomy levels; a new structure of educational programs; the main differences from previous versions of educational programs compared to the updated version; criteria for assessing formative assessment; the tasks for the summative assessment of primary schoolchildren in English for the section and for the quarter; an example of a descriptor for assessing the mastery of knowledge in English lessons; the principle of the spiral approach in the preparation of programs within the framework of renewed education; the advantages of a training program using the spiral principle; Using the updated version, education should become competitive, high-quality, and, therefore, such that graduates of the Kazakh school can easily continue their studies in foreign universities.

INTRODUCTION

The content of education entails an adapted system of pedagogical scientific knowledge related to practical skills and abilities that their students must acquire [Sushchenko, Akhmedova, Stryzhak, 2021; Zagorodnya et al, 2020A; Zagorodnya et al, 2020B]. The content of education is a pedagogically adapted social experience in all its structural completeness, consisting of four elements [Scriabina N.A.]:

1) the experience of cognitive activity, fixed in the form of results (about nature, technology, society, thinking);

2) experience in the implementation of known methods of activity - in the form of skills to act according to a model;

3) experience of creative activity - in the form of the ability to make non-standard decisions in problem situations (mastering the experimental technique, participation in artistic, technical and social creativity);

4) the experience of implementing emotionally valuable relationships - in the form of personal orientations (attitude to the world around, people, oneself, moral norms, ideological ideas, etc.)

In the context of the renewed primary education system, a qualitatively new, personal, developmental strategy for the education and upbringing of children is being implemented [Petrova, Popova, Dejnyak, 2020; Spivak et al, 2021; Valdmane et al, 2020]. The most important priorities of which are [Dargevichiene, 2015]:

- a formation of knowledge, educational skills, skills, motivation and ability to learn in primary schoolchildren;
- a prevention of subject dissociation;
- an integration of academic disciplines for solving educational problems of schoolchildren;

- an introduction of early learning of a foreign language by them, mastery of informative and information technology;
- a support and development of the child's personality, protection and strengthening of his physical and mental health.

RESEARCH METHODS

Here, the research methods such as were used: observation, self-observation, study, generalization and dissemination of mass and advanced pedagogical experience.

RESULTS AND DISCUSSION

Updating the content of education implies a transition from the traditional organization of the educational process, where, first of all, the content of education reflected in the curriculum was determined (while each of the developers tried to cover as much theoretical material as possible), and is based on the expected results, which are determined by educational areas and reflect an activity aspect using Bloom's tiered taxonomy. [Linde, Petrova, 2018; Chernukha et al, 2021; Diachok et al, 2020; Goletiani et al, 2021; Nenkov et al, 2016].

The first step is to identify a learning goal, to consider the importance of learning the topic, its place in the curriculum and its role in providing the knowledge base. The instructor should first establish key learning objectives that determine the behaviour of students after class. To stimulate critical thinking, these learning objectives, as well as activities and assessments, must include those associated with higher levels of Bloom's taxonomy [Crossland John, 2015].

A well-defined goal should include skills appropriate to the chosen taxonomy level.

The “Knowledge of Facts” level requires an answer that demonstrates simple recall of facts. Here the teacher can ask students to answer the questions "Who or What?", As well as describe the subject or object, list facts, arguments.

The “Comprehension” level requires a response that demonstrates understanding of the information. Questions at this level should be structured in such a way that students can generalize, explain, paraphrase, compare and contrast [Tuzlukova, Al-Busaidi & Burns, 2017].

The “Analysis” level requires an answer that demonstrates the ability to see patterns and classify information, concepts, and theories into their component parts. Questions at this level can motivate students to learn, classify, differentiate, and analyse.

The “Application” level requires an answer that demonstrates the ability to use information, concepts and theories in new situations. Assignments at this level may ask students to apply, build, solve, discover, and show new possibilities.

At the “Assessment” level an answer is required to demonstrate the students' ability to judge evidences based on well-rounded reasoning. Items at this level may ask students to evaluate, criticize, recommend, predict, and evaluate something [Khmelnitskaya, 2008].

The “Synthesis” level requires an answer that demonstrates the ability to connect knowledge from multiple areas to generate new or original ideas. Problems at this level may challenge learners to combine, design, create, role-play, and guess.

The second step is to conduct a survey. This is an essential part of the learning process. The survey allows the teacher to ascertain what is already known and then expand on it to develop new ideas and understanding. Questions can be used to improve the interaction between teacher and student and to encourage the student to stand up for his or her position (i.e., think critically). Therefore, when a teacher plans a lesson, he should consider the purpose of each question and then develop the appropriate level and type of question to achieve the goal. All students need experience with higher level questions as they become familiar with the concept. To ensure this experience, careful preparation by the teacher is essential.

The third step involves anchoring in practice prior to the assessment. Since active teaching methods are more effective than passive ones, the reinforcement of the learned material works well when conducting experiments, building models, completing projects, etc. These techniques allow students to retain knowledge for longer.

In the fourth step, where review, refinement, improvement takes place, teachers should strive to continually improve their lessons so that their teaching methods truly help students develop critical thinking skills. Thus, teachers must very closely monitor the activities of students in the classroom. To track student participation, a journal should be kept that records student activity, describes the main activities in the classroom, and evaluates student achievement. Other reflective comments can also be tracked in this journal and can be very helpful when revising or updating the learning assignments.

The final step is to provide feedback and assessment of the training. Teacher feedback, like assessment, compares criteria and standards with student performance in order to assess performance [Shuinshina, Alpeisov, Akhmetova, Tuyakov & Adamova, 2019]. The purpose of feedback is to improve the quality of learning and student achievement, rather than to measure their progress, and importantly, they can help students learn to measure their own future performance. Feedback allows the teacher and students to engage in a dialogue about what separates good performance from bad grades, while discussing criteria and standard.

It can also be noted that a distinctive feature of the updated curricula is a new structure, which includes [Kokhaeva, 2014]:

- 1) the importance of the subject;
- 2) the objectives of the curriculum for the subject;
- 3) implementation of the policy of trilingualism;
- 4) organizational requirements for the process of teaching the subject;
- 5) pedagogical approaches to teaching the subject;
- 6) fostering respect for the diversity of cultures and opinions;
- 7) competence in the use of information and communication technologies;
- 8) development of students' communication skills;
- 9) approaches to assessing the results of studying the subject;
- 10) content, organization and sequence of sections of the program in the subject.

The aspects of the curriculum contain educational material by level of education. The curriculum is accompanied by an advisory curriculum, which consists of long-term and medium-term plans. The plan, based on a system of goals and approaches to teaching, provides recommendations for teachers on conducting classes on topics and sections, organizing students in lessons, and includes educational resources (Internet, texts, exercises, video and audio materials, etc.).

The updated curricula differ from the previous versions by the presence of:

- the principle of spiral to design the content of the subject;
- the hierarchy of learning objectives according to Bloom's taxonomy;
- the location of educational goals by levels throughout the entire course of study, which makes it possible to take into account the most of intra-subject connections;
- correspondence of the content of sections and subjects of subjects to modern trends of the current time, emphasis on the formation of social skills;
- long-term, medium-term, and short-term planning of the educational process.

In the context of the updated content about the subject of "English language", the communicative approach has been strengthened, which is aimed at developing four skills of speech activity: listening, speaking, reading and writing. Grammar is studied within the proposed conversational topics.

A positive feature in the study of English is the introduction of a single speech-thematic mode, which allows you to expand your vocabulary, practice communication skills within the framework of an integrated speech subject. Teaching in the subject "English" (as a second language) is carried out according to the CEFR (Common European Framework of Reference for Languages).

The updated program includes new textbooks, new strategies and methodological approaches in teaching, a new grid of hours, as well as a change in the content of education, a new vision of long-term, medium-term and short-term planning and new approaches to assessing children (formative, summative assessment).

According to the updated program, two assessment criteria are used: formative and summative (Figure 1).

Figure 1. Evaluation criteria

For effective formative assessment, a learning goal, assessment criterion, tasks, descriptors, feedback are established (Figure 2).

Figure 2. Formative assessment

Formative assessment is an ongoing process.

An example of a formative assignment for English subject in 1st quarter of grade 3 students is shown in Figure 3.

Formative assessment is focused on providing feedback when students perform specific tasks or actions in the lesson [Adekenova, Ustinova & Adekenova, 2017].

Topic	Animal types
Learning objective	3.S1 Make basic statements which provide personal information on a limited range of general topics
Assessment criteria	<ul style="list-style-type: none"> • Make up personal sentences on general topics
Level of thinking skills	Application
Task.	Look at the pictures. Use the ideas to tell about animals. Give personal information.
Example:	This is a fox. It is red. It lives in the forest. It eats small animals. The fox can run. I like a fox. I can see it in the Zoo.

Descriptor:	<p>A learner</p> <ul style="list-style-type: none"> • names the animal; • gives its colour; • tells where it lives; • tells what it can do; • gives personal information.
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Figure 3. An example of a formative task

The summative work per section (SWS) is 50% of the total score. There are two such works per quarter. In the humanities, summative work is carried out within the framework of a cross-cutting theme. The teacher can choose the assessment tools on his own or make additions to the standard developments.

The Summative Quarter Grade (SOC) is 50% of the Quarter Grade. The summative work for a quarter takes 20 - 40 minutes, it involves carrying out various kinds of control and verification work. An example of a task for summative work for a quarter for grade 3 (Figure 4)

TERM 4 SUMMATIVE ASSESSMENT TASKS	
Summative Assessment for the cross curricular unit «Water, water everywhere»	
Learning objectives	<p>3.3.6.1 (3.R6) Understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics</p> <p>3.2.5.1 (3.S5) Pronounce familiar words and short phrases intelligibly when reading aloud</p>
Assessment criteria	<ul style="list-style-type: none"> • Identify detailed information of simple texts on general and curricular topics • Articulate familiar words and short phrases intelligibly
Level of thinking skills	<p>Knowledge and comprehension</p> <p>Application</p>
Duration	20 minutes
Reading	
Task 1.	Read the text about Tommy and answer the questions.
	<p>Tommy drinks water every day. He also washes his face, brushes his teeth and takes a shower every day.</p> <p>On Monday, Tommy helps his father water the garden. On Tuesday, Tommy and his mother cook dinner and wash dishes. On Wednesday, Tommy helps his baby brother to bathe. His baby brother likes to play in the bath.</p>
	<p>1. What does Tommy drink every day?</p> <p>2. What does Tommy do with his father?</p> <p>3. What does Tommy do on Tuesday?</p> <p>4. Where does Tommy's brother like to play?</p>
Speaking	
Task 2.	Read all the questions aloud first and then answer them in full sentences.
	<p>Look at the pictures if you need some help.</p> <p>1. What is this? (teacher points to a sea animal)</p> <p>2. Where does it live?</p> <p>3. What colour is a dolphin?</p> <p>4. Did you go to the beach last summer?</p> <p>5. What did you do at the beach?</p> <p>(Note for a teacher: if the learner answers "no" to the previous question change it to the following one – What is he/she doing? Point at any person in the picture).</p>

Figure 5. Summative work for a quarter for grade 3

Summative work per quarter includes multilevel tasks that should demonstrate the achievement at various skills, including checking the levels of thinking of a higher order: analysis, synthesis and assessment [Almagambetova, 2017].

As evaluation criteria, points are used according to the updated program, focusing on descriptors - a description of different levels of achievement of the expected result, moreover, the scale may be different. Table 1 shows an example of the SOC scoring by descriptors.

Table1 - Descriptions for SOC

Table 1. Descriptions for SOE				
Assessment criteria	Task №	Descriptor	Mark	Additional information
		A learner		
Identify detailed information of simple texts on general and curricular topics	1	1. Answers ‘Tommy/He drinks water every day’	1	Short answers acceptable
		2. Answers ‘Tommy helps his father water the garden/On Monday, Tommy helps his father water the garden.’	1	
		3. Answers ‘Tommy and his mother cook dinner and wash dishes. /On Tuesday, Tommy helps his mother cook dinner and wash dishes.’	1	
		4. Answers ‘Tommy’s brother likes to play in the bath. His brother likes to play in the bath.’	1	
Articulate familiar words and short phrases intelligibly	2	Possible answers	1	Other answers are also acceptable if they answer the questions in accordance with the pictures. 1 point for each correct answer.
		1. This is a fish.	1	
		2. It lives in the sea/river/ocean.	1	
		3. A dolphin is grey and white.	1	
		4. Yes, I went to the beach last summer/ No, I didn’t go to the beach last summer.	1	
5. I ate ice-cream at the beach./She/ He is swimming. (The verb and the pronoun depend on the picture)	1			
Total marks			9	

A descriptor is a kind of instruction that allows the student to successfully complete an assignment. The descriptor is an algorithm for achieving success.

As part of the updated program, CLIL (Content and Language Integrated Learning) is often used - it is more than watching how students work together with the teacher during the lesson, it is a change and constant modification of activities with a mixture of different methods and techniques.

The spiral principle of planning the content of the subject according to the updated curriculum allows you to expand the educational material vertically and horizontally to improve knowledge and skills (that is, increasing the complexity of knowledge by topics and classes).

Benefits of the spiral curriculum:

- application of previously acquired knowledge to achieve the goals of learning outlined by students;
- new knowledge is closely related to the previous one and is considered from the point of view of the information received;
- with each repetition, the complexity of the topic or subject increases;
- the spiral educational program allows you to move from simple ideas to more complex ones in a convenient way.

CONCLUSION

The structure of the updated content of education, considering planning and criteria-based assessment, should unfold in the context of the question: "Why study at school?", instead of the traditional question: "What to teach at school?". This is helped by the introduction of updated curricula, textbooks and handouts that allow students to effectively master certain skills in English lessons: listening, speaking, reading, and writing.

The task of the teacher in the updated curriculum is to determine and plan in advance what will be interesting and useful to each student, as well as to use techniques in the process of completing the assignment that will increase the activity and initiative of students.

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THE EFFECTIVENESS OF USING MOBILE TECHNOLOGY IN IMPROVING STUDENTS' VOCABULARY

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ABSTRACT

The article introduces the study of the application of mobile technology in order to improve students' vocabulary. Smartphones have become a part of our life with their applications used extremely varied. In language learning, the use of these applications has opened up new possibilities, innovatively shaping the teaching and learning methods of students. One of these methods is mobile technologies, which can improve students' vocabulary, speaking in learning English language. Some of the main advantages of using mobile technologies are intuitive navigation on the Internet resource, ease and clear presentation and assimilation of information, quick access to necessary materials.

INTRODUCTION

The word is the main meaningful unit of the language. Words denote specific objects and abstract concepts, express feelings and intentions. Words are also a communication tool.

Vocabulary is the basis for developing skills and achieving competence in learning a foreign language. Also, vocabulary is a core of foreign language learning, idiomatic expressions are the most frequently used non-literal expressions, and building blocks of daily conversations in a language, so lack of ability to use them competently can cause communication problems for the language learner such as sounding unnatural and inauthentic. [Cooper, 1998]. The richness of the vocabulary is a sign of the high development of both society as a whole and each individual person. Therefore, the school attaches great importance to the work on the vocabulary of students. The peculiarity of vocabulary work at school is that it is carried out in the process of all the teaching and educational activities of the teacher. What does vocabulary work at school consist of? Four directions merge in it:

First, the enrichment of the vocabulary, the assimilation of those new words that schoolchildren did not previously know at all, new meanings of words;

Second, the clarification of the vocabulary, the deepening of understanding of already known words, the clarification of their shades, the differences between synonyms, the selection antonyms, analysis of polysemy.

Thirdly, the activation of the vocabulary, the inclusion of the widest possible range in the speech of each student, the introduction of words into sentences, the assimilation of the compatibility of words with other words, the appropriateness of their use in a particular text;

Fourthly, the elimination of non-literary words sometimes used by younger students, the correction of erroneous pronunciations. It's expected that all four areas of work are closely related.

Also, vocabulary work is planned so that no more than 3-5 new words are entered into the vocabulary of students in one lesson, and with a few more words, work would be carried out to clarify the meanings, clarify their meanings.[Hayati, Jalilifar & Mashhadi, 2013]

In practice, a variety of techniques are used to work on the meaning of a new word. This ensures students' interest in vocabulary activity, allows them to enter a new word in the most rational way for each case.

Today there are many ways to show new words and learn them further. Along with new technologies, we are exploring all the ways to apply them in the educational process.

The past decade has seen the rapid development in using smartphones in vocabulary teaching and the focus has been on the role of these devices in teaching vocabulary to L2 learners. A feature

of mobile phones that was initially widely used in the studies was the SMS (Short Message Service). In addition to the text messaging capabilities of SMS, also used MMS (Multimedia Messaging Service). MMS messages includes multimedia such as images and sounds.

In addition to the text messaging capabilities of SMS, Saran and Seferoglu also used MMS (Multimedia Messaging Service) in their study. While the experimental group was taught vocabulary via SMS and MMS messages that included multimedia such as images and sounds, the control group was taught the same vocabulary items in the classroom. The scores of the experimental group were significantly higher than the control group in the post test.

In their study, to compare the effects of SMS versus paperback dictionaries in academic vocabulary learning, found that there was no significant difference between vocabulary knowledge of two groups in the post tests; however, the SMS group was more successful in the delayed posttest. Furthermore, all these studies reported positive attitudes of students towards the use of SMS in vocabulary learning.

Platforms and programs other than messaging services were also used in teaching vocabulary on mobile devices. Thornton and Houser wanted to test the effectiveness of e-mails on mobile phones on vocabulary teaching. In the first 4 week-long experiment, they sent students mini vocabulary lessons via emails, which students received on mobile phones for the first 2 weeks, and via computers for the last 2 weeks. In the second experiment, students were divided into 2 groups, one of which received emails while the other had the same content as printed material. Students reported that using mobile phones was a more effective method and more preferable to computers and printed materials. The last experiment was the evaluation of a website that the authors, together with their students, developed to teach idioms. Vidioms included idioms with explanations, and examples through multimedia (sounds, images, videos). The authors asked a group of students to evaluate the website as they used it on mobile devices such as phones and PDAs. Students found the website significantly 'effective and enjoyable' to use on mobile devices. [Saran & Seferoglu, 2010]

Basoglu and Akdemir conducted a study on vocabulary learning to see the difference of use of mobile phones and flashcards. They used a mobile application for experimental group giving the words for six weeks while the control group learned the same words with flashcards. Their study reported a significant difference between two groups as the experimental group did achieve significantly better in the multiple-choice posttest.

Another example is Stockwell who compared vocabulary learning on mobile phones and computers in relation to student achievement, task completion speed, and time for a 3- year period between 2007 and 2009. A Moodle-based system called VocabTutor was developed to run both on computers and mobile devices. Findings of the study showed no significant difference in terms of student scores; however, most students preferred using the system on computers with an increase of mobile phone use in 2009.

As a recent study that made use of smartphones, Wu created a mobile application called Word Learning-CET6 to teach vocabulary to a group of 70 Chinese college students. While the experimental group used the application, the control group was only reminded to study the vocabulary items on their own via text messages. The posttest results at the end of the experiment reported a significant different between two groups with experimental group outperforming the control group.

Nowadays, a lot of students have a mobile phone with Internet and camera. Here are some of the ideas that improve students' vocabulary:

1. Picture Hunt

Teacher put on the wall some pictures from previous lesson. Then teacher say one word. Pupils should take a photo of this word. This method will help you develop mindfulness and reinforce what you have learned. Also if you have older students in your class, you may say have to take a photo of something curricular or something red etc. It develops pupils' attention to detail and improves focusing during activities.

2. Role scene pictures

Another activity for learners to exploit the use of the camera. Pupils take a photo of particular scenes and then have to produce the story using a set number of images. Then pupils send pictures

for teacher to print and then they can be presented in class. A variation of this activity is to get learners to create the same storyboard by using a listening/reading activity from pupil's book as the basis of story. It provides some structure if learners have difficulty to creatively produce a story. And of course, this method helps to expand vocabulary.

Ideas for mobile phone video projects

Pupils can consider a wide range of topics to produce a drama project with their mobile phones. To begin, they can get ideas from many popular programs on television, including talk shows, game shows, news specials, and parodies. Following are four ideas for projects that can be expanded or reduced to adapt to the requirements of semester length, class size, language level, and age group.

Project 1: A short film

To make a short film, students will have to decide whether to base it on fact or fiction. After composing a script for the different scenes, assigning roles, and rehearsing their parts, they record the performance. Since this category offers students a large spectrum of genre options, such as drama, action, horror, and comedy, it is highly likely that they will find something of interest.

Project 2: A documentary

A documentary offers numerous topic choices suitable to different age groups. Students can plan out how they are going to narrate and record details about something of real-life interest, such as their family life, their neighborhood, their pet, their school, or their friends.

Project 3: An instructional video

An instructional video is a challenge, as it requires providing a clear description of how to accomplish a task, such as cooking something from a recipe, building a dog kennel, or making a kite. For example, students can develop a four-act video to: (1) introduce a game, (2) describe the roles of players on the different teams, (3) explain the rules of the game, and (4) show the game actually being played.

Project 4: A commercial

Students can make a commercial by adapting an idea from an existing commercial or by making up one of their own. In the commercial they persuade the audience to buy something—such as a new beverage they have invented—by talking about the selling points and advantages of the drink. They write the text in English, rehearse it, and then act out the commercial while filming the production with a mobile phone.

In addition to providing meaningful and real-world language experience, Skehan (1998) lists two other important elements of project-based tasks: (1) students work towards a goal, and (2) the activity is evaluated by its outcome. A mobile phone project consists of several stages done both in and outside of class. All of these stages can be graded independently, including the drafting of scripts, peer review and revision, and rehearsals of the film. To give feedback and evaluation of the final outcome, teachers and students can use a video assessment instrument like the rubric in Table 1, which lists six criteria and allows for a maximum score of 24 points. A mobile phone drama project can also be assessed through the Internet by uploading the videos to a website, preferably an official site under Ministry of Education, and having students, teachers, parents, and academicians evaluate and rank them. Then, at the end of the school year, the best works for each drama category can be selected and given awards by the Ministry of Education. Some of the drama productions may also compete in national or international competitions. With a video project, students produce something tangible that they can keep in their portfolios or personal albums to show their parents, friends, or perhaps their grandchildren. Moreover, students will see themselves actually speaking English. All of these factors will come together to give them a sense of accomplishment.

CONCLUSIONS

Vocabulary learning is one of the most important aspects of language teaching. Idioms, an essential part of vocabulary knowledge, and idiomatic knowledge can help learners to become proficient in the target language.

However, learning idioms is a major difficulty for many language learners in achieving a more natural sounding target language competence. When it comes to teaching idioms, it becomes more

difficult since it is hard to predict their meaning with the first look (Zhang, 2009). Therefore, there is a door of opportunities for creating appropriate environments to teach idioms, particularly with the use of broadly available technologies, one of which is through mobile applications.

Therefore, using the smartphone applications that are already well-functioning and popular among users could facilitate the mobile learning practices considerably. A good example of these applications is WhatsApp, a free mobile messenger application that allows its users to exchange texts, as well as multimedia both in one-to-one and group conversations, and make calls. Being one of the most popular and widely used messenger applications, it is also available for all mobile platforms (IOS, Android, Windows Mobile, Symbian etc.). This study aims to investigate the use the effectiveness of this mobile application on teaching 40 figurative idioms from the MICASE corpus compared to traditional activities. Results of this study indicate that both the participants in the control and the experimental group significantly improved their knowledge of the target idioms independent of the activity type used in their respective groups. However, based on the posttest results, participants in the experimental group who learned idioms through the use of the mobile application achieved significantly better than their counterparts in the control group with traditional activities, indicating that use of the mobile application was more effective in teaching idioms than the traditional activities.

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FEATURES OF USING MOOC RESOURCES IN ENGLISH LANGUAGE TEACHING

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ABSTRACT

Massive Open Online Course (MOOC) is part of the big invention of technology in education nowadays. With the existence of technology in today's world, technology currently acts a big role and invention in the 21st century teaching and learning. Massive Open Online Course (MOOC) is widely known by most universities all over the world. Most universities have started to implement the combination of MOOC and traditional classroom as part of the teaching and learning process especially in ESL learning. In Kazakhstan, English language is well-known for its role as the second language and English language is not only used in the primary and secondary level of education, but also in tertiary level of education. Thus, in relation to that, this paper intended to study students' acceptance and perceptions on the use of Massive Open Online Course (MOOC) for ESL learning. A document analysis method is used through the secondary resources regarding MOOC and in what ways MOOC helps for ESL learning. Discussion and recommendations are further explained in this study.

INTRODUCTION

Online learning is the new innovation used for education and MOOC plays the leading role in this area. Technology and students are inseparable in today's world [Alexandrov, 2012; Arsova, 2021; Arsova, 2020; Goletiani et al, 2021; Petrova & Aleksandrov, 2018; Sushchenko et al, 2021]. In an online environment, students will be able to communicate and interact with others at their own pace and take time to consider comments and responses. Students tend to have more time to think and brainstorm ideas for certain topic discussions given by the teacher.

Students also prefer technology as part of their learning as it is more handy for the students to access the information using technology wherever and whenever they want. Advantages of using ICT and technology in learning and teaching session were reported to be beneficial in attracting students' attention, facilitating students' learning process, helping to improve students' vocabulary and also promoting meaningful learning to students [Abeer, Miri, 2014]. With the existence of technology and ICT and the rapid use of it in teaching and learning process, MOOC that stands for massive open online course is a web-based course available for free to any participant from all around the world [Anzai, Akahori, 2015] started to arise. MOOC provides free access to high-quality learning materials, offered by elite universities and they are conceptualised as online learning environments in which participants worldwide can create, research and share open educational resources [Anzai, Akahori, 2015].

Massive Open Online Courses or widely known as MOOC has now gained its name all around the world among the top universities. MOOC has become one of the most current and recent innovations in today's education. MOOC is the combination of online course, interactivity and mutual but virtual communication [Ejreaw, Drus, 2017]. MOOC basically allows students to

evaluate, discuss and even interact with each other as MOOC is a mixture learning with the combination of teachers, students, videos, tests, communication and other related ICT tools. Universiti Kazakhstan (UKM) is known for its massive routine of using MOOC as part of its teaching and learning process. The style of blended learning is practiced in UKM with the combination of traditional classroom along with the use of MOOC to further enhanced students' development and understanding.

In relation to ESL learning, MOOC in some sense provides ESL learners the opportunity to 'study abroad' [Ejreaw, Drus, 2017]. Most leading universities in the world use MOOC as part of their teaching and learning process, including Kazakhstan, Universiti Kebangsaan Kazakhstan (UKM) also has its lecturers and staffs to conduct majority of their courses through online courses.

MOOC is said to be able to help students especially undergraduate students in their ESL learning without them realising it. In this situation, students might have overlooked the importance of MOOC in their ESL learning and how MOOC indirectly helps them in their English language acquisition. As the growth use of MOOC is increasing rapidly in today's world of education, there are quite a number of literatures related to the use and benefit of MOOC in teaching and learning all around the world. However, there are no clear distinction on students' acceptance on the use of MOOC for ESL learning provided by past researches. The use of MOOC as part of the teaching and learning session is hoped to be able to help university students with their ESL learning.

METHODOLOGY

This paper is using the document analysis method to analyse students' acceptance and perceptions on the use of Massive Open Online Course (MOOC) for ESL learning. Content analysis is used through secondary research. The secondary research data was gathered by eighteen literatures reading from written publications related to the issue of MOOC generally and the intervention of MOOC for ESL learning.

RESULTS AND DISCUSSION

The development of MOOC for ESL learning

Massive open online course or also known as MOOC is a webbased course available for free to any participant from any place in the world [2]. MOOC is conceptualised as online learning environments in which participants all around the globe are able to share educational resources and at the same time interact with each other. MOOC is used in most of the elite universities around the world. [Ejreaw & Drus, 2017] in her study mentioned that more than 73 universities use the combination of traditional classroom with advanced MOOC as their styles of education and the use of MOOC has increased from the year 2021 with more than 400 universities all around the world have acknowledged and started to use MOOC.

[Ulrich & Nedelcu. 2015] mentioned that the year of 2012 is 'the year of MOOC' According to The New York Times, MOOC is considered as convenient as MOOC learning style is quite flexible and learners can use various devices such as laptops or even perhaps using their own smartphones to have access to it, so learners, undergraduate students in this situation can have control of their own learning. The Ministry of Education in Kazakhstan has developed three major plans for using ICT in education. [Abeer & Miri, 2014] stated on their paper on the three measures planned by the Ministry of Education to implement the use of ICT in Kazakhstan's education. One of the plans is to make use of ICT as a teaching and learning tool and relating MOOC to ESL learning, it is figured that ICT were able to encourage ESL learners' independence and self-discovery skills especially in writing

skills. The findings are in relation to this study as this study aims to investigate in what ways MOOC helps undergraduate students for their ESL learning.

In another previous study done by [Anzai & Akahori, 2015] which has developed an online language learning tools using MOOC considering learners would be motivated to participate and improve their knowledge, lead to a finding of 59% of the respondents were the learners of ESL learning. Their findings were aligned with the suggestion of MOOC does have impact towards ESL learners in their ESL learning as MOOC has been proven suitable to be used for language teaching and learning. [6] has discovered in their study that MOOC is to be said as the window for learners to train themselves with the sense of openness, self-efficacy and willingness to communicate. MOOC influences students' openness in general and provides them with positive attitudes towards English language. Openness resulted to improving students' ESL proficiency and MOOC can be one of the mediums for students' English language acquisition.

MOOC motivates students to interact with one another. A lesson in MOOC might need students to introduce themselves using perhaps a video or a paragraph of introduction in English language. Not to mention, there are rare occasions happening of the lesson of MOOC to being conducted in other languages other than English. Thus, with English language is to be considered as the dominant language in MOOC, the interactions and sharing knowledge with each other even with the tutor or teacher despite the language barrier might help students somehow to be more open to new knowledge and to be more willing to communicate and interact in English language. MOOC's ability to supply a social platform for students to interact with one another among the participants managed to provide positive support for students to take charge of their own learning especially in ESL learning. The ability of students to work collaboratively in MOOC makes them to be able to set their own goals, developed new knowledge, improved their language skills and even built their self-confidence. The more frequent and autonomously students to be able to engage with the target language, it will give them more chances to acquire the language on their own [Wu, Fitzgerald, Witten, 2014].

Learning theories research on MOOC

There are quite a number of learning theories research related to MOOC based on previous studies. Literatures provided a variety of theories that different researchers used to further support their studies on MOOC. One of the theories used in this study is the sociocultural theory which emphasises on the construction of cognitive schemes by individuals through interactions and communication. This theory is appraised to be one of the important theories relating to this study because social communications and social interactions help to build meaningful learning. In relations of MOOC for ESL learning, meaningful learning is needed for students to be able to acquire the language and develop their English language proficiency skills. MOOC is considered to be one of the mediums or platforms for students to build meaningful learning as virtual interactions and communications do happen in MOOC. Potentially, participants of MOOC are able to work collaboratively in many activities provided in the MOOC prepared despite the language barrier. It is argued that not all MOOC provide students with the activity of teamwork and collaboration that might help them in their ESL learning, however, regardless of that, through the content of meaningful learning provided by MOOC, students tend to learn from each other; in a sense of other students' language, style of writing and even the use of vocabulary through the sharing of knowledge and information from the tasks given in MOOC.

On another note, MOOC is also related to the theory of connectivism by many scholars. The theory of connectivism is the learning theory that explains how technology created new chances and opportunities for people to learn. However, according to a study, they mentioned on the relation of

connectivism theory with MOOC is somehow argued on how they think that the theory did not provide enough explanation to learning phenomena because the theory is assumed to neglect other important aspects of learning. In relation to this study, this theory is not as significant as the other theory mentioned above as this study seeks to find out the relation of MOOC with language learning, not the impact of MOOC as the medium of learning alone.

The use of Massive Open Online Course (MOOC) for ESL learning

Students' acceptance is considered to be the in a way whether students accept the use of MOOC as part of their learning process at university. Students' acceptance is to determine whether students fond of the use of MOOC or the other way around. On the other hand, students' perception in this study is defined as students' opinions on the use of MOOC especially in ESL learning. Both good and bad opinions are considered to be perceptions in investigating the use of MOOC in ESL learning.

Students' acceptance and perceptions towards MOOC may vary depending on their take on MOOC whether MOOC does help them in their ESL learning and in what ways can MOOC helps them improving their English language acquisition. In related past research, they figured out various factors that might contribute to different perceptions and acceptance among students when it comes to MOOC. Their study resulted to the indications of five learning competencies that might affect students' participation in MOOC. Among them are linguistic competence in English, selfefficacy and communication skills.

Students with low proficiency of English language might have trouble to cope with MOOC as English language is to be considered as the dominant language in MOOC. There are possibilities that they might have issues in communicating and interacting with other participants in MOOC as they get intimidated with other people's level of proficiency in English language. The idea of interacting in English language scares them but with practice and the actions are to be applied frequently eventually will help students to get familiar with English language. Obviously, students' self-discipline plays a big role in determining the impact of MOOC especially in relation to ESL learning.

In another study which investigated the impact of integrating MOOC in an English language classroom, it is found through the findings that MOOC in a way helps students to enhance their writing and grammar skills. MOOC is claimed to be as an enjoyable learning and allows for grammar improvement for students through the tasks prepared. [Ejreaw, Drus, 2017] also has the same opinion on that the most crucial way of learning English is to make students to get involved in the English environment. [Ejreaw, Drus, 2017] also mentioned in their study that MOOC can be expected to be useful in English language learning. This is parallel to the findings in a study done by on her survey has resulted to the findings of how students are able to improve their grammar, writing skills and even vocabulary through collaborative learning and interactions.

The intervention and integration of Information and Communication (ICT) in education has provided more variety in the process of teaching and learning especially involving tertiary level of education where learners get to be more interactive and participative during the learning session. In a study done , it is stated that it is very crucial for tutors to consider learners' level of acceptance and their perceptions on the use of MOOC during teaching and learning session as for example, it can be in collaborative learning, learners might somewhat be forced to collaborate among one another. Eventually, the language learning acquisition is not happening. Further insight on this issue would be beneficial for MOOC development.

MOOC as an independent learning platform is expected to help learners with the practice of self-centred learning especially in language learning through the feedbacks and discussion platform and this has attracted many academicians all over the world to have MOOC as part of their teaching and learning process. However, in a study of student retention in MOOC, MOOC is usually used more as aided learning in some universities of institutions because face-to-face or conventional learning still plays the major role and MOOC is used for blended learning which leads to maintaining interaction with learners becoming challenging and some learners might not even participate in the discussion platform prepared in MOOC. Thus, it can be seen that the learners' acceptance and perceptions of MOOC might vary depending on their style of learning and their own effort to acquire and improve their ESL learning acquisition.

CONCLUSION

Despite the lack of literatures of MOOC in relation to ESL learning specifically, based from the past literatures on MOOC, it can be concluded that even MOOC in general provides a solid platform for students to gain meaningful learning with content that in a way indirectly helps them to improve their English language learning even without them realising it and it is no longer questionable how MOOC has been proven to be able to provide all these catalysts for students to improve their ESL learning. It is proven that this study would be fruitful for all parties related to the ESL learning study.

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VIRTUAL EDUCATIONAL ENVIRONMENT IN THE TRAINING OF A PROFESSIONALLY COMPETENT FOREIGN LANGUAGE TEACHER

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ABSTRACT

The article characterizes the basis of the notion of a virtual educational environment: its interpretations, specific features and criteria. It also provides justification in favor of the importance of this concept in pedagogical training as well as a set of drawbacks. The analysis of scientific works of foreign and domestic researchers within the framework of the topic is carried out. The purpose of this article is to analyze and reveal the foundations of virtual learning environments from the point of view of its significance for a competent and developed teacher of a foreign language.

INTRODUCTION

The concept of virtual environments has been well-known for the last decade at least [Alexandrov, 2012; Arsova, 2021A; Arsova, 2021B; Arsova, 2020; Diachok et al, 2020; Ivanchuk et al, 2020; Goletiani et al, 2021; Sushchenko et al, 2021; Valdmane et al, 2020]. However, there is still a need to specify the essence of it, therefore we are obligated to clarify the notion of virtual education environment. Essentially, a virtual educational environment, according to modern researchers, exists and develops in the telecommunication space and is understood as part of a complex information educational environment. The latter is a set of informational, educational, methodological, technical conditions implemented through information and communication means, aimed at the educational process and interconnected with its participants, in which their self-determination and productive self-realization take place [Minina, 2016].

DISCUSSION

According to Wilson, 1996, virtual educational environment can be defined as a computer/technological environment, a relatively open system that provides communication and information exchange with other participants and teachers, and provides access to a wide range of assets and resources [Arslan & Kaisy, 2013]

Rouse, 2011, claimed the following: “online educational environment is a set of teaching and learning tools designed to develop students’ learning abilities using computers and the Internet in the learning process” [Arslan & Kaisy, 2013: 59].

The Cambridge Dictionary, for instance, provides a very concise, to our mind, definition of the concept of a virtual learning environment: it is “a system for learning and teaching using the internet and special software” [Cambridge Dictionary, n.d.].

Following in A.Yu. Uvarov’s footsteps, it can be stated that an online educational environment is an “open educational architecture” with mobile goals, content, methods and forms of organization consisting of three types of space: communication, information and physical. ICT should provide effective interaction between the teacher and students, as well as include optimal learning process management functions, have a user-friendly interface and support many didactic components. From a technological viewpoint, as per Weindorf-Sysoeva, “a virtual educational environment is an information space of interaction between participants in the educational process generated by information and communication technologies, including a complex of computer tools and

technologies that allows managing the content of the educational environment and communication of participants” [Weindorf-Sysoeva, 2012: 89].

The word “virtual” is a word of a Latin origin (“virtualis” is “possible”). When trying to determine the interpretation of this concept, a number of main characteristics of virtuality are highlighted. The probabilistic nature of the object’s manifestation is emphasized: virtual – “non-existent, but possible” [...], “possible” [...], “...”, “that which is put into the supersensible essence and is able to be realized” [...]. The immateriality of the object is also emphasized: virtual is “an immaterial kind of being of objective entities or subject images, opposite to the material being of discrete things and phenomena in space and time” [...]. Another characteristic that stands out is the following: “this is the existence of certain conditions for the manifestation of the object”, following further, it is apparent that virtual is “one that can or should manifest under certain conditions, but does not exist in reality” [...]. In addition to what has been stated above, the possibility of manifestation with the help of information and communication technologies is noted: virtual is “created on a computer screen, reproduced by computer means” [...]. Thus, a logical conclusion can be drawn: “virtuality is the possibility of manifestation of an object or phenomenon in certain conditions, reproduced by means of ICT” [Minina, 2016: 72].

In modern pedagogy there is no single interpretation of the concept of “virtual educational environment”, which could be viewed as generally accepted. However, a number of similar concepts are used (according to Noskova, Sidorenko, Privalov, Weindorf-Sysoeva, Kozina):

- high-technology virtual network educational environment;
- educational information space;
- information and educational environment of the university;
- electronic educational environment;
- virtual educational environment [Minina, 2016: 73].

Notwithstanding the lack of unified approaches in determining the structure of the virtual educational environment, we can draw our attention to the relations of its components. These components might include personal educational environments of students, personal environments for teachers, global and local networks, learning management systems (LMS)” [Starichenko & Yavich, 2017].

The ongoing discourse has been supported by P. Dillenbourg who argued in the following manner: “Does «the virtual educational environment» refer to any educational website? No. However, like many buzzwords, some authors use it in a very broad sense, including, let us say, websites that simply include static web pages. Is «the virtual educational environment» limited to systems that include some 3D or virtual reality 3D technologies? No. Some environments include less intricate interfaces, namely text. Between these overly general and overly specific definitions, there are a number of conditions that differ by criteria ...” [Dillenbourg, 2000].

Additionally, the author also lists the criteria for the virtual educational environment:

1. It is a designed information space, because any website is a built information space.
2. It is a social space. As an example, we can hardly call a book a learning environment, however, reading a book during a seminar, discussing it with other students – all of this does constitute a learning environment. By analogy, a set of web pages is not a virtual educational environment per se, simply because it might exist without social interaction based on information. This interaction can be synchronous (for example, chat messaging) and asynchronous (for instance, email, forums), one-on-one communication or communication with many, through text or via audio or video.
3. It is represented explicitly. Virtual educational spaces can be presented in different formats: from simple, merely combining of text to graphically sophisticated ones. Nevertheless, the question is not about the representation of a virtual educational environment itself, but about how students actually work with it and the forms of its representation. In this regard, it becomes quite clear that a pleasant kind of presentation of the virtual educational environment causes a positive attitude to it. Although, in fact, certainly like all external motivational factors, its impact on students often does not last very long. But ideas about virtual spaces can influence the learning process in addition to motivational aspects.

4. Students not only actively participate in the work with online educational systems, but are also its active creators. Students are not limited to the consumption of web information, they become producers of the latter. Often students are engaged in various written tasks, such as preparation of research reports, creation of newspapers, etc.

5. It is not limited to distance learning. Learning using virtual educational environments is often associated with distance education, but in practice it is also widely used as a supporting tool to the traditional form of learning.

6. It combines several tools that support many functions: those for information, communication, collaboration, learning, management. Integration is also present when the teacher creates a page for the course, which includes key pointers, chat, quizzes, etc.

7. It intersects with the physical environment. Any online learning environment not only integrates various software tools, but also does integrate various physical tools, however, of course, there are some “clean” virtual environments designed for educational programs that are entirely remote: students never go to school and never meet each other. But, traditionally, most online learning systems include:

- a variety of “non-computer” learning resources: a number of management tools, textbooks;
- various types of interaction not mediated by a computer: personal discussion between students, lectures with a teacher, group discussions...;
- various types of non-computer-based activities: excursions, role-playing games ... [Dillenbourg, 2000].

Also, the concept of computer-mediated learning environments can be considered a dynamic concept, due to its features and capabilities, as well as its constant development of digital technologies and, ultimately, the importance that such environments have in learning processes [Alves et al., 2017].

The factors of the virtual educational environment, as Weindorf-Sysoeva has stated, which ensure the effectiveness of communication within the educational environments existing in the virtual space, are:

- interactivity: availability of feedback, as well as a variety of opportunities to provide it in various ways;
- linguistic diversity (means of expression);
- personal orientation;
- synchronicity of communication [Weindorf-Sysoeva, 2014].

The use of technology-based learning environments provides a lot of benefits. An instance: a teacher has an opportunity to track whether students participate in the learning process, whether they send completed assignments and provide feedback. The ability to communicate online likewise enables setting up students to work together and communicate between the teacher and students. In addition, any necessary information, such as: past exam papers, schedule, information from the administration can be found in one accessible reliable place and spread among learners.

A very important advantage is that the virtual learning environments allow teachers to save time that could previously may have been used quite irrationally on printing and copying the necessary handout materials, distributing them to students in the classroom, etc. The time for preparing classes and searching for the necessary resources and materials is reduced when using a virtual learning environment. The main advantage of the latter is moreover that it becomes possible to present information in various forms, e.g., objects from different perspectives or angles, or at different scales, via animated diagrams, flowcharts: the list goes on.

In terms of the advantages of using virtual environments in education, we cannot but pay attention to the drawbacks of them and, unfortunately, there are a few. The disadvantage of online environments can be considered their supposed insufficient effectiveness in teaching basic simple skills. The material presented in the framework of the virtually-represented environments is merely an “abstract representation of real things”. Thus, training with the use of online environments may not have the same impact as training in the traditional “face-to-face” format. Virtual learning medium

are not in any way more sufficiently interactive and “tangible”, so to speak, than traditional forms of learning, where real interaction takes place [Arslan & Kaisy, 2013].

Dillenbourg, who was been mentioned before, expressed a very curious point of view. He strongly believed that multimedia tools do not have internal efficiency, but simply offer opportunities. Since virtual learning systems represent a new generation of computer-based educational systems, it is worth analyzing whether computer-based learning is more effective than learning in a traditional classroom. The history of educational technologies shows that every new technology, such as television, computers, multimedia, Internet, causes naive expectations about the internal effects of these technologies. It has been noticed that the effectiveness of educational programs often depends on the pedagogical context in which they are used. It has been observed, Dillenbourg supposed, that the way students navigate, even when using simple hypertexts, is greatly influenced by the tasks that teachers set them. Thus, the effectiveness of the training course depends on the pedagogical context of use: the pedagogical scenario in which the textbook is integrated, the degree of teacher’s participation, time frame, technical support, etc. The very same difficulty, however, occurs in all reforms of educational systems and does not specifically apply to technology, the author concluded [Dillenbourg, 2000: 14-15]. We agree to the fullest with his point of view, because the efficacy of using any set of tools, methods and technologies in teaching, first of all, depends on how teachers use these tools, methods and technologies, how competently and effectively they are implemented in teaching. One cannot only rely entirely on the potential of third-party tools in the educational context, hence we must first of all place the responsibility on teachers.

Since the beginning of the transformation of education and its shift to computer-mediated and virtualized forms, it has been necessary to know how to use ICT in the process of teaching and be able to use these tools in education, because learning in new technology-supported conditions also requires a slightly different role from the teacher. “The teacher, as a variable of the educational process, should become familiar with educational technology in order to generate learning experiences that contribute to the development of thinking skills and their application” [Aguilar & Ornelas, 2017].

Chickering & Gamson have derived seven principles of effective learning that are traditionally used in face-to-face learning:

1. Encourage contacts between students and teachers.
2. Develop reciprocity and cooperation between students.
3. Encourage active learning.
4. Give prompt feedback.
5. Give particular attention to the sufficient time for completing a task.
6. Communicate high expectations.
7. Respect diverse talents and ways of learning [Bigatel et al., 2012].

“Since the publication of this article in 1987, these principles have been applied to an online learning environment to varying degrees” [Bigatel et al., 2012: 60]. This is not at all surprising, because the learning process is still unchanged – only the tools and certain techniques used change. These seven principles of effective learning listed above can also be used when using technology in teaching. And if the quality of education has been improved through the use of these seven principles in the traditional format of education, then their application in the online environment is also quite justified and, in fact, mandatory.

When using the virtual learning systems, the following is required from the teacher:

- organizing events and providing educational materials based on the psychological and pedagogical characteristics of students;
- controlling, monitoring and diagnosing educational activities in such a way that the mode communication is chosen given the information and communication technologies;
- organizing activities, selecting educational materials, monitoring and diagnosing students’ activities given the information and communication technologies, taking into account the psychological and pedagogical characteristics of students;

- organizing activities based on educational material, monitoring and diagnosing educational activities, implementing the stage of reflection on the results of students' educational activities [Starichenko & Yavich, 2017].

Online competency-based learning helps both students and teachers to achieve educational goals and achieve them through interaction, flexibility and accessibility. Educational technology manifests and develops in connection with advanced teaching technology and technical accounting [Catalina et al., 2021].

Also, taking into account the fact that education has undergone significant changes, that the role of the teacher has also changed, and additionally that the use of technology-based educational environments likewise leaves its imprint on the specifics of training, we understand that the set of competences required from the teacher could also be reviewed. Several competences a teacher may need in online learning are:

- Competences which relate to "Active Learning": formulation of explanations/solutions, practical exercises, materials created by students, group tasks and projects, as well as peer assessment.

- Competences designated as "Administration/Leadership": considering the role of the teacher as the head of the teaching and learning process, manifesting of leadership, control, transparent and reasonable evaluation policy are necessary.

- Competences under the umbrella notions of "Active teaching/Response" refers to the role of the teacher as a "link" or a "mediator" between the student and the learning system. Within the framework of this competence, the teacher requires sensitivity, high-quality feedback and a caring approach to students in order to support the progress of students.

It is impossible not to mention the "technological" competence. The category of this competence is usually considered as the need for proper training of the instructor with the help of a technological training system and the subsequent confidence of the instructor in these technologies" [Bigatel et al., 2012].

CONCLUSIONS

As Philipsen and Tondeur have stated, teachers with previous work experience at any level of education should be well informed about the growth of knowledge in various fields, and need to constantly improve their qualifications and pursue professional development. Professional development essentially, is "the process whereby people's professionalism may be considered to be enhanced, with a degree of permanence that exceeds transitoriness". Developing teacher's proficiency itself then increases teacher's knowledge and skills and therefore influences their views and beliefs, teachers then use those to improve their learning and their approach to pedagogy. Ultimately, student learning also increases. It has been alleged that teachers who shift from traditional face-to-face to virtual or blended learning understand that this process requires "more than just posting a course online": "participation in online learning influences their perceptions and perceptions of learning (...) and transforms the pedagogical roles of teachers (...)." This goes to show that teaching through virtual media is different to teaching in the traditional classroom. "Therefore, being a good teacher in a personal environment does not mean that it will automatically be the same in an online environment (...)". Teaching online and the process of enhancing teaching proficiency requires "the continual investigation of effective pedagogical practices and teaching possibilities, as technology will continue to evolve [Philipsen et al., 2019].

Despite the occurring thoughts that a virtual educational environment simply acts as a supporting tool in any type of teaching / learning process, in reality it is not quite true and the role of online learning environments within developing of teachers' competences is indeed larger than we might suppose. A virtual learning space can act as a brilliant tool for providing feedback, distributing crucial information to students, track and monitor their achievements and is simply convenient to use. However, we realize that in order to teach efficiently using computer-mediated learning systems, we must continually pursue professional development as active teachers and that goes far beyond learning how to adequately use virtual educational environments alone. It touches upon one's new understanding of the core of teaching practice, its possibilities, the role of a teacher, one's beliefs and

views, at times in a wider context which inevitably leads to a glimpse of crucial awareness and a further broader development of a teacher.

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CRITERIA BASED INTERNAL ASSESSMENT OF EDUCATIONAL ACHIEVEMENTS OF STUDENTS IN TEACHING ENGLISH

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ABSTRACT

This article presents theoretical and practical aspects of Criteria-Based Assessment of students' educational achievements and it shows systematic implementation of internal and external assessment at colleges. The content of the article is divided into two sections. The first section presents the theoretical part, principles and connection of criteria-based assessment with the curriculum. The second section shows approaches to criteria-based assessment, improved after the application of the Integrated Model of Criteria-Based Assessment. The article of criteria-based assessment of students' educational achievements is intended for use at colleges.

INTRODUCTION

The process of evaluating the results of students' activities is an important component of the entire educational process. Teaching, learning and assessment are interrelated, should form an integral part of teaching and learning activities (Boyle & Charles 2011). Assessment acts as a means of teaching, since it makes it possible to track the individual progress of students in achieving the planned results in various areas of cognitive activity, provides feedback for teachers, students and their parents. At the same time, assessment and control and evaluation activities are part of universal educational activities, and, therefore, are the goal and an independent element of the content of education that needs to be formed and developed. The traditional assessment does not correspond to modern tendencies, as it has a number of disadvantages. Firstly, it is more or less subjective, since it does not have clear criteria for evaluating the achievement of the planned results of the learning process, which would be clear to all participants in the educational process. That is why there is an increase in dissatisfaction with the assessment that the teacher exposes both from the students and from the parents. Secondly, since students are not involved in the assessment process, this system does not contribute to the formation and development of educational independence, the ability to self evaluation, the need for action and improvement of their learning. Modern assessment should be multifunctional, understandable, and criteria-based [Arsova, 2021; Chernukha et al, 2021; Diachok et al, 2020; Goletiani et al, 2021; Nenkov et al, 2017; Linde & Petrova, 2018].

Criteria-based assessment is often used in English lessons nowadays. The evaluation criteria for the subject are the subject educational goals, which, when translated into the language of the characteristics of the student, give a portrait of an ideally trained person. The criteria are deciphered by indicators, in which (for each specific job) a clear idea is given of how the result of the educational task should ideally look like, and evaluation by any indicator is the determination of the degree of approximation of the student to this goal [Alexander R., 2001] Culture and pedagogy. Wiley-Blackwell., pp 61-70]. With a competent design of indicators, the student can independently assess the quality of his work, which, in turn, stimulates him to achieve a higher result. Each work is evaluated according to a number of criteria and instructions for them. Criteria and instructions are developed during the social contract. We pay great attention to the fact that the evaluation is carried out for each task. Each task is evaluated according to the sum of points for each correctly performed element being checked. Criterion assessment performs a feedback function when students receive information about their success and failures. At the same time, even the most unsatisfactory results of intermediate work are perceived by students only as recommendations for improving their own

results. The criteria based assessment describes the achievement levels corresponding to each score. It is important that the assessment scale starts from zero, and this is obvious, since it is not the student's personality that is evaluated, but his activity. Since the criterion approach to assessment should solve the problem of objective assessment of students and stimulate them to achieve a higher result, the range of problems in order of their significance may look as follows. Students will not immediately receive positive marks, as the process of adaptation to the new assessment system is underway. [Systema kriterialnogo otcenivaniya uchebnykh dostizhenii uchashikhsya. Metodicheskoye posobiye.-Astana: Natsionalnaya academia obrazovaniya im.I.Altynsarina, 2013.pp.80-81]

Now, 100-point system is actually used at colleges : 0-49 (dissatisfactory), 50-69 (satisfactory), 70-89 (good), 90-100 (excellent) when teacher sets the mark , he/she is oriented on the student's level relative to a certain standards of knowledge. Students should learn Criteria Listening the main content of texts allowing the inclusion of 1% of unfamiliar words -to understand the main content of texts of a monological and dialogical nature, built on program language material and allowing the inclusion of 1% of unfamiliar words, the meaning of which can be guessed from the context of texts of various genres the main idea information, to solve the problem -to perceive texts of various genres, highlighting their main idea and extracting information that is required to solve the problem; -use the listened information in other types of speech activity; -interpret and give your own assessment of the information.

Criteria for evaluating oral detailed answers (monologues, retellings, dialogues, project work, including in groups)

Oral answers are evaluated according to five criteria:

1. Content (compliance with the scope of the statement, compliance with the topic, reflection of all aspects specified in the task, stylistic design of speech, argumentation, compliance with the norms of politeness).

2. Interaction with the interlocutor (the ability to conduct a conversation logically and coherently, observe the order when exchanging remarks, give reasoned and detailed answers to the interlocutor's questions, the ability to start and maintain a conversation, as well as restore it in case of failure: repeat, clarification);

3. Vocabulary (vocabulary corresponds to the task and the requirements of this year of language training);

4. Grammar (using a variety of grammatical constructions in accordance with the task and the requirements of this year of language training);

5. Pronunciation (correct pronunciation of English sounds, correct accentuation in words, as well as observing the correct intonation in sentences) [Golnik Oksana , Novaya sistema v Kazakhstane, December 20.].

Table 1. Criteria for evaluating of writing

Points	Solving a communicative problem	Text Organization	Vocabulary and grammar	Spelling and punctuation
100-90	The task has been fully completed: 1. The content reflects all the questions specified in the assignment. 2. The norms of politeness are observed: the address is correctly chosen, the final phrase and signature, there is gratitude.	1. The text is logically structured and divided into paragraphs. 2. Correctly used language means of logical communication. 3. The design of the text corresponds to	No more than 2 grammatical mistakes are allowed	The task should be completed without mistakes.

		norms of written etiquette.		
89-70	1.One question is not fully reflected. 3.There are 1-2 violations	the task coincides the requirements above	No more than 4 grammatical mistakes are allowed	No more than 2 grammatical mistakes are allowed
69-50	1.Two questions are not fully reflected OR there is no reflection of one of the questions. 2.More than 2 violations	The text is mostly logically structured: there are 1-2 violations.	No more than 5 grammatical mistakes	No more than 3-4 mistakes are allowed.
0-49	The task does not correspond the required volume.	The text is illogically constructed; numerous mistakes have been made. 2. OR the design of the text does not comply with the norms of written etiquette	Numerous language errors have been made that make it difficult to understand the text.	Numerous mistakes have been made spelling and punctuation errors.

The maximum point is 100

Rating: "5" – 100-90 points (excellent)

"4" - 89-70 points (good)

"3"- 69- 50 points (satisfactory)

"2" – 49-0 points (unsatisfactory)

Self-assessment of students

Self-assessment as an integral part of the assessment of students' activities, a modern school is designed to create comfortable conditions for students. The humanization of education focuses on the subjective position of each student. There are no two identical answers, just as there are no two absolutely identical children. It is often difficult for a teacher to be objective. The problem of evaluating students' activities has always been and will always be relevant. One of the important aspects of assessment is students' self-assessment of their own scheduled and extracurricular activities. This work contains reflections on the self-assessment of students' activities from the perspective of technology for the development of critical thinking through reading and writing, as well as on the levels of success of students in educational and research activities in the process of learning a foreign language.

Self-assessment helps students to realize their achievements in learning English, as well as to identify gaps and weaknesses that require improvement. Acquaintance with the tables takes place at the first lesson on the topic, when working with the introductory page of each module, with the help of which children anticipate the thematic, lexical and grammatical content of the module, set new learning tasks, a clear picture of what they should learn while working on the module emerges. It is this "picture" that is drawn up in a table for subsequent self-assessment. Upon completion of work on each module in the control and correction lesson, after completing self-test tasks in the Progress Check section and the necessary exercises from the workbook, students fill out this self-assessment table, presenting their subjective opinion about the level of assimilation of the module material. I fill out this self-assessment table for each student after the control work, taking into account the assessment received for the control work, as well as the student's participation in various activities while working on the module and its promotion in general. Sample self-assessment tables are in the

book for teachers to the Spotlight textbook by Yu.E. Vaulina, D. Dooley, O. E. Podolyako, V. Evans. These are the ones we took as a basis when compiling our tables, which we use at each lesson of correction and control after finishing work on the module in grades 5-7. These tables are also indispensable at the stage of reflection, when the student voices what he did well, what is not very good, what else needs to be worked on, thus setting himself new learning tasks. In the light of the strengthening of the subjective position of students in their own education, in addition to standard assessments, alternative forms of evaluating student activity, such as portfolio, rating, achievement scale, as well as various types of self-assessment, are becoming increasingly widespread.

Self-assessment sheet of students in every English lesson:

My participation in the lesson

My feelings and emotions during the lesson

My difficulties

Valuable thoughts for me from the lesson

Students emphasize the relationship between positive emotions in the lesson and successful assimilation of the material in the questionnaires. In everyday pedagogical practice, the object of control is the final result, therefore, the following forms can be used to form an adequate self-assessment of younger schoolchildren. Thanks to the differentiation of self-assessment and assessment, the students does not feel flawed, they understand that if something does not work out now, they will be able, with effort and practice, to complete the task later and demonstrate a positive result. [Golnik, 2020, p 54]

Parents of students should be involved in the process of forming adequate self-esteem and self-control skills so that there are uniform requirements at school and at home. At parent meetings and individual consultations, conversations are held about the ways of forming and the meaning of self-esteem and self-control. Parents who take part in the formation of their child's adequate self-esteem and self-control skills, subsequently really evaluate the opportunities and educational activities of their children. Experience shows that when teachers and parents work together, the results are higher and the goals set are achieved faster. A student with adequate self-esteem will be able to adjust and improve his educational and cognitive activities at college, and in the future will be able to self-actualize in adulthood.

Having such a table at hand, the student clearly understands what he needs to do and how to organize his work in stages in order to achieve the highest result. There is also a criteria based assessment in current lessons, for example, when forming and improving grammatical skills, when organizing work on vocabulary. While studying a new topic, I suggest that students evaluate the success of their work at each stage of the lesson.

CONCLUSION

Summing up, we can say that the assessment should be criteria-based, it does not depend on the subjective assessment of the teacher, and the main criteria are the expected results that correspond to the educational goals. It is not the student who is being evaluated, but the results he has achieved. Criteria-based assessment makes the assessment transparent. The presence of criteria for evaluating works gives the teacher operational information for the analysis and planning of his educational activities, the opportunity to improve the quality of teaching his subject and improve learning outcomes. Students consciously approach the performance of various kinds of tasks, take into account the proposed requirements, predict their own learning outcome and realize success and the reasons for failures, and, consequently, motivation and interest in learning English increases and, in general, the skill to learn is formed and develops. Criteria-based assessment should be used in the learning process, this is the future.

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FEATURES OF CREATING A COLLECTION OF INTERACTIVE TASKS IN ENGLISH BASED ON THE MACROMEDIA FLASH PROGRAM

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ABSTRACT

This article presents an excerpt of the author's collection of interactive tasks for students, created on the basis of the MACROMEDIA FLASH program. This collection is compiled on the basis of the State Mandatory standard of primary Education. The interactive collection is intended for employees of secondary schools, as well as for students of higher and secondary specialized educational institutions of the relevant specialties in order to teach children in primary classes English. The interactive collection of tasks can be used both in the main English classes and in optional ones. This interactive collection meets all modern requirements for teaching children and develops not only the communicative skills of children in English, but also the skills of using information technologies.

INTRODUCTION

The modern world has been living in the era of the information society and globalization for several decades. The transparency of state borders, the globalization of the international information and economic space, the increase in migration flows and fierce competition for labor resources and markets for goods and services have already become an integral part of the modern world political and economic agenda, which is reflected in the daily news reports [Alexandrov, 2012; Arsova, 2021; Petrova & Aleksandrov, 2018; Spivak et al, 2021; Sushchenko, Akhmedova, Stryzhak, 2021]. At the same time, such complex processes as the formation of a global environment for international communication, the economic and social life's digitalization of society are taking place in the modern world [Baryshnikova et al., 2021]. All these processes indicate that the global world of the early twenty-first century is going through a transformation stage of historical scale. And in the modern scientific literature this phenomenon is called the fourth industrial Revolution.

The fourth industrial revolution is the era, in which of both the global world and modern Kazakhstan has already entered contains not only ample opportunities for further development, but also forms a number of important problems and challenges, on the successful overcoming of which the future of our country depends [SPILP, 2019]. Being a complex and multifaceted phenomenon, the fourth industrial revolution combines elements of transformation of various directions of social, economic, political, technological and other spheres of public life. At the same time, one of the most important directions of this revolution is undoubtedly the digitalization of public life in various spheres of its activity, and first of all in the field of education. It is education at all levels, from the primary school level to the University level, that shapes the society of the future. And this fact actualizes the theme of our work devoted to the analysis of the Kazakh school digitalization process, the problems and prospects of its development [Zhetpisbaeva & Arinova, 2012].

Over the past decades many countries of the world have been consistently and steadily forming and developing the information society. According to current ideas, a developed information society is characterized by a certain set of features, among which are primarily identified such as increasing the role of information and knowledge in the life of society, the creation of a global information space, the emergence in the economy of fundamentally new approaches to the use of modern information and communication technologies, increasing the level of professional and

cultural education, etc. In world practice, several different approaches of information society formation have been formed, which are determined by national political, economical and social characteristics of the country.

There is no secret that digitalization of education contributes to the rapid adaptation of educational programs to the changing needs of society and the labor market, but at the same time imposes even higher demands on teachers, namely, to constantly improve teaching methods and techniques and to own new pedagogical technologies [Zhetspisbaeva & Arinova, 2012].

Given the dynamic development of information technologies and, as a result, the complexity of processes, it is important that students are familiar with these technologies from primary school and learn to actively use digital educational resources, such as electronic textbooks, interactive educational materials, etc. In the study of Russian scientists on the problems of information technology, it was observed that they are guided by well-known pedagogical theories. Scientists as B. G. Ananyev, A. N. Leontiev, A. A. Bodalev based on the theory of communication and activity in their research on information technologies, Yu.A.Babansky, M.A.Danilov based on the theory of a unified pedagogical process [Utehina & Azhmjakova, 2004].

The transition to the online learning format in the context of the pandemic has become a great test for the domestic education system. Technical problems, the lack of electronic textbooks and interactive educational materials caused difficulties in organizing students' education at home, which led to a deterioration in the quality of education in general. The pandemic has clearly shown that it is high time to improve the quality of online education, which cannot be done without high-quality electronic textbooks, didactic materials in online format, as well as interactive educational materials.

THE MAIN PART

In the Message to the people of Kazakhstan dated September 1, 2020, Head of Kazakhstan Kassym-Jomart Tokayev said: «Due to the coronavirus pandemic, the vast majority of schoolchildren and students in the world have switched to distance learning. This entails a completely different style and content of the work. Similar crises may recur in the future. It is necessary to settle the issue of distance learning in an accelerated manner both at the legislative, methodological and organizational levels» [Tokayev, 2020].

Therefore, there is no doubt that the educational process of primary school should provide the improvement of schoolchildren's knowledge using modern digital technologies, computer technologies, electronic textbooks, interactive tools, as well as mobile learning technologies.

«Electronic textbooks are the tools of great importance in the context of transition to distance learning» the head of state continued [Nijazova et al., 2020].

Considering the above, we have created an interactive collection of English language tasks for 1st grade schoolchildren based on the Macromedia Flash program (Figure1).

Figure 1. A collection of interactive tasks in English.

Creating this interactive collection of tasks, we set several goals:

- increasing the children's memory capacity through their assimilation of memorizing ways of (encoding) information;
- formation of skills and abilities of independent decision, creating the simplest - communicative and cognitive tasks in oral speech;
- improving schoolchildren's knowledge using modern digital technologies;
- expansion of the schoolchildren's ideas about the world around them and about language as a means of cognition and communication with the help of the English language;
- development of children's perception, attention, language memory, imagination, intuitive and logical thinking, fine motor skills;

Thus, education digitalization has represented the following: creation of methodical training systems, focused on the intellectual development of schoolchildren, improving the methodology for the selection of content, methods and organizational forms of training and education that would meet the objectives of personality development in the conditions of society digitalization, the creation and use of diagnostic techniques, monitoring and evaluation of the students' knowledge level on the basis of computer technology, improvement of educational system management mechanisms based on the use of automated databases. Since the development of digitalization means, such components as network infrastructure of an educational institution, the introduction of computer technologies in information management activities, the construction of a system of information exchange with the outside world are becoming increasingly important [Nazarov et al., 2021]. This is a serious and extensive sociotechnical work that requires both large investments and formed human resources to ensure it. At the same time, being one of the most difficult stages of education digitalization, this component is clearly insufficiently supported methodically and technologically.

RESULTS

The content of the interactive collection of tasks for 1st grade students is based on the educational field: «Communication». The main activity is English. The program is designed for 18 hours of training per year. During the year, children are provided with lexical and grammatical material on topics relevant to government agencies for study and consolidation.

This interactive collection of tasks can be used by primary school English teachers for both basic lessons and electives. The collection was created on the basis of the Macromedia Flash program. This collection has a very bright interface, which will help to attract the attention of schoolchildren. The main character of the interactive collection of tasks is a cartoon character in order to increase the motivation and interest of schoolchildren. We consider that with the help of interactive games, the ICT competence of the schoolchildren increases. It is convenient that no Internet is required to start working with this interactive collection of tasks. Thus any pupil can easily launch it from any gadget. Since the problem of Internet speed remains relevant for remote regions of the country and some Kazakhstani educational organizations are experiencing difficulties due to low Internet speed, lack or inconsistency of digital infrastructure, we decided to create digital learning material that could be used without Internet access.

Moreover, the main character of this interactive collection of exercises is Dasha the traveler, who is well known to children from the animated series of the same name (Figure 2).

She can speak Kazakh, Russian and English, thus it will motivate schoolchildren learn both native and foreign language. For this purpose, all tasks in the interactive collection of tasks are presented in three languages.

After using our interactive collection of tasks, we expect the following results:

Figure 2 The main character of interactive tasks collection

- a child of primary school age will be able to understand English speech presented once by a teacher;
- available to fulfill the request of the teacher in English language; to utter short phrases in English language and know 100-120 words of vocabulary, 90 - 110 words passive vocabulary, and be able to use nouns in singular and plural;
- to use language in a simple grammatical structure, such as "I have...", "I haven't got...", "I can...", "I can't...", "I like...", "I love..."; briefly answer the questions "Yes I have" "no", "Yes I can" "No, I can't," "No, I'm not";
- use personal, demonstrative, possessive, indefinite and interrogative pronouns; use ordinal numerals up to 10;
- use the Macromedia Flash computer program and complete interactive tasks on his/her own.

CONCLUSION

In conclusion, we would like to note that as a result of theoretical and practical research, we have developed an interactive collection of tasks that fully meets the pedagogical and psychological requirements of children 6-7 years old. An interactive collection of tasks will help to form the communicative competence of 1st grade schoolchildren, as well as a steady interest in learning a foreign language, moreover increase the digital competence of schoolchildren. This collection is an assistance to young specialists in drawing up future plans and choosing effective methods and approaches in teaching English to children 6-7 years old in a comprehensive school.

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PROVIDING MOTIVATIONAL STRATEGIES FOR STUDENTS VIA THE DISTANCE LEARNING

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ABSTRACT

The article discusses the practical aspects of implementing e-learning technologies as a factor of various types of motivation for students in the higher education system. It shows acute problems of nowadays distance learning and the importance of motivation in the condition of distance learning. Distance learning - a wide range of educational services in which students learn from a distance, rather than being located in the classroom. It solves problems that traditional training can not solve, it is, first of all:

- *strengthening the active role of students in their own education;*
- *the use of available educational resources;*
- *increase motivation to learn;*
- *use of interactive forms of classes;*
- *strengthening the creative component of education;*
- *availability of conditions for self-expression;*
- *saturation and intensity of training;*
- *the possibility of obtaining an expert opinion on the results of their training activities without wide publicity.*

INTRODUCTION

The introduction of distance learning technologies in the educational process has moved from the section of innovative to the section of mandatory learning technologies. These requirements for educational process technologies are determined by new regulatory documents [Linde&Petrova, 2018, Erasulimov et al, 2021].

On the one hand, the professional standard "Teacher of professional training, professional education and additional professional education" sets a high level of skills and knowledge that a teacher must possess in accordance with a certain level of qualification. Moreover, the teacher must not only be able to use the distance learning system and create e-courses in it, but also know the psychological and pedagogical foundations and methods of using electronic educational and information resources, distance learning technologies and e-learning. [Bykova, 2016]

On the other hand, the new state educational standard of the Republic of Kazakhstan 2020 meets the requirements on the information and educational environment of the University which provide students with the opportunity to interact between participants in the educational process, in synchronous and asynchronous interaction via the Internet.

MATERIALS AND METHODS

Modern students can search for information independently, use modern devices with Internet access so the task of the teacher is to build the educational process in such a way as to maximize the use of computer technologies and develop the necessary competencies of students in different disciplines.

An acute problem at the present stage of students' education is the attendance of classes. This occurs because of the following reasons:

- the need for students to earn their own tuition, i.e. to work on a schedule that often overlaps with the class schedule;
- low pedagogical skill of the teacher which is expressed in a simple reading of the lecture on record, the lack of active and interactive learning elements;
- the ability to find information independently on the subject in the electronic library or the Internet (the most common argument of students);
- availability of low speed Internet in some parts of cities and faraway villages;
- a lack of the electronic devices for studying (in poor families, large families);

If in full-time training a teacher can activate the audience with their enthusiasm, reach energetically and interest listeners, catch the mood of the audience, change the topic quickly or type of educational activity, while in the process of training using distance technologies, the effectiveness of these opportunities for the teacher is significantly reduced. Therefore, to improve the quality of the educational process in distance learning, teachers' emphasis should be placed on keeping motivation for students during their distance classes.

When a teacher decides to conduct a business game or offer students a case study in a distance learning environment, it is necessary to use various types of motivation (only internal motivation is considered, which is not related to external circumstances, but to the content of educational activities itself): collective and individual; social and professional; positive and negative.

RESULTS AND DISCUSSION

Let's consider the practical aspects of implementing some types of motivation when using remote technologies.

Collective and individual motivation is realized when creating a "payment matrix" which represents the number of points or points of the group.

When forming individual motivation, the points scored for participating in the game (case) by each student separately are taken into account. If the teacher plans to focus on individual motivation of students in the process of group work on the game/case, then it is necessary to provide electronic control points (evaluation milestones) in the process of work and clearly specify the evaluation criteria.

The assessment criteria are as follows:

- the ability to work in a team (the student's attitude to their work as a common one);
- work in concert with others to achieve a common goal);
- mutual support and at the same time demanding of each other;
- the ability to be critical of themselves;
- evaluation of their personal success or failure from the position of the presented criteria.

When the teacher shifts the emphasis on collective motivation, it is necessary to correctly approach the distribution of students into groups. In full-time education, there are many ways to divide students into groups: by mutual sympathy, by lot (randomly), leaders recruit a team, by list, by gender, by roles, and so on.

When using remote technologies, the choice of methods is significantly reduced, so we can recommend two main methods:

- the first one (authoritarian) is the division of students into groups by rating (the level of academic performance in disciplines, which is reflected in the point-rating system). This will allow the teacher to make the groups as equal as possible in terms of rating, but completely eliminates the psychological compatibility of students in the group, since this criterion becomes less significant when students interact indirectly;
- the second way is to give students the opportunity to choose their own group. This mechanism is implemented using the "Survey" e-course element (using LMS MOODLE). Features of setting up this element will be described in the next paragraph, the paragraph "Dividing students into groups".

Social motivation is related to moral and psychological social interaction. With their help, feelings of patriotism are activated, the need to be useful to the country, city, University, group is

developed, and the system of values that will ensure an active life position of a person in the future is formed.

Social methods of motivation: development of the desire to be useful to the University (enterprise); desire to imitate the teacher (leader); creating a situation of mutual assistance; search for contacts and cooperation; interest in the results of collective work; mutual verification; review.

As a social method of motivation, you can also offer a method of competition, which is practically implemented:

- by setting time, evaluation, and multi-level criteria for completing the task;
- help students with lower rating scores who missed classes due to various circumstances;
- advance notification of the winner's promotion, which can include participation in University events, presentation at a conference, independent online classes or webinars (teacher for an hour);
- identification of the leader and motivation of students to achieve and overcome its results, which makes it possible to change the leader.

At the same time, an important element of the competition is mandatory and open summing up with encouragement, which can be held in the form of a webinar or teleconference with the participation of the University management to increase the social significance of students' achievements.

Professional motivation plays an important role in teaching students, which is the process of stimulating themselves and other people to learn new areas of the profession and achieve professional success. Students have already made their main choice - the choice of the direction of study, their future profession, and this explains their interest in professional disciplines. The task of the teacher in the implementation of professional motivation is primarily to show their high qualifications and interest in the discipline taught its place in the future profession of the student is to reveal the student's abilities to this profession.

When using distance technologies and e-learning, professional motivation is convenient to implement as follows:

- through the demonstration of professional videos followed by discussion on forums (chats, webinars);
- connecting to broadcasts and recordings of lectures by professors from leading universities around the world;
- use of active learning methods that develop professional skills, such as case studies. Features of transformation of a case/business game into an electronic course in the distance learning system are described in detail [Bykova, 2016, p. 16-17];
- video tours of companies where graduates of this profession work.

Positive motivation in the distance learning process of students is a non-material positive incentive that can be implemented both in the learning process and at the end of training in the discipline. The training process is regulated by deadlines, so checkpoints and boundary control are a good tool for ranking, rating and bonuses. You can motivate students who have good skills or a fast pace of program development by providing access to new additional e-course materials. Also, a good means of motivating gifted students is to provide an individual learning path; the possibility of early completion of final papers in the discipline; speaking at a video conference;

It should be remembered that positive motivation alone can have the opposite effect on those who do not treat training with due attention. To do this, consider the methods of negative motivation that can be used when using distance learning technologies:

- close the possibility of electronic submission of work later than the deadline specified by the teacher;
- passing a more complex test in the discipline in the absence of work during the semester (or the same test, but a higher passing score);
- submit the student's work for joint discussion;
- post constructive criticism of the work in the General access for the group.

The impressive array of motivational strategies has been found to be effective in livening up classroom learning. This suggests that, within what is feasible; teachers are able to find an angle for making learning more stimulating in many, if not most, situations.

Hence the study is pursued three main types of strategy:

- breaking the monotony of learning,
- making the tasks more interesting,
- increasing the involvement of the students.

Breaking the monotony of learning

Make learning more stimulating and enjoyable by breaking the monotony of classroom events.

More specifically:

- Vary the learning tasks and other aspects of your teaching as much as you can.
- Focus on the motivational flow and not just the information flow in your class.
- Occasionally do the unexpected.

Making the tasks more interesting

Make learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.

More specifically:

- Make tasks challenging.
- Make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, and competitive or fantasy elements.
- Personalize learning tasks.
- Select tasks that yield tangible, finished products.

Increasing student involvement

Make learning stimulating and enjoyable for the learners by enlisting them as active task participants.

More specifically:

- Select tasks which require mental and/or bodily involvement from each participant.
- Create specific roles and personalized assignments for everybody.

CONCLUSION

The use of recommendation and these types of motivation, based on the use of e-learning and distance education technologies will allow the teacher to organize the learning process that is the most relevant to modern standards and to enhance the skills of students to form a specification in the program competencies.

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THE ROLE OF WEBSITES AND INTERNET IN ENGLISH TEACHING

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ABSTRACT

The article is dedicated to using educational Internet resources for teaching English online. This article examined the concepts and essence of educational Internet resources, what criteria teachers should follow when choosing Internet resources, what features of using a foreign language with the help of Internet resources should be considered. The article focuses on the use of internet resources to English language teaching. The information technology has played an important role in English language teaching and it has offered a better tool to explore the new teaching method. The purpose of the article is the use of information technology in increasing the effectiveness of teaching English, developing students' creative abilities at English lessons. There given various available online tools in the Internet for the students and recommend the modern tools for English teachers.

INTRODUCTION

One of the most revolutionary achievements in recent decades, which significantly influenced the educational process around the world, was the creation of a worldwide computer network called the Internet, which literally means "international network".

The Internet is the most useful technology of our time, which helps us not only in everyday life, but also in professional life. For educational purposes, it is widely used to collect information and conduct research or knowledge enhancement in various subjects.

The importance of the Internet in education for learners means that it makes it easier to learn things and re-learn learning, teaching in an educational setting. People use it according to their needs and interests.

As an information system, the Internet offers its users a variety of information and resources. The basic set of services may include:

- e-mail (e-mail);
- teleconferences (usenet);
- video conferencing;
- the ability to publish your own information, create your own home page (homepage) and place it on a Web server;
- access to information resources:
- reference directories (Yahoo !, InfoSeek / UltraSmart, LookSmart, Galaxy);
- search engines (Alta Vista, HotBob, Open Text, WebCrawler, Excite);
- conversation on the network (Chat).

These resources can be actively used in the lesson.

The most common forms of telecommunications (i.e. communication via Internet technologies) are e-mail, chat, forum, ICQ, video, web conferencing, etc., which can be used to master writing and writing. For example, today, with the help of the Internet, one can enter into written communication in on-line mode, creating an authentic situation of dialogical communication in writing. In addition, the Internet makes it possible to implement a communicative approach to teaching, written types of speech activity. Due to the fact that messages on the Internet become,

potentially available to all users, this increases the responsibility in the knowledge of the language (for example, Chat, Instagram, WhatsApp, Skype).

The involvement of students in the global information flow is both big pros and cons. Similar trends are observed in almost all research related to the problems of Internet education.

M.G. Vasilieva notes that the availability of Internet communications has led to the lack of high-quality analytical activities, students who use the first links in the search engines download ready-made abstracts and term papers. However, on the other hand, the Internet contains many useful resources, the use of which can expand knowledge of disciplines [Vasilyeva, 2014].

As noted by P.V. Sysoev and M.N. Evstigneev, "on the modern stage of training, there is an acute the need to develop new educational online materials, aimed at integrated formation and development:

- aspects of foreign language communicative competence in everything the diversity of its components (linguistic, grammatical, sociocultural, compensatory, educational and cognitive);
- communicative and cognitive skills to search and selection, generalization, classification, analysis and synthesis information received;
- communication skills present and discuss results work with Internet resources;
- the ability to use Internet resources for education and self-education in order to get acquainted with the cultural and historical heritage of different countries and peoples, and also act as a representative of the native culture, countries, cities [Sysoev & Evstigneev, 2008].

The Internet provides new opportunities and environment for the development of education, while significantly changing the very nature and basic paradigms of education [Alexandrov, 2012; Arsova, 2021; Diachok et al, 2021; Petrova & Aleksandrov, 2018; Linde & Petrova, 2018; Sushchenko, Akhmedova, Stryzhak, 2021; Goletiani et al, 2021].

The Internet provides the following opportunities for educational purposes:

- e-mail - for the exchange of information between students and the teacher;
- mailing lists - for sending general information to the study group and collective discussions;
- file transfer using FTP, which allows organizing training of students and trainees through the FTP server with basic teaching and learning materials and software;
- the use of WWW technologies that provide support for the educational process and training in the field of SIT and the organization of distance education with interactive and cooperative elements;
- access to world areas via the Internet.

The development of computer and Web-technologies inevitably leads to the informatization of all types of educational activities, in particular - the creation of information and educational space. The priority areas of creating an information and educational space are the introduction and use of the didactic capabilities of the Internet, Web technologies (Web services, educational Web resources, network communities) in the educational process of higher education, which will allow organizing the learning process so that students are active, with interest. and passionately worked in the classroom, saw the results of their work and could independently evaluate them.

Student use of Internet resources is changing the role teacher (he becomes a consultant and coordinator) and his type communication with students (virtual communication is added) [E-learning Industry]. Various information sites allow the teacher to constantly learn something new, as well as share it with his students [Goroshko, 2009].

There are various tools available in the Internet. This article recommends the following tools for English language teachers.

Wiki is an online application that allows users to contribute to or edit its content. Meaning "quick" in the Hawaiian language, wiki is a creative and open environment where everyone has a voice. The significance of wiki lies in the fact that there is no assigned "leader" or "head writer". The Top 3 Wiki Sites for Teachers are:

Wikispaces.com

Wikispaces is a platform for virtual projects that students work on in teams or alone. Teachers monitor student activity in real time, and this can be done from a computer, tablet or smartphone.

The teacher downloads the lecture preparation materials and makes them available to each student individually or as a whole group. While the charges will be discussed in real time.

Wikidot.com

At its most basic level, this website is free to users. Some of its features include easy to use website templates with unlimited pages, free web hosting and domain name, control over ads, and the chance to earn some money with ads, which can be used for the next class trip.

Pbworks.com

This wiki-like website offers educators a range of options that encourage student-centered learning. Students can build web sites or web pages that can be shared with other students and staff [E-learning Industry].

It should be noted that "the use of the Internet in the classroom should not be an end in itself. In order to correctly determine the place and role of the Internet in teaching a language, first of all, you need to find clear answers to the questions: for whom, for what, when, to what extent it should be used. " [Alsagoff et al, p. 27].

There are five types of Internet resources that can be used as individual work of students. On the Internet, you can complete tasks for writing web quests that can be used for individual or group work in the classroom:

1. Hotlist (list by topic) - is a list of Internet sites (with text material) on the topic under study. It is quite simple to create and can be useful in the learning process. The hotlist does not take time to find the necessary information.

All you need is just to enter a keyword into an Internet search engine and you will get the desired hotlist.

2. Multimedia scrapbook (multimedia draft) - is a kind of collection of multimedia resources. Unlike a hotlist, a scrapbook contains links not only to text sites, but also to photographs, audio files and video clips, graphic information, and animated virtual tours that are very popular today. All scrapbook files can be easily downloaded by students and used as informational and illustrative material in the study of a specific topic.

3. Treasure hunt is a lot like hotlist and scrapbook. It contains links to various sites on the topic under study. The only difference is that each of the links contains questions about the content of the site. With the help of these questions, the teacher guides the students' search activities. At the end of the treasure hunt, students may be asked one more general question for a holistic understanding of the topic (factual material). The detailed answer to it will include answers to the previous more detailed questions for each of the sites.

4. Subject sample stands at the next level of difficulty compared to treasure hunt. It also contains links to text and multimedia materials on the Internet (photos, audio and video clips, graphic information). After studying each aspect of the topic, students are asked to answer the questions posed.

However, unlike the treasure hunt, with the help of which the study of factual material takes place, the sample subject is aimed at discussing socially sensitive and debatable topics.

In group work, it will be necessary to break one topic into several aspects. After discussing their aspect in a group, students can present the results of their discussion to the whole class.

Students need not only to familiarize themselves with the material, but also to express and argue their own opinion on the discussed discussion issue.

5. Webquest (Internet project) is the most complex type of online learning resources. A webquest is a scenario for organizing student project activities on any topic using Internet resources. It includes all the components of the four materials listed above and involves a project with all students. One of the scenarios for organizing students' project activities using Internet resources may have the following structure. First, the whole class gets acquainted with the general information on the topic being studied, thereby plunging into the problem of the upcoming project. Students are then

divided into groups, and each group is assigned one specific aspect of the topic for study and group discussion [Sysoev & Evstigneev, 2008].

A Webquest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web. Webquests are often completed in small groups, but can be done individually. Small groups are usually the preferred method because the students have more interaction with each other, and can jointly evaluate the information they find on a given website. Webquests traditionally include questions that involve some degree of higher level thinking, so having the students working in groups is a good way to generate a level of involvement and topic discussion that they would not encounter when working by themselves [Vasilyeva, 2014].

Krasnova T.I in her article «Use of Webquest technology in self-directed work of students» gives a detailed description and use of it [Podoprigorova, 2003]. She shows that the given technique is nothing more than the problem task with the elements of role playing using Internet information resources.

Some teachers plan whole lessons around the Internet. For example, Dede Teeler [Skinner, 2003] in her book «How to use the Internet in ELT» shows a number of such sequences including designing a lesson around students visiting a teenager advice web site or getting students to make their own newspapers and using a web site for that purpose.

She thinks that the teacher could also ask students to look at a number of different newspaper web sites from Britain and the USA to compare which stories are the most important and how those stories are told. The potential is almost literally endless, of great benefit to them especially if and when they wish to continue studying on their own [Krasnova].

There are lots of user-friendly and fun online platforms that can help English learners master their language skills.

1. Kahoot!

Kahoot – is a game, learning platform is used as an educational platform at schools and other educational institutions. The Kahoots educational games are a multi-choice quiz that generates users and are accessible through a web browser.

Kahoot can be an introduction to familiarize students, for formative assessment, or as a break from classroom activities. It also includes trivia quiz!

2. Lyrics Training

Thanks to the Lyrics Training portal, students can not only improve their pronunciation, but also learn new vocabulary. The resource presents a large number of various functions: students can choose the track they like and just sing in karaoke mode in English, students can play the game "Add the missing word". Teachers can use Lyrics Training as a distance learning tool by sharing their screens live from home, or sending students a link to practice as homework.

It can take music videos from YouTube and asks learners to fill in the blanks while concentrating on the lyrics. It is simple to play it: the performer sings, the students sing along, the creeping line, which prompts them, the text skips one of the words. Having disassembled it by ear, the students need to write in the missing word. Thanks to such a simple solution, they can not only improve their listening skills, develop other language skills, but also increase their vocabulary.

3. Quizlet

Quizlet is a free service that makes it easy to memorize any information that can be presented as learning cards. All that is required is to find in the database or create interactive material – teacher's own cards, adding pictures and audio files to them and then performing exercises and playing games in order to remember this material.

In Quizlet, the teacher can send students a link to a module, course, or they can find them themselves by the teacher's name.

The most important type of human activity - educational, it is regarded as a special form social activity of the individual. Learning activity, like any other, is polymotivated, according to the theory of V.V. Davydov there are three stages [Shchetinina, 2012]. The first is characterized by the development of educational activities. It is carried out only by the direct interaction of the teacher with the student. At the second stage, educational actions are combined into holistic acts, cognitive

interest acquires a stable character with an independent concretization of the goal, control and assessment. The third stage is characterized by cognitive interest, generalization, function of the motive of activity.

CONCLUSIONS

To sum up, The Internet allows you to share various files over long distances. Another user of the world wide web can indicate any question that interests him, and get a response from other users [Goroshko & Samoilenko, 2011].

The use of the Internet expands the range of real communicative situations, increases the motivation of students, and will make it possible to more effectively apply the acquired knowledge, formed skills, speech skills to solve real communication problems. The relevance and practical necessity of using the Internet in the process of teaching a foreign language is obvious. Since, within the framework of the program for the modernization of higher education, we are talking about the introduction of an activity-based approach in teaching and the successful formation of the communicative and informational competence of students.

The Internet offers many educational benefits. Here is some of them:

1. Economical and affordable education

One of the biggest barriers to education is the high cost. The Internet improves the quality of education, which is one of the foundations of the nation's sustainable development. It provides video tutorials (like YouTube tutorials) and web guides that are accessible to everyone and are very cost effective.

2. Interaction of the student with the teacher and peers

The Internet allows students to keep in constant contact with their teachers or other classmates through social media, messaging apps, and chat forums. Parents can communicate as well as communicate with teachers and school management about their child's progress in the school. Interacting with like-minded people on forums can help students explore new ideas and enrich their knowledge.

3. An effective teaching and learning tool

The Internet has become an effective teaching and learning tool. Teachers can use it in their teaching capacity, post their teaching materials (notes and videos) on the website or forum of the educational institution. The learning process becomes interesting and varied using instructional videos and notes. Teachers can teach using animations, PowerPoint slides, and images to grab students' attention.

4. Easy access to quality education

Students can easily access quality study materials such as YouTube tutorial videos for free or pay online for better study materials. Teachers can also use the Internet to offer students additional learning materials and resources, such as interactive lessons, educational quizzes, and study guides. Teachers can record their lectures and their students for revision, which is better than reading from notes.

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THE "MIND-MAP" TECHNIQUE AS ONE OF THE INNOVATIVE METHODS OF VISUAL TEACHING METHOD

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ABSTRACT

The article is devoted to the training of the Mind-map technique and its implementation in the educational process. Personality begins to form from early childhood. The education system, like all other institutions of society, strives to fully meet the new demands of this society. The child should be able to work freely with information. Be able to receive, process and use it in the context he needs. With the help of pictures, diagrams, intelligence maps, it is easier to pose a problem and build a strategy for solving it. Therefore, in order to improve the effectiveness of teaching, we need to introduce and develop similar technologies for working with students.

INTRODUCTION

Modern life, information society are in endless dynamics, constant development. And humanity, as a whole, is undoubtedly progressing day by day. Nowadays, a person must fully meet all the requirements and criteria that society puts forward for him. Possess the necessary set of qualities, skills, knowledge, competencies. Personality begins to form from early childhood. The foundations of modern society and the laws of its development are laid for the child. Since early childhood, the child is being prepared for the future, adult life. Naturally, the most important factor in this process is the family, but do not underestimate the role of the education system. The education system, like all other institutions of society, strives to fully meet the new demands of this society [Arsova, 2021; Arsova, 2020; Petrova, Popova & Dejnyak, 2020; Valdmane et al, 2020]. The school itself has a great influence on the formation of the future personality.

Schoolchildren feel great emotional satisfaction from research activities. They like to think, to make independent discoveries. Therefore, it is necessary to make changes to the established forms of submission of the material. To date, charted understanding and visualization is a necessary part of thinking. Visual understanding is an intellectual activity based on the operation of visual spatially structured schemes.

The basis of visual thinking is visual - imaginative thinking, where when a word is mentioned, an image first of all pops up, and not a concept that reveals the meaning of this term. An important advantage of visual thinking is the ability to see all the material at once. When you organize all the information on one plane - a board or a sheet, you get the opportunity to see the whole picture of the project. There are wonderful tools for this – mental maps (mind-maps). With the help of pictures, diagrams, intelligence maps, it is easier to pose a problem and build a strategy for solving it. Therefore, in order to improve the effectiveness of teaching, we need to introduce and develop similar technologies for working with students. Mental maps (intelligence maps) are a tool that allows you to: effectively structure and process information, as well as think using all your creative and intellectual potential.

Of course, any teacher in his pedagogical work has met with the problem of building an exciting and at the same time effective lesson. Any teacher wants to organize an atmosphere of creativity in the classroom, students' interest, their complete emancipation in the pedagogical process. Everyone knows that the activities of a child in the classroom, his ability to show his abilities, build and state personal conclusions contribute to the perception of the material much more than ordinary activities. Consequently, in recent years, technologies that develop thinking and activate its activity have become famous in the system of domestic education. One of these technologies is the mind-map

method. Despite the fact that it undoubtedly responds to all the current requirements of the education system, it provides the teacher with a huge stock of unique ways and thinking methods that absolutely contribute to the creation of a creative and productive lesson. Mind-map, also known as a mental map or association map, is a means of creating joint system thinking using schemas. And it can also be presented as a comfortable alternative recording method. The method of using the associative map was designed by psychologist Tony Buzen, who at the time of his training was in search of a method of effective memorization and systematization of information [Buzen, 2018].

"Mind mapping" appeared at the end of the twentieth century, and was invented by a British psychologist working on the development of methods for organizing thinking, memorizing and developing creativity Tony Buzan [Buzen, 2018]. He is an expert in the field of self-development, memory formation and thinking. This technique of working with information in different varieties, or under other names, was even before Tony Buzen. But, besides, only he became the distributor of the idea of "mental maps" as an effective method of working with the material. The associative map is carried out in a variant of a linear scheme, which depicts words, thoughts, puzzles or some concepts united by branches going through a key concept or ideas.

And in order for both hemispheres to be involved, when creating "mind maps", Buzen suggests depicting not only the shape of radial rays, like neurons, but also coloring branches diverging from the main theme in different colors [Buzen, 2018]. Then the brain perceives, understands and remembers information better. With this approach, a person activates the so-called radiant thinking, when thoughts, like branches on a tree, diverge from their core - from the center to the periphery, from the central (main) idea (theme) - to associative ideas (subtopics) and further - to smaller associations (details).

This method is based on the principle of "radiant thinking", which belongs to associative thought processes, the starting point of which is the key object. While "radial thinking" is mental thinking, the starting point of which is the main image. Rays radiate from the central image in different order all over the sheet. Above them, the main words are described or images are drawn that unite with branching lines. A similar mark allows the intelligence map to expand immeasurably and be constantly supplemented. This demonstrates an infinite number of possible associations and, consequently, the unlimited possibilities of the brain. Mind-map can be used for the foundation, visualization, structuring and systematization of thoughts, as well as as a means for education, organization, problem solving, decision-making, when writing articles. Mind-map is also a favorable and effective technique for visualizing thinking and other writing. It is allowed to use it in order to form fresh thoughts, fix ideas, review and organize data, and make decisions. This is by no means a generally accepted, but a very natural way of organizing thinking, including a number of undeniable advantages over conventional recording methods.

If we talk about the application of the method in the educational concept, then we will have a chance to use the technology in order to resolve subsequent issues:

- 1) taking notes of books;
- 2) organization of the material according to the selected topic;
- 3) solving creative tasks;
- 4) mental assault;
- 5) presentations;
- 6) drawing up a plan and organizing projects of varying complexity;
- 7) formation of case sheets;
- 8) formation of intellectual capabilities.

Mind-map has a list of differences from the traditional form of the concept of information:

- 1) it is not difficult to identify the main idea when it is located in the center of the sheet in the form of a catchy graphic sample;
- 2) interest is concentrated not on random information, but on significant issues;
- 3) the relative importance of each thought is clearly visible. The most significant ideas are focused closer to the center, and to lesser extent significant ones are focused in the periphery;

4) the used material is quickly and successfully remembered and reflected with the help of its multi-color and multidimensional representation;

5) the highly structured view of the map makes it possible to add new information to the map without special efforts;

6) by making a mind-map, or drawing ideas in another way, students demonstrate an individual method of perception, processing and concept of information.

The work becomes observable, moreover, the skills formed by the students during the work also become observable. The method of intelligence maps makes it possible to: create communicative competence in the course of group work, create skills associated with perception, processing and data exchange (taking notes, annotating, involvement in analytical reviews), improve all types of memory (short-term, long-term, semantic, figurative) of students, modernize the teaching process. The following advantages of mind-map technology differ.

1) Data is easier to capture, faster and to a lesser extent in volume.

2) When reading the map, there is a connection in the informative block, structure and logic.

3) When using mental maps, thinking (creative and logical), memory and fantasy are formed.

4) When using mental maps, creative processes are involved and the full potential is used, since we use two hemispheres of the brain.

5) Information is remembered instantly, in the highest quality and in substantial volumes.

6) The method of mental maps is easy to learn. The method of mental maps corresponds to the real needs of students and is suitable for the age level of their formation. It makes it possible to work interactively according to exam preparation in the system, using a large-block method of consolidating knowledge and saving time. The acquired knowledge of students is stored in memory for a much longer time, and part of the mastered material is significantly higher.

In addition, the process of building a mind-map makes learning creative and exciting. Drawing up their own intelligence maps gives students the opportunity to identify weaknesses in the knowledge of the subject, helps to learn how to work independently with educational and reference materials, develops personal qualities, intelligence, spatial thinking. Depending on the scope of its application, the following types of intelligence cards are distinguished:

1. Standard maps.

This is a set of classic intelligence cards that serve to assimilate knowledge, record ideas and reveal one's own individuality.

2. Speed maps or lightning maps.

These are intelligence cards that stimulate mental processes. A map can be a short one-color synopsis made before a speech or report.

3. Master maps.

These are very voluminous maps for an entire field of knowledge, for example, based on the results of a quarter or half a year at school. They are often compiled continuously and serve as a general overview of the topic.

4. Mega-maps.

The cards connected to each other are called mega-cards. A central map with a relatively small number of levels is linked to subsequent maps that present details or additional aspects.

Mind-map technology can be used in different lessons, in different classes, that is, we can say that it is perceived by children of any age. Therefore, it is worth highlighting that in the current concept of education, the teacher is not considered the basis of knowledge in any way, he is only an intermediary between the child and the baggage of knowledge that he acquires. Clearly, the main task of a teacher is the ability to interest teenagers in learning activities.

Create all possible conditions for comfortable, and, nevertheless, effective work in the classroom. The manner of presentation of the material is important, the use of various methods, pedagogical techniques, the ability of the teacher to explain the material intelligibly, but at the same time fascinatingly. Pedagogical activity should be aimed at the formation of children's interest and curiosity. The whole educational process should meet all the cognitive needs of

students. The child will be interested in such activities, where he himself will be able to present the material, be a participant in scientific work, research.

CONCLUSION

The practical significance of educational activity is important to a teenager, it is important for him to be a discoverer of any phenomena. Mind-map technology is very versatile. It can be used as a lesson element, and you can also build a whole lesson with the construction of mental maps. As an element of the lesson, the technology can be used at any stage of the lesson - updating knowledge, repetition, primary and consolidation. Intelligence cards can be individual, and they can also be made up of a group of students. It can be used as a homework assignment. It all depends on the creative potential and creativity of the teacher.

"Time is the greatest of innovators," said English philosopher Francis Bacon. Time affects all spheres of human life, including education, periodically requiring its renewal. Today it becomes clear: it is impossible to "enter" the "new" time with the old standards. As mass practice has shown, the main task of the Russian educational policy is to ensure the modern quality of education.

Thus, we can say that "mind mapping" is an innovative, creative, simple, accessible, interesting and useful tool in life, work, training for the organization and visual expression of our thoughts, for the development of thinking and creativity. It also helps to better assimilate and remember information.

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INTERACTION OF LANGUAGES IN THE CONTEXT OF TRILINGUAL EDUCATION IN KAZAKHSTAN

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ABSTRACT

There is no country in the modern world where all citizens speak only one language. Anyone who knows several languages well feels comfortable in a globalized world, a huge information flow is available to him. This expands opportunities in study and work. That is why multilingualism in Kazakhstan was initially considered as a communicative adaptation of citizens. Trilingual education in Kazakhstan is the dictate of the time. The idea of its implementation is connected with the expansion of knowledge and skills, as well as the development of mutual understanding between people, which cannot be achieved without knowledge of languages.

INTRODUCTION

Russian (L1), Tajik (L1), Uzbek (L1), Uyghur (L1) are understood as the language of instruction in schools in accordance with the Unified Language Standard for Teaching three languages. The second language (L2) is Kazakh (L2) in schools with a non-Kazakh language of instruction and Russian (L2) in schools with a non-Russian language of instruction. The third language (L3) is a foreign language. In schools in Kazakhstan, these include English (L3), German (L3) and French (L3). In the Standard curricula of primary school, English is indicated as the third language (L3), in the Standard curricula of the main secondary school is a foreign language (L3), in the Standard curricula of the general secondary school is English (L3) is prescribed in the invariant component, in the variable component is a foreign language (L3).

The use of the Russian language in Kazakhstan should not be hindered. Russian has the status of an official language and it can be used.

After the post-Soviet republics acquired sovereignty, there were various demographic, socio-economic, linguistic situations. The Republic of Kazakhstan is unique, according to the All-Union population census of 1989, the titular nation accounted for 40.1% of the country's population, the number of Russians 37.4%, Germans 5.8%, Ukrainians 5.4%, other ethnic groups 11.3%. Almost 85% of the population of Kazakhstan spoke Russian as their first and second mother tongue. The population census in Kazakhstan in 2021 is the third, after gaining sovereignty. The census takes place at the preparatory and main stages. The first from June 1 to June 30, 2021, the second from September 1 to October 15 takes place in an online format, the bypass will begin on October 1 and end on October 30, 2021. The number of Kazakhs increased by 0.5% at the beginning of 2021. The share of Kazakhs in the ethnic composition of the population of Kazakhstan by the beginning of 2021 exceeded 13 million (69.01%) people, as evidenced by the data of the annual bulletin of the National Bureau of Statistics. [Site "Inform Buro", 2021]

At the beginning of 2021, the number of Kazakhs increased by 264,406 people. The majority live in Turkestan (more than 1.5 million) and Almaty (more than 1.5 million) regions, in the city of Almaty (more than 1.2 million). Kazakh ethnic group prevails: in Kyzylorda region – 96.4%; in Atyrau region - 92.9%; in Mangystau region - 91.4%. There is an increase in the Uzbek ethnic group – since 2020, the number has increased by more than 15 thousand people. More than 620 thousand Uzbeks live in Kazakhstan. The number of Azerbaijanis is 114.6 thousand; Dungan - 76.3 thousand; Tajiks - 51.7 thousand; Turks – 114.9 thousand; Uighurs - 278.9 thousand. The number of Belarusians – 52.2 thousand; Germans - 174.6 thousand; Poles - 29.2 thousand; Russians - 3.5 million; Tatars - 199.4 thousand; Ukrainians - 256.7. Russians are the second largest national group in Kazakhstan, at the beginning of 2021 they accounted for 18.42% of the country's population (3,478,287 people). Russians populate the eastern and northern regions of the country. Russian Russian bilingualism forms the linguistic situation (75% of the representatives of the titular nation speak Russian as a second native language). The Russian-Russian population (Belarusians, Greeks, Koreans, Moldovans, Mordvins, Germans, Poles, Russians, Ukrainians, Chuvash) communicates with each other in Russian. Russian Russian-Kazakh bilingualism takes place (Azerbaijanis, Bashkirs, Dungans, Kirghizs, Kurds, Tajiks, Tatars, Turks, Uzbeks, Uighurs, Chechens, etc.). In percentage terms, the Russian language prevails in the multilingualism of different ethnic groups, excluding Tajiks and Uzbeks. The new socio-political realities of Kazakhstan as a sovereign state require a new language policy that meets the needs of the multiethnic population of the country and takes into account the peculiarities of the demographic, political, linguistic situation. There are more than 100 languages in modern Kazakhstan. Vocational training in universities of Kazakhstan is carried out in Kazakh and Russian languages. Russian became widespread on the territory of modern Kazakhstan in the 20th century, after the establishment of Soviet power and the resettlement and deportation of ethnic groups and the policy of Russification, the Russian language became the language of interethnic communication. The Russian language was fundamental in the territory of the Union. By the time of the collapse of the USSR, the number of Russian speakers in Kazakhstan exceeded the number of people who speak the Kazakh language. Among Kazakhs, representatives of other ethnic groups living in modern Kazakhstan, it is difficult to find a person who does not know Russian. Kazakhstan was the first of the CIS countries to give the Russian language the status of officially used on a par with the state language. Hundreds of periodicals are published in Russian, electronic mass media are broadcast, and education is conducted in Kazakh universities. More than 40 percent of Kazakhstan's students study in schools with the Russian language of instruction. Russian in Kazakhstan occupies a strong position, is the official language according to the Constitution, the first and second native language for representatives of nationalities living in the republic, many nationalities communicate in Russian. The Russian language performs a humanitarian function, it is necessary for reading literature in Russian, including professional, but it is being displaced, the process of its replacement into the state language - Kazakh - is carried out for a long period and is constrained by the needs for it. The Russian language is being displaced from socio-political, economic life, the education system, the field of culture and the media. In the post-Soviet republics, after they acquired sovereignty, various demographic, socio-economic and linguistic situations developed. The Republic of Kazakhstan, with more than a hundred ethnic groups living on its vast territory, is unique compared to other Central Asian states, because (according to the last All-Union census of 1989) the titular nation accounted for 40.1% of the country's population, the number of Russians was 37.4%, Germans 5.8%, Ukrainians 5.4%, other ethnic groups 11.3%. Almost 85% of the population of Kazakhstan spoke Russian as their first and second mother tongue. In other republics of Central Asia, historically, state-forming ethnic groups prevailed, and the number of

Russian populations was not as significant as in Kazakhstan. Language is a historically formed system of meaningful forms, with its help people can turn their thoughts into a kind of public domain and into the spiritual wealth of society. Language plays a very significant role in public life, is the basis of mutual understanding, social peace and development. It has an organizing function in relation to society. In the modern world, languages are developing in accordance with the trends laid down in the 70s of the last century. Trends in the development of languages characterize the development of national languages and the spread of languages as means of interethnic and interstate communication in the world. Russian is Russian nation's single language, but at the same time it is the language of international communication in the modern world. Russian is the native language of the majority of the country's population; the native language for millions of people of other nationalities; a literary language that promotes the familiarization of people of various nationalities, nations and other ethnic communities with the scientific and cultural achievements of other peoples of the Russian Federation and world culture. The Russian language has a grammatical structure, has a rich vocabulary, phraseology, terminology in various branches of science and technology. Russian is the world language. World languages are the "official" or "working" languages of international organizations: the UN, UNESCO, etc. Features of the world language: global distribution, conscious acceptance, volume of language and features of functions. The Russian language is becoming increasingly important internationally. In each particular state, the Russian language reflects the realities of the surrounding reality and is influenced by a closely related language. The Russian language prevails as a means of interethnic communication, and contributes to the development of the civilizational space of independent states. The Russian-speaking space of Central Asia is divided into two areas, the first includes Kazakhstan and Kyrgyzstan, and the second – Tajikistan, Turkmenistan and Uzbekistan. Russian is the percentage of those who claim to speak Russian in Kazakhstan – 99.9%, Kyrgyzstan - 87.1%, Tajikistan - 68.5%, Uzbekistan - 99.2%; the proportion of those who believe that they speak Russian fluently in Kazakhstan - 89.6%, Kyrgyzstan - 60.5%, Tajikistan - 41.2%, Uzbekistan - 99.2%; the share of those who prefer to communicate with a sociologist in Russian: in Kazakhstan - 68%, Kyrgyzstan - 38%, Tajikistan - 5%, Uzbekistan - 0". Russian language school students from Kazakhstan have been participating in International Olympiads on Russian language and Literature in the CIS and Baltic countries for the past five years. At the International Olympiad held by the Pushkin State Institute of the Russian Language in 2002, 2003, 2005 and 2006, the winners were students from Kazakhstan, and in 2004 two Kazakhstani schoolchildren were recognized as the best. The team of Kazakhstan in 2005 and 2006 . recognized as the best among the represented teams of the CIS and Baltic countries. At the International Olympiads in Russian language and Literature held by the Moscow Institute of Open Education, participants from Kazakhstan regularly win prizes, both in the main competition and in creative contests. Russian Language at the XIII International Olympiad among schoolchildren studying Russian as a foreign language, according to the results of the competitions, ten winners of the competition were awarded the opportunity to study at Russian universities at the expense of the budget of the Russian Federation, among them a citizen of Kazakhstan. 50 more children were awarded prizes and gifts in the Young Speaker contest and various nominations ("The Best answer in the Russian language", "The Best Answer in Russian Studies", "The Best Essay"). International Olympiads of schoolchildren in the Russian language are a good tradition of the Pushkin Institute. Absolute winners: Tatiana Kinzel (Kazakhstan. In the nomination "The best answer on the country studies of Russia" the winner is Valery Khomutov (Kazakhstan), the best essay is Averina Ekaterina (Kazakhstan). The winners of the oratorio 3rd place contest are Vladislav Durasov (Kazakhstan). The winners of the XV International Olympiad in Russian were schoolchildren from 10 countries, including Kazakhstan. The

functioning of languages in the Republic of Kazakhstan is a complex problem that cannot be changed quickly and radically with the help of regulations. It is necessary to popularize the Russian language more actively in Kazakhstan; Russian Russian Russian Russian to increase the effectiveness of its information support; within the framework of the unified educational space of the EurAsEC to adopt a law on the purity of the Russian language; to support the status of the Russian language, which will create additional incentives to strengthen its position; to outline programs for the creation of joint textbooks on the Russian language, especially for middle and senior level in schools with the Russian language of instruction. Russian Russian language should be preserved in the Republic of Kazakhstan, where people who have been brought up in the system of the Russian language and Russian culture live and work, regardless of nationality and religion. No one calls for a ban on speaking Russian, no one takes away the right to communicate with relatives and friends in their native language, to master and use their native language perfectly. The native language is the language of the soul, the language of the heart. If the language disappears, the people will disappear. Language is the character of the people, memory, history and spiritual power. The history of the native Kazakh language is inseparable from the history of the Kazakh people. Education and development of the national language is a complex, long process. The Kazakh language is distinguished by its melodiousness and unique soulfulness. The Kazakh language has a huge stock of words (more than two million!), many synonyms and shades of speech, testifying to the power and richness of the language. Kazakh is the language of literature, folk songs, legends and legends. The Kazakh language is important in the life of every person, it is the language in which the first words are spoken; in which they think, write, read, which is related to the people and the country. From birth to death, a person's life is connected with his native language. In a word, you can heal, wound, calm, make believe and inspire. The Word opens up boundless possibilities, the world and the universe to man. Each language has distinctive features that are not repeated in another language. These are idioms, stable expressions, proverbs, sayings. The Kazakh language is spacious and generous. The Kazakh people are striving to expand the scope of using their native language, they want Kazakhs to know their native language, read and write freely in it.

The functioning of languages in the Republic of Kazakhstan is a complex problem that cannot be changed quickly and radically with the help of regulations. The narrowing of the scope of the Russian language infringes on the rights of millions of Russian compatriots. The Russian language in Kazakhstan continues to be largely the main language for all nationalities living in the republic, making information, scientific and cultural values accessible. [Sagatov, & Kusheeva, 2017]

President Kassym-Jomart Tokayev appealed to Kazakhstanis who do not know the Kazakh language. The Head of State believes that it is better to learn your native language late than never. Knowledge of the state language is the duty of every citizen of Kazakhstan.

In accordance with Article 7 of the Constitution of Kazakhstan, the Kazakh language is the state language. Along with Kazakh, Russian is used in state organizations and local self-government bodies. At the same time, Kazakh and Russian languages are used equally, equally, regardless of any circumstances.

In the Law "On Education", education is understood as the process of education and training carried out continuously for intellectual, cultural, moral, physical development and the creation of professional competence. The educational program is understood as the characteristics of education, including results, criteria for evaluating learning outcomes, methods and methods of implementation, content and goals of learning; the organization of the educational process, educational activity is understood as purposeful, pedagogically justified consistent interaction of subjects of education, during which the tasks of education, training, and personal development are solved. Training is the

process of organizing the activities of pupils studying to acquire knowledge, competencies, skills, abilities, develop abilities, gain experience in applying knowledge in everyday life and create motivation to acquire knowledge. The result of training is the estimated amount of knowledge, skills, abilities demonstrated, acquired by the student in connection with the development of the educational program, values, attitudes.

The right to education is ensured by the State through the development of the education system, improvement of the legal basis for its functioning and creation of socio-economic conditions for education in accordance with the Constitution of the Republic of Kazakhstan.

Article 9 of the Law "On Education" reveals the language of education and training. The language policy is carried out in accordance with the Constitution of the Republic of Kazakhstan and the legislation of the Republic of Kazakhstan on languages. Educational organizations should ensure that students know Kazakh as the state language, study Russian and one of the foreign languages in accordance with the state mandatory standard of a certain level of education. The right to receive education in the native language is ensured by the creation, if possible, of educational organizations, classes, groups, and operating conditions. State and Russian languages are mandatory for teaching. General educational programs of preschool education create elementary language communication skills. General education curricula of primary education are aimed at developing the experience of language communication.

Children from the age of six are accepted to study in the 1st grade. The main types of secondary education organizations are gymnasium, lyceum, a small school, a comprehensive school, a specialized school. General education curricula of basic secondary education are aimed at the formation of a high culture of interpersonal and interethnic communication. Training in the educational programs of post-secondary education is carried out in the forms of full-time, evening and distance learning. Educational programs of post-secondary education are implemented in colleges and higher colleges. A student who has passed the final certification for mastering the educational program of post-secondary education is awarded the qualification "applied bachelor". Training of personnel in educational programs of post-secondary education is carried out in the specialties, the list of which is approved by the authorized body in the field of education. The content of educational programs of higher education provides for compliance with the national qualifications framework and the sectoral qualifications framework. Higher education is acquired by citizens who have general secondary or technical and vocational, or post-secondary education. A citizen has the right to receive free higher education on a competitive basis. Educational programs of higher education are implemented in organizations of higher and (or) postgraduate education. Education according to the educational programs of higher education is carried out in the forms of full-time study and (or) external studies. Postgraduate education is acquired by citizens who have higher education in master's degree, residency and doctoral studies of organizations of higher and (or) postgraduate education, scientific organizations in the main profile of activity and areas of training.

In the Republic of Kazakhstan, there are state-issued education documents; documents on the formation of autonomous educational organizations; documents on the formation of their own sample.

In accordance with the Letter of the Federal Service for Supervision of Education and Science dated November 15, 2017 No. 01-52-1994/06-3149 On Recognition in the Russian Federation of Education or Qualifications Obtained in the Republic of Kazakhstan, international agreements on mutual recognition apply between the Russian Federation and the Republic of Kazakhstan, applicable to state-issued documents on education, academic degrees and academic titles issued on the territory of the Parties, state-issued documents issued by educational institutions of the Parties located on the territory of other states.

In accordance with the Law of the Republic of Kazakhstan No. 151-I of July 11, 1997 "About languages in the Republic of Kazakhstan" the state, Russian or, if possible and necessary, other languages are used in obtaining secondary, secondary special and higher education.

In accordance with the Law of Kazakhstan "On Languages in the Republic of Kazakhstan", the legislation on languages applies to citizens of the Republic of Kazakhstan, foreigners, stateless persons permanently residing in the Republic of Kazakhstan. The state language of the Republic of Kazakhstan is Kazakh. This is the language of state administration, office work, legislation, and judicial proceedings, operating in all spheres of public relations throughout the state. Citizens of the Republic of Kazakhstan must master the state language that unites the peoples of Kazakhstan. The state language is developed by state, executive, local, representative bodies. The international authority of the state language is being strengthened. In order for citizens to master the Kazakh language free of charge and freely, material, technical and organizational conditions were created. Along with the Kazakh language, Russian is officially used in state organizations and local self-government bodies. Every citizen of the Republic of Kazakhstan uses his native language, freely chooses the language of upbringing, education, communication and creativity. Compactly residing national groups can use their languages during events. The state Kazakh language and the official Russian language are the language of office work and work of state bodies, organizations and local self-government bodies. Non-governmental organizations use the State language and, if necessary, other languages. The state language is used in the development of acts of state bodies, the Russian language can be used, which can be translated. Technical, accounting, statistical, financial documentation is maintained in the state and Russian languages in state bodies, organizations of the Republic of Kazakhstan. The responses of State and non-State organizations are given in the state language and the language of the appeal. The State and Russian languages are used in the Armed Forces, military and paramilitary formations, organizations of state control and supervision, legal protection of citizens and in law enforcement agencies. Proceedings on administrative offenses, legal proceedings, are carried out in the state language, Russian and other languages are used if necessary. The state and Russian languages are used for transactions. The state language is used in preschool institutions, and their languages are used in places of compact residence of national groups. The national composition is taken into account in orphanages and organizations equated to them. The state and Russian languages are used in the field of science, in the defense and preparation of dissertations. The State language and, if necessary, other languages are used during cultural events. State and other languages are used in printed publications and mass media. The volume of broadcasts on broadcasting channels, regardless of their forms of ownership, in the state language in time should not be less than the total volume of broadcasts in other languages. The state language is used on the left or top of the visual information, and Russian is used on the right or bottom.

According to the article by M. B. Bimukhanova "Multilingual education is the basis for the formation of a multicultural personality", linguistic pluralism is a consequence of socio-political and economic reforms. Kazakhstan's society is becoming more open, the state is entering the world community, cultural, political, and economic ties between states are developing and strengthening. Foreign languages are in demand for society. Multilingual education is associated with the implementation of the parameters of the Bologna process, correlation and unification of curricula with European education standards.

In the annual Message\ The message of the Head of State Kassym-Jomart Tokayev to the people of Kazakhstan "The unity of the people and systemic reforms are a solid foundation for the prosperity of the country" the development of the Kazakh language determines the development of state policy. Kazakh is the language of office work, culture, science and education. The scope of

application of the Kazakh language is expanding, there are no grounds to talk about its disadvantaged position. The official language is Kazakh. The official language is Russian. The study of the state language testifies to patriotism. The country benefits from the youth's proficiency in various languages, including Russian. [Official website of the President of the Republic of Kazakhstan, 2021]

Knowledge of Kazakh, Russian and English languages allows young people to adapt to world markets, science and new technologies, contributes to the formation of a mindset for cooperation when familiarizing with Kazakh, world, ethnic cultures. The new model of education involves teaching in three languages at the same time. Multiculturalism of Kazakhstan is a factor of social development.

In accordance with the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020 - 2025 (Resolution of the Government of the Republic of Kazakhstan dated December 27, 2019 No. 988), the purpose of the program is to increase the competitiveness of Kazakhstan's education and science, education and training of the individual on the basis of universal values, increasing the contribution of science to the socio-economic development of the country. Objectives of the program in accordance with the studied topic, the strengths of the educational process are multilingual education. [Official resource of the Prime Minister of the Republic of Kazakhstan, 2021]

CONCLUSIONS

Multicultural education in the Republic of Kazakhstan is a priority direction in the education system, a part of modern education that promotes the acquisition of knowledge about spiritual and cultural values, traditions of other peoples, which is a stage in the formation and development of a multicultural, tolerant person who respects his culture, the culture of other peoples; a stage of awareness and purposeful creation of value orientations, life principles and priorities of the younger generation. Kazakh is the state language, Russian is the language of interethnic communication and English is the language of successful integration into the global economy. The idea of the trinity is important, formulated by the head of state, a response to the challenge of time, a solution to the vital needs of society. The world is open to those who possess new knowledge through mastering the dominant languages. The state has started to implement the concept of multilingualism in education, strengthening the competitiveness of Kazakhstan. Multilingual education is elevated to the rank of state policy. Multilingualism is explained by changes in culture, education, politics, and economics.

Purposeful, systematic understanding of the phenomenon of multilingual education began relatively recently, except for the search for effective methods of teaching foreign languages. Indeed, the efforts of researchers have so far focused mainly on the problems of bilingual education (the study of the native language and a foreign one) as the most common form of multilingual learning. The processes associated with the development of a third language and, moreover, even more languages, are the least studied and have become the object of research only recently because of the plans of the European Commission to legalize trilingual education.

Trilingualism is assumed by the UNESCO concept, according to which it is assumed to study the native, regional or national and international language. The principle of multilingualism is defined by the European Union [Linde & Petrova, 2018; Nenkov et al, 2017]. In 1995, the European Commission published an official report on education issues, defining the need for trilingualism of European citizens. For the first time, the idea of the trinity of languages was considered by N. Nazarbayev in 2004. In October 2006, at the XII session of the Assembly of People of Kazakhstan, the President noted the importance of learning three languages. In 2007 In his Address to the People of Kazakhstan "New Kazakhstan in a New World", N. Nazarbayev proposed to start the

implementation of the project "Trinity of Languages", which indicates the need to study Kazakh - the state language, Russian – the language of interethnic communication and English as the language of successful integration into the global economy.

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VIRTUAL REALITY IN TEACHING OF FOREIGN LANGUAGES

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ABSTRACT

The study of the mechanisms of language and speech abilities has shown that the most effective method of learning a foreign language is the method of full immersion, since students enter the natural language environment and are in it constantly. But the learning process in the classroom, no matter how organized and communicative it may be, cannot replace the real teaching experience. Since the most important factors for effective learning of a foreign language are the language environment and motivation, therefore, the development of new motivational language learning environments, including virtual reality (VR), is the main elements of the learning process. In such an educational space, virtual reality helps students to understand phenomena and situations that cannot be understood and explained using traditional methods in order to become part of the real world through modeling. In general, virtual reality is an ideal learning environment, and the possibilities of its technologies for learning have an extremely high potential for application.

INTRODUCTION

Education and science play a key, system-forming role in the formation of human capital, in the socio-economic development of any territory, ensuring the vital activity and progress of society. In turn, human capital is the most important factor that determines the inclusion of the territory in the processes of post-industrial development, the formation of a system of environmentally sustainable development, the creation of a "green" economy, etc. [Astrakhantseva, 2017]. Open education provides increased financial literacy and increased freedom to do business. To identify the challenges and trends in the development of the region's scientific and educational complex, its key competitive advantages, and formulate strategic development goals, the innovative complex methodology AV Region Galaxy Model, developed by AV Group, was used. The foresight technology of inclusion of the E-Learning platform of open education in the decomposition of the strategic goals of regional development has been applied. The methods of sociological surveys, comparative analysis and economic and statistical research methods were used [Gurova, Zabolotnikova, 2017].

Originally the epithet "virtual" (from Latin *virtus* - imaginary) It was introduced by experts in quantum physics to denote ephemeral (unobservable) elementary particles that arise and exist only in the process of interaction of other particles. N.A. Nosov notes that in ancient philosophy and medieval scholasticism, the term *virtus* (virtual) was one of the central categories denoting the possible, potential, related to reality of a different (higher) order. However, then its meaning radically changed: "virtual" began to mean the opposite of the material, ephemeral, trying to artificially recreate reality. Subsequently, this concept was used to denote three-dimensional computer macromodels, and then quickly expanded its terminological boundaries, becoming one of the universal characteristics of information activity as such.

S. McGlashan and T. Exling understand VR as "a graphical two-dimensional or three-dimensional interface for interaction between a user and a computer, which is applied to computer simulated environments that can simulate places in the real world, as well as in imaginary worlds". Having analyzed the definitions of the concept of "virtuality" proposed by various researchers, we can highlight its main features relevance:

- virtual objects exist only up to the present, only "here and now";
- autonomy: the laws of the existence of virtual objects do not coincide with the laws of the existence of the reality that generates them
- generation: these objects are produced by the activity of some other reality external to them, and exist only as long as this activity lasts

- interactivity: virtual objects can interact with the reality that generates them as ontologically independent of it
- ephemeral: virtual objects are artificial and changeable;
- immateriality of impact: virtual objects, not being material, can produce effects characteristic of real ones; fragmentation: the freedom to enter virtual reality and the freedom to exit it provide the possibility of arbitrary interruption and resumption of its existence. In pedagogy, "VR" is mainly used as a special information space where a student can receive certain information, make contacts, elements of scientific, educational and project activities.

Justification of the choice of articles and goals and objectives

With the introduction of new technologies, the teacher will have 2 ways to conduct classes:

1st way: "Student - consumer". The student simply puts on his glasses and begins to consume the information that the teacher has prepared.

2nd way: "The disciple is the creator". In this case, the child begins to study programming, modeling and other subjects that are of interest to him, and already on the basis of his knowledge, he creates an educational project within the framework of the "Individual project" lesson. From elementary grades to graduation, he will develop his project.

Naturally, the level of training of teachers who will work with virtual or augmented reality should be higher, so they will have to take the appropriate refresher courses. After that, they will be able to create mini-lessons in virtual reality on special platforms.

SCIENTIFIC RESEARCH METHODOLOGY

So how can virtual and augmented reality be applied in the classroom? [Yarmukhametova, 2020]

In chemistry lessons, you can conduct experiments that are interesting, but very dangerous. And for safety reasons, these experiments are not conducted in schools. Therefore, with virtual reality it will become possible and cognitive. There are already special applications for such experiments, for example, "MEL Chemistry VR app". There is also an application "AR VR Molecules Editor", in which you can design the bonds of molecules, and by pointing your phone at a piece of paper with a chemical bond formula, you can study a 3D model of this molecule. The advantage of this technology is that you can see not only the reaction itself externally, but also see the whole process down to the atom.

In this regard, methodological guidelines have been developed and created for students that contain basic information for working with Google apps, necessary for creating and developing academic writing skills and abilities [Chalmers, Howard, Moir, 2009].

Registering a Google account

To maximize the use of Google apps, users need a Google account. First you need to log in to google.com to register a Google account. Click the blue «Sign in» (Picture 1) button in the upper right corner to go to the «Create a Google Account» page (Picture 2). The registration procedure is very simple. First enter your name and create a new email address and password. In the next line indicate the date of birth, month, year, gender and phone number to confirm registration and click «Next» (Picture 3). This way, you sign up for a Google account where all Google services are available. After registration, welcome messages from the Google team will be sent to your mailbox.

CONCLUSION

With the development of VR&AR technologies, the number of vacancies for the places of developers of virtual and augmented reality applications will increase. After all, virtual reality is the future; it can be applied in all spheres of life, from entertainment to education. Therefore, the interest of parents and their children in these technologies will also increase [Vayndorf-Sysoeva, 2017]. The consequence of this phenomenon is the creation of special classes, in which children will additionally be taught how to create VR&AR games, applications, drawings, projects, digital paintings, starting

from elementary grades. Then they choose a topic / area that interest them, and develop it before leaving school in the framework of the "Individual project" lesson. For example, at the end of school, the student presents his work in the form of an application, in which you can examine and study the structure of the frog in detail. Or it can be a game in which a person using VR glasses is possessed by Stalin's body, and important moments in the life of this person live on his behalf. There are many variations; this method gives a wide space for creativity. This teaching method will allow teaching students to use the tools, and then they themselves must decide in which area these tools are used for them.

In conclusion, it's crucial to mention that great prospects for development are opening up for schoolchildren and teachers. In the near future, it will become possible for students to closely interact with augmented and virtual reality, which will develop their creativity and improve the quality of education. But in order to achieve this, a number of problems will need to be overcome.

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FORMATION OF COMMUNICATION SKILLS IN ENGLISH LESSONS OF HIGH SCHOOL STUDENTS

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ABSTRACT

In the modern world, education does not stand still, it is constantly updated and reformed. One of the most important requirements is knowledge of not only Kazakh and Russian languages, but also English. Currently, much attention is paid to the level of preparation for IELTS. High school students should have a good command of the English vocabulary. In order for students to achieve certain success in learning the language, the teacher needs to apply new methods and teaching techniques that will stimulate and motivate students, arouse their interest in the subject.

Currently, English lessons require the ability to get information from different sources, use it and create it yourself. Using the discussion method gives the teacher new opportunities in teaching a foreign language.

INTRODUCTION

A necessary condition and the most important means of implementing communication policy as a guiding principle of modern methods are situational conditions for teaching foreign languages. It's not out of the situation, otherwise it occurs only in form but not in content [Baranov, Kazakevich, 2015].

E. I. Passov situational defines it as "a special feature that indicates that the speech units of semantic and temporal parameters are always associated with the position and capacity building in the region" [Vorozhtsova, 2017].

The situation, on the one hand, covers other objective factors, reality, and, on the other hand, their own subjective interpretation, which should not be an accurate reflection of reality, which consists in understanding communication, terms and conditions that will vary depending on their personal experience and their own ideas about communicants, as well as their status at the time of preaching about the development of technology.

Unfortunately, it is impossible to guide students through all the necessary communication conditions in the educational process. Therefore, the ability to communicate in a foreign language should be created in the process of learning and speaking about a situation that imitates and imitates a real foreign language, communication, etc.

Educational and speech activity is a set of conditions that promote the expression of thoughts and the use of specific speech material.

The components of the situation and their purpose are described by a number of authors. The difference in approaches is obvious in the number of components or in their interpretation. Each situation is determined by four factors:

1. the actual background in which the voice message is implemented (situation);
2. the relationship between communicators (the personality of the interlocutor) and their roles;
3. speech motivation or a communicative task that the interlocutors seek to solve during communication;
4. implementation of the Act of communication itself, which creates new stimuli for speech [Kushnina, 2015]

There are several classifications of educational and verbal situations. E.I. Passov divides the circumstances according to the following criteria:

- The relevance of the communication process, in which reference is made to natural cases

when it is necessary to solve a number of problems, and artificial circumstances created by imagination;

- Recovery method. According to this criterion, non-linguistic or extralinguistic situations are situations arising from non-linguistic means (illustrations, layout) and linguistic or linguistic situations when the description serves as an incentive for communication;
- The scope of a statement made under certain circumstances. The author identifies micro-situations with a range of up to two or three repetitions and macro-situations that represent a more detailed dialogue [Kushnina,2015].

The author defines the situation described above as a system of communication relations. There are four main factors influencing the development of educational and speech cases of this type: the social status of a person, his role as an object of communication, the activity carried out by him and moral character. Accordingly, E.I. Passov identifies four types of educational and speech situations:

- examples of social and status relationships;
- examples of relationships between applications;
- relations of joint activity;
- examples of moral relationships.

Relations between social partners are established in accordance with the social structure of society. These are representatives of expert groups (seller), political or public organizations, age groups (student, pensioner), territorial communities (neighbor). The second type includes relationships that are performed when performing certain roles (management, subordinate manager). According to the third type, students participate in educational and cognitive activities, search, work, art, household. Relations between individuals can be of the nature of mutual assistance, dependence, exchange of experience, etc. In accordance with the fourth type of educational and speech situation, communication is a form of identification and a way of realizing moral relations. Since the process of communication is carried out between living people, each interlocutor is a person with all the characteristics and characteristics [Malysheva,2018].

Different scientists differ from others in the functions of education and speech. So, E.I. Passov defines the following functions.

The first and main function of educational and speech situations is the development of students' speech skills.

Another function is to stimulate speech activity. According to I.A.Zimnaya and A.N.Leontiev, there is no psychological content unmotivated to learning, since learning is conditioned by the form [Minchenkov,2018].

The third function - the position serves as a condition for the development of conversational skills.

The fourth function-condition serves as a way of presenting the material: to semanticize words using certain grammatical structures, we used statements that are situational in nature [Minchenkov, 2018].

Educational and speech cases serve as an effective basis for the organization of speech material: the cumulative process is a constant flow of different situations, which is the basis for the functioning of communication. In order to create a state of education in speech, it must consist of material selected and organized in such a way that it corresponds to the structural and all-Latin sides.

According to M.L.Weisburd, this is the concept of education in a speech situation, which is an integral part of the content set for the object aspect of learning and communication, and also serves as a tool for the formation of speech skills. The controlling function is the result of using educational and speech situations as control units. In the learning process, supervision is carried out by creating appropriate cases in which knowledge of foreign languages is subject to verification in the process of communication [Minchenkov,2018].

Taking into account the training and speaking about the situation in the system of teaching methods, M.L.Weisburd also calls for a joint training function, which is formed in the process of forming speech skills, understanding the problem. Programming the functions of education and

language, the state of affairs that provides a solution to the following communication task: creating a favorable environment for the teacher's independent participation in planned actions, speech and communication. This may include "independent determination by students of the content of the message, the choice of language, means of its implementation and the use of their creative abilities.

Education and speech terms and conditions that should be taken into account as a basis for teaching speech to perceive a message and make an interesting feature - they affect the recipient in order to establish contact communication (intonation, voice raising, interest in the subject of contact). It is also necessary to take into account the role of the educational and conversational situation, the creation of an individual style of communication between students and students.

The educational function consists of secondary socialization of the individual, during which students gain knowledge about the culture and traditions of the peoples of the countries in which the language being studied is spoken.

Taking into account the above function of educational and speech situations, it can be concluded that the situation, as a methodological category, is communication in a foreign language. The function of teaching and speech in situations aimed not only at achieving the practical goals of the educational process, but also at general education, as well as educational value that helps to develop each student as a communicator.

Thus, they are organized at the very beginning, and the leading method in the process of teaching foreign languages, Communication, education, healthy conditions acts as the main method of teaching.

The success of teaching foreign language communication largely depends on the individual age characteristics of students. Individualization of the learning process, it is closely related to the situation: there are many individual characteristics of students, which is reflected in the state, as provided in its components, because through communication we express only individual thoughts, feelings and experiences. Life experience, interests, desires, preferences and worldview, emotions and feelings about the status of people in the group - all these features can serve as a source of motivation for students to communicate.

Thinking high school students (grades 10-11) are characterized by a certain maturity. The idea of the world of a young person has been developing for many years. At this time, teenagers go through the next stage of socialization - preparation for independent adulthood. In various roles in society, it has expanded significantly, but at the same time creates uncertainty and inconsistency in the situation of a teenager – pretending to be an adult, but demanding obedience as a child. However, there is a higher degree of anxiety compared to the younger age group [Palazhchenko, 2014]

In adolescence, confidence, knowledge and self-perception form a personality. Especially interesting is the problem of moral values in human relations, which strengthens the desire to know the inner world of other people, this desire to experiment in some literary image. Students should be given the opportunity to express their opinions, discuss what they care about, taking into account their interpersonal communication in the group.

A high school student has a relatively well-developed worldview, a high cultural level and certain skills and interests. It is also necessary to take into account the high level of cognitive activity, independence and the ability to focus on the learning process. We are increasingly striving to learn more about the country of the language being studied, its history and culture.

Given the age characteristics, this does not give a clear definition of the features of the educational and speech situation in each age group. It is more accurate to talk about the dynamics of the formation and features of communication in a foreign language, as well as about the trends that are most clearly manifested in a certain age period. In addition to age characteristics, it is necessary to take into account the socio-cultural differences of students: place of residence (city or village), nationality. It is also important not to forget about changes in the course of changing values of generations. Each generation has its own habits and desires, loves its books, movies, songs and admires its heroes. All this affects the content of what students most often talk about in their native language. The most popular topics of communication between high school students now are fashion,

sports stars, cinematographers, music producers, relationships with family members, peers, teachers, etc.

Knowledge of such psychological and age characteristics of students that can help the teacher in choosing speech situations and distributing the roles of positive and negative characters. The analysis of the peculiarities of communication in adolescence leads to the conclusion that it is necessary to put the student in front of such troubles in order to save his life, and to satisfy the desire for self-affirmation, self-expression. The teacher should choose such an educational and speech situation so that students can express their views, compare different points of view, argue, discuss.

Each educational and speech situation presented by a teacher in the process of teaching foreign languages, communication, requires speech from students. In addition to individual skills and psychotropic characteristics of students, special attention should be paid to learning conditions and communication conditions. As mentioned above, educational and verbal conditions should be of interest to students and correspond to their life experience. The conditions of educational and speech conditions should be stated in a compact, but clear and clear form. The teacher should take into account the language skills of the students and the current situation, which they can practically talk about. It may also be that the list of words and terms that will not only give the reaction speech a certain direction, but also improve its language, planning [Ryabtseva, 2018].

Taking into account the age-related psychological characteristics of students and their interests, the teacher can predict in advance the appearance of some problems in the process of teaching foreign languages, namely: what to talk about and how. Firstly, it concerns the use of visual and audiovisual teaching tools. Images, a set of drawings help them remember the logical sequence of the facts presented and explain the position of communication. The use of sound films will help students master the dynamic model of voice communication (gestures, facial expressions, intonation). In addition, students observe life situations that allow participants to carry out speech actions in a socio-cultural context at a given time in a given space.

We can conclude that, taking into account their individual abilities, psycho-age characteristics and socio-cultural differences of students when planning educational and speech situations, this helps the teacher to simplify the process of learning a foreign language of communication in many ways and avoid many problems. In addition, the use of various trainings and discussion of the situation in terms of the structure of the content makes the process of learning to communicate in a foreign language more interesting and enjoyable for students, which will positively affect their motivation to learn a foreign language in general.

From the very beginning of learning a foreign language at school, the formation of communication skills begins. Discursive oral speech skills are the student's ability to logically and privately construct law, as well as in accordance with the grammatical and phonetic structure of the language and its lexical stock.

The main categories of modern theories and practices of the English language include the ability to communicate.

There are many definitions of communicative ability in the scientific literature. There are various approaches to the structural analysis of communication potential.

The well-known Russian methodologist E.V.Solovova defines foreign language communicative competence as a necessary and sufficient level of proficiency in language, speech, skills and socio-cultural knowledge of a certain gender, which makes it so that a student can and wants to consciously and successfully demonstrate his speech and behavior.

Based on the study of methodological literature, as well as in a number of studies, E.V.Shuman comes to the conclusion that it is more appropriate to distinguish the following components for the award of communicative competence: linguistic, socio-cultural, social, sociolinguistic, discursive and strategic.

The first researcher in Russian linguistics who proposed the definition of discretionary competence is E.V. Shuman.

The discursive side of communicative competence in speech activity means the quality of the use of competence, accuracy and accuracy of writing and speaking in English, consistency and

informativeness, - accessibility of utterance, which also means respect and understanding of someone else's culture.

With the development of the English doctrine, which is based on the use of English in the media, it is important to take into account exactly what modern computer technologies will have a positive impact on the development of communication skills in English. This is an excellent basis for the development and improvement of already achieved speaking skills. In modern practice, there are many examples of how people can speak English correctly and clearly using such remote and virtual technologies. At the same time, they had an entry level, and personal conversational practice played a key role.

The purpose of teaching English in secondary school is to ensure that students receive the necessary communication skills that will be useful not only for obtaining a certificate and admission to university, but also for normal further development in their lives, even if you do not choose to study English as your main profession (teacher, translator). The ability to express their thoughts correctly in a foreign language will help young people communicate while traveling abroad, as well as find new acquaintances and friends around the world.

Currently, linguistic competence is defined as the basis of teaching a foreign language.

Discretionary skills, based on the definition of E., V. Schumann, is the ability of students to understand and create a logically consistent verbal representation of themselves, presented orally or in writing.

Please refer to the following definitions of discourse in modern dictionaries.

In the Oxford English Dictionary, the word "disco" is interpreted as "conversation" and "dissertation, debate, sermon" as a special genre, emphasis on its development.

Webster's Dictionary (Dictionary of American English) and, in turn, the understanding of discourse as "communication - communication as a subject of study, but rather as"the process of communication (oral or written), which focuses on the topic of conversation and the development of conversation, conversation, speech, thesis. "The field of activity, the material form of embodiment and the structure (form) of oral activity should be considered.

According to the definition of D.A.Arutyunova, presented in the language encyclopedia, discourse, text plus context (the absence of the context of the purpose of historical texts, and there is no need to call it discourse); discourse also includes paralinguistic, which is reading - rhythmic (autophonic), referential (deictic gestures), semantic (facial expressions, gestures that are accompanied by meaning), emotional-evaluative, as well as a function that influences the participant (illocutionary force).); discourse acts as a triangle: three pages - pragmatic, cognitive (images/scenarios) and thought processes (discursive interpretation as a means to achieve the goal).

Therefore, the definition of discourse, it is clearly defined in dictionaries and you do not give a complete idea of the concept, therefore it is necessary to refer to the author's definition of the concept of discourse.

Among the functions that allow us to talk about discourse as a special unit at a higher level of language, we were able to distinguish the following:

- discourse differs in its structure from all other units of a given language, consisting of;
- debates can act as a whole, regular repetition (full or partial) in a given language;
- discourse has linguistic and ethnolinguistic features in the poetic aspect that lies in their Roman organization;
- (this includes linguistic and linguistic aspects that arise at the level of discourse, as well as certain types and characteristics of the different use of discretionary models in different linguistic cultures)
- description of the structural features of the method in a specific language, for example, in a model, for a given situation, and a system that can correspond to a specific language of the "blade" structure having a matrix of the system, the importance of which is determined;
- the discourse of one language should be translated into another language as a whole, but we are talking not only about the lexical gap, which is possible, but also about the style of the gap, that is, the lack of an appropriate style is to update the language, which requires the use of style transfer.

Based on the above definition of discourse, it can be concluded that discourse is a page of communicative competence, which means that the quality of the use of language skills in conversational activities, the correctness and accuracy of writing and speaking in a foreign language, logic and informational statements, as well as respect and understanding of foreign culture.

The formation of discretionary skills begins from the very beginning of teaching a foreign language at school. Discretionary oral speech skills are the ability of a student to logically and consistently organize his own utterance, as well as in accordance with the grammatical and phonetic structure of the language, its vocabulary.

The main purpose of teaching at the university is to develop students' speech skills so that they can be used in extracurricular language practice, at the level of everyday communication.

The achievement of this goal is associated with the development of the following communication skills in students:

- (a) to understand and create statements in a foreign language in accordance with the specific conditions of communication, the task of speech and the purpose of communication;
- (b) to make his speech, and not to speak and behave, taking into account the rules of communication and the national and cultural characteristics of the country, in the language that he studied;
- (c) use of rational methods of control, improvement of the language.

CONCLUSION

According to the program, which provides for the possibility of transferring the data obtained into reasoned statements and written speeches) at a higher level, learning a foreign language is included in the concept of speech, the ability to communicate with a functional language as a means of cognitive activity.

It is possible to develop discretionary skills by conducting sensitive analytical, reproductive and productive exercises to develop skills of all structural parts of discretionary abilities.

Conditional speech exercises can become really effective in the formation of discretionary competence, activating the imagination of students. Schoolchildren (especially high school students), as you know, love to fantasize. As well as tasks like "imagine that ..." there is nothing less useful for mastering material in a foreign language than truly communicative exercises in which students report, for example, about the events of their lives.

The practical part, however, will be designed to create discretionary opportunities for students that can be used to teach English. This task, as practice shows, arouses great interest among students, contributes to greater motivation and the formation of distrustful competence. However, discretionary powers are one of the structural elements of the ability to communicate in a foreign language.

Therefore, the development of communication skills of high school students in English is important for future teaching, which confirms the importance of the chosen topic.

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FORMATION OF SKILLS OF ORAL FOREIGN LANGUAGE SPEECH IN YOUNGER SCHOOL CHILDREN

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ANNOTATION

The article examines the main difficulties in the formation of the skills of oral foreign language speech in primary school children, also exercises, the use of which contributes not only to a more effective assimilation of educational material but also to the formation of students' communication skills.

INTRODUCTION

It is a well-known fact that when communicating in a foreign language foreign language, the learner has difficulty understanding speech by ear. At the moment the role of oral communication is quite significant because in the process of communication the learner acts both as a listener and as a speaker. The role of the speaker. The problem of teaching oral communication has been investigated by a variety of specialists over the years. Psychological aspects of the problem under study were developed by P.Y. Galperin, L.S. Vygotsky, N.I. Zhinkin, D.B. Elkonin, who showed an important feature of the situation in which the learner is learning English Language learner. [Vygotsky L.S., 1982].

The attention of foreign language learners is simultaneously distributed to several objects: the selection of the necessary language means, the identification of the content of the utterance, the establishment of the logical sequence of the utterance, as well as its implementation during the speech. The teacher needs to help students not only organize their own thoughts, but also clarify when solving the task, actualize educational motivation, with the help of which the communicative process will be implemented, given the fact that English lessons at the initial stage of education are specific. Their specificity lies not only in the age characteristics of students, but also in the tasks facing this age, in its content, as well as in the psychological fact that students of this period begin learning. The basis of the beginning of training plays an important role in the future. All students come to school with a different, often insufficiently developed level of ability to master speech activity. All educational activities will be extremely difficult if the student does not have developed visual memory, if he is not able to retain several words in his memory, cannot imitate, and does not distinguish sounds. Of course, in the learning process, the abilities of students develop, but teachers need to purposefully engage in this type of activity, starting from the first lessons. For example, for students, you should prepare several phrases consisting of two words and ask the students to repeat each phrase after it by ear at once. In the next lesson, you need to do this work, but using phrases with a gradually increasing number of words. After a while, students will be fluent in speech units. Hence, it should be concluded that students will have developed the ability to imitate, auditory memory, and the quality of speech will improve.

It should be noted that pronunciation is also one of the main tasks when teaching to speak a foreign language. Pronunciation skills mean clear pronunciation of individual sounds and sound combinations in speech, correct logical stress in a phrase, correct stress in words, intonation and pauses. Before children begin to imitate sounds, they need to listen carefully and understand how each sound is to be pronounced. That is why the teacher needs to make sure that the students are silent at first. In this case, the whole class will hear the teacher and "feel" the place of sound articulation. First, the sounds heard are pronounced by strong students, then the students are weaker, and only then the whole choir enters. This work will contribute to the development of students' phonemic hearing and the formation of pronunciation skills. [Passov E.I., Kuzovleva N.E., 2009].

Speaking is an extremely multifaceted and complex phenomenon. With the help of this type of speech activity, oral verbal communication is carried out. It has varying complexity, since it includes both expressions of a simple exclamation, and independent detailed statements. The transition from a word and a phrase to a whole utterance is associated with varying degrees of participation of thinking and memory. It should be noted that speaking has certain features that serve as a guide in learning, since they indicate the conditions that need to be created for the development of speaking, and are also criteria for assessing learning outcomes. [Solovova E.N., 2002].

In grade 2, when the formation of monologue speech skills is just beginning, there is no strict differentiation into the main types of monologue, since the emphasis is on expanding the use of linguistic material, its accumulation and combination within the framework of various speech situations.

In the 3rd grade, the skills of monologue speech are actively being formed: students learn to talk about themselves and their family, about their hobbies and pets; they describe the appearance of people, the appearance and basic habits of animals, talk about the seasons and their characteristic fun in the framework of the studied lexical and grammatical material.

In grade 4, the formation of monologue speech skills continues: students learn to give basic information about their hometown and sights. As practice shows, speech situations that are closest to real life increase the effectiveness of the lesson and activate both speech activity and the motivation of students.

If unfavorable conditions are created for the speaking process in the lesson, then students may have difficulties. Let's list the main ones:

1. Students begin to feel embarrassed to speak English, afraid to make mistakes and criticize themselves from classmates and the teacher.
2. Students do not have enough information on a certain issue in their native language and, therefore, they will not be able to express their own thoughts in English.
3. Students do not have enough language and speech means to solve the problem.
4. When one student speaks, the rest are silent, which means that there is a danger of their exclusion from educational communication, ineffective use of lesson time.
5. Students often switch to using their native language in pair and group forms of work.

Learning to speak is always conditioned by communication situations. Any task containing the goal of simulating a monologue or dialogical utterance can be completed subject to the following conditions:

- Students understand the essence of the task;
- Speech tasks are based on an interesting plot typical for children of this age, which is a natural stimulus to speak;
- Learners have the information necessary to answer;
- The video sequence and the formulation of the task provide the necessary level of content, speech and language support;
- Learners possess speech patterns necessary for solving a given communicative task.

The experience of working in the elementary grades shows that when difficulties arise, it is necessary to use training exercises to develop skills and speaking skills, which serve to develop grammatical and lexical skills. Traditionally, exercises for substitution, repetition, transformation and connection of several speech patterns used for this purpose. [Maslyko E.A., Babinskaya P.K., 2015] Recommended at these stages of the lessons include guessing games, games with information gap elements (Information gap activities) and others that can turn a routine task into an exciting competition, for example: a mini-dialogue that students can play out on their own using the support on the cards:

1. Dialogue "In the store". Selected from each of the two teams, one vendor. The product can be drawn on cards. Team №1 buyers buy from Team №2 seller and vice versa.

A. Tell the seller what you want to buy: A_____, please.

B. Say that you have such a product and give it to the buyer: Oh, I have _____. Here you are!

C. Thank the seller: Thank you. Show everyone that you have bought. Look! I have a_____.

Then the task should be complicated. While one buys, others interfere: they ask questions - "I would like to ask you ...", "And how much does it cost?" The winner is the one who is better able to clearly and loudly explain in English what he needs, despite the interference. The presented type of activity indicates that students build independent statements based on a sample.

2. Working with unfinished sentences (sentence-stem sheet). Students are encouraged to supplement the sentences with information that matches their own life experiences, for example:

1. The first thing I do when I visit my grandmother is ... (give her cake)
2. Just before I go to sleep, I ... (wash my face)
3. Just before friends arrive, I ... (cook / clean my house)
4. Everyone knows that... (Cats can jump / etc.)

Then the teacher needs to distribute the students into groups of three. He asks students A and B in each group to guess what student C is doing in the situations presented with the help of unfinished sentences. Students have to guess until they get closer to the option that corresponds to the truth. Then, in a similar way, students change roles and try to guess what the other students are doing in the proposed situations. Such a rather simple technique projects a mobile and interested exchange of opinions between them. [Passov E.I., Kuzovleva N.E., 2009].

3. Story pyramid.

The presented task, in addition to knowing the content of the read, requires knowledge of vocabulary on a certain topic and the ability to think rationally.

The first line: the main character. (The main character);

The second line: two words for describing the main character.

(Description of the main character in a nutshell);

The third line: three words for describing the setting;

The fourth line: four words for stating the main problem;

The fifth line: five words for describing one main event (description of the main event in five words);

The sixth line: six words for describing the next event;

The seventh line: seven words or describing the third event (description of the third event in seven words);

The eighth line: eight words for stating the solution of the problem (the solution to a problem in eight words).

The use of the training exercises presented above contributes not only to a more effective assimilation of educational material, but also to the formation of students' communication skills, and bright figurative supports can help to establish appropriate associations.

In order for speech to be sufficiently formed, the speaker's intention to participate in communication is necessary [Barannik D.Kh., 2014]. With the help of games, it is necessary to create a situation in the educational process of a modern school at the initial stage of education. It should also be noted that the initial stage is important in teaching English speaking, because it is at this stage that fundamental communication skills are formed, which helps to achieve the necessary results.

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LEARNING TO READ USING A FAIRY TALE

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ABSTRACT

The article examines the process of teaching a foreign language on the basis of fairy tales. The important advantages of fairy tales as linguodidactic material are authenticity, informative richness, concentration of linguistic means, and emotional impact on the addressee. There are several stages of work on the text of a fairy tale: before text, text, after text. At each of them, it is necessary to use various tasks that contribute to the expansion of the vocabulary of students, increase the level of proficiency in a foreign language, and contribute to the solution of linguistic and cultural problems.

INTRODUCTION

The educational goal of teaching foreign languages is that students master a second language, new means for expressing thoughts. From the first lessons, the teacher draws the students' attention to the difference between the sounds of the native language and the foreign one. Students get acquainted with new grammatical phenomena; expand their ideas about the formation of words. Already at the initial stage, the study of a foreign language activates the work of the auditory, visual, speech, motor, motor analyzers and makes a great contribution to the development of memory, imagination, ideas. Learning a foreign language helps broaden the horizons of listeners, introduces native speakers of the target language to the culture. Most of the students start learning a foreign language with interest. Its study forms the ability to carry out communication, which is the basis in the establishment of correct, good relations in a team. Learning to read is also of great educational value, which contributes to the acquisition of the ability to carefully read words, sentences, and text.

A fairy tale, as a means of teaching, in a foreign language lesson also has enormous educational potential. A fairy tale is always an unobtrusive upbringing. In her best images, she reveals to the listener the world, the essence of human relations, the nuances of human feelings - kindness, respect, sympathy, comradeship, justice, responsiveness, mutual understanding - and thus carries a rich moral potential, revealing some features of the mentality of the representatives of that nation, on the language of which it is written. The tale, which is always interesting to listeners in its content, greatly contributes to the creation of motivation for mastering a foreign language. The widespread use of fairy tales, first of all, contributes to the formation of linguistic competence of students and expands their active vocabulary. A fairy tale is a poetic fiction. However, this basic principle of the artistic method by no means denies its connection with reality, which determines the ideological content of the tale, the nature of the plot, images, and details of the narrative. Fiction in a fairy tale is built, as a rule, on a completely definite ground based on reality. Each fairy tale, no matter how fantastic it may be filled, draws realistic pictures of the life of the people. Therefore, a fairy tale is precisely that fertile literary material that contributes to the further interest of students in the study of more serious literary works (stories, essays, short stories) intended for home reading.

Fairy tales are an excellent means of introducing children to the culture of various nations, the development of speech. Fairy tales in English turn the learning process into an exciting game. The lessons can be used with fairy tales of different peoples of the world. In many fairy tales, there is a typical folklore technique - repetition. Each subsequent episode is enriched with a new detail and almost literally repeats the previous one, this allows you to recognize words and gradually develop the skill of perceiving the text, which greatly facilitates the learning process itself. Reading Fairy

Tales contributes to the formation of intelligence, sharpening of feelings, the development of cognitive processes and the general culture of younger students.

Work on reading and dramatizing literary works that correspond to the age characteristics of students, stimulates the development of children's creative imagination, the development of individual abilities, creativity, expansion of vocabulary, imaginative and associative thinking, self-expression, enrichment of the inner spiritual world of the student. It is especially important to give students a visual idea of the life, traditions, and linguistic realities of English-speaking countries. To fulfill this goal, fairy tales can serve that contribute to the implementation of the basic requirement of the communicative methodology "to present the process of mastering a language as comprehension of a living foreign language reality" [Didactic potential of the fairy tale as a means of teaching English in primary school].

Fairy tales contribute to a child's social and emotional development. A relaxed, positive environment is established between the narrator and the listener. Each individual tale may have a special dramatization technique. You can imagine a fairy tale as a puppet theater, Paper Theater, play it on a drawn TV, or dress up children in masks. Reading fairy tales helps to expand the vocabulary of students, the study of speech patterns and stable expressions. Fairy tales help students adapt to the language, learn to read fluently. In elementary school, it is best to engage in reading with a teacher. In elementary school, fairy tales can play an important role in vocabulary learning. Learning with fairy-tale characters is fun and instructive for kids [Knyazeva T.A., 2013].

For the formation of reading skills, I propose the following universal algorithm for working on a fairy tale.

1 . Pre -reading

The teacher tells the name of the tale, which the students are now about to read, and also invites them to guess what it will be about. Further, the teacher introduces new lexical material, which will be necessary for the subsequent understanding of the tale and is intended for active possession. New lexical units are introduced before reading each part of the tale. Special attention is paid to phrase logical units; a regional geographic commentary is carried out. Options for pre-text exercises:

- Given two columns, the student's task is to connect the pairs: word and definition.
- Write the antonym or synonym for the new word: large - big, large - small.
- Choose a suitable synonym from the proposed options: can't stand - to love, to hate, to stand.
- Connect pairs of words that are appropriate in meaning - form phrases: Match the animals with the places they live in: a fox, a dog, a tiger - a zoo, a forest, a house.

2. Reading

Perception of the tale in parts. Before reading each part, the teacher instructs the students:

- Who is the main character
- How we feel about him
- What did he do

3. Checking the understanding of the general content of the tale.

Students first answer the questions posed to the teacher before reading. The following exercises may then be suggested, which can be done either orally or in writing:

- Choose the correct answer
- Divide the tale into parts and head each of them
- Find or write out sentences that express the main idea of each separate part of the text;
- Find situations in which the following expressions have been used;
- Indicate which of the characters is the author of the following phrases
- List in order all the characters in the tale;
- Name in order all the places of action that were mentioned in the text;
- Arrange parts / sentences in a logical sequence
- Arrange the pictures in the correct order, in accordance with the events in the fairy tale.
- Mark which statements are true and which are not
- Correct errors in statements;

- Choose those pictures that correspond to the plot of the tale;
- Compare the Russian and English versions of the tale.

4. Post -reading

Development of skills and abilities of oral speech. Communicative speaking can be stimulated with a variety of activities:

- describe the main character of the tale
- play out the dialogues of the heroes
- comment on this or that action or behavior of the hero
- what phrases, idioms can be used when describing a hero

Thus, the use of fairy tales in English lessons when teaching reading brings variety to the content of the lessons, broadens the horizons of students, increases their communicative culture, allows them to develop a linguistic guess and sense of language, significantly increases interest in the language itself, and, consequently, increases motivation to learn. ... Without a doubt, the use of fairy tales in the classroom improves the process of learning a foreign language. A fairy tale, like any other element of the communicative method of teaching language, diversifies classes and allows students to study the necessary information in a simple and entertaining way, and develop various language skills. But it must be remembered that the efficiency of using a fairy tale in teaching English is influenced by the rationality of the organization of classes.

In teaching a foreign language, reading should not be the main activity; reading should be used as a support to activate spoken language. However, being able to read fluently and correctly is essential to learning English successfully. Reading by roles is an excellent preparation for dramatizing a fairy tale - one of the main methods of teaching speaking. In this regard, reading should be given special attention and time should not be spared for it. This is especially true at the initial stage of teaching a foreign language. For the development of reading skills within the framework of the theme "Family", you can suggest the use of the fairy tale Little Red Riding Hood.

Little Red Riding Hood:

Little Red Riding Hood lived in a wood with her mother. One day Little Red Riding Hood went to visit her granny. She had a nice cake in her basket. On her way Little Red Riding Hood met a wolf. "Hello!" said the wolf. "Where are you going?" "I'm going to see my grandmother. She lives in a house behind those trees." The wolf ran to Granny's house and ate Granny up. He got into Granny's bed. A little later, Little Red Riding Hood reached the house. She looked at the wolf. "Granny, what big eyes you have!" "All the better to see you with!" said the wolf. "Granny, what big ears you have!" "All the better to hear you with!" said the wolf. "Granny, what a big nose you have!" "All the better to smell you with!" said the wolf. "Granny, what big teeth you have!" "All the better to eat you with!" shouted the wolf. A woodcutter was in the wood. He heard a loud scream and ran to the house. The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted and Granny jumped out. The wolf ran away and Little Red Riding Hood never saw the wolf again. [British Council official website]

Students are encouraged to read the story on their own. In the lesson, the teacher begins reading a fairy tale. As the teacher progresses, the teacher stops and one of the students continues reading aloud. Everyone else follows the text and listens carefully, because the student can stop at any time and invite any student to continue reading at his discretion. Next, the teacher offers students tasks to test their understanding of the text. For example, combine pictures with characters with their names in English. Then the teacher divides the students into groups, each group is given a set of cards with random passages of text and pictures. The task of the students is to read aloud the passage of the text, the action of which is shown in the picture and arrange them in the order they should be in the plot. (see Appendix 1)

Thus, with the help of a fairy tale, the reading skill can be developed, which is a means of teaching speaking. The use of such fabulous folklore in English lessons is also aimed at increasing the effectiveness of students' activities. The use of fairy tales contributes to the formation of the linguistic competence of students. The content of the texts of fairy tales helps to expand students' active vocabulary. They help unload the consciousness of students, remove negative emotions, and

create a favorable friendly atmosphere of communication in the lesson, which is necessary in the classroom for both the teacher and the student. Fairy tales are also one of the important means of moral education of the individual. By the example of the heroes of a fairy tale, for example, a wolf, children learn that cheating is not good. In fairy tales, descriptions of the noble deeds of the main characters are often found. Thus, using the fairy tale "Little Red Riding Hood" as an example, children see how a lumberjack saves a grandmother and a girl from an evil wolf. Reading the tales of foreign authors and peoples realizes the development of such universal educational actions described in the Federal State Educational Standard, such as:

- acquaintance with the world of foreign peers using the means of the studied foreign language (through children's folklore, some samples of children's fiction, traditions)
- knowledge of small pieces of children's folklore (poems, songs); knowledge of the elementary norms of speech and non-speech behavior, adopted in the country of the target language [Fairy tales as an initial stage of learning to read in a foreign language].

The teacher can also use the following technique while learning to read: towards the end of the lesson, he begins to read a fairy tale in Russian and stops his story at the most interesting place. The student, because he is interested and passionate, will undoubtedly want to know the continuation of the story. Then the teacher invites him to finish reading the story at home on his own, but already in English, occasionally glancing at the translation. Thanks to English fairy tales and their translation, you can conduct fun and exciting activities. Students will no longer perceive such lessons as an ordinary regular lesson. It will be an exciting journey to the magical world for them. Moreover, a separate advantage of reading fairy tales is that the student memorizes words and fixed phrases at a subconscious level, without memorizing them. Fascinating plots, magical characters contribute to adaptation to the language and expanding the stock of English words.

The article considered a fairy tale in English lessons from the point of view of a means for forming reading and aspects of the language. There are various approaches, methods and techniques in teaching English. We have touched on one of the unconventional techniques - teaching through a fairy tale. The use of a fairy tale contributes to the most solid memorization of grammatical structures and lexical units, which will subsequently make it possible to correctly use any structure in speech. In the future, we plan to further research this topic.

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APPENDIX 1

Materials for the fairy tale "Little Red Riding Hood" and exercises for teaching reading Card1.

“Granny, what a big nose you have!”

“All the better to smell you with!” said the wolf.

Card2.

Little Red Riding Hood went to visit her granny.

On her way she met a wolf.

Card3.

The woodcutter hit the wolf and Granny jumped out.

Little Red Riding Hood never saw the wolf again.

Card4.

“Granny, what big eyes you have!”

“All the better to see you with!” said the wolf.

Card5.

“Granny, what big teeth you have!”

“All the better to eat you with!” shouted the wolf.

Card6.

The wolf ran to Granny’s house and ate Granny up.

He got into Granny’s bed.

Card7.

“Granny, what big ears you have!”

“All the better to hear you with!” said the wolf.

INNOVATIVE TECHNOLOGIES FOR TEACHING FOREIGN LANGUAGES AT AN EARLY AGE

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ABSTRACT

The article presents an analysis of the most popular innovative educational technologies used in the modern educational process. The author gives the main methodological principles and criteria that can ensure the effectiveness of the use of innovative educational technologies and improve the quality of foreign language education. The research aim is to analyze new methods of technologies in education process, particularly, in a foreign language teaching. For Generation Z diversity of teaching approaches are required. Innovative technologies are intended for diversifying the methods and forms of teaching. During the study interactive technology, game technology, mobile learning and “quest” technology were examined. In addition to it, their essence and characteristics are observed.

INTRODUCTION

21st century is determined as a century of technology and digitalization [Alexandrov, 2012]. Accordingly, the generation of 21st century is called as Generation Z (Gen-Z) who is the first one using the Internet and digital technology from a young age [Generation Z, 2021]. Gen-Z, mentally, physically, physiologically, including other factors, differs from any previous generations. It is really hard to surprise new generation because they can learn and search everything from the Internet. In a case in point, a teaching process of a foreign language at an early age can be provided. Therefore, teaching Gen-Z children with traditional way is insufficient.

Teachers, using only traditional approaches, have a big chance of not achieving satisfied results in a teaching activity [Arsova, 2021]. Consequently, traditional methods, in teaching foreign languages for Gen-Z children, are also deficient because traditional methods might be boring and inconvenient. The significance of the usage of non-traditional methods arises from Gen-Z children's preferences. Such types of methods, in general, are called as innovative technologies. Here, the term “innovation” should be determined. Based on Merriam-Webster and Cambridge dictionaries “innovation” is:

- A new idea, method, or device [Merriam-Webster, 2021];
- The act or process of introducing new ideas, devices, or methods [Merriam-Webster, 2021];
- The development of new products, designs, or ideas [Cambridge University Press, 2021].
- From provided definitions, “innovation” is the synonym of “new”, and “new methods” are equivalent to “innovative technologies”.

Generally, “innovative technologies” in the education means teaching and learning with the help of Internet and modern technology (smartphones, computers, interactive whiteboards, etc.) [Linde & Petrova, 2018; Nenkov et al, 2017; ; Sushchenko, Akhmedova, Stryzhak, 2021]. Of course, just using such devices and the internet will not be reason of perfect teaching, here, the position of a teacher is important, because for young learners of a foreign language it needs to be provided qualitative information and direction.

RESULTS AND DISCUSSION

Recently, it is significant to use new technologies and methods in the process of teaching foreign languages, especially for children. Because young children might quickly become bored if a teacher always uses only traditional or old-fashioned methods during a foreign language teaching

activity. Therefore, a teacher should always be “on trend” when it comes to teaching. Here, the word “trend” refers to the study and knowledge of new, fresh technologies and methods of teaching. For example, after the appearance of coronavirus in 2019 and, its widespread in Kazakhstan, March 13, 2020, face-to-face teaching became irrelevant and online teaching turned out to be “on trend”. Furthermore, offline teaching even stopped at all in the country as the COVID-19 from epidemics became pandemics. Most teachers in Kazakhstan, who were not ready for this situation, could not fulfill online teaching requirements which led to the low level in education. As an evidence, according to the statistics of English Proficiency Index, out of 100 countries in the world, Kazakhstan ranked 92nd, adding to the list of countries with low English proficiency [informburo.kz, 2020].

As an online teaching of foreign language became popular, the process of it might be described by these following characteristics:

- a) spatial communication between teacher and students/learners;
- b) distance learning process for students/learners;
- c) distance teaching process for teacher;
- d) complexity of the lesson (for example, in teaching foreign language all 4 skills: speaking, writing, listening, reading, are in one section);
- e) spatial distance separation between students/learners and the institution.

During the research, some of the innovative technologies for online teaching that are relevant these days, are provided:

- Interactive technology;
- Game technology;
- Mobile learning (M-learning).

To begin with *interactive technology*, it is a teaching approach consisting of quick feedback from students interacting with teacher, and it helps teacher to analyze the feedback and action of a student/students fast. As an example of this innovative approach, we can provide ZOOM app which is a very popular across the world.

ZOOM is one of the leading video platforms. Besides video, in so-called platform, teachers can organize different forms of teaching a foreign language. For instance, a teacher may demonstrate his/her screen providing a presentation, virtual textbook or even some interesting videos. Also, there is a possibility of organizing some discussion and debates which are useful for improving speaking skills. Students are able to share their opinions through video-audio, zoom-chat or with a pencil that is shown in the main screen (Figure 1).

Figure 1. ZOOM platform

Note. The picture is taken from play.google.com

Besides ZOOM, there are also some web-sites that are really useful for teachers to get a feedback as quick as possible from their learners: Kahoot!, <https://miro.com/>, Skype and others. Why is it important for teachers to get quick feedback from students? It is an important task during a distance teaching because comparing to offline teaching it is rather hard to observe if the students understood the whole information or not. By getting a quick response from learners, a teacher is able to get if his/her method of teaching is working or not.

Game technology. In modern days, one of the main issues in teaching a foreign language is the organization of teaching children of different age with the help of game technology. There are several factors for that. Firstly, keeping the interest of students/learners on the lesson that is being studied and strengthening their activity throughout the lesson. Secondly, it is a significant task to motivate the children and try to create a connection between real life and lesson. Lastly, in order to develop the speaking skills of students, it can be successfully carried out in the process of game activities.

There are two types of game technology: didactic and role plays/creative games. Didactic games help to develop internal linguistics of children/learners such as grammar, phonology and lexicology. The key of such a type of game is having a particular targeted result at the end of a lesson. One of the popular didactic games is “Charades” where a teacher prepares a list of words (cards) and selects a student to explain the main word without using forbidden words (Figure 2):

Figure 2. List of words for “Charades” game

The purpose of “Charades” game is to improve creativity and vocabulary of children. By playing this game, pupils are able to use and know synonyms of given words, and also, they will learn to explain and share their thoughts. Furthermore, even the pupils, who do not prefer to be active during the lesson, would communicate with the audience.

Role play or creative play is one effective method of improving and increasing fluency, as children have to speak according to a given situation, which leads to the usage of various communicative techniques. As for the “shy pupils”, it is a great chance to have them speaking, because they can be different person and go beyond the boundaries during the role play.

Mobile learning. In 21st century it is a complicated task to teach a foreign language for Gen-Z pupils. Because 40 minutes (based on Kazakhstan standard) for per lesson is not enough to practice all 4 skills (listening, reading, speaking, writing). However, to solve this problem, it is suggested to use Mobile learning (M-learning). Mobile learning today is a new and evolving trend in education, characterized by the creation of a new learning environment [5]. It is better than distance or mixed learning (e-learning and traditional) as it is determined with following features:

- ensures effective independent work;
- individualizes learning;
- increases motivation;
- there is no time limit (pupils can study at any time);
- increases motivation;
- favorite interface can be selected.

M-learning is successfully used in all disciplines, including foreign language teaching. These days, for learning a foreign language, mostly for English, there are plenty of apps in mobile market. All these apps, according to Smolova, can be divided into 3 groups:

- 1) mobile applications aimed primarily at improving a particular speech skill;
- 2) mobile applications designed to develop language skills, e.g. vocabulary or grammar;
- 3) universal mobile applications designed for comprehensive development of foreign language communicative competence [Smolina L.B., 2019].

Overall, the apps might be used for developing a particular skill, or for improving all four skills to learn a foreign language. For instance, to have a progress in listening skill, we recommend to use “ESL Conversation (Listening)”, “6 Minute British English”, “BBC Learning English”, etc. These apps can be applied to develop and learn grammar, vocabulary, lexicology, slangs, idioms, and also helps to hear “native” speech and understand it.

Besides online teaching innovative technologies, there is “*Quest*” technology which became popular in education nowadays. In “Quest” technology there is a slight color of role play games, but the difference between them is that “Quest” technology is intended for using all tools as much as possible to solve the given task or problem.

The essence of the quest is that its participants (students, pupils) have to solve a problem that does not have an unambiguous solution, and the information sources provided are chosen so that the problem is viewed from different angles, while the information in the given sources does not provide an exact answer to the question posed. Participants in the quest should deduce from the variety of text, graphics and video material and formulate their own conclusions.

The main technique of the quest is to solve various ciphers. Here are some examples of such tasks:

- mixed letters: ghrit desi (right side), albte (table), echter (teacher), etc;
- words backwards: edisni fo xob (inside of box), txen ot wodniw (next to window), etc;
- codes in the pictures (using mirror reflection);
- puzzles;
- invisible letters, and others.

In addition to ciphers, tasks are widely used to search for objects, notes.

CONCLUSIONS

The usage of innovative technologies in education, particularly, in a teaching foreign languages differentiates the process of teaching which positively affects the results of educational process. However, it should be noted that this positive effect can only be achieved with careful planning of aims, outcomes and ongoing activities, all of which should be based on the educational needs and requirements of the learners. These days, there are innovative technologies such as interactive technology, game technology, M-learning and “Quest” technology. Interactive technology is about an interaction with the pupils, analyze their actions and the results of their work, offer alternative options for submitting complex educational material, i.e. for a quick feedback. Game technology contributes to the development of such qualities as independence, initiative, ability to work in a team. M-learning provides effective independent work, increases motivation and cognitive activity of students, interest in the subject, helps to individualize learning. As for “Quest” technology, it meets the needs of students, improves critical and creative thinking, develops communication in the group.

Lastly, an innovative technology, in general, includes interactivity, polymodality, multimedia, visualization of content.

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FEATURES OF THE ORGANIZATION OF FOREIGN LANGUAGE CLASSES BASED ON A META-SUBJECT APPROACH

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«... the child draws what is available to him and the means that he owns, therefore, the culturally richer the environment of the child, the more he creates incentives to master more complex cultural means and allows him to use this environment more widely»

Blonsky P.P.

ABSTRACT

The ability to overcome life collisions, the ability to find new, non-standard solutions to problems - these qualities are relevant in the modern world. Changes in society entail changes in the upbringing of schoolchildren, and this is due to the individual, personal and professional qualities of a teacher, such as: organization, increased self-esteem and professional competence, focus on results. The level of development of children's creativity, their readiness to study at school and for life, also depends on the professionalism of teachers. It is the teacher, as a universal specialist, who, when planning and organizing classes in different subjects, is able to identify characteristic subject relationships, determine the necessary means of teaching and development of schoolchildren, and also design identical results of educational activities in several educational areas. Meta-subject approach is a means of achieving a meta-subject result. The main goal of the meta-subject approach in teaching is: the development and qualitative renewal of pedagogical activities, and the improvement of the quality of education.

The meta-subject approach in teaching contributes to the retreat of practice, when the teacher works frontally with the whole class. With this approach in teaching, individual and group forms of work in the lesson are more often organized. The authoritarian style of communication between teacher and student is gradually overcome. I agree with Bernard Shaw, who expressed the correct thought: "The only path leading to knowledge is activity!" To make this activity more effective, I am constantly looking for effective methods and forms of training. In my practice I use elements of problematic, search, research. To ensure positive meta-subject results of the activity with students of non-linguistic specialties of the 1st year students in the context of modernization of education, I use a meta-subject lesson. A meta-subject lesson is understood as "The teacher's organization of the student's independent mental activity for the qualitative mastering of the useful content of the educational material for a certain time." In this definition, S.S. Tatarchenkova should pay attention to the fact that the student masters the educational material independently and in the process of activity, and the task of the teacher is to organize this activity. Thus, the goals, content, requirements for the results of educational activities have changed significantly in the light of the new standard.

The modern lesson, while retaining its structure, has significantly changed the content and organizational content of the usual stages.

Table 1. Lesson stages

Requirements for the organization of the lesson	Traditional lesson	Modern type lesson

Announcement of the topic of the lesson	Teacher informs students	Students themselves formulate (the teacher leads students to understand the topic)
Communication of goals and objectives	The teacher formulates and communicates to the students what to learn. The main goal of the teacher is to do what is planned.	Students themselves formulate, defining the boundaries of knowledge and ignorance according to the scheme "remember → learn → learn" (the teacher leads students to the realization of goals and objectives)
Planning	The teacher tells them what work they do to achieve the goal.	Planning by students of ways to achieve the intended goal (the teacher helps, advises)
Practical activity of students	Under the guidance of a teacher, students perform a number of practical tasks (the frontal method of organizing activities is more often used)	Students carry out educational activities according to the planned plan (group, individual methods are used), the teacher advises
Exercise control	The teacher monitors the implementation of practical work by students	Students exercise control (forms of self-control, mutual control are used), the teacher advises
Correction	The teacher, in the course of performing and following the results of the work performed by the students, carries out correction	Students formulate difficulties and carry out correction on their own, the teacher advises, advises, helps
Assessment of learners	The teacher evaluates the work of students in the lesson	Students assess the performance according to its results (self-assessment, assessment of the results of the activities of comrades), the teacher advises
Lesson summary	The teacher asks the students what they have memorized	Reflection is carried out
Homework	The teacher announces and comments (more often - the task is one for everyone)	Students can choose an assignment from those suggested by the teacher, taking into account their individual capabilities

At each stage of the lesson, various universal educational actions are purposefully formed:

1. Motivation for learning activities. What does it mean to motivate a student to learn? First, it is necessary to update the requirements for it from the side of educational activities, i.e. his duties as a participant in the educational process ("must"); secondly, to create conditions for necessity to become an internal need ("I want"); thirdly, the student must be given confidence that he is able to solve the problems that arise in the learning process ("I can").

2. Creation of a problematic situation. A problem situation as a lesson stage is organized to prepare students for the discovery of new knowledge. Student perform the proposed learning action, actualizing the methods of action known to them, and note the difficulties associated with this work. The task should be interesting to the student, captivate him. The desire to explore something arises only when the object attracts, surprises, arouses interest. The theme should be original, it needs an element of surprise, unusualness. Originality in this case should be understood as the ability to look outside the box at traditional, familiar objects and phenomena. This rule is focused on the development of the most important characteristic of a creative person - the ability to see problems. The ability to find unusual, original points of view on different, including well-known objects and phenomena, distinguishes a true creator from a mediocre, creatively undeveloped person. The wording of the assignment should be such that the work is completed relatively quickly. At this stage, cognitive logical educational actions are formed: analysis, synthesis, comparison, generalization, analogy, classification, serialization, as well as the ability to extract the necessary information from various sources, to build a speech utterance. Regulatory actions are formed when students record an individual difficulty in a trial action. In the process of communication, students need to express their opinion with sufficient completeness and accuracy, argue it, take into account other opinions.
3. Identification of the cause of the difficulty. In order to understand why a difficulty arose during the execution of a test task, students must restore the performed operations, fix the place a step, an operation - where the difficulty arose; then, on this basis, identify the cause of the difficulty - those specific knowledge, skills that are lacking to solve a test task and problems of this type in general. At this stage, the following are formed: analysis, synthesis, comparison, generalization, analogy, summing up a concept, defining basic and secondary information, posing and formulating a problem; expressing one's thoughts with sufficient completeness and accuracy, arguing one's opinion and position in communication, taking into account different opinions, coordinating different positions, resolving conflicts (communicative).
4. Search for ways to resolve the problem. At this stage, students set a goal, choose a method and plan to achieve the goal, determine the means, resources and terms. This process is guided by the teacher: first with the help of a leading dialogue, then with an encouraging dialogue, and then the children independently carry out research. This stage is the most important for the formation of universal educational actions: self-determination and meaning formation takes place. Along with the already listed cognitive and regulatory actions, such as the search and selection of the necessary information, the choice of the most effective ways to solve problems, the independent selection and formulation of a cognitive goal, planning, forecasting, and structuring of knowledge are formed.
5. Implementation of the plan for resolving the arisen difficulty. Students offer different options for action, which are discussed by all members of the group, and then the most effective is selected. This decision is fixed in external speech and / or in the form of a diagram (symbolic). This method of action is used to solve the original problem that caused the difficulty. As a result, the difficulty must be overcome, which is also recorded. This activity forms the ability to be aware of responsibility for a common cause, volitional self-regulation, cognitive initiative.
6. Checking the effectiveness of the found method of operation. Students solve common tasks using a new way of acting. This work can be done in pairs, in groups, or frontally.
7. Independent work and self-test. At this stage, students work independently: they perform tasks of a new type, carry out their self-examination, step by step comparing with the standard, identify and correct their own mistakes.
8. Reflection and self-esteem. At this stage, the new content studied in the lesson is fixed, and reflection and self-assessment by students of their own educational activities is organized. This means that students must correlate the goal of educational activity and its results, fix the degree of their relevance and outline the goals of further activity. At this stage, universal

educational actions are formed that allow one to evaluate one's own activity: reflection of the methods and conditions of action, control and assessment of the process and results of activity, self-assessment based on the criterion of success, an adequate understanding of the reasons for success / failure in educational activity.

In conclusion I want to say that classes organized on the basis of a meta-subject approach, also use modern educational technologies in the educational process: technology for the development of critical thinking, problem learning, project learning, etc., which will provide the student with general cultural, personal and cognitive development, equip with the ability to learn. The teacher must be ready for improvisation (for changes and correction of the "course of the lesson" in the course of its conduct).

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USING INSTAGRAM IN THE PROCESS OF LEARNING ENGLISH LANGUAGE

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ABSTRACT

Currently, social networks are increasingly attracting the sphere of education. The options for using Instagram in teaching are versatile and often depend on the imagination and creativity of the teacher. In this article, the authors consider the theoretical foundations of using the Instagram social network in teaching English. Special attention is paid to the definition of Instagram, the description of its capabilities in the educational environment. Students were experimentally tested to identify the effectiveness of using the Instagram service. Based on this study, the authors concluded that the joint use of traditional teaching methods with the Instagram Internet resource led to a stronger fixation of the material than using only traditional methods.

INTRODUCTION

The Internet is becoming a platform for barrier-free communication of people from different cities, countries, and cultures. Social networks today have become one of the most important, convenient and effective means of communication between people. The goal of social media is to make the world more open [Arsova, 2021; Sushchenko, Akhmedova, Stryzhak, 2021].

Today, social networks have a great impact on many areas of our lives, in particular on education, changing the educational paradigm as a whole. Global network – an opportunity to form an individual educational trajectory [Feshchenko, 2019]. For this reason, professional network communities are becoming an effective tool in modern pedagogy in the field of education. Network support opens up new opportunities for organizing broad professional interaction, sharing knowledge and experience, improving professional skills and attracting new members of the community.

The introduction of professional social networks in teaching activities allows us to achieve the formation of a unified information space of the education system; the creation of high-quality, open and accessible portals of educational resources; the formation of a new culture of thinking of participants in the educational process.

The relevance of this work is dictated by the digitalization of educational processes. Internet technologies and social networks are increasingly becoming part of pedagogical methods and approaches. However, the effectiveness or ineffectiveness of these new tools in educational processes is still poorly understood and does not have a broad information base. Therefore, the study of Instagram as a tool of pedagogical activity is relevant both for the theoretical understanding of modern educational processes, and for solving practical problems of education and teaching English.

Researchers note that Web 2.0 technologies, which include social networks, provide ample opportunities for intensifying and individualizing the educational process, including teaching foreign languages.

The undeniable advantage of social networks is that they are a free resource. Often, educational institutions cannot afford the purchase of expensive software for organizing the information environment. In this case, social networks would become an indispensable assistant in organizing interactive virtual interaction between teachers and students.

The use of social networks, in particular the Instagram application, in the educational process promotes the exchange of information, increases the motivation of students, stimulates the development of creative abilities and cognitive interest. All these factors have a positive impact on the formation of knowledge and skills.

MAIN PART

Instagram today is one of the social networks that have gained particular popularity among today's youth. This is an application for sharing photos and videos with social network elements, allowing you to take photos and videos, apply filters to them, and distribute them through your service and a number of other social networks [Kolesnikova, 2019].

Instagram was developed in San Francisco by Kevin Systrom, and Mike Krieger. The app appeared in the Apple App Store in October 2010. In January 2011, hashtags were added to the app to make it easier to find users and photos. In 2012, Facebook announced its purchase of the mobile photo app Instagram for \$ 1 billion. By December 2010, Instagram had one million registered users. In June 2011, it was already five million. By September, this number had doubled, and by March 2012, the number of users had reached almost 30 million. By the end of February 2013, Instagram had announced 100 million active users. And at the end of March 2014, Mark Zuckerberg announced the registration of the 200-millionth user [Vlastna, 2018A].

Instagram is the second most downloaded free app in the Apple app store. The social network is in the top 10 most popular search queries in Google. Instagram is most popular in the United States (110 million), Brazil (70 million), India (69 million), Indonesia (59 million) and Russia (40 million) [<https://instaguru.online/>]. The data is shown in Figure 1.

Figure 1. Leading countries by the number of Instagram users as of January 2020.

Instagram is very famous for its hashtags. These are clickable placemarks consisting of words, numbers, emojis, or underscores. They help you divide the content that users post into categories. For example, you can find recipes on one hashtag on Instagram, English lessons on others, funny videos with children on others, etc. If you click on the hashtag #wildlife in a National Geographic post, you'll see other posts dedicated to wild animals. The Later service together with the Fohr platform analyzed trends in the behavior of influencers, user data and thousands of Instagram posts. As a result, we found that publications with hashtags attract more reactions. Instagram is changing, but hashtags are still the main tool of movement on the platform [<https://rusability.ru/home>]. The results of the study are shown in Figure 2.

Figure 2. Instagram hashtag usage.

To improve the effectiveness of education, we need alternative methods that would allow students to develop the necessary knowledge, skills and abilities for successful communication, professional and educational activities in the modern high-tech information-intensive world. To achieve this goal, it will be possible to integrate modern multimedia and digital technologies into the process of teaching a foreign language, which can be effectively used in foreign language lessons.

The world is evolving very quickly from a technical point of view. We observe a tendency that students are more interested in viewing photos, videos, or stories on Instagram than sitting in an English class, for example. Since this service arouses students' interest in this way, it should be used to strengthen their own interest and motivate students to learn English.

To analyze the methods of working with the Instagram application and identify the effectiveness of this method, we experimentally tested 30 first-and second-year students. When developing tasks, the individual characteristics and needs of students were necessarily considered.

Instagram is primarily associated with beautiful photos, so students were asked to post a photo on their homepage and describe it using Present Simple and Present Continuous Tenses.

Next, we used comments, the teacher posted a video on his homepage, starting a certain story, and the task of the students was to continue this story with two sentences one by one in the comments to the post.

And with the help of hashtags, the search for the necessary photos was carried out. For example, 5.1 million posts were found on the topic "Hotels" on Instagram. The students described the photos they liked. For example, Sydney's Iconic Hotel, Hotel Koral Beach, Playa del Cura and others. Photos and videos of world-famous hotels interested the students so much that they then went to the page of these hotels and studied their history, the number of visitors, the territory, the advantages, etc.

Also, with the help of "stories" in the Instagram application, the teacher published sentences with and without errors, to which the students answered "right", "wrong". For example, the largest hotel in the world is the Izmailovo Hotel in Moscow, which has 7,500 hotel rooms - "right" and "wrong". Or if grammar or vocabulary was studied, the emphasis was placed on the tenses of verbs or a selection of synonyms, antonyms, etc. The standard version of checking comprehension—questions with multiple answers were also used.

Finally, the students were divided into small groups and given the task to blog on regular basis their own "instablog" and keep it in English. In order to generalize their knowledge, they posted photos and videos on their blogs, described them, commented on each other's publications, put hashtags, and published stories with interesting facts and stories. Thus, all the students thought and practiced speaking in English.

The holistic implementation of the educational process involves its completion, the achievement of planned and projected results, as well as receiving feedback confirming its

effectiveness. A necessary condition for evaluating the effectiveness of training is the diagnosis of its results.

Based on the results of the methodology using Instagram, an anonymous test was conducted, which consisted of 5 questions. The responses were graded on a scale from 1 to 10 points. Questions:

- 1) Are you interested in this method of learning English on the Instagram platform?
- 2) Have you got the new material?
- 3) Would you like this technique to be used regularly?
- 4) Have you improved your knowledge with this method?
- 5) Will you learn English using Instagram in your free time on your own (marathons, blogs, bloggers, etc.)?

The totals were calculated using the average formula. According to the results of the survey of 30 respondents, the following data were revealed (The results of the survey are shown in Figure 3):

- 1) Average score 9.5.
- 2) Average score 9.2.
- 3) Average score 8.2.
- 4) Average score 9.5.
- 5) Average score 9.8.

Figure 3. The results of the survey.

We see that the combined use of traditional teaching methods with the online resource Instagram has led to strengthening of teaching materials than using only traditional methods. Live and constant revision of educational material via Instagram has helped students incorporate grammatical units into everyday language usage, making them a real way of communication.

CONCLUSIONS

The integration of the social network Instagram into the student learning process has shown that learning English using non-specialized social networks provides both the teacher and the students with a number of advantages over traditional methods of interaction. In particular, the positive aspects of using Instagram for educational purposes include:

- A comfortable and familiar environment for students.
- A wide range of opportunities and forms of interaction, a variety of forms of communication.
- Unique identification of users.

- The ability to filter incoming information.
- Ample opportunities for joint activities.
- The possibility of organizing continuous learning [Vlaskina, 2018B].

Thus, it should be noted that at the present stage of development of the methodology of teaching foreign languages, there is a tendency towards a transition from a communicative approach to its variety - an interactive approach, which includes active interaction of all students of the group, in the process of which there is a mutually enriching exchange of authentic personally significant information in a foreign language and at the same time, interpersonal communication skills are acquired. All of this is possible especially on social networks. Since, it is a powerful and effective tool that has a wide range of opportunities and unique positive features, the potential of which must be used in modern education.

As one of the social media platforms, Instagram has become widely used by students. It provides users with an instant way to capture and share their life moments with friends through a series of (with filters) photos and videos. Students usually have an account on their Instagram and mark every moment of their lives on it, for example by sharing photos and videos. Their subscribers have the opportunity to express their approval, as well as comment on the uploaded picture or video. This communication resource makes Instagram a great tool for learning English. Thus, social networks, in particular Instagram, have ample opportunities to be used in the process of language learning.

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DEVELOPMENT FEATURES OF STUDENTS' FUNCTIONAL LITERACY THROUGH TEXTS IN FOREIGN LANGUAGE LESSONS

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ABSTRACT

The growing role of foreign language linguistic competence and especially foreign language functional literacy of a specialist requires a revision of the theoretical foundations and approaches to teaching writing in English in a modern university. This article defends the thesis that the development of linguistic competence through the prism of translation competence plays an important role in the development of foreign language functional literacy. The presented work clarifies the concept of foreign language functional literacy of students through the prism of translation competence and foreign language linguistic competence; recommendations are offered for the further development of a model for the formation of functional literacy in the process of teaching a foreign language in a non-linguistic university.

INTRODUCTION

The modern world has become much more complex than it was twenty, and even more so thirty years ago. These difficulties require a special approach in pedagogy: this is due to the emergence of new technologies, new professions, areas of the economy, and the socio-psychological changes of the person himself. The world around us is no longer analogous-textual, it was replaced by visual-digital - and this requires expansion and rethinking of the concept of "functional literacy".

According to Cavallaro & Sembiante, functional literacy is the ability of a person to use the knowledge acquired during his life to solve a wide range of life tasks in various spheres of human activity, communication and social relations [Cavallaro, C. J., & Sembiante, S. F., 2021]. Nowadays, society and the economy make a request for such specialists who want and can master new knowledge, apply it to new circumstances and solve emerging problems, that is, there is a demand for functionally competent specialists. Functional literacy today has become the most important indicator of social well-being, and functional literacy of schoolchildren is an important indicator of the quality of education. The requirements for mastering the elements of subject content are still in focus, but purely academic knowledge is no longer enough.

At present, the attention of the educational community is drawn to the problem of the formation of research competencies and functional literacy of Kazakhstan students, graduate students, young scientists. The leading place in solving this problem is occupied by the issue of the formation and development of functional literacy and taking into account the growing role of the English language as a tool of scientific communication.

According to foreign researchers, written speech is a central component of functional literacy. Therefore, in a modern university, in the process of teaching English, more and more attention is paid to teaching writing, creating scientific and professional texts, as well as teaching educational writing in the framework of some disciplines taught in English. The teaching of writing in English is traditionally carried out within the framework of the "Foreign Language" discipline or specialized courses in academic writing. Subject specialists are also paying more and more attention to teaching writing [De Oliveira, L. C., & Westerlund, R., 2021].

The concept of "functional literacy" is new for the domestic education system. In this regard, an active discussion of this concept and the need for purposeful education of functional literacy,

foreign language functional literacy and teaching academic writing began on the pages of Kazakhstans' journals [Shaimardanova, M., Akhmetova, L., & Nikishina, S., 2020].

The development of a model for the formation and development of foreign language functional literacy is problematic without clarifying the structure of this concept from the point of view of the foreign language component of this concept. The structure of functional literacy from the point of view of the native language is considered in detail in the study by Adil, Percia T., Princess H. Policarpio, and Cavin F. Pamintuan in 2020. At the same time, the issue of proficiency in a foreign language, which is necessary for the free functioning of scientists in the world scientific arena, is not touched upon. Izzah L. & Hadi M. S. (2021) examine the structure of functional literacy from the point of view of communicative, cognitive and social practices and propose an approach to the formation of functional literacy through the translation of academic written discourse, omitting the features of the formation and development of foreign language linguistic competence in students.

The approach to the development of functional literacy proposed by Cavallaro C. J. & Sembiante S. F. (2021) is implemented with third-year undergraduate students of the Faculty of Sociology, but the level of development of linguistic competence at the stage of admission to a university, the level of development of linguistic competence among students during the first two years of study, when teaching academic writing is not indicated. not conducted. According to Troyan & Sembiante (2020), in 2011, at the National Research University Higher School of Economics, during the round table "Academic writing at a modern university: the status of discipline and teaching principles", it was noted that the development of academic skills (the ability to put forward and substantiate one's own ideas, understand and interpret the ideas of others) is given special importance in the educational systems of developed countries [Morton, T., 2020]. At the same time, in Kazakhstan education, there is still no training system aimed at developing academic skills, including in a foreign language.

The processes of globalization and computerization of modern society and scientific knowledge have given modern scientists endless opportunities to promote scientific developments at the international level [Troyan, F. J., & Sembiante, S. F., 2020]. However, not every article written in English will be accepted for publication in a foreign scientific journal. There are many reasons for this: students and graduate students, and sometimes teachers, do not know how to structure the text as a whole, do not have the skills of argumentation, do not know the style of scientific writing, the level of spoken and professionally oriented English, the level of foreign language functional literacy (competence) Kazakhstans' authors is extremely low. The situation is aggravated by the low level of academic mobility, the lack of experience in participating in international scientific research and publishing articles in foreign publications, and the lack of special courses on the methodology of preparing academic texts.

It should be noted that teaching English in Russia has long been focused, as a rule, on grammar and oral communication in the field of informal communication. Meanwhile, for more than 20 years, English for Specific Purposes (ESP) has been taught in the world, the main focus of which is English for academic and professional purposes. Publishing publications in a foreign language requires not only a high level of functional literacy in the native and foreign languages but also a sufficient level of development of linguistic and translation competencies.

In this regard, the importance of foreign language competence increases in the composition of the professional competence of both scientific and pedagogical workers of the university and future young scientists. In this regard, we consider it necessary to clarify the structure of foreign language functional literacy from the point of view of linguistic competence in order to develop a more accurate model of its formation and development in the process of teaching a foreign language in a non-linguistic university. As we mentioned earlier in the article, the ability to work with information and create written texts is recognized as the main component of functional literacy. It is important to clarify the structure of foreign language competence required to create texts of different scientific genres in a foreign language. The process of writing a text in English as a foreign language includes the processes of translation activities (perceptual and productive). Typically, scholars (for whom English is not their first language) working in various fields of science create academic texts in their

native (Kazakh) language and then translate them into English [Shaimardanova, M., Akhmetova, L., & Nikishina, S., 2020].

According to Morton (2020), in order for students to reach a certain level of translation competence, the level of their linguistic competence must reach at least the upper-middle level (level B2) in accordance with the Common European Framework of Reference for Languages. If measured in points on international exams aimed at determining the level of proficiency in a foreign language, then this will correspond to the following points: International English Language Testing System (IELTS) - 5.5 - 6.5 [Kani, N. B., 2020]; Test of English as a Foreign Language (TOEFL) - 100 [Lee, S., Kuo, L. J., Xu, Z., & Hu, X., 2020].; First Certificate in English (FCE) - A or B. Along with teaching translation [Llinares, A., & McCabe, A., 2020], students should be able to further improve their linguistic competence.

The relationship between linguistic and translation competence has rarely been examined by researchers. Before the introduction of the communicative method of teaching a foreign language, translation was considered a method of teaching a foreign language. After the introduction of the communicative method of teaching a foreign language, translation was used only in training programs for translators and interpreters [Ukume, G. D., Uguma, V. U., & Agbinya, G. A., 2020]. In this paper, linguistic competence refers to the knowledge and ability of learners to use the formal resources of the language to create well-structured and meaningful messages.

There is an opinion that linguistic competence is not enough for practical and educational purposes, we are interested not only in the fact that someone knows the language, but also that someone knows how to use it. Language teaching should contribute to the development of the skill of using language forms by students "in situations close to the context of real life." The concept of communicative competence was introduced, which was later viewed through the prism of studying and teaching a second/foreign language. The following components were distinguished in the structure of communicative competence: grammatical competence (phonology, vocabulary, syntax, semantics); discursive competence (knowledge of the sociocultural rules of language use); sociolinguistic competence (rules of discourse: agreement and coherence of sentences); strategic competence (the ability to overcome difficulties encountered in the communication process). Nevertheless, the issue of integrating these components of communicative competence into the process of learning a foreign language caused many questions and difficulties.

In order to provide the basis for the creation of curricula, foreign language training programs, exams, foreign language textbooks throughout Europe, the Common European Framework of Reference (CERF) was introduced in 2001. Here is the classification of the competencies offered by CERF:

1. General competences [De Oliveira, L. C., & Westerlund, R., 2021]:

- Declarative knowledge
- Knowledge of the world
- Linguistic and communicative awareness
- Existential competence
- General phonetic awareness and skills
- Ability to learn
- Learning skills
- Intercultural skills and abilities
- Heuristic skills
- Practical skills and abilities
- Intercultural awareness
- Skills and abilities (know-how)
- Sociocultural knowledge

2. Communicative and linguistic competencies [Izzah, L., & Hadi, M. S., 2021]:

- Linguistic competence
- Spelling competencies

- Lexical competencies
- Orthoepic competence
- Grammar competencies
- Sociolinguistic competences
- Semantic competencies
- Courtesy standards
- Phonological competence
- Expression of folk wisdom
- Pragmatic competence
- Use of uppercase and lowercase letters
- Discursive competence
- Functional competence

By considering the concept of translation competence. Among the small number of studies devoted to the development of translation competence, the model proposed by Troyan & Sembiente (2020) should be mentioned.

It has the following structure:

1. Deep knowledge of both the native language and the language of the translated text [Troyan, F. J., & Sembiente, S. F., 2020].
2. Knowledge of the native culture and culture of the translated text [Ukume, G. D., Uguma, V. U., & Agbinya, G. A., 2020].
3. Knowledge of neologisms, nuances and modern changes in the language [Morton, T., 2020].
4. Constant practice of translation [Kani, N. B., 2020].
5. Ability to translate in more than one area of expertise.
6. Fluency in written and spoken language, the ability to quickly and clearly formulate ideas in written and oral forms [Izzah, L., & Hadi, M. S., 2021].
7. Good translation speed.
8. Development of research skills, the ability to find the reference sources needed to create a high-quality translation [Lee, S., Kuo, L. J., Xu, Z., & Hu, X., 2020].
9. Awareness of the latest technological innovations.
10. Ability to distinguish the geographical features of the language.

CONCLUSION

It is necessary to note textual competence - the ability to produce translated texts with the structural features of a formal written (English) language. Evaluation factors are nominalization, word length, passive voice, prepositional phrases, etc. Semantic, discursive, pragmatic and cultural competencies are important. Other components of translation competence are in synthesis with each other and include:

- knowledge of the subject area (economics, finance, medicine, etc.);
- computer literacy (operating systems, Windows, Internet);
- the ability to self-check (self-control) - awareness of quality the translation made;
- research competence (ability to use bibliographic and lexicographic sources).

As demonstrated in this article, the role and meaning of translation should be redefined in foreign language lessons. In the process of language learning, it is necessary, simultaneously with the development of foreign language functional literacy, to develop the translation competence of students, which includes all components related to the process of language learning [Llinares, A., & McCabe, A., 2020]:

- linguistic competence (phonetics, morphology, syntax, semantics, discourse);
- sociolinguistic competence;
- pragmatic competence;

- intercultural competence;
- competencies directly related to translation activities.

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ACMEORIENTED DEVELOPMENT OF TEACHERS IN THE INTEGRATED EDUCATIONAL SPACE

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ABSTRACT

In this article, the problems of the teacher's professional development, as well as the pedagogical conditions of the acmeoriented mentoring within educational institutions are being examined. The characteristics of mentoring, the features of the integrated educational space of pedagogical education in the training of teachers also had been presented here. Nowadays, the need for mentoring is quite urgent to an extent that a modern teacher must be able to instantly 'react' to the ongoing changes within the educational system. A proper 'response' to such metamorphoses in the institutional environment is required such that it's encompassing alterations of the educational program's content, the introduction of brand-new teaching methods and technologies. Mentoring is organically combining acmeoriented professional development, its personalization, and guarantees a holistic approach to each teacher. It's believed by us that mentoring allows us to expand applied professional skills and competencies. The following paper represents a general experience of the educational mentoring process, in particular, considering the use of mentoring in the advancement of acting teachers' qualifications. An important role plays an innovative project of advanced training courses, "Pro-teaching", established collectively with Karaganda Buketov University and aimed at developing new training programs.

INTRODUCTION

The Kazakhstani educational system has been undergoing transformation associated with several globally- and regionally-linked objective reasons. The majority of these reasons are directly or indirectly actualized by deep alterations in the needs and demands of civilization towards the system and problems of education in Kazakhstan. The professional establishment of a teacher might be considered as one of the most significant stages of his/her career that determines professional success and inclusion in the process of further personal and professional development by the changing socio-professional situation. In this regard, scientists and practitioners are interested in investigating the acmeoriented development of teachers in an integrated education space by using examples of institutional mentoring. The study of the issues of teacher's professional self-determination; professional self-realization in accordance with his/her/their personal needs, abilities and opportunities; his/her/their satisfaction with initial professional results in the procession of entering the job; prerequisites to person's open-mindedness to new things, formation of scientific and creative attitude towards the job and issues of personal development as a human [Achinstein B., Fogo B., 2015].

In addition, such direction shows a lack of conceptual research, based on which new changes could be established into the education practice to align it with the modern and future demands of pedagogical education [Malm B., 2009].

The analysis has revealed several problems worth mentioning here and which are actively discussed by the scientific and pedagogical communities:

- Uneven educational development and digitalization process
- The gradual elimination of the children upbringing and development processes from the education
- Changing (harshening) the requirements to teacher's qualification process
- Difficulties in following the principles of the variability of educational programs and standard approaches, educational requirements, and conditions

Indeed, non-traditional approaches in problem-solving are needed. First, these should be associated with teachers' preparation as key figures in launching and accelerating the educational process.

Unconventional approaches replace known or classical ways due to the temporal and spatial inappropriateness in the modern and constantly developing systems, consciousness, and worldview of the world. These methods must be affordable, effective, targeted, and science-based; such methods can also be linked to the additional professional education of teachers [Erusalimov et al, 2021]. The system of teachers and managers' advanced training of educational organizations has already been changing and adapting to societal needs and requests [Ibănescu A., 2015]. However, it's not enough, and possibly lacking in terms of an enormous regional variation across the educational organization of the Republic of Kazakhstan in funding, technologies, human resources, geographic distance from education centers, the multinational and multilingual composition of students, etc. There is a plethora of options in overcoming the current struggles in promoting the level of professional training competence. Concerning the characteristics and specificities of the institution, its abilities, demands, and resources, these options rely upon quite heavily. So it's worth focusing on the reformation of the mentoring system within educational organizations.

MAIN PART

In the context of the following study, the professional establishment of a person defines a complex process of acquiring both professional and social roles, as well as the experience under the active engagement with a socio-professional environment. Consequently, at the certain stage of teacher's professional establishment, an acmeoriented development is possible with the use of new methods of mentoring themselves and under the conditions of development and improvement of such modern personality traits as "creative thinking", "innovative thinking", "multitasking". These techniques allow to boost the competitiveness level of a specialist and prepare to be trained as acmeoriented, cross-functional and fully capable set of professional skills, that the modern Kazakhstani market of educational space is so desperate. Mentoring is an educational resource, the meaning of which is currently underestimated. This could be explained by a gradual loss of the traditional "mentoring", "coaching", "tutoring" starting from the 90s of the XX century, as an informal method of education, especially in the case of young professionals and children with special needs. Overall, since then the educational environment has drastically changed, as well as its participants in the educational process. However, the need for an effective transfer of knowledge by experienced teachers to colleagues has remained in demand [Gottschling, Hahn, Maas, Spinath, 2016].

It can be seen that today professional knowledge and extensive experience are known enough unless these are accompanied by universal skills. The world is rapidly changing: the labor market has become challenging; digital education is a new reality; familiar approaches to work, communication between colleagues and students are now virtual and remote. The teacher must be able to adapt to any changes within the educational environment instantly. This educational trend has already been in demand, as well as the adapted teacher equipped with a new set of professional skills (in addition to the knowledge of the subject, meta-subject, and integrated subjects). A new tendency has been spotted in the grading system of a teacher with non-traditional educational parameters. These scores are associated with an international assessment system TIMSS, PISA, PIRLS, that evaluate: the functional literacy of schoolchildren in different parts of the world, ability to apply knowledge in practice, "reading skills", "digital skills", "natural sciences", "semantic reading", "critical thinking and logic", i.e. assessing the basic level of proficiency in soft skills.

On such occasions, that require a dynamic development of the school education, the demand for real professionals has been growing extremely. The role of the mentor teacher and the mentoring itself as an informal type of education at work, i.e. within a familiar education environment and without an interruption of practical activity – is increasing, too.

An implementation of the "Acmeoriented development of teaches in an integrated educational space" indicated that modern technologies (or models) of mentoring are extremely variable: e- and flash-mentoring, speed reading, virtual and self-assessed, reversed coaching, tutoring, storytelling,

etc. These technologies allow achieving desired outcomes even in the absence of the required amount of resources, insufficient motivation of mentors with the qualifications needed to be changed [Mitescu M., 2014]. Therefore, there are special prerequisites to the personality of the mentor, due to a must-have capability in developing applied professional competencies in their fellows. It is natural to question whether there is a unique human resource in each educational organization that head schools can incorporate into the training and development of pedagogical personnel. In this case, the mentor-teacher is a person with a piece of advanced knowledge and experience, who: shares the values, provides emotional supports, guides with the formation of teacher's growth trajectory, might give professional advice, helps with the professional and organizational matters, facilitates access to information resources [Shwartz G., Dori Y.J. 2016]. Based on new approaches and techniques, could a mentor-teacher be able to create a team of a teacher who is: flexible, mobile, competent, all-time-learners, e-educated, IKT, stress-resistant?

It can be noticed that mentors should pass through an educational system and be extremely motivated to acquire new skills and abilities. In the Karaganda region's education system, this approach in mentor's training is currently being prepared for testing. The implementor of the innovative training program for the teacher is the LPP "Pro-teaching". In the process of making this project, special attention has been paid to the identification of difficulties in the mentor teacher's professional activity, ability to set objectives and development of interactive programs. As a result, a mentor-teacher determines the level of professionally significant qualities and creates an adaptive program for teachers. In the process, key pedagogical techniques are incorporated into the program: the pedagogical culture, the culture of the pedagogical self-analysis, the culture of self-improvement, and the culture of professional self-realization. Therefore:

- Structural components of the acmeoriented development (motivation, gnostic, constructive-design, communication, and diagnostic-reflection).
- Criteria of the acmeoriented development (cognitive, active, regulatory, ethical, and creative),
- Levels of acmeoriented development (normative, creative, and innovative).
- Organizationally pedagogical conditions of the mentoring system development:
- The development of sustainable motivation for the teaching profession and the process of actualization in self-knowledge, self-reflection, self-control, self-development, and self-realization.
- Organization, specification, and formation of professional skills in applying practical knowledge
- Creation of education programs within the framework of teaching training courses.
- Organization of scientific and methodological seminars, courses, webinars to exchange experience.

The participation of teachers in the survey made it possible to analyze personal achievements and identify professional difficulties in terms of indicators, taking into account individual capabilities.

The questionnaire consists of four questions, the answers to which allows obtaining information about the need for advanced training, the areas of professional knowledge and competencies, and the experience of respondents' advanced training. The questionnaire has been compiled and posted in Google Forms. The number of participated respondents in the survey was 14,357 teachers. The analysis showed that 94.7% of the respondents declare the need for advanced training.

The respondents would like to improve their qualifications in ICT technologies, project methodology, new teaching methods, rating and accreditation, etc. The most popular answers to the question "What professional competencies would you like to develop?" were ICT, managerial, methodical ones. 78% of respondents have already had experience of taking advanced training courses remotely.

One of the reasons for taking advanced training courses was the need to master new knowledge and skills, qualification requirements, a sense of the need to acquire new knowledge and self-realization.

The following educational training programs have been developed and tested:

- *Design and research activities.* Going beyond the standard solution, developing creative thinking, social interaction. Mastering educational technology, which involves students solving research, the creative problem under the guidance of a specialist, during which the scientific method of cognition is implemented (regardless of the field of study).
- *The new concept of teaching a foreign language at school.* This seminar includes the analysis of modern approaches in teaching a foreign language (English language) by new conditions and requirements, new approaches to the theory of learning through the development of thinking, and standards of level teaching.
- *The XXI century school: modern trends of teaching methods.* The course content includes issues of modern teaching methods using web resources, digital learning technologies, and the analysis of the application of new teaching paradigms
- *Modern school and attestation: criteria and quality indicators.* The course of the seminar covers criteria and indicators of the quality of education, tools for measuring quality at the institutional level, and the level of requirements for enhancing the quality of disciplines. Quality metrics analysis, monitoring, and evaluation system, and teaching quality requirements are also discussed.
- *Level training of a foreign language at school: implementation of international standards.* The content of the course includes issues of international standards for level teaching and analysis of the quality of teaching foreign languages at school. The issues of introducing a systemic transition to world practices to improve the learning of foreign languages are also considered.
- *Accreditation and rating of educational programs: analysis for further improvement of indicators.* Analysis of indicators of accreditation and rating quality indicators, a monitoring system for quality improvement, requirements for teaching quality.
- *How to effectively manage the university: system-based approach.* The content of the course includes issues of internal and external quality, the development of a systematic approach to monitoring quality assurance and development, quality assessment issues.
- *Strategies for developing the quality of higher education: quality assurance and management.* The course of the seminar covers the criterion and indicators of the quality of education, tools for measuring quality at the institutional level and at the level of educational programs, including requirements for ensuring the quality of the taught disciplines.

The substantive conditions created during the passage of the aforementioned advanced training courses contributed to the development of the design stage. This is aimed at shaping teachers' needs in designing acmeoriented development, in improving knowledge, skills, and abilities acquired in the seminars. As a result, completion and diagnostics via Google Form questionnaires provided an

opportunity in solving problems such as problematic, inversive, contributing to flexibility and authenticity, and group work.

RESEARCH METHODS

The scientific publications, reports, personal database in the field of mentoring in educational organizations with the aim of continuous, acme-oriented professional education of teachers were used in the research. The following research methods were used: analysis of theoretical sources, systematization of material, analysis, classification, generalization. Also, the analysis of international and Kazakhstani experience of mentoring in educational organizations, the results of the implementing project were used in the research.

CONCLUSION

Thus, the implementation of the project "Acmeoriented development of teachers in an integrated educational space" showed that the developed programs within the framework of advanced training courses will allow teachers - mentors:

- to develop management skills;
- to expand theoretical training;
- to get practical skills of mentors;
- to analyze your ideas about the levels of professional competence of a teacher;
- to develop an acme-oriented path of the teacher's development.

Mentoring has a huge impact on the formation of a young teacher: it contributes to the formation of a professional personality, self-realization and self-improvement. With the help of a mentor, the effectiveness of this condition helps the administration in an educational institution quickly and efficiently, solve the problems of professional development of novice teachers, namely, provide assistance in difficult moments, give recommendations, share their experiences. It is expected that questions and solutions may be elevated in the process of the research implementation. The methodological approaches, forms of training, periods of testing and implementation will be developed.

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PROFESSIONAL DIGITAL COMPETENCE IN LANGUAGE EDUCATION

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ABSTRACT

This article aims to unpack the term 'professional digital competence' and similar notions in language teacher education, to explore the existing Digital Competence Frameworks and their constituents. We also targeted to identify the most relevant findings in terms of digital competence of university language teachers through the analysis of scientific production in specialized literatures in the last decade (2012-2022). A search was carried out on Scopus database. After applying the inclusion and exclusion criteria, the sample was made up of 11 articles. The main findings helped to reveal the list of aspects investigated in terms of technology enhanced-foreign language teaching.

INTRODUCTION

The extensive use of digital technologies in all areas of human life requires new skills and competences [Arsova, 2021; Diachok et al, 2020; Goletiani et al, 2021; Nenkov et al, 2017; Valdmane et al, 2020]. A new era of competences includes new skills, but also lays new emphasis on old ones. Thus, equipping experts for new ways of thinking, ways of working, tools for working and living in the world as highlighted in Assessment and Teaching of Twenty First Century Skills framework [Scardamalia, M. et al., 2010]. It is traditionally assumed that 'digital competence' should be acquired in schooling systems, it has consequently resulted in a special interest in an educational research field around the globe [McGarr & McDonagh, 2019]. Leading to another field of research development in the area of digital competence in education and more specifically in teacher training.

This interest is beneficial, for both developed economies with a long history of ICT use in education and developing countries. The review therefore targets to reveal the nature of 'professional digital competence' in language teacher education. In this regard, it is of paramount importance to unpack the term 'digital competence' and the terms associated with it. There exists considerable debate as to what extent does, and does not, entail, since it is a novel and an evolving concept [Ilomaki et al., 2016]. It is also important to distinguish the features of each similar phrases used to describe technology-related competences and explore the various models and their constituents.

THE MAIN PART

The capacity to use technology effectively is known as an integral competency under European framework. Meanwhile many different concepts are used to describe these skills and competencies, such as; ICT competence, IT competence, digital literacies, digital fluency, digital skills, e-competencies, e-skills, and twenty first century skills and competencies. European Commission [REC, 2006] states that digital competence is in the list of key competences for lifelong learning. Four years afterwards, the significance of the recommendation is recognized in the 2020 Strategy [European commission, 2010]:

«Digital competence» comprises the confident and critical use of Information Society Technology (IST) for work, for leisure and communication. It is underpinned by basic skills in IT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet [REC, p.7].

To be digitally competent, one needs to understand the functions of main computer applications, online and internet communication's risks, the role of online tools in supporting

innovation and creativity, the validity and reliability of online information, the legal and ethical principles within collaborative online-activities. Meanwhile, being digitally literate implies the ability to understand a media, to search and being critical about retrievable information and to be able to communicate with other people through a variety of digital tools and applications.

Regarding professional digital competence in teacher education is defined from two perspectives. Firstly, the ability to demonstrate the use technology skillfully encouraging students to do the same. Secondly, routinely using pedagogical methods that focus on ICT enhancing the students learning experience [Krumsvik, 2012] .

In National professional standard for educators, ICT competence is still in use and it is distinguished by two levels: basic and pedagogical ICT skills [PS, 2017].

In DigCompEdu model, pedagogical digital competence has been defined as as 'a set of skills, abilities and attitudes that the teacher must develop to incorporate digital technologies into their practice [DigCompEdu, 2017]. Others assume that this refers to the 'embodiment of technological and didactic excellence' [EC, 2010]. Thus, teachers are required to implement a successful integration and use of ICT with an adequate level of pedagogical digital competence.

The Professional Digital Competence framework for teachers, designed by Norwegian scholars in 2017, based on the development of seven specific points with a set of knowledge, skills and competence [Kelentrić et al., 2017]. Similarly, in pedagogical digital fluency framework designed by Russian scholars, where digital fluency regarded as a synonymous notion to digital competence, presented as a 'triple power' of three units such as personally-motivated, theoretically-scientific and practically-active [Starichenko, 2015]. Both guidance documents highlight the primary role of teachers in shaping school students' digital skills. All the constituents are equally important but it is the sum of competence areas that makes up a professionally digitally competent teacher [EU, p.16].

Fernández -Batanero, J.M and el. also have noted to the lack of sources on the challenges imposed by technology integration at the tertiary level. Some strategic programs in use of technologies among university in-service and pre-service teachers have been designed and implemented [Fernández-Batanero et al., 2021]. One of the main factors effecting on the success of the programs concerns to the behavior of users. It is generally evaluated by the subjective means, such personal traits and behavioral intention [Ajibade, 2018] .

When it comes to professional digital competence of language educators, Sysoyev and Evstigneyev state that 'competency in integrarting technology in language learning is a constituent of a foreign language teacher's professional competency' [Sysoyev & Evstigneyev, 2016].

Sartor believes that foreign language teachers' professional competency strongly requires creating a positive presence by means of:

- introduction videos;
- personalizing virtual background;
- teacher's voice is as a key tool: pitch-tone-volume;
- focus on what students say when they are off the topic;
- focus in the screen background;
- use of one platform on a professional level;
- use of computer presentation tools;
- alignment of outside tools with lesson objectives [Sartor, 2020].

Meanwhile, in a methodological guide 'Small teaching online' by Flower Darby and James M. Lang it is highlighted the importance of backward design method in digital language practice [Darby & Lang, 2019]. The backward approach to teaching, the shift from conventional habits to goals-centered tasks analysis. It recalls us to begin with a question: What kind of lessons and practices are needed to master key performances? The process of thinking like an assessor result in students' better performance since they are clear with learning goals. The logic of backwards design is based on the sequence of 3 stages completion.

Stage 1: Identifying desired results

Stage 2: Determine acceptable evidence

Stage 3: Plan learning experiences and instruction.

When it comes digital learners' s successful engagement, it depends on the digital language teacher's ability to breakdown complex tasks into small units and build an online community for a regular support and feedback. Monitoring questions on the online forums and chat rooms, personalized e-mailing, virtual office hours benefit greatly in boosting students' learning motivation.

For another source of relevant studies, Scopus database was applied using the key words 'digital competence' and 'higher education', with no restriction to language in the period from 2012 to 2022. The choice of database was based on the three main grounds: firstly, abstract and citation database of peer-reviewed scientific content; secondly, a global and regional coverage of scientific journals, conference proceedings and books; thirdly, distribution of publishers. Similarly, university teachers were selected as the subject for the research since the issue of training university educators in relation to digital technologies still requires a careful study.

The search conducted in October, 2021. The total results showed 901 publications. 17 works were excluded from the data, since have not been published yet. The selection process was aimed to answer the following questions:

What scientific fields provide the most findings relating to digital competence at the tertiary level?

What country has the greatest number of publications on the research topic in the selected period?

What scholar can be acknowledged as an expert in revealing the issues on digitalization in Social Sciences (based on the published works meeting quality and quantity criteria during the selected period)?

How many works (case studies) are based on the analysis of digitalization process at university level?

RESULTS

The analysis has drawn on a wide range of sources, however a significant number of these are from Social Sciences (32,1%) and Computer Sciences (20,9%). From the regional differences, a high level of attention is shared among Spain, Russia and the USA in comparison to other countries (see Figure 1). In the given period, Julio K. Almenara coauthoring with other experts published 96 works, dedicated to the following aspects of Digitalization: Technology Acceptance Model, Augmented Reality, Authoring Tools, Online Learning, Internet Use, Addiction and Gaming.

Fig. 1. Total percentages of the cited countries and research papers on Digital Competence

After implying inclusion and exclusion criteria the sample was made up of 11 articles dedicated to the practices among foreign language teachers in the context of transitioning from traditional classroom to online higher education. Specifically covering the following aspects of technology and language integration:

- A technology and language program development;
- E-portfolio as a means of building communicative competence of future teachers;
- Benefits of digital language classroom for learners' autonomy;
- E-skills and soft skills in developing interdisciplinary professional awareness of Foreign Languages students;
- Augmented Reality in foreign language teaching;
- Didactic Potentials of MOOCs
- Digital language tools.

The sample's results have revealed insufficiency of quality works in a regional and global scope. Thus, the table below summarizes the main findings selected from Scopus base (see Table 1.)

Table 1. Summary of main findings

№	Articles	Main input
1	The use of modern technologies by foreign language teachers: Developing digital skills (Biletska et al., 2021)	A technology and language integration program development for pre-service language educators
2	Using the electronic portfolio as a means of formation the foreign language communicative competence when training future tutors-teachers (Babushkina et al., 2021)	- Tilda tools for future tutors-teachers in designing E-portfolio as a means of shaping foreign language communicative competence
3	The role of digitalization in the process of teaching a foreign language and in the formation of a foreign language competence of future specialists (Saraeva, 2021)	Technologies in a foreign language teaching as a booster of self-learning skills and linguistic competence of student-teachers.
4	E-skills and digital literacy for foreign languages education: Student case study in Ukraine (Makhachashvili & Semenist, 2021)	The empirical case of digital skills viral development and application to construe interdisciplinary competencies of students of European and Oriental Languages major programs in Ukraine.
5	Features of using methods and means of the augmented reality technology when teaching a foreign language (Sergeeva et al., 2021)	AR tools (Google Lens, augmented reality browsers, WallaMe service) mastered as a part of the course "Virtual and Augmented Reality Technologies" Stepik platform (https://stepik.org/course/62107/syllabus).
6	Digital educational environment as a factor of foreign language competences development (Rybakova, 2021)	Comparison of application efficiency in using traditional and digital techniques for forming foreign language competences at MIREA – Russian Technological University.
7	Digital transformation of the educational university space while teaching foreign languages (Gridasova et al., 2020)	A safe digital educational environment aims to provide high quality language education.
8	A comparative study of Spanish adult students' attitudes to ICT in classroom, blended and distance language learning modes (Arrosogaray et al., 2019)	Adult students' attitudes towards ICT in three different formal learning settings: classroom face-to-face, blended and distance language learning modes.
9	Using e-portofolios in teaching 165tilize for academic purposes – developing independent learning skills (Felea &	E-portfolio as a collection of digital artefacts.

	Ctanca, 2019)	
1 0	What the good (digital) language learner can teach us? (Turula, 2016)	Good language learners (with reference to good learner studies of the 1970s) effectively utilize the “plethora of creative routes for digital language learning”.
1 1	Language tools: Communicating in today’s world of business (Ribeiro et al., 2015)	Insights on how technology, namely Machine Translation and Computer-Aided Translation, is perceived by business communicators who are learning English in an ESP environment.

CONCLUSION

Technology enhanced learning has become an objective of universities in various countries around the globe. Due to the fact that digital tools can improve the teaching and learning processes of students. The perception of university teachers regarding the use of digital technologies in the language classroom turns to be somewhat positive, since it is regarded as one of the key competences in professional frameworks of teachers.

Thus, the digital competence of language teachers correlates with professional ICT competence in a digital environment with a profound ICT knowledge and high proficiency in integrating technologies into a language classroom. The language teachers have been exposed to the use of digital devices due to the global pandemic situation. The technology integrated language classroom has drastically changed nature of the teacher’s instruction and students' learning pace and its gradual implementation can guarantee favorable outcomes.

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PEDAGOGICAL TECHNOLOGIES OF TEACHING FOREIGN LANGUAGE

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ABSTRACT

In this article, we will talk about methods and technologies of teaching foreign languages. Based on life experience, the disadvantages, and one – sided nature of some methods lead to the fact that they do not give a positive result in mastering foreign languages, although the students are fluent in grammar, as a result, they are unable to speak and think in the language they are learning. In order to eliminate these gaps, it is proposed to use effective methods of teaching students to the extent that they can use foreign languages in their lives, to practice non-thinking speech skills, and to achieve a level of thinking in the language they are learning.

INTRODUCTION

"You can buy in any language, but to sell you have to speak their language"

U.S. A.

The more correctly teachers can show students effective ways to learn foreign languages, the higher the result will be. This shows how important methods play in the study of foreign languages. After carefully studying and observing the results of the methods used in the lesson, I would like to highlight the shortcomings of many methods. In addition, effective and high-quality methods will be presented. The effectiveness of the methods used in the learning process is measured by the achievements of students [Goletiani et al, 2021; Valdmane et al, 2020; Linde & Petrova, 2018]. This means that by monitoring the level of foreign language proficiency of our students, teachers can determine how correct and effective our methods are. A good teacher contributes to the improvement of students' knowledge. The teacher can give different tips and methods in learning foreign languages. Teachers should use more effective method.

One very interesting method is called "one topic-different ways of listening". To put it bluntly, the essence of this method is to learn the same topic by listening repeatedly from different sides.

Listening to one topic means listening to one topic in many different ways. This is a much stronger approach than listening to many topics without a plan. A student who listens to one topic in many different ways, learns to speak well in a very short period of time. A set of vocabulary and phrases is used in a certain range to express one subject from multiple points of view. In other words, it has the advantage of using synonyms. Therefore, it is easier to understand. Eventually, students can automatically memorize these phrases and automatically start using them in their speech. Teachers should guide students on the right path of achievement, give them advice at learning foreign languages. For example: If you don't understand what you're hearing, you won't learn anything. Never improve. It's like watching TV in English, but your level doesn't improve. You ignore most things. Because it's hard to understand, or because it's a phrase that you've never heard before, that you don't know. If you don't understand, you won't learn! If you hear new words once, they will instantly be forgotten. Even if you hear 5 times, you forget. So how often can we make sure that we are not forgotten? Most people identify the new word after hearing it 30 times. It is necessary to listen 30-50 times to understand a word immediately after it is said. In summary, there are two most important aspects of learning English: first, listening to what is perceived to be heard, and second, listening to it repeatedly. "Listen to a topic; – do not worry if you do not understand. Just listen to it many times.

You will automatically understand. You must work on the topic before you start listening and you need to know the meanings of all new words. It will help you understand and identify words and phrases when you listen to a topic. By repeating the text several times, you will learn the words and phrases in this text and will be able to use it in life as well.

“One-sided methods” is to pay great attention to the study of grammar. If much attention is paid to the study of grammar, then this will lead to a situation where students cannot apply their knowledge in life because they do not have developed the ability to speak or listen. The main reason why students can't speak is because they only learned the rules. But in fact, this is the most wrong way of learning! The reason: firstly, learning grammar is a one-sided method, and secondly, it does not develop speech skills. Because before students speak, they think about how to speak correctly according to the rules. When we speak in our native language, we do not think about what rules we are speaking. If we start thinking, we also can not speak. The main reason is this.

Another effective way is to align “reading with listening”. This easy but highly effective method. In my experience, students know grammar well, but they can't do anything other than write a simple sentence in a very limited context. Because they don't have enough vocabulary, they can't articulate what they're writing. I tell my students that if you really like reading, you should never read textbooks or study books. Instead, you can read fairy-tale books or prose books for children aged 10-15, or easily written novels. This will at least increase vocabulary and allow students to get a deeper understanding of how sentences are written. If teachers use a parallel approach to reading and listening, they will be able to develop their students' listening skills and reading comprehension skills. It's an absolutely plain and easy way. Students should only listen to the English-American talks, lessons, books, and posts along with the original text. In parallel with reading and listening, students' pronunciation will improve. Also, reading while listening is deeply ingrained. After several parallel reading and listening exercises, students should only listen without using the reading material. At this point, students will be able to understand and their language skills will improve very quickly. In other words, teachers need to teach their students how to listen over and over again. By listening to it repeatedly, students will make their own use of all the material they hear. The method of reading and repeated listening is useful for gaining deep knowledge.

The next method is teaching the rules. So, let's first look at what the rule is. If the student can correctly express his sentences at different tenses, such as Past, Present, Future, that means the student can speak correctly. For example, I talked to him. I was talking to him for 3 hours. I had been talking to him for 3 hours before he saw the right road. I will talk to him. I will be talking to him. I will have been talking to him for an hour. So how to learn these rules quickly and correctly? Here is the secret of this method. Let me clarify a little bit. A teacher takes a little story or an argument as the main topic of a lesson. This story is written in the present tense, which defines recurring things as "the sun rises, "water flows" and so on. After listening regularly, students will begin to understand what tense it is. For example, the boy's name is Arman. He buys water from the store. The price of water is 100 tenge. He pays the seller 100 tenge. He goes home. - suppose this very simple little item is the subject of the lesson. This is just an example. It's much more difficult, much harder, much longer to teach students this rule. Students understand the rules, but they can't apply them in life. Also, when students listen to this story, they can fully understand it and use in their daily life.

But if the teacher will write the same story in the past tense: "The boy's name was Arman. The boy bought water at the store. The price of water was 100 tenge, so he paid the seller 100tenge. Then students assimilate the material well.

Also, the teacher can write the same story in the future tense:” The boy's name will be Arman. The boy will buy water. The price of water will be 100 tenge, so boy will pay the seller 100 tenge. Then he will go home.

Or: "There was a boy named Arman. Since last year, he has been going to the store for water. Every time he bought water at the store, he has paid the seller 100 tenge. Then the boy has gone home..." -can be written in the different tenses.

The primary goal should be for the students to hear and understand directly, and to be able to use it on their own. In these comparative examples or little stories, students begin to understand the

time difference in a very organized way. Just like a native speaker, it will automatically begin to understand. They will never forget, nor memorize without confusion. Just listen, for example, listen in the past, listen in the present, listen in the future, listen in the mix, etc. In the end, students will be able to speak 100% exactly according to the rules.

Most teachers teach their students in a "listening - imitating" way. For example, a teacher might say, "all right, please imitate me, 'Hi, how are you?'" all of the children in the class were like, "Hi, how are you?" says. The teacher says, "I'm fine, and you?", the children say, "I'm fine, and you?". The students imitate. This is an outdated method. Because students don't think in language, they learn, they don't think about what they're saying, they just imitate it. This is an outdated teaching method.

The method is "Listen – Answer". In other words, the little story that is the subject of the lesson is asked by the teacher in so many different ways with so many different questions, and the students answer. Of course, the teacher will also say the correct answer. In other words, the teacher asks questions, the student answers them, and so on. Exactly real conversational communication is created by the teacher. Students start answering immediately after 2 weeks without thinking. In other words, students begin to understand and respond immediately. Answering without thinking means that students begin to think and answer in the language they are learning. This is the super fastest way to learn to speak. In general, it is necessary to speak to learn to speak, and it is necessary to listen to a lot in order to understand directly. Very simple rules.

Is there an effective method to learn new words quickly and for a long time? Do not memorize the words alone. Memorize any word with the word that is used together, so that it will be handy to put into use later. For example, the word "wool" should be memorized as "sheep's wool". Memorizing conjugated words makes it easier to stay in the mind and put it into a sentence. Teachers need to understand that no person speaks a word. This is why students need to memorize in context, in sentences. When I learned English as a child, my teacher never allowed me to answer a question in one word. "No" instead of the answer is "No, I don't like belly button rings", "No, I haven't seen that movie yet. I was asked to answer in full sentences, such as". It was only after becoming a teacher that I realized the importance of this and thanked the teacher.

Another interesting method is "the use of Cards". Very attractive to students. Write English words on one side of the card and the translation on the other side. The students look at the translation and remember the words, which must be included in the short sentence. When you make a sentence, you can include the names of people in your family or link them to real life. Because more remains in the mind. The students then write down the words related to that word, words with the same and opposite meanings, plural and pronunciation.

One more way that students like is "to practice alone and talk to themselves". Stand in front of a mirror and tell yourself what you are doing right now, or sing in the language you are learning. If it's hard for you, look at some words and you'll be able to do it again. If you cook, remember phrases about food and describe your actions. So, you can continue your exercises in the bathroom and in the bedroom. This approach can strengthen students' ability to speak and give them the opportunity to believe in themselves.

"Record and listen to your speech". Students should record a small TV show, intermission or movie on your mobile phone and listen carefully. Then simulate a "game". They need to write down what they say and compare it. Repeat what is wrong until it becomes right. Little by little, students' speech will become more and more like their "prototype". It's like little kids imitating adults.

This method is most convenient if students use the application SoundCloud.

"Read aloud". Reading aloud increases speech skills more than talking to a person in normal times. Students will have 5-10 minutes to listen to what they're talking about and understand exactly which areas you need to focus on. Then students should practice on those parts.

"Listen and listen". In order for students to develop speaking skills, they must first develop listening and reading skills. This is the basis of students' ability to speak. What does it really mean to speak? Listening means that you absorb the other person's speech as an example. So, the more we listen, the better we talk.

“The internet and a tablet.” There are many applications that students can use online and on tablets to improve their language skills. I think teachers need to know these apps and recommend them to their students to use these apps for language learning.

1. Lingualeo. An application of a popular service with a lot of various training that will help expand vocabulary, as well as develop reading, writing, and listening skills. The training is based on gamification, so you will not lose interest in English, you will constantly feel progress and an incentive to move on.

2. Duolingo. A convenient application, thanks to which you can playfully learn English, spending only a few minutes a day. Start with simple verbs and phrases, practice your grammar, and complete daily tasks to replenish your vocabulary and get closer to your goal.

3. Polyglot 16. The application is from the author of the course of the same name, the famous polyglot Dmitry Petrov. According to the developer, the program allows you to master English at a basic level in just 16 lessons. By devoting at least 15 minutes to learning every day, you will learn the rules of grammar, memorize the necessary minimum of words and learn how to make up a lot of phrases from them for free communication with native speakers.

4. Memrise. Another application with an unusual game approach that will turn learning English into fun and make it easy to memorize new words.

5. BBC Learning English. The official application of the BBC, which contains materials of various programs for learning English, which were broadcast on the radio and in the podcasts of the broadcasting corporation. In addition to audio content, various exercises are available for understanding grammar, constructing phrases, and mastering new words.

6. Easy Ten. With this program, you will be able to replenish your vocabulary daily by memorizing 10 new words. The application does not require much time: it is enough to devote 20 minutes a day. The program contains more than 20 thousand English words, will help you improve pronunciation thanks to special simulators. In addition, you can divide new words into thematic lists and track progress for additional motivation.

7. Words. It is no coincidence that this app has become the best in the "Education" category of the app store. The database of the program contains more than 8 thousand words, and it is available offline.

8. LearnEnglish Grammar. The application of the British Council organization is for everyone who wants to improve their English. It focuses on learning grammar and helps to make progress at any level. Work through the exercises, answer the test questions, and practice building phrases on various topics.

9. Rosetta Stone. This app helps you memorize new words thanks to associations. The pronunciation assessment program will help you learn how to pronounce the words you have learned correctly. The application is available for free, but there are also paid materials.

10. Voxy. The main difference between this application and all the others is that it adapts to your needs and desires in real-time. Do you want to prepare for TOEFL? Or learn phrases that will be useful on the journey? Or maybe prepare for an interview? You are welcome! Mentors who are native speakers will promptly help you with this. In addition, the application is updated daily.

11. Rememba. A simple and convenient application that is specially created for memorizing new phrases and expanding vocabulary. The learning process is based on a proven method of cards, which, after being added, are displayed less often or more often as they are assimilated. You can add words manually or use ready-made dictionary sets.

12. English Grammar in Use. A program from Cambridge University Press will help you improve your grammar skills. With the help of English Grammar in Use, you can bring the use of articles, irregular verbs, and nouns to automatism.

13. 15 000 Useful Phrases. The dictionary application contains more than 15,500 interesting idioms that are often used in the process of live communication. Aphorisms, words, comparisons, and much more you can use when communicating at the household level and in the professional and business sphere.

14. WordBook. A real treasure trove, not just a dictionary that can be on your smartphone: 150 thousand words, spell checking, and the ability to search for words to create anagrams. In addition, every day you will memorize the word of the day that the application will offer you. The dictionary is available offline.

15. Puzzle English. An exciting application with video and audio tasks, as well as other interesting tasks for mastering English, regardless of your existing skills. The training program is compiled individually depending on the level of proficiency, available time, and set goals.

CONCLUSIONS

I included free application that I offer to my students. It is very interesting for students and allows students to learn at any time.

In conclusion, teachers should use various modern methods of teaching foreign languages. This affects the quality of work and achievements of students in learning foreign languages. It is very important that teachers always improve their teaching skills and be aware of the latest professional innovations.

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PEDAGOGICAL POSSIBILITIES OF USING THE SUBJECT "FOREIGN LANGUAGE" IN THE FORMATION OF A MULTILINGUAL PERSONALITY

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ABSTRACT

Knowledge of several languages gives a real opportunity to take a worthy position in society, both socially and professionally. Multilingual education in the Republic of Kazakhstan is one of the most important strategies and key directions for the development of the state. The author examines the essence of multilingual education, the reasons for its relevance in the Republic of Kazakhstan, the functioning of languages from the point of view of the development of a modern linguistic personality. Taking into account the advantages of linguistic education in the multilingual educational environment of Kazakhstan and the principles of the formation of a linguistic personality, the author compared different views on this issue.

INTRODUCTION

Currently, the purpose of teaching a foreign language is not to develop a set of language skills and abilities specific to individual knowledge of the culture of the country in which it is taught, but to develop an active and productive linguistic personality in a global multicultural language [Petrova, Uteubayeva, Kokhanover, 2020]. The task of a modern teacher is to create a complex of motivation and self-learning skills. Without the help of the teacher, there is no domination over the student. Proper teacher-student cooperation presupposes the teacher's ability and knowledge to measure and guide the independence provided to the student, which ultimately leads to goal setting and cognitive automation [Linde & Petrova, 2018]. The content of multicultural education should reflect the ideas of humanism, take into account the peculiarities of peoples' cultures, show what they have in common with each other in the world, and contribute to understanding the interdependence of people in the modern situation.

Among the areas of work on the formation of a multilingual personality can be divided into:

- formation of multicultural competences of primary schoolchildren.
- multicultural education as a class teacher
- interactive training
- Comparative study of Russian and English grammar.
- the formation of interpersonal relationships in adolescents

In the process of cognitive activity, the ideas about the image of the world are very similar. However, the formation of this image is influenced not only by communication and knowledge, but also by language, which is a means of creating a unique reality, a culture in which a person lives. The role of language not only in the transmission of messages, but also in the internal organization of the transmitted, the linguistic picture of the world reflects various images of the human world and reflects the general image of the world.

The entry into force of the state educational standards of the second generation has presented new requirements for teachers to achieve the goals of the educational process that meet the needs of modern society.

The main task of training is to enable students to independently set and implement educational goals, evaluate their own achievements.

In the conditions of competition of new educational standards, the methodology of teaching a foreign language has undergone corresponding changes taking into account the requirements of education and the development of a cultural, creative and developed personality.

The second generation standards define the following objectives of teaching English:

1. The development of communicative competence in a foreign language as a whole as its components: verbal, linguistic, socio-cultural, intercultural, compensatory, educational and cognitive abilities.

2. Personal development of students.

3. Formation and development of universal educational activities.

Expected Learning Outcomes:

1. The purpose of the results.

2. According to individual results:

- formation of language motivation; formation of communicative competence and common cultural and ethnic identity;
- understand the possibilities of self-realization through a foreign language and try to improve the general culture of speech;
- strive to better understand the culture of your people and be ready to help represent representatives of other countries;

Tolerance to other cultures and the desire to defend national and universal values, their civic status.

3. The results of the meta-system include:

- development of communication skills and scientific and educational activities;
- be able to clearly identify areas of knowledge and ignorance;
- identify tasks that need to be solved in order to achieve goals, plan actions, predict results, analyze effectiveness, draw conclusions, make adjustments, define new goals and objectives based on the results of work, be able to;
- implementation of self-control, self-control, self-assessment in the process of communicative activity in English.

With the results of the second generation SESE educational process:

- socialization;
- expansion of general language thinking, development of cognitive, emotional and volitional spheres;
- mastering the rules of linguistic behavior and linguistic concepts necessary for mastering familiar speech in a foreign language, expanding linguistic horizons;
- Establish friendly relations and tolerance towards native speakers of other languages based on children's knowledge of folklore about the life of their peers in other countries [Karaulov Y.N., 1987].

These requirements must be implemented in the classroom and in extracurricular activities. Therefore, it was necessary to look at the text from the point of view of the requirements of the new generation standard. Then it will be clear what needs to be changed in the activities of the teacher and student in preparation for the current lesson.

Today, the school is not a source of information, as it is taught to read; the teacher is no longer a leader of knowledge, but a person who teaches creative activities aimed at independent acquisition and acquisition of new knowledge. The nature of the behavior of the teacher and the student is changing. The student ceases to be a passive participant in the educational process and, together with the teacher, participates in determining the goals and objectives of each lesson, sets his own action

plan, chooses tools and methods to achieve his goals, actively participates in the evaluation of his activities and results.

The formation of a universal educational activity is the basis of the students' ability to further self-development and self-education. To form a universal learning activity in the context of teaching English, the student must find answers to the following questions: "Why am I learning a foreign language?", "Why am I doing this or that exercise in the classroom (reading, writing, listening)?", "Why am I studying at home? Repeat?", "What did I learn in the class and what else do I need to do?".

The language is considered in the following aspects:

- the main means by which we absorb culture;
- as a factor of culture, because it is an integral part of it, inherited from our ancestors;
- the most important of all cultural phenomena.

Being an integral part of culture and its instrument, it nakedly presents the peculiarities of the national mentality, reveals the mechanisms of the zone of consciousness. Also, the relationship between language and culture is considered as the relationship of the part and the whole. Since each mother tongue is at the same time the native language of a culture, linguistic signs can serve as cultural signs and, thus, serve as a means of expressing basic views on the speech of the speaker.

Language is a means of obtaining information about the material and spiritual culture of society, which is rooted in the cultural nature of the individual. The level of development of the language, its contribution to the life of the country, the world of people who speak it, determines the scope of the language and the scope of its functions.

From an early age, a child learns the first elements of a multicultural language space. He enters into language activity, acquires skills and norms of norm-evaluating behavior, draws multicultural ideas from fairy tales, gets an idea of the functions of the language space in role-playing games, and his ideas gradually slow down, build up at the beginning. Childhood, but a kind of multicultural life. At this stage it becomes possible to work and develop the language activity of children.

Currently, the concept of educational technologies has firmly entered the educational lexicon. The terminology explains the concept as follows: "Technology is a set of methods used in any profession, skill..." [Khaleeva I.I., 1995]. Teaching methods for creating, applying and conditioning the entire learning and knowledge process.

Therefore, one of the key technologies is individually oriented technologies that put the child's personality at the center of the entire preschool education system, provide a comfortable, conflict-free and safe environment for his development and realization of his natural potential.

Within the framework of human-oriented technologies, many others are independent - these are technologies of cooperation. They work in partnership between a teacher and a child. Teachers and children work together to develop goals and content and assessment in a collaborative creative environment. Problem-oriented learning is an organization that today, under the guidance of a teacher, seeks to create active independent activities for children to solve problem situations and resolve them, which leads to the creative development of knowledge, skills and abilities. Working with children as equal partners, individuals, groups of individuals, although limited, can provide practical mastery of multicultural language activities.

One of the phases of any technology is the phase of inspiration or interest. There is an opportunity to work with children. There are times when a child is "reborn" as an actor. We are talking about methods that "simulate" the situation of real voice communication, that is, gaming technologies. The purpose of this method:

1. to expand the field of didactic thinking, the formation of knowledge in practice;
2. Education for independence, cooperation, teamwork, communication;
3. Developmental - development of attention, memory, speech, thinking, comparison, comparison skills;
4. Adaptation to social and environmental conditions, communication. Computer technologies for teaching with digital images, videos, presentations, music tracks [Shayakhmetova A. A., 2014].

According to the new state standard, the main purpose of primary education is to determine the personality of the student and the development of learning activities. Preschool children are

sensitive to learning activities, their mental activity is focused on repetition, internal perception, imitation, learning activities and statements. In addition, preschoolers have abstract thinking that they need to see. The computer acts as a tool, as adding some visual elements to the learning process helps to overcome difficulties. When children see color pictures, diagrams, dynamic pictures on the computer screen, they better understand and master new complex material.

Computerization of the process includes a new way of learning that gives pleasure to children and saves teachers time.

The reasons for the success of teaching children multicultural language activities:

- to influence the personality of the child as a whole, to stimulate his speech, cognitive and creative abilities;
- creating an atmosphere in which the child feels comfortable and free; developing his desire to engage in multicultural language activities;
- activate the preschooler, create his main active personality, actively interact with other participants;
- create conditions in which the teacher is not the central figure.

All this creates favorable conditions for the productive organization of children's activities through the use of innovative educational technologies.

When teaching foreign languages, especially speech, it is necessary to take into account the psychophysiological peculiarities of thinking of children of younger preschool age and use methods and techniques that contribute to the development of speech, logical and verbal thinking in children due to the activation of imaginative thinking.

Methods and techniques of speech development. The method of speech development is defined as a method of actions of teachers and children, which provides training in speech skills and abilities.

There are three groups of methods:

1. Visualization: showing toys, pictures, photos, description, description of pictures and toys, talking about toys and pictures, excursions, inspection of premises, inspection of natural objects, this knowledge, consolidation of vocabulary, development of the general function of the word, communication skills.

2. Vocabulary: explanation, question-answer. Phonetic exercises, nursery rhymes, memorization, use of oral folklore, reading and narration of works of art, synthesis of conversations - all oral methods require visual methods.

3. Listening, logarithm: games-dramatization, staging, plastic sketches, theatrical performances [Skorikova T.P., 2013].

Rapid integration of Kazakhstan into the world community: an innovative and industrial economy, public consciousness, coordination of the educational space and the introduction of international standards will radically change human consciousness and behavior. The socio-historical transformation of society and the orientation towards the social form of consciousness and the values of human culture in general confirmed the priority of three languages in the Republic of Kazakhstan: Kazakh-Russian - English. Along with the state Kazakh language and the language of interethnic communication - Russian, a foreign language is also an important means of communication.

CONCLUSIONS

The main trends determining the development of multilingualism in Kazakhstan have been outlined. According to the Law of the Republic of Kazakhstan "On Education" of 2007, all educational institutions, regardless of the form of ownership, must ensure that students study Kazakh as the state language, as well as Russian and one of the foreign languages in accordance with mandatory state requirements. educational standard. New times and new circumstances require a radical transformation, a reassessment of values and ideals, a revision of the goals and objectives of teaching methods and techniques. Learning foreign languages in Kazakhstan means learning this language as an independent true means of communication at the level of the native language of this language.

Learning a foreign language develops the necessary communication skills as a member of society, a team member, a family member. This includes the ability to listen, communicate and support the interlocutor.

Multilingual teaching of foreign languages at an early stage contributes to the qualitative study of many languages in the future, which allows you to continue studying abroad in order to make a choice in the global educational space.

Thus, the main educational task of an English teacher is to create favorable conditions for successful learning activities in the classroom. But for this, the teacher must know exactly what to teach and how to teach.

The novelty of modern education in Kazakhstan requires an individual beginning on the part of a teacher who is able to teach him traditional education, equipping students with knowledge, skills and abilities or developing a modern understanding of these knowledge, skills and abilities, formation of their values and meanings.

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THE RELEVANCE OF THE DEVELOPMENT OF PERCEPTUAL ABILITIES IN CHILDREN OF PRIMARY SCHOOL AGE

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ABSTRACT

Article is devoted to the study of the peculiarities and importance of the development of perceptual abilities of children studying in primary school. First of all, the concept of perception, classification and properties are considered for further understanding of the topic. The article includes a comparison of perception by age groups and shows by the example of an experiment how much perception skills affect the lives of primary school children. The peculiarities of the psyche of children aged 7-10 years, such as concentration time, attentiveness, perception of time, were taken into account. Basically, the article touches on certain types of perceptual abilities, such as visual and auditory perceptions. These types of perception skills are of the greatest importance in the development of children.

INTRODUCTION

From an early age, children are drawn to mastering, first of all, their native language. The fact that they perceive their parents' speech, imitate words, shows how important language knowledge is in our lives. The child acquires its development when interacting with other native speakers of the same language. A person from a very young age acquires language skills through the prism of perception: listening to the speech of parents and other people, observing the world around them, repeating words already heard, even if he is not yet able to understand their meaning. According to psychological research, the active phase of learning knowledge is the age from 1.5 to 9 years. At this age, basic speech skills are formed, the brain best perceives and remembers the sounds of not only the native, but also a foreign language. In this regard, perceptual abilities play an important role in the development of the child, as they are the basis. Perceptual abilities are laid down in very early childhood and are present in adults, but they do not develop so actively. The foundation for this should be laid in childhood, along with new experiences. It shapes how people hear and see, that is, it contributes to perception. In the psychological sphere, this refers to perceptual learning, which is the relationship between experience and perception.

The concept of human perception is described by psychologist A.G. Maklakov in his work "General Psychology" as: "a holistic reflection of objects, situations, phenomena arising from the direct impact of physical stimuli on the receptor surfaces of the sensory organs." [Maklakov, 2001]. From childhood, the basis of such a cognitive process as perception is the presence of various sensations and their course. B.G. Ananyev in his work "Individual human development and constancy of perception" considered sensation and perception as two different stages of a single process of sensory cognition. He implies that these two phenomena are not the same, but sensation is part of perception. In addition to them, this process involves a person's previous experience and awareness of what is perceived at this point in time. Based on these theses, it can be understood that processes in the psyche, such as memory and thinking, are included in the perceptual process. According to A.G. Maklakov, the perceptual system of man is called perception. The physiological basis of perception includes processes taking place in the sensory organs, in the central nervous system and its fibers. The physiological basis of perception includes a perceptual action indicating the basic units of the structure of the perception process. Such basic units transform sensory information into an image.

Perceptual action is divided into four levels, in other words, operations, and proceeds in a

strictly defined order as shown in figure 1.

Figure 1. Scheme of perceptual skills

The detection of an object or phenomenon is the initial, basic phase in the formation of any sensory processes. The distinction is perceptual, since its result is the creation of a perceptual image, only after this stage identification steps are possible. Identification is a comparison of a directly perceived object with an image that has been preserved in human memory, or a comparison of several perceived objects at the same time. Acceptance, as the final level, means dividing into categories, assigning an object to a specific class of objects already remembered and, in the end, obtaining the corresponding sample from memory.

Based on these theses, it can be understood that such processes in the psyche as memory and thinking are included in the perceptual process. Maklakov determined that the perceptual system of a person is called perception [Maklakov, 2001]. The physiological basis of perception includes the processes taking place in the sensory organs, in the central nervous system and its fibers.

Perception is formed not only on the basis of sensory sensations, but also such perceptual abilities as visual and auditory, but they all form a set of concepts and an image of an object. To identify an object and create its image, there are a number of certain signs.

As a cognitive thought process, perception is as important as attention, thinking and memory [Gusev, 2009,]. A.N. Gusev identified several properties:

- The objectivity of perception is the reflection of objects and the surrounding reality in the form of separate sensations, and not in the form of sensations that are not interconnected with each other.
- The integrity of perception is not a reflection of the sensation of individual properties, but of the general and integral image of the object.
- Constancy of perception is the constancy of the properties of reflections of objects, when the conditions for their perception change.
- The structure of perception is a reflection of the image of an object or phenomenon not in the sum of sensations, but its generalized structure.
- Apperception is the perception of an object or phenomenon as a perceptual image, depending on the mental activity of the perceiver.
- Meaningfulness is the presence of semantic content in objects or phenomena perceived by a person.
- Activity (selectivity)- the perception of a certain object at the moment, while the rest of the objects are just the background.

In modern psychological literature, there are several approaches to the classification of perception (Figure 2). The basis of this classification of perception are differences in analyzers involved in perception and sensations.

The basic ways of perception of primary information are perception channels. The original exact channel of perception implies a receptor. A receptor is a sensitive cell that picks up a particular stimulus. For example, light waves picked up by the eye receptors, or sound vibrations that are perceived by the auditory receptors. In this regard, there are several channels of modalities or perception: visual, auditory and kinesthetic channels of perception. With the help of the modality,

which is the leading channel for receiving information, there is also a processing of the information received from the outside world. For example, an auditory student may hear an error in the speech of another in a foreign language lesson. It will be easier for visuals to perceive the information written on the blackboard than repeating the material orally.

Figure 2 Classification of the main types of perception

During the process of studying at school, the child actively develops perception, which takes place in several stages during this period of life. The first of them is determined by the formation of an adequate image of an object during the process of manipulation of this object. The next stage introduces the child to the properties of the space of objects when using hands and eyes. Further stages of the development of the psyche are already high stages and are characterized by children's abilities, without external movements, for a short time to recognize certain properties of objects perceived by them, and, in addition, to distinguish objects from each other based on these properties. Participation of any actions no longer accompany the perception process itself.

The most active phase of the development of perceptual-sensory abilities is the age from 2 to 6 years. During this period of life, the child actively develops and learns about the world with the help of physical development and improving the work of receptors. Perception develops according to the basic modality and according to the modality of the form of matter. Both modalities are reflected in the child and prepare him for life. For example, psychologists can understand how prepared a seven-year-old child is for school by how well he has formed perceptual skills because they are fundamental. More complex stages related to sociality and reflection depend on sensory-perceptual abilities, that is, we can say that this is like a strong foundation. Socio-perceptual and perceptual-reflexive abilities begin to develop when the child is identified as a whole person and he can already perceive himself in a variety of social roles. It should be borne in mind that if there is a violation or distortion of the process of development of one or more basic abilities such as impaired vision, hearing, motor-motor apparatus, then socio-perceptual and perceptual-reflexive abilities may not

manifest in any way, or in the form of a defected one.

In the work of B.G. Ananyev "Individual development of a person and the constancy of perception" was considered the dependence of the visual channel of perception on the age of the participants in the experiment (Figure 3) [Ananyev, 1968]

Figure 3 The form constant as a function of age (according to Klimpfingher).

S. Klimpfingher included people aged 3 to 70 years in her study. It should be noted that children are divided into more frequent age intervals, and adults are grouped into two groups: E_1 - participants of the experiment aged from 19 to 30 years, in group E_2 - from 31 to 70 years. This is due precisely to the fact that in childhood and adolescence, perceptual abilities develop much more rapidly than in adulthood. In childhood, there is an adaptation to the world and the creation of images, in adolescence it becomes more complicated and important not just learning, but communication. After adolescence, these abilities already fade into the background in the sense of skill development, but nevertheless belong to the basic ones. Perception goes through all the stages of a human's life.

Alfred Binet made the wrong conclusion that perceptual abilities have strict age-related limits, regardless of the content of the perceived object or phenomenon. He drew up a scheme that establishes three age levels of perception, in a situation where children are shown images on cards:

Table 1. Levels of perception

Age	Stages of visual perception
3-7 y.o.	Listing of individual items shown in the pictures
7-12 y.o.	The stage of describing objects, their color, shape, texture
12 years and older	The stage of explanation and interpretation why the subject is used, in which situations

S. Rubinstein and Hovsepyan refuted this assumption. According to them, if children are shown images with already familiar content, for example pictures with close relatives, children from

the age of three may not be limited with a simple enumeration, if based on the Binet scheme, the child can give a more or less related story, even with the addition of fictional explanations and fantasies.

Based on this, we may understand that the qualitative feature of the content of children's perception is caused, first of all, by the limited experience of each child individually, the insufficiency in the systems of temporary connections that were formed in the past experience, the incorrectness of the differentiations developed before.

Consider the psychological characteristics of elementary school students. The student develops several modes of perception and certain properties of the mentality:

- Development of auditory and visual perception modality;
- perception of time;
- concentration;
- attention.

Visual and auditory modalities are best formed in lessons related to the development of languages (Kazakh, Russian, English). In addition, the school improves the perception of time, which is a perceptual ability in the form of the existence of matter. As an example, if you tell the children of the first or second grade that they have five minutes left to complete the task, they will not be able to really estimate the remaining time. The minimum age of awareness is the fourth grade, at preschool age children do not even have the concept of the concreteness of time. In this regard, it is important for the teacher to be reminded of the importance of concentration on the exercise every two or three minutes [Lublinskaya, 1997]. Time also matters in terms of focusing on one particular activity. Children under the age of seven have an attention span of 5 to 10 minutes, children aged 8-10 years concentrate only from 10 to 15 minutes, after this period of time it is necessary to change the type of activity.

Based on the knowledge of perception by age, let's turn to school age, and especially to the primary school. Students come to school with different levels of development of perception skills, but at this age it is still fixable. At school age, perception becomes, in addition, more complex, multifaceted and purposeful. The school, together with a variety of educational and extracurricular activities, opens up to students a complex picture of the world, natural and social situations, forms their perception and observation. During the transition to the middle classes, it will be more difficult for children with undeveloped abilities to move to more advanced levels of perceptual skills.

The visibility of learning for the development of perception at school age is very helpful. Practical classes, compiled systematically, and laboratory work, a variety of visual aids, various excursions - all these types of classes are only a small part of what can provide significant content material for the development of perceptual abilities and observation skills of students. Improving the perception skills of students requires special attention and regulation on the part of adults, that is, teachers and educators. In particular, it is worth considering elementary school students who, due to the inferiority of life experience, often cannot calculate the main and essential in the phenomena under consideration, have difficulties in describing them, miss important details and are distracted by other random and insignificant ones.

The task of the teacher is to thoroughly prepare students for the perception of the studied objects (in our case, in the English lesson) and to communicate the necessary data about them, which can facilitate and direct the development of perceptual skills in children towards highlighting the most important features of phenomena or objects. Mikhail Skatkin, a Russian teacher, gave an example of an incorrect task: a first-grade teacher showed a card with an image of a squirrel and told about the structure of their life, but did not note the peculiarities of the appearance of the animals. After she put away the card with the picture, she offered to draw the missing details to a pre-prepared stencil with a squirrel. It turned out to be quite unexpected for the teacher that many first-graders could not do this job. There were a lot of questions about the color of the fur, the presence of a mustache or claws. The teacher should not just demonstrate the material, but also direct the children's attention to the subject of study. Especially care should be taken about the correctness of perception and observation. At the initial stages, children's abilities may not be so detailed. This is a natural phenomenon when a child encounters an object for the first time, but perception should never be distorted and arbitrarily

interpreted.

The relevance of the development of perceptual abilities lies in the fact that with the help of them, the child begins to develop from a young age, when he learns the world around him, and at a later age moves to complex stages associated with human social life. These are skills that are laid down from early childhood and are reflected in a person until old age.

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MODERN PEDAGOGICAL TECHNOLOGIES IN FOREIGN LANGUAGE EDUCATION: TRENDS, TRANSFORMATIONS, VECTORS OF DEVELOPMENT

scientific collection works of the

International scientific and practical conference

November 25-26, 2021

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English

First Edition

free publication

Editors: Elmira Uteubayeva, Mariana Petrova

Pages: 184

Format: 60x84/8

Publisher:

ACCESS Press Publishing house, Bulgaria, 2021

32 Alexander Burmov Str., 5000 Veliko Tarnovo, Bulgaria

Email: office@access-bg.org

<http://www.access-bg.org>

ISBN 978-619-91511-6-7

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