The Association of Teachers of English of
the Republic of Kazakhstan "KazTea"
Akmola Regional Association of Teachers
of English "ARELTA"
Kokshetau Ualikhanov University

THE XX INTERNATIONAL KAZTEA & ARELTA CONFERENCE
"Transformative Learning in Kazakhstan Education Context"
PROCEEDINGS

June 6-8, 2024

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THE XX INTERNATIONAL KAZTEA AND ARELTA CONFERENCE
PROCEEDINGS
«TRANSFORMATIVE LEARNING IN KAZAKHSTAN EDUCATION CONTEXT»
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МАТЕРИАЛДАР
XX ХАЛЫҚАРАЛЫҚ KAZTEA ЖӘНЕ ARELTA КОНФЕРЕНЦИЯСЫ
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Бұл жинаққа 2024 жылғы 6-8 маусымдағы ағылшын тілін үйрену мен оқытудың өзекті аспектілеріне арналған KazTEA «**Қазақстандағы білім беру контекстіндегі трансформациялық оқыту**» халықаралық ғылыми-тәжірибелік конференциясының материалдары енгізілген. Мақалалардың авторлары олардың мазмұнына жауапты. Редакция әрқашан авторлардың пікірімен бөліспейді және жарияланған деректердің сенімсіздігі үшін жауап бермейді. Жариялауға қабылданған мақалалар плагиатқа қарсы және редакциялау үшін тексеріледі, бұл конференция материалдарының жинағына орналастыру үшін мақаланы баспаға алдын ала дайындауды көздейді.

В данный сборник включены материалы международной научно-практической конференции KazTEA «**Трансформационное обучение в контексте образования Казахстана**» от 6-8 июня 2024 г., посвященной актуальным аспектам изучения и преподавания английского языка. Авторы статей несут ответственность за их содержание. Редакционная коллегия не всегда разделяет мнение авторов и не несет ответственности за недостоверность публикуемых данных. Принятые к публикации статьи проходят проверку на антиплагиат и редактирование, предусматривающее предпечатную подготовку статьи к размещению в сборнике материалов конференции.

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RESEARCH

ТЕНДЕНЦИИ АНГЛОЯЗЫЧНЫХ БЛОГОВ: АНАЛИЗ ПОПУЛЯРНЫХ ТЕМ И СТИЛЕЙ ПИСЬМА

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Abstract
This article analyzes current trends in the world of English-language blogs, paying special attention to the most popular topics and writing styles. The research is based on a review of a number of leading blogs and an analysis of their content in order to identify key topics that attract the attention of readers.
Keywords: *blogs, English-speaking, trends, analysis, topics, preferences, audience*

Түйін
Бұл мақалада ең танымал тақырыптар мен жазу стильдеріне ерекше назар аудара отырып, ағылшын тіліндегі блогтар әлеміндегі қазіргі тенденциялар талданады. Зерттеу оқырмандардың назарын аударатын негізгі тақырыптарды анықтау мақсатында бірқатар жетекші блогтарды шолуға және олардың мазмұнын талдауға негізделген.
Негізгі сөздер: *блогтар, ағылшын тілді, трендтер, талдау, тақырыптар, қалаулар, аудитория.*

ВВЕДЕНИЕ

В мире цифровых коммуникаций блоги становятся все более популярным и важным средством обмена информацией и мнениями. Их тенденции продолжают эволюционировать, отражая изменяющиеся интересы и потребности онлайн-аудитории. Анализ популярных тем и предпочтений аудитории позволяет понять динамику блогосферы и выявить ключевые направления контента, которые привлекают внимание пользователей. В особенности исследование именно англоязычных блогов представляет интерес для понимания того, какие темы наиболее актуальны для аудитории и какие стили письма предпочитают читающие. Цель этой статьи провести анализ популярных тем и стилей письма в англоязычных блогах с целью выявления ключевых тенденций.

ТЕОРЕТИЧЕСКИЙ ОБЗОР

В наши дни большинство учащихся общаются в сети интернет, некоторые сами являются блоггерами, а кто-то просто участвует в обсуждении волнующих их вопросов. Слово «блог» произошло от словосочетания «weblog», то есть интернет-дневник. Это множество небольших записей, публикуемых одним или несколькими авторами.

Термин «блог» был придуман Баргером Йорном 17 декабря 1997 года [Ammann and Jorn, 2009]. Уже в 2001 г. блоги стали известны как интернет-сервис и получили массовое распространение в 2003 г.

Евсюкова Т.В. определяет блог как ленту сообщений, состоящую из хронологически расположенных постов с опцией комментирования. В её обзорной статье подчёркивается связь популярности блогов с глобальной тенденцией к самовыражению и самоидентификации. Зачастую блоги личностно или узконаправленные, отличаются краткостью и особым стилем оформления [Евсюкова и Гермашева, 2015].

Филатова А.В. описывает блог как Web-пространство, позволяющее любому пользователю сети Интернет создать личную страничку, основное содержимое, которого – регулярно добавляемые записи, изображения или мультимедиа [Филатова, 2009].

Американский лингвист Майерс Г. в свою очередь подчеркнул насчет контекста самих блогов, что люди привыкли читать повествования с четкой структурой, но в блогах таких ограничений нет. В настоящее время читатели предпочитают краткий и емкий контент, а не объемный текстовый контент [Myers, 2010].

Стоит так же остановится на типах стилей письма в английском языке, так как одной из целей работы является провести анализ именно стилей письма популярных англязычных блогов.

В английском языке существует четыре основных типа стилей письма. У каждого из них своя цель:

● *Объяснительный (expository)* – при использовании данного типа письма, автор стремится рассказать о чем-то как можно нейтрально. Цель письма состоит в том, чтобы быть информативным: передавая что-то с минимальной предвзятостью и интерпретациями, стиль изложения основан на фактах.

● *Повествовательный (narrative)* – этот стиль используется чтобы рассказать историю. Стили повествовательного письма используют тактику повествования, чтобы передать сюжет с помощью персонажей, обстановки и тем.

● *Убеждающий (persuasive)* – этот стиль имеет четкую функцию: убедить читателя что-либо сделать или о чем-либо подумать. Используя логику, аргументацию и различные риторические стратегии, авторы, умеющие

убеждать, стремятся убедить вас в том, что их аргументы или интерпретация имеют преимущественную силу.

● *Описательный (descriptive)* - этот тип письма направлен на то, чтобы поделиться точкой зрения. При правильном использовании данного типа стиля автор создает в сознании читателя картину, используя свои описания. Часто этот тип письма включает в себя яркие образы и задействует многие из пяти органов чувств, такие как звуки, виды, вкусы, запахи, а также кинестетические и органические образы.

МЕТОДОЛОГИЯ

В этом исследовании мы использовали различные методы: семантический и дискурсивный анализ, контент-анализ различных тематических сообщений. просмотрели 70 блог-постов, опубликованных на Twomonkeystravelgroup.com, medium.com, wordpress.org, write.as, drupal.org. Исследовались стили письма и тематики авторов англоязычных блогов, а также определенное количество записей, в зависимости от их частотности: все записи за последние 2 месяца, либо 10 последних записей.

ОБСУЖДЕНИЕ

Существует огромное количество блогов, в которых представлен широкий спектр интересов. Из них тематика путешествии в блогосфере занимают одно из ведущих мест, привлекая внимание огромного количества аудитории. Блоггеры погружают своих читателей в мир новых мест, культурных особенностей и уникальных традиций. Рассказывая о своих приключениях, блогеры передают эмоции, впечатления и вдохновляют других на собственные путешествия. Каждый блоггер имеет свой уникальный стиль повествования, который делает его контент неповторимым. Некоторые предпочитают подробные рассказы о каждом этапе своего путешествия, начиная от подготовки к поездке и заканчивая впечатлениями после возвращения. Другие сосредотачиваются на красивых фотографиях и видеороликах, демонстрируя свои приключения визуально. Блоггеры не только делают путешествия доступными для своих читателей, но и обогащают их культурный и интеллектуальный опыт. Они рассказывают о местных традициях, кулинарных особенностях, исторических достопримечательностях и культурных мероприятиях, помогая аудитории лучше понять и оценить разнообразие мировых культур и обычаев [Иванова, 2018].

Тревел-блоггеры создают авторский контент, основанный на их личном опыте, и формируют ментальную картину туристического направления с помощью своей аргументированной и эмоциональной интерпретации [Kavoura & Bitsani, 2013].

Следующая тематика по популярности - кулинария и рецепты. Блогеры, увлеченные кулинарией, становятся наставниками в кулинарном искусстве, делая доступными свои рецепты и секреты приготовления разнообразных блюд. Эта тема позволяет аудитории окунуться в культурное многообразие и гастрономическое наследие разных народов. Их контент привлекает внимание аудитории, желающей не только удивить своих близких новыми блюдами, но и разнообразить свой рацион. Одним из привлекательных аспектов кулинарных блогов является их практичность. Блогеры предлагают не только оригинальные рецепты, но и делятся советами по выбору ингредиентов, технике приготовления и украшению блюд. Кулинарные блоги вдохновляют на эксперименты и творчество. Они стимулируют аудиторию к изучению новых кулинарных приемов, поиску уникальных рецептов и созданию собственных кулинарных шедевров [Петров, 2020].

Блоги о здоровье и фитнесе занимают особое место среди популярных тем в блогосфере. В современном мире, где забота о здоровье становится все более актуальной, многие люди обращаются к интернету в поисках советов и рекомендаций по поддержанию здорового образа жизни. Блоггеры делятся своим опытом, рассказывают о своих успехах и неудачах, и мотивируют других следовать их примеру, стимулируя людей к активному образу жизни, правильному питанию и заботе о своем физическом и психическом здоровье. В своем блоге авторы делятся рецептами здоровых и сбалансированных блюд, советами по выбору продуктов, информацией о полезных свойствах различных ингредиентов, делятся своими тренировками, подробно описывают упражнения, дают советы по выбору программ тренировок и спортивного оборудования. Кроме того, в блогах о здоровье и фитнесе часто рассказывается о психологическом аспекте здорового образа жизни. Блоггеры делятся советами по управлению стрессом, мотивации, развитию позитивного мышления и улучшению самооценки [Сидорова, 2019].

Англоязычные блоги, посвященные саморазвитию и самопомощи, играют значительную роль в жизни многих людей, стремящихся к личностному росту и улучшению качества своей жизни. Блоггеры, пишущие на тему саморазвития, делятся своими личными историями успеха, они обсуждают различные аспекты саморазвития, такие как развитие лидерских качеств, эффективное управление временем, постановка и достижение целей. Важным аспектом блогов о саморазвитии является их практическая направленность. Блоги о саморазвитии также создают сообщество единомышленников, где каждый может найти поддержку, вдохновение и мотивацию для достижения своих целей. Они стимулируют читателей к обмену опытом, идеями и ресурсами, создавая атмосферу взаимопомощи и взаимопонимания. В итоге, блоги о саморазвитии играют важную роль в

формировании и поддержании позитивного образа жизни, стимулируя людей к самосовершенствованию и достижению своего потенциала [Козлова, 2017].

Анализируя тенденции в англоязычных блогах, можно отметить, что темы саморазвития и самопомощи остаются востребованными в различных странах и регионах. Например, блогеры из Соединенных Штатов часто обсуждают стратегии управления временем и повышения производительности, в то время как их коллеги из Великобритании могут поделиться опытом в области постановки и достижения целей в карьере. В Канаде блоги о саморазвитии часто сосредотачиваются на темах, связанных с балансом работы и личной жизни, а также на нахождении гармонии между карьерными амбициями и заботой о здоровье и благополучии. В Австралии популярными темами являются здоровый образ жизни, фитнес и питание, в связи с активным образом жизни местного населения. Следует также отметить, что в разных странах акцент может быть сделан на разные аспекты саморазвития и самопомощи в зависимости от культурных особенностей и общественных ценностей. Например, в Японии блоги о саморазвитии могут включать темы, связанные с духовной практикой, медитацией и гармонией с природой, в то время как в Германии акцент может быть сделан на образовании, самостоятельном обучении и развитии профессиональных навыков [Новиков, 2021].

Одним из ключевых аспектов успешного блога является стиль письма. Некоторые блоггеры предпочитают легкий и разговорный стиль, который создает дружественную атмосферу и делает контент ближе к аудитории. Другие предпочитают более формальный и профессиональный подход, особенно если их блог ориентирован на деловую аудиторию или образовательные цели. Важно подбирать стиль письма в зависимости от целей и интересов аудитории, чтобы максимально эффективно коммуницировать с ней.

На сегодняшний день повествовательный стиль письма можно считать самым популярным среди блоггеров. Этот стиль предназначен для того, чтобы делится личным опытом, мнениями в определенной теме и привлечь читателей. Повествовательный стиль письма также известен как публицистическое эссе, которое включает в себя немного драматизма и юмора, чтобы сделать статью более увлекательной. При написании сообщений в блоге важно избегать вводящих в заблуждение статей, которые не соответствуют заголовку сообщения в блоге. Примерами могут послужить статьи «What I've learned from Bung Hatta's Greek Philosophy stories», «Journey as a Home Based Freelancer». Хотя это похоже на пересказ истории, этот тип письма сохраняет правдивость и фактическую информацию по всему содержанию.

Как ни странно, очень популярным является стиль письма в блогах через списки. Например, «12 Figma tips to work more efficiently», «14 Simple-yet-Nuanced Tips That Have Helped Me Moderate My Sugar Consumption», «How to read a Supreme Court case: 10 tips for nonlawyers». В таких обзорных статьях списки приводятся структурированными, что очень удобно для читателя. Статьи, написанные таким путем, часто охватывают различные темы и содержат ряд советов, идей или рекомендаций.

Еще один популярный стиль письма блоггеров – обзорный стиль. Автор собирает разнообразную информацию по определенной теме и представляет ее в сжатой и всеобъемлющей форме. Это часто включает в себя обобщение ключевых моментов из нескольких источников и предоставление всестороннего взгляда на предмет. Например, обзор лучших мест для летних путешествий может содержать список популярных направлений, а также советы о том, где остановиться, чем заняться и как сэкономить деньги во время путешествия. Автор мог бы воспользоваться личным опытом, путеводителями и рекомендациями попутчиков, чтобы создать всеобъемлющее руководство для читателей.

В целом, стиль письма в формате обобщения эффективен для того, чтобы дать читателям всестороннее представление о теме, обобщить информацию из различных источников и предложить ценные идеи и рекомендации. Это универсальный формат, который может быть применен к широкому спектру тем – от технологий и путешествий до моды, здравоохранения и многого другого. Например, статьи «Unforgettable moments: maximizing your Monaco vacation», «Overview of Generative AI Services from AWS».

ВЫВОДЫ

Исследование тенденций англоязычных блогов позволило выявить несколько ключевых результатов. Во-первых, было установлено, что наиболее популярными темами для блогов являются здоровье и фитнес, красота и мода, путешествия, кулинария, лайфстайл и саморазвитие. Эти категории привлекают больше всего читателей и генерируют большой объем трафика. Во-вторых, было определено, что стиль письма также играет важную роль в привлечении аудитории. Блогеры, использующие личный опыт, чувственные описания и истории из жизни, часто получают большее внимание и вовлеченность читателей. Креативный подход к написанию текстов, использование юмора и оригинальных идей также помогают привлечь аудиторию. Кроме того, анализ показал, что успешные блогеры активно взаимодействуют со своей аудиторией, отвечают на комментарии, организуют опросы и конкурсы, что способствует установлению более тесных отношений с читателями и увеличению приверженности к аудитории. Таким образом,

исследование показало, что для успешного блога необходимо не только выбрать актуальную тему, но и развивать уникальный стиль письма, активно взаимодействовать со своей аудиторией и постоянно работать над улучшением качества контента.

Примеры: пост «Unforgettable moments: maximizing your Monaco vacation» опубликованный 20 февраля 2024 года автором @twomonkeystravel в Travel Blog, Travel Guides: *«Welcome to Monaco, the **glitzy** home of the **wealthy** and **famous**. This diminutive principality is tucked away on the beautiful French Riviera. It has a **high-class way of life**, **world-class attractions**, and incredible views. Monaco is a small country, but it has some beautiful beaches where you can rest. As Monaco's most famous beach spot, Larvotto Beach has beautiful white sands and clear, cool water perfect for swimming. Behind its **flashy exterior**, Monaco hides a treasure trove of cultural gems just ready to be found»*. Из отрывка можем заметить, что автор использовал обзорный стиль чтобы описать определенное место для путешествий. Сама статья написана на довольно простом языке, который для уровня A2 более чем будет понятным. Автор использует эпитеты для придания более живописного описания.

Следующий автор описывает свой блог как «журнал об интеллектуальном образе жизни для тех, кому за 40, нацеленный на то, чтобы наслаждаться жизнью в Японии в середине жизни». Блоггер пришет на разные темы про стиль, еду, книги, делится интересными местами и многое другое. Один из пост, который называется «OldCityBoy's Dish — The stylish way to eat 'yakiimo' (roasted sweet potato)», опубликованный 26.03.2024 году:*«The roasted sweet potatoes available at supermarkets these days are truly delicious, and the staggering affordability is a testament to Japan's technological prowess. While simply peeling and eating them by hand is satisfying, here's a more stylish way to present them. Nevertheless, there isn't much to it — just cut them in half and serve them on a plate. By the way, when eating, you scoop out the inside with a spoon. The beauty of this method is that you get to fully enjoy the most delicious part of the roasted sweet potato, which is the outer layer»*. Здесь блоггеры пишет, используя объяснительный стиль письма. Пост информативный, передавая информацию с минимальной предвзятостью используя картинки.

Далее отрывок из поста "I Am Reliant on Medication for My Mental Health and That's *Okay»* опубликованной @Nicola 3 марта 2024 года в Medium.com: *«After sharing this predicament with my psychiatrist, he modified the prescription such that I take the medications on a regular cadence (daily, in my case) instead of on an "as needed" basis — regardless if I had an anxiety attack or not. This modification made a world of difference as I no longer had to assess on my own how grave my situation was before taking a pill. I had the comfort of knowing that I can safely take my meds daily, which became a more preventive approach than reactive.*

Oftentimes I suffered through severe bouts of anxiety attacks because I'd tell myself that it wasn't that bad yet — even if, in fact, it already was. The arbitrary nature of determining when it was the right time to take an "as needed" medication wasn't doing me any good and led to more spiraling». Здесь автор использует повествовательный стиль, чтобы рассказать про свой личный опыт посредством хронологии своих действий.

ЗАКЛЮЧЕНИЕ

В заключении следует отметить, что исследование тенденций англоязычных блогов по популярным темам и стилям письма имеет большой потенциал для дальнейших исследований. В будущем можно провести анализ изменений в популярности определенных тем в блогах, исследовать влияние социокультурных и политических событий на контент блогов, а также провести сравнительный анализ англоязычных блогов с блогами на других языках.

Дальнейшие публикации по данной теме могут включать в себя более глубокий анализ стилей письма в блогах, исследование влияния платформы блога на выбор темы и стиля. Проведение дальнейших исследований по данной теме позволит использовать результаты для работ с использованием блогов.

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EMBRACING TESTL:
GLOCALIZED AND TAILORED ELT IN THE TURKIC REGION

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Түйін

Бұл мақала түркі аймағындағы ағылшын тілін оқытудың (ELT) макроскопиялық концептуализациясының бөлігі ретінде түркі тілдерінде сөйлейтіндерге ағылшын тілін үйрету (TESTL) тақырыбына арналған. Ол жаһандық озық тәжірибелерді жергілікті контекстік ойлармен үйлестіретін және түркі аймағындағы білім алушылардың ерекше қажеттіліктеріне, қалауларына және мәдени нюанстарына бейімделген оқыту әдістемесін сипаттайды, ол «жаһанданған» және «бейнеленген» сөздерімен көрсетілген. «Жаһанданған және бейімделген ELT» тұжырымдамасы арқылы мұғалімдер мен тіл мамандары түркі аймағының бай лингвистикалық және мәдениетін бағалай отырып,

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ғаламдық ағылшын тілінің әртүрлілігін атап өтетін тамаша оқу ортасын құра алады. Бұл стратегия білім алушыларға қажетті тілдік дағдыларды дамытуға көмектесіп қана қоймайды, сонымен қатар олардың академиялық, кәсіби және жеке өмірін жасау үшін кез келген мәдениетаралық контексте сенімді қарым-қатынас жасауға мүмкіндік береді. Бұл мақалада біз түркі аймағындағы TESTL контекстіне және жүзеге асырылуына тереңірек үңілеміз.

Негізгі сөздер: ELT, TESTL, түркі тілдері, ағылшын оқытушылары мен студенттері, түркі аймағы

Аннотация

В этой статье рассматривается преподавание английского языка носителям тюркских языков (TESTL) как часть макроскопической концептуализации преподавания английского языка (ELT) в тюркском регионе. Он описывает методологию преподавания, которая сочетает в себе лучшие мировые практики с местными контекстуальными соображениями и адаптирована к особым потребностям, предпочтениям и культурным нюансам учащихся в тюркском регионе, выраженным словами «глокализованный» и «адаптированный». С помощью концепции «глокализованного и адаптированного ELT» преподаватели и лингвисты могут создать идеальную среду обучения, прославляющую глобальное разнообразие английского языка, одновременно уважая богатое лингвистическое и культурное богатство тюркского региона. Эта стратегия не только помогает учащимся развивать необходимые языковые навыки, но также дает им возможность уверенно общаться в любом межкультурном контексте, чтобы построить свою академическую, профессиональную и личную жизнь. В этой статье мы углубимся в контекст и реализацию TESTL в тюркском регионе.

Ключевые слова: ELT, TESTL, тюркские языки, преподаватели и изучающие английский язык, тюркский регион

INTRODUCTION

Glocalization is an edifying philosophy for schools that acknowledges the importance of using global best practices in language education while adapting them to suit the linguistic, cultural, and social contexts of the Turkic region. This kind of approach was geared to strike a balance between appropriating the great resources available on a global scale and ensuring that teaching techniques and materials are relevant and appropriate within local contexts.

On the other hand, the word "tailored" suggests that any approach to English language teaching has to be methodologically customized for an individual and based on a culture. This is because the English language program in Central Asia is characterized by learners having a unique linguistic background, cultural sensibility, and a learning style. Therefore, this tailored ELT approach aims to address the inherent distinction needs by designing the instructional strategies, materials, and assessments that resonate with the learners' experience and aspirations. This approach makes the teaching of English more effective and provides an environment for inclusive and engaging learning. Some components of this approach are:

- **Global and Local Integration:** Glocalization involves the integration of global ideas with local conditions that integrate into the teaching of English the specific linguistic, cultural, and educational context of the Turkic region.
- **Cultural Sensitivity:** Glocal ELT emphasizes the need for understandings and respect for linguistic and cultural diversity within the Turkic region while including best international practices of English language teaching.
- **Tailor-Made Language Instruction:** This view perceives the requirement of giving tailored language instruction, inclusive of recognizing linguistic aspects and the types of learning requirements necessary for speakers of Turkic languages, because within this context lies international standards and methodologies in ELT.

BACKGROUND

The field of English Language Teaching (ELT) has experienced quite drastic changes through time. As we shall explore this historical trajectory, we shall unearth a tapestry of challenges and opportunities that have powerfully shaped its development. Widdowson's 2004 claim that 'ELT had lost its innocence' (p. 367) holds good to the point: the shift from ELT as a given endeavor to a complex area riddled with existing problems.

ELT professionals now grapple with multifaceted challenges. Despite shedding its innocence, ELT remains a magnet for individuals worldwide. It continues to be highly esteemed as both a qualification and a profession deeply embedded within educational systems. The allure of teaching English persists, drawing educators and learners alike.

ELT professionals are engaged in critical discourse: Are language instructors inadvertently serving the interests of multinational corporations? While these corporate interests may inadvertently undermine the rich cultural and linguistic resources available to English as a Second Language (ESL) and English as a Foreign Language (EFL) learners, such a potential "carnage of local cultures" is critiqued in the warning by Norton and Macpherson (1997).

TESTL is prepared to address this pivotal question. Here, in the bottom of the dilemma between global language teaching and the maintenance of cultural diversities, the TESTL introduces the moderating tool. It thrives on fostering discourse, harmony, and innovative pedagogical approaches about new information on this topic, empowering educators, and learners with the preservation of rich local contexts. ELT's evolution is dynamic, and TESTL serves as a testimony to the ongoing quest for balance, inclusivity, and cultural sensitivity in language education.

CONTEXT

The foundation of TESTL is built on a range of reasons addressing the needs of the learners. Let's revisit some of the key reasons:

1. **Cultural Relevance**

TESTL appreciates that language learning is deeply inscribed in culture. Acquiring some background knowledge of the cultural elements entrenched in language greatly helps in a more profound comprehension of idiomatic expressions and communication norms specific to Turkic-speaking communities (Mammadova, 2022; Tomak, 2022; Yakar & Fedai, 2022). The cultural significance enhances the learning experience and engages the learners more, and the process of learning Turkish is much richer and meaningful (Rayeva et al., 2022; Bekeyeva et al., 2021).

Therefore, focusing on Turkic languages is particularly crucial in realizing a rich cultural heritage, idi-specific idiomatic expressions, and communication norms of Turkic-speaking communities. Taking a look at the historical and social aspects of Turkic languages helps to understand the complex relationship between language and culture, and thus it deepens an appreciation for the linguistic heritage and societal values of Turkic-speaking populations.

2. **Linguistic bridges**

Turkic languages, such as Turkish, Kazakh, Kyrgyz, Uzbek, Turkmen, etc., have common linguistic characteristics due to historical and geographical relations (Kurmanbaiuly & Adilov, 2023; Orel et al., 2023; Tukeyev, 2023). With this linguistic affinity, transfer learning techniques have been employed for the automatic construction of speech recognition models in several Turkic languages, including Azerbaijani, Bashkir, and Turkish, utilizing large-scale training data from Kazakh (Orel et al., 2023). The models have shown improvements in significantly reducing word and character error rates, developing language processing abilities among Turkic languages. By employing this shared linguistic heritage, TESTL intends to create bridges that facilitate the transfer of Turkish-type languages to English languages, easing language transfer, reducing interference, and enhancing the quick rate of language acquisition for learners from these language groups.

3. **Tailored Content**

In this vein, TESTL aligns its content, materials, and curriculum with the Turkic learners, thus rendering vocabulary, scenarios, and language patterns. The importance of trying to accommodate individual differences in the classroom by implementing a differentiated instruction strategy is underlined by Laptinova (2022). This includes customizing, where a strategy that promotes autonomy, satisfaction, positive attitudes, and uniqueness is employed, leading to higher academic success. Tukeyev (2023) underlines how assessment components are effective in a customized content and language integrated learning program and

points out positive attitudes towards assessment in connection to the integration of language and content in evaluation. Zhanzhigitov et al. (2022) investigate terms systematization in Turkic languages and show that there are positive outcomes on the understanding and application of these concepts in student performance. Clearly, the integrated contents, materials, and curriculum with TESTL can contribute significantly to the needs of Turkic learners through offering relevant vocabulary, real-world examples, and language patterns for effective application of their English skills.

4. Effective Communication

In this regard, TESTL focuses on the practical aspects of learning language skills for effective communication rather than grammar rules and textbooks. Meenambal & Meenakshi (2022) highlighted communication strategies in language learning progress, emphasizing the favorable influence of classroom teaching and activity-based education on communicative competence. Through such programs, individuals are able to progress in their conversational fluency and pronunciation, which in turn contributes to an increase in confidence levels and understanding of diverse accents. Such a perspective is vital in ensuring that not just grammar rules and textbooks but also the ultimate practical aspects of language learning bring out effective communication. It is important towards the success of various programs and organizations (Fletcher, 1999).

5. Professional Opportunities

Proficiency in English is essential for diverse career opportunities at the global level since it is the dominant language in various sectors, for example, in business, tourism, and academia (Dwivedi & Sharma, 2023; Goodman & Morrison, 2023). The reason for English proficiency increasing employability can be elaborated upon by a study focusing on the relevance of English skills to global employment in Pakistan (Otilia, 2013). Besides, language proficiency is required for the realizations of international hospitality internships, where improved language skills will favor the issue of developing language skills to strengthen job opportunities (Abbas et al., 2021). The emphasis on the usage of English skills is further declared in a need to bridge the gap between the demand and supply of language skills, especially in an ever-evolving information society, for the integration of European community integration (Bortnyk, 2021). In summary, mastering English unlocks a variety of professional opportunities, as it also serves as a key to cross-cultural competence, hence a very important and asset in today's globalized world.

5. Educator Training

Equipping educators with effective pedagogical strategies tailored to the unique linguistic and cultural context, Teacher Education in Service of English Language Teacher Education (ELTE) programs in Turkic languages are crucial (Asmali, 2023). On the other hand, the development of multilingual text-to-speech (TTS) synthesis systems for lower-resourced Turkic languages, including Azerbaijani,

Kazakh, Turkish, among others, illustrates current technological progress in language technology aimed at assisting language educators (Yeshpanov et al., 2023). Likewise, the focus on training foreign language teachers in Azerbaijan, particularly in English, underscores the requirement of meeting the demands posed by globalization in education systems. More efforts such as offering online language training for adults in the Middle Danube Region only signify the readiness of individuals in communication with foreign employers, accentuating the relevance of language education in different contexts. Looking ahead, TESTL operates as a medium, which determines the connection between language education and cultural preservation for a deeper understanding of the linguistic and global world.

IMPLEMENTATION

Applying TESTL to Turkic-speaking countries requires a strategic and collaborative approach involving the involvement of language teachers, educators, and trainers. Here are the steps to get started on how to implement TESTL effectively:

1. Needs Assessment: Starting with a comprehensive needs assessment in each Turkic-speaking nation is the first step towards implementing TESTL. The needs assessment involves understanding what presently passes as English language education in the country and inside the country, about learners and proficiency levels, and some of the specific problems. So, based on the gaps and the key areas in which TESTL can help, educators and policymakers can bring forth the approach to adequately address the needs of Turkic-speaking learners.

2. Collaboration with the Turkic Council: Engaging with the Organization of Turkic States (OTS) is a vital step to carry out TESTL. Herewith, educators and trainers can link TESTL goals with the education and training activities undertaken in Turkic member countries through collaboration with OTS. By seeking support and funding from OTS member states, it is possible to make the necessary resources available to fully bring out the best and laudable in implementing TESTL within the Turkic-speaking nations.

3. Curriculum Development: The localized English language curriculum for TESTL is to be designed, which includes languages with cultural context and proficiency levels that cater to the Turkic speakers. In this regard, the developed curriculum is focused on the development of all the language skills that will prepare a learner to face actual life situations in English. The curriculum will be locally designed with cultural references, idiomatic expressions, and real-life scenarios relevant to the learners in order to resonate with the linguistic and cultural nuances of Turkic regions.

4. Teacher Training: Comprehensive training for English language teachers is needed for the effective implementation of TESTL. The provision of workshops,

webinars, and resources on effective teaching methodologies, classroom management, and assessment strategies that are ready according to the TESTL approach should be emphasized. Therefore, to ensure that educators are equipped to effectively engage with and support Turkic-speaking learners, cultural sensitivity and understanding in language instruction need to be emphasized.

5. Digital Platform Development: The importance of building an accessible online platform for TESTL could not be overstated, as it is vital to reach wide audiences through various devices. Some of these technological features must include interactive lessons, multimedia content, and even quizzes so as to enhance the learning process. The platform should also be designed to be compatible with different devices, facilitating seamless access from learners and educators.

6. Local Partnerships: Local educational institutions, schools, universities, and government agencies form part of the support framework of the strategy. Established local partnerships for teacher training, student outreach, and program implementation ensure that TESTL finds the environment to flourish within Turkic-speaking nations.

7. Pilot Programs: Launching pilot programs in selected Turkic-speaking regions is a practical way to evaluate the effectiveness of TESTL materials and teaching methods. Gathering feedback from both learners and educators during these pilot programs gives a valuable insight that would help in refining and enhancing the approach's broader implementation.

8. Evaluation and Certification: Assessment tools suited to TESTL's curriculum can be developed so as to offer certificates or diplomas to attest proficiency in language. With this approach, learners can get motivated in participating due to the recognition offered towards their proficiency in the language, while educators will evaluate the progress and outcomes of their teaching through the certificate.

9. Community Engagement: To foster a sense of community among the participants of TESTL, organizing language clubs, conversation circles, and cultural events is done. Driving learners to practice English outside the classroom deepens their proficiency and cultural exposure, leading to a more immersive and holistic experience of learning.

10. Continuous Improvement: Regularly updating TESTL content in response to learner needs, advanced methods in language teaching, and the same feedback assures the program's sustainability and effectiveness. Constant monitoring of program outcomes and strategies modification would ensure that the approach be changed correspondingly in response to the continuously variable needs of learners and the whole educational landscape within Turkic-speaking nations.

Following these steps can assist in the implementation of TESTL in Turkic-speaking nations by language teachers, educators, and trainers, who can create an

inclusive and tailored approach to English language education to the needs and cultural contexts of the learners.

CONCLUSION

The glocalization approach in English language teaching within the Turkic region is a balanced fusion of global best practices and contextualization in the local settings. Glocalization ensures that the education of the English language is not just relevant but also takes into consideration the linguistic and cultural diversity within the Turkic region. Combining global concepts with local conditions, glocalization stands as a responsive and forward-looking framework for English language teaching that aims to advance the quality and relevance of English language education for learners on diverse linguistic and cultural landscapes.

The future of English Language Teaching (ELT) is fraught with complex challenges and opportunities. The evolution of the TESTL community demonstrates the proactive response to the critical discourse surrounding the globalized nature of language teaching and the preservation of diverse cultural identities. With dialogue, collaboration, and innovative pedagogical approaches, TESTL illuminates the commitment to finding balance, inclusivity, and cultural sensitivity in language education, a front-line leader in the ever-shifting panorama of ELT.

TESTL stands as a multi-faceted platform, filling the specific needs of Turkic-speaking learners, as a language education and cultural preservation bridge. Being culturally relevant, linguistic bridges, customized content, effective communication, professional opportunities, and educator training hold at the core of the TESTL program an innovative design that creates awareness of linguistic variety and global interconnectedness while conserving and nurturing the rich cultural heritage of Turkic-speaking communities.

Accordingly, the strategic and collaborative implementation of TESTL in Turkic-speaking countries requires active participation from language teachers, educators, and trainers. The comprehensive framework of effective implementation, starting with a complete needs assessment and concluding with continuous improvement, focuses on a customized and culturally sensitive approach to English language education, with the Turkic-speaking learners in mind to facilitate a more impactful and relevant language learning experience. TESTL continues to evolve to improve language education while upholding and celebrating the rich cultural heritage of the Turkic-speaking communities.

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THE ROLE OF INTUITION IN BUSINESS COMMUNICATION TRANSLATION

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Аннотация

Это исследование исследует взаимосвязь между интуицией студентов-переводчиков и переводами деловой переписки. Тест Майерса-Бриггса выявляет предпочтения каждого из участников эксперимента как интуитивного, так и сенсорного типа. Парный Т-тест для средних демонстрирует статистически значимые различия в качестве переводов, сделанных интуитивными переводчиками, и переводами их сенсорных однокурсников, что подтверждает положительное влияние интуиции на качество перевода деловой переписки.

Ключевые слова: интуиция, деловая переписка, интуитивное предпочтение сенсорное предпочтение, студенты-переводчики, тест Майерса-Бриггса

Түйін

Бұл зерттеу аудармашы студенттердің интуициясы мен іскерлік хат алмасу аудармалары арасындағы байланысты зерттейді. Майерс-Бриггс тесті эксперименткe әрбір қатысушының интуитивті және сенсорлық бейімділігін көрсетеді. Орташа үшін жұпталған T-тест интуитивті аудармашылар мен олардың сенсорлық курстастарының аудармаларында статистикалық маңызды айырмашылықтарды көрсетеді, бұл интуицияның іскерлік хат алмасу сапасына оң әсерін растайды.

Негізгі сөздер: интуиция, іскерлік хат алмасу, интуитивті артықшылық, сенсорлық артықшылық, аудармашы студенттер, Майерс-Бриггс тесті

INTRODUCTION

A translator's intuition is the ability to find the correlations between languages and cultures quickly and accurately based on one's experience, knowledge, and feelings for language [Hubscher-Davidson, 2013]. Intuition plays a significant role in business document translation since it enables a translator to adapt the text to the target audience given the context, aim, and style of the original, as well as overcome difficulties related to ambivalence, polysemy, idiomaticity, and cultural specifics of languages [Lenshina, 2022, p. 23]. The translator's intuition is not a random or irrational process but rather a result of the complex interaction between analytical and creative thinking [Lenshina, 2022, p. 24].

This research is significant because it fills a gap in the domestic science of translation by exploring the relationship between a translator's intuition and the quality of their translations. Meanwhile, intuition in translation is more than just a translator's individual property; it is also a unit of analysis and development in translation pedagogy [Novikova, 2015, p. 40]. Many famous scientists, such as A. N. Chomsky, V. V. Latyshev, Yu. M. Lotman, G. G. Shpet, and others, wrote about translators's intuition [Ubozhenko, 2016, p. 125].

LITERATURE REVIEW

There are various approaches to defining and classifying a translator's intuition, but there are also various methods and exercises for its formation and improvement among translator students [Remhe, 2022, p. 23]. Scientists such as L. I. Bogatikova, E. D. Bozhovich, T. A. Fesenko, V. N. Krupnova, A. S. Maganov, A. V. Mashencev, V. Wills, and others speculated about the pedagogical potential of a translator's intuition [Alikina, 2013].

Carles Andreu is a Spanish teacher-translator and writer at Pompeu Fabra University in Barcelona. He translated over two hundred books from English and Catalan into Spanish. He asserts that the use of intuition in translation can lead to

both positive and negative outcomes [Andreu, 2019]. This claim defines a research problem that we find interesting to study, as it reveals the interconnection between intuition and the quality of business communication translation.

The selection of a translation field is a deliberate process, influenced by various factors: (1) business communication specifics; (2) cultural differences; (3) subtlety and accuracy; and (4) specific requirements. Firstly, business communication differs from other text types in its structure, style, and content. It often includes technicals, abbreviations, formalized language, and industry-specific concepts. That is why business communication translation requires special skills and knowledge. Secondly, the business communication translation from English into Russian also includes a transfer of cultural practices and values. This makes the task even more daunting and requires intuition. Thirdly, business communication requires a high degree of accuracy and subtlety. Intuition can help a translator better understand and convey a hidden subtext, intonation, and cultural reference, which is particularly important in business communication. Furthermore, business communication frequently involves stringent deadlines and quality standards. This makes it an ideal area of research on the role of intuition in translation.

METHODS

The goal of this study is to investigate the translation process of business communication from English into Russian.

The subject of research is the methods and techniques that translators use to accomplish this task, together with their intuition in the process.

The study aims to investigate the role of intuition in translating business communications from English to Russian and determine how to optimize this role to enhance the quality of the translation. This particular research involved both theoretical and practical methods.

The theoretical methods included: (1) a comprehensive review of existing studies, theories, and concepts linked to the role of intuition in translation activity; and (2) conceptual analysis that helped with the identification of the role of intuition in the translation process.

The practical methods included watching translator students do business communication translation tasks to see when they made decisions based on gut feelings; having students translate business letters in an experiment that encouraged them to use gut feelings; and looking at student translations of business documents to see how often they used gut feelings and how those decisions affected the quality of the translations. Three experienced professors then estimated the quality of the obtained translations.

Thirty-seven translator students voluntarily took part in the experiment on translating business letters from English into Russian. The Myers-Briggs indicator

(MBTI) was used by translator students as an intuition identification test [Myers and Myers, 1995, p. 57–58], as many scientists believe it measures a test-taker's holistic intuition preference [Hubscher-Davidson, 2013, p. 218]. A translator's strong inclination towards using intuition could potentially enhance the quality of their translation [Hubscher-Davidson, 2013, p. 218].

The experiment participants randomly received five small English texts containing business vocabulary to translate into Russian within 30 minutes, without the use of dictionaries or suggestions from nearby individuals. Each text contained up to five key phrases, which required an antonymic translation to produce an adequate translated text. This decision was due to the fact that Latyshev specifically claimed that it is natural for intuitive translation to use demetaphorizations and generalizations [Latyshev, 1988, p. 116], especially when it comes to the English-Russian language combination [Chikov et al., 2016].

RESULTS AND DISCUSSION

The analysis of the translations shows that the use of intuition by translator students does have a great impact on the quality of business communication translation. For instance, when the students, who opted for intuition, translated the phrase "Be honest with yourself," they used such options as "Не обманывайте себя" ("Don't fool yourselves") or "Раскройте глаза" ("Open your eyes") more often, whereas the sensors offered more literal options, such as "Будь честна с собой" ("Be honest with yourself") and "Будь всегда честным с собой" ("Always be honest with yourself").

The students, who relied on intuition, were able to convey the spice of assignment and agreement when translating the expression "I'll give him that" by using the phrase "Этого у него не отнимешь" ("I'll give him that"), whereas the sensors basically translated this phrase as "Я покажу ему ещё" ("I'll show him") and "Я дам ему…" ("I'll give him…"), losing the original purpose.

We observed a similar situation when translating the sentence "He isn't hurting for money." The students, who applied an intuitive approach, conveyed the meaning more accurately by using the options "Денег у него полно" ("He has a lot of money"), "Ему не жалко денег" ("He doesn't mind the money"), or "Он не скуп" ("He is not stingy"). Whereas the word-for-word translation of the students with sensory preferences, "Он не страдает от отсутствия денег (финансов)" ("He doesn't suffer from lack of money (funds)"), also made sense in the context, but it didn't reflect the nuance of the absence of the hero's concern over the fiscal situation.

As a result, the translation analysis revealed that the students who made intuitive decisions were able to better convey the shades of meaning and style of the original text, providing a higher quality of business communication translation.

Based on information about how translator students used intuition, a two-sample T-test with different variances showed that translations that used intuition were statistically different from those that didn't (t = 2.846, p = 0.007). This confirms that intuition has a great impact on the quality of business communication translation.

The obtained results highlight the importance of developing translators' intuitive skills to improve the quality of business communication translation. Intuition enables one to quickly and accurately find the correlations between languages and cultures, adapt the text to the target audience, and overcome difficulties related to language ambivalence and cultural specifics.

CONCLUSION

Focusing more on the development of language feelings, intercultural sensitivity, and probabilistic forecasting ability in translator students is necessary to optimize the use of intuition in business communication translation. We can achieve this by increasing the practice of working with texts that contain idiomatic expressions, culture-specific elements, and broad terms, and by raising the translators' awareness of the role of intuition in their career. Such an approach will allow the translator students to solve translation tasks more effectively, enhancing the quality of business communication translation.

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DEVELOPING DESCRIPTIVE LANGUAGE THROUGH ART

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Түйін

Бұл жоба ағылшын тілі сабақтарында өнер арқылы сипаттамалық тілді қолдануды дамыту арқылы тілдік сыныптарда коммуникативті әдістемелерді енгізуге бағытталған. Жоба Ақбөбек халықаралық мектебінің бастауыш сынып оқушылары арасында өткізілді. Деректер сұхбат, құжаттарды талдау, сауалнама және сараптамалық бағалау процесі арқылы жиналды. Зерттеу деректері аралас сандық және сапалық талдау арқылы жүргізілді. Бұл жобаның нәтижесі бастауыш сынып оқушыларының ағылшын тілін меңгеруде ынталандыратын инновациялық және аутентикалық құрал қажет екенін көрсетті.

Негізгі сөздер: ағылшын тілін үйрену құралы, өнер, жас студенттер, EFL.

Аннотация

Этот проект направлен на внедрение коммуникативных методологий в языковых классах путем развития использования описательного языка через искусство на уроках английского языка. Проект проводился среди учащихся начальных классов Международной школы "Акбобек". Данные были собраны посредством интервью, анализа документов, анкетирования и процесса экспертной оценки. В исследовании был проведен смешанный количественный и качественный анализ данных. Результат этого проекта показал, что учащимся начальных классов нужен инновационный и аутентичный инструмент изучения английского языка, который может мотивировать и улучшить их навыки английского языка.

INTRODUCTION

Designing T-shirts with descriptive language is not so popular in Kazakhstani schools. We have not found any information about the research on using T-shirts with descriptive language during English lessons in our Kazakhstani schools. Using art in learning is commonly used by international students to help them visualize the learning content. It is reasonable to use art in the classroom to make young students learn by doing—truly active learning [Bidari, 2019]. Art helps enhance learning by allowing students to interact with their lessons and experience them [Hallam et al., 2014]. It is necessary in our lessons because our learners have been studying at the Singapore Educational Program since their 1st grade, having 4 lessons of English, 3 lessons of math, and 2 lessons of science in English every week.

Singapore is well-known for its high quality of education in the world, ranking higher than many countries like Canada and Switzerland. In fact, Singapore ranks among the among the top five in the world in PISA 2018 for reading, mathematics, and science [Bayirli, 2023]. Singapore's education system aims to bring out the best in every child and to develop students' functional literacy in the English language, math, and science. Also, it develops the social-emotional habits of participants in thinking, communicating, and learning.

There are a lot of interesting and difficult themes in Singapore Science. Our learners learn about organ systems, and it was difficult for some lower-level students to learn new words and use them in their speech. So, making everything about me T-shirts seems to be a great tool for them to engage them in the learning process through doing prints on their T-shirts.

We believe the creative process has a positive, transforming effect. Engaging in creative endeavors teaches individuals that their life's possibilities are limitless. Because we see the arts as vehicles for children's growth in self-confidence, respectful relations with others, and the development of learning skills, we measure our success by how much they grow. For instance, after talking about clothes in the English lesson, we designed our own T-shirt by using all descriptive language phrases in the paper-based T-shirt ["How to make a print on T-shirt"] (Figure 1). In advance, by using descriptive language, we try to describe everything about ourselves (Figure 2).

Figure 1. Scene of designing everything about me T-shirt

Figure 2. Printed everything about me T-shirt with descriptive language

METHODS AND RESULTS

The research hypothesized that using art in learning English increases young learners' interest in mastering English.

The research question (RQ) was as follows: How to use descriptive language through art to increase the interest of young learners in learning English in an effective way?

To respond to RQ, we set the following tasks:

1) To give the description of using art at the lesson.
2) To find out the preferences of young learners.
3) To suggest some ways of using descriptive language.
4) To discuss the usage of all about me T-shirt in learning and teaching process.
5) To conduct surveys, interviews and questionnaires among students and teachers.
6) To analyse the methodology and results of the research.

After investigating the theoretical framework about designing my own T-shirt and its usage and collecting data from teachers and students, we gathered feedback

from our classmates after designing and using handmade all-about me descriptive T-shirts.

To collect data, we used research methods like interviews, surveys, and questionnaires. To find out the interests of young learners at Aqbobek International School, we conducted a survey among 3rd grade students at the beginning of the project. 47 students took an active part in the survey. They were required to select an option that best reflected their preferred activities during their free time (Figure 3). We also collected data from one international and two local English teachers to determine whether they had ever used or tried to design their own T-shirt with descriptive language in their teaching (Figure 4).
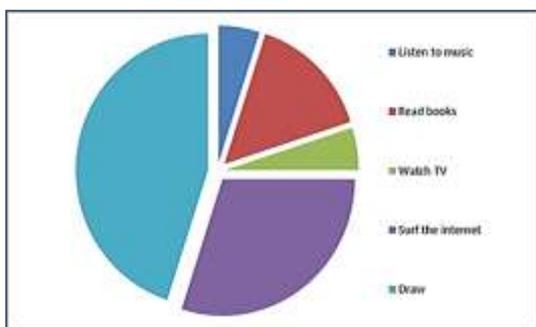
Figure 3. Free time preferences   **Figure 4. Willingness to use descriptive language**
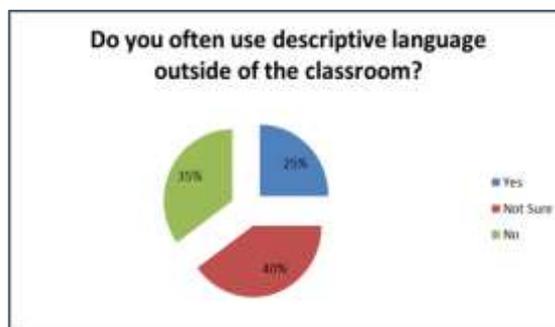
We structured an interview as a conversation between two individuals, with one asking prepared questions and the other responding (Table 1).

Table 1 - Questions and Answers from Teachers' Interview

Questions	Answers
1) How do you teach your students?	All the teachers said that they teach by using interactive media, games such as flashcard, and PowerPoint presentations.
2) How is your feeling with your current method in teaching English?	All the teachers said that their method is good enough, but they found that their students are not interested in learning English.
3) Do you have any expectation for teaching English?	All the teachers expect that all the students have high motivation in learning English.
4) What do you think about teaching English through art?	One of the teachers said that art is good for teaching nowadays, but one teacher said that art is a little bit hard to masteries. Also, one of the teachers expects that learning through art can bring an interesting and authentic material to the class.

5) Have you ever tried or designed your own T-shirt by using descriptive language before?	All the teacher never tried to design their own T-shirt with descriptive language, so they do not know how it works and how it should be implemented. Only one teacher said that she has tried once.
6) Would you like to try to teach through art in your classroom?	All the teachers willing to try to use it as long it has potential impact in students learning and able to increase students' motivation in learning.

We also conducted an identical interview with the students (Table 2).

Table 2 - Questions and Answers from Students' Interview

Questions	Answers
1) How do you learn English?	All the students said that they learn by using textbooks and teachers usually teach English by using picture flashcards or interactive media.
2) How is your feeling with the current strategies of learning English?	Three of the students said that they are still afraid to learn English and lazy to learn it. But only few students who eager to learn English because they want to study in a foreign country.
3) Do you have any expectation for learning English?	All the students expect the learning process can be fun and make them excited while learning English.
4) What do you think about learning English through art?	All the students feel excited and curious to learn English through art.
5) Have you ever heard or tried to design your own T-shirt before?	All the students never heard or tried to design their own T-shirt before
6) Would you like to try to design your T-shirt for learning English?	All the students willing to try to design their own T-shirt for learning English.

After experimenting with the use of art in learning English in the lesson, we took a questionnaire to evaluate the product and get feedback (Table 3).

Table 3 - Student's feedback

	Response		
	Yes	Not	No

	Sure	
Do you like learning English through art?	97%	2%	1%
Does all about me T-shirt give you motivation in learning English?	91%	6%	3%
Do you face some difficulties in designing your own T-shirt?	2%	5%	93%
Does it help you to use descriptive language?	83%	16%	1%
Do you want to use it continuously for learning English?	83%	16%	1%

As the Tables 1-3 demonstrate, most of the students gave positive responses to the questions. The questionnaire reveals that 91% of students appreciated the concept of utilizing art to teach English and felt at ease with the project; only 1.7% encountered some challenges; 83.3% expressed motivation to learn English, and 83.3% expressed a desire to incorporate art into their ongoing learning process.

To improve the quality of education, it is important to consider students' needs in the 21st century. We highly recommend learning descriptive language through art, as the research and results have proved their effectiveness. The development of using art in the lesson needs a lot of support from the teachers and the stakeholders.

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INTERRELATION BETWEEN PISA RESULTS AND TEACHER'S PRACTICES: A QUALITATIVE STUDY

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Түйін

2022 жылы PISA тестілеуінен 89 миллионов тест тапсырды, всему миру, включая Казахстан. Школы в Астане показали результаты немного выше или на уровне среднего показателя по Казахстану. Бұл мүмкіндіктерді жоюға мүмкіндік береді, сондай-ақ осындай нәтижелерге қол жеткізуге болады, және оқу әдістемесін оқуға, оқуға түсуге мүмкіндік береді. В качественном исследовании в качестве методов исследования наблюдение за уроками, анализ құжаттары және опрос учителей. Результаты показали прямую взаимосвязь между причинами низкой успеваемости учащихся и практикой учителей в классах. Кроме того, ресурсы, которые пайдаланатын оқу орындары, және олар критического мышления учащихся, цифровых және аналитических жаңалықтарды дамыту үшін жоғары аутентичность влияют. Школы получили тринадцать рекомендаций по улучшению, нәтижесінде данного практикалық іс-әрекеттерді жүзеге асыру.

Негізгі сөздер: *PISA, факторлар, методическая поддержка, качественное исследование, ресурс, рекомендации.*

Аннотация

В 2022 году тестирование PISA прошли 89 миллионов учащихся по всему миру, включая Казахстан. Школы в Астане показали результаты немного выше или на уровне среднего показателя по Казахстану. Это вызвало заинтересованность местных властей выяснить потенциальные причины, которые могли стать причиной таких результатов, и оказать методическую поддержку школам, принявшим участие в исследовании. В качественном исследовании в качестве методов исследования использовались наблюдение за уроками, анализ документов и опрос учителей. Результаты показали прямую взаимосвязь между причинами низкой успеваемости учащихся и практикой учителей в классах. Кроме того, ресурсы, которые используют учителя, и их аутентичность влияют на развитие критического мышления учащихся, цифровых и аналитических навыков. Школы получили тринадцать рекомендаций по улучшению, которые были разработаны в результате данного практического исследования.

Ключевые слова: *PISA, факторы, методическая поддержка, качественное исследование, ресурсы, рекомендации.*

INTRODUCTION

Over the period of nine years in Kazakhstan the updated curriculum has been implemented [2015]. This period in education reforms presents an interest to measure the progress of learners as the focus of education was on developing skills and competencies rather than knowledge and application [Dignath et al., 2008]. Measuring the implementation causes several problems on the national level in the educational departments, such as the absence of independent measuring instruments, specialists in test creators. Existing internal measuring instruments do not correspond to the international standards, human factor and paperwork overload in reporting the results are still the factors that affect effective independent measurement of the learners' progress in Kazakhstan [OECD, 2019a]. That is why

the authorities attract independent evaluators such as OECD through the PISA test.

The relevance of PISA in measuring learners' progress in Kazakhstan's updated curriculum lies in its ability to assess students' readiness for participation in contemporary society [OECD, 2019]. It elucidates the connection between a 15-year-old learner's progress and teaching practices, guiding educational enhancements [Sahlberg, 2018] by evaluating learners' functional literacy, skills to interpret data and making decisions. Main domains of the test included reading, Math, Science and Creative thinking in 2022 [OECD, 2022]. In 2025 a second language will be included. This research was underpinned by the intention of measuring the readiness of the selected schools to take part in "PISA-based Test for Schools" in 2024. In Kazakhstan this test will show more detailed results about each school independently and identify the level of updated curriculum implementation. As a result, each school receives an analytical report by OECD to see the level of functional literacy compared to the other national and international schools.

According to these results [OECD,2019a], there is a clear relation between teachers' classroom practices and learners' performance. In detail, Kazakhstani teachers report classroom management (42%) and setting lesson goals (92%) as the least problematic areas in their schools that is radically different from the OECD average (65% and 84% correspondingly). As for teaching practices that include learners solving complex problems, 75% of the teachers stated they ask learners to do it in their lessons, which is also significantly higher than the OECD average (45%). However, little is known about the connection of classroom management and teaching practices.

Components of Teaching Practices

"Effective instructional practices encompass, for example, classroom management, teacher support, clarity of instruction, and cognitive activation" [OECD, 2018, p. 54]. Klieme et al. (2009) and Scheerens (2008) elaborate on classroom management techniques as clear instructions, student-oriented practices, time on task, rapport, personalised education, monitoring of a teacher, feedback, communication patterns, assessment and problem solving tasks and effort spent on them are the key variables influencing learners' effective performance.

Clear instructions

One of the essential components of teaching practices is an ability of a teacher to give clear instructions [Hattie, 2009; Hill et al., 2005]. Pre-planned instructions to facilitate the learning process is part of lesson planning that should not be eliminated while selecting activities for the lesson [Gover et al, 2005]. Simple instructions in a logical order should be checked for understanding by the instructional checking questions or followed by a demonstration of the activity [Harmer, 2012, p 153].

Non-cognitive skills

Solving complex problems can be counted as part of the cognitive, non-cognitive skills or lifelong learning abilities and recently has been emphasized as the

prevailing skill in the practical life and career [Griffin et al., 2012; Greiff et al., 2015]. Currently, these skills are the focus of PISA [OECD, 2022]. In subjects, Math and Science are strongly related to solving problems [Scherer & Beckmann, 2014] in educational programs in most of the countries.

Assessment strategies and feedback

Philosophy of assessment is about the content we assess, its format and how the results are used to shape further actions of an educator and curriculum mapping [Lau, 2016; Pellegrino, 2016]. Summative assessment is an instrument of assessing not only learners' skills and knowledge but how effective the implementation of it and teaching practices were. Another significant part of the assessment for learning is providing feedback [Gover et al., 2005, p. 163]. When a teacher gives ongoing feedback to learners, the effect of feedback on motivation and quality learning process lasts up to six months [Mandouit, 2023]. It can be in various forms but definitely specific and closely related to the competences a learner has, not a personal trait. General encouragement is possible but with time it loses its effectiveness.

In this regard, this research was aimed at finding out the best instructional practices in schools and if there is a direct connection between them and learners' performance; evaluating quality and content of summative assessment in schools; finding out teachers' positions about possible factors that might affect low performance of learners in PISA. The results of the study is an interest of the local authorities to support teachers methodologically in cases where teaching practices may appear to be distinctively less effective from what was reported. Our research questions were:

1. To what extent effective teaching practices affect quality learning?

2. What might be the factors that affected / might affect learners' results in PISA?

METHODS

In order to address the components of classroom practices, lesson observations were selected as the main method of data collection. It included 107 lesson observations of Math, Languages, Physics, Biology, and Geography lessons in ten city schools (grades 3-4, 8-9). The schools were selected according to the results of PISA among Astana schools in 2022, two schools of which scored the highest results and two with the lowest. The rest of the schools (6) are about to take part in PISA for the first time in 2024, thus there was a need to evaluate their preparedness for it. Primary grades were included as the same schools will take part in the national monitoring test in 2024 and teaching practices there is another focus of this research.

Evaluation of school documentation (summative assessment questions, digital resources active use in classrooms) was conducted prior to on site lesson observations to identify the focus of observations and the main criteria for evaluation

were: level of learners' thinking skills that assessment measures, types of texts, connected of the tasks to real life. All the materials were sent via emails.

Finally, after the observation of classes, teachers were asked to participate in an online survey that examined factors influencing quality education and learner performance in international testing according to their opinions. The survey included three sets of questions about teachers' demographics (teaching category, experience and the classes they teach in), self-evaluation of teaching practices, PISA results and teachers; recommendations on overall learners' performance in the test. Additionally, school electronic resources and its active use for teaching was observed. All the criteria for the observation check-list were constructed based on the PISA framework [OECD, 2022].

All the data on lesson observation was coded, no pictures or videos during the lessons were not taken. The school principals and teacher signed consents on the research conduction. Feedback from lesson observation was not given individually but will be reported as a summary of all schools in a form of recommendations for improvement. Survey participation was conducted anonymously and on a voluntary basis. Personal contact with teachers or school administration was minimized to reduce any possible risks of violation on teachers or students.

The main criteria for observation were: 1) aims setting, 2) achievement of lesson objectives, 3) assessment during the lesson, 4) development of higher-order skills through inquiry-based questioning and problem-based learning closely related to real-life situations, 5) clear instructions from the teacher, 6) variety of tasks and their levels of difficulty, 7) teacher's observation of the lesson process and feedback to learners, and other factors.

RESULTS

Overall, the results revealed ten areas grouped into four that included alignment of learning standards to lesson objectives, monitoring progress and immediate feedback, active use of electronic resources and relation of learning materials and situations to real life. Teachers intentionally or due to the limitations in school use of digital sources for demonstration of the visuals, not as an interactive platform to involve learners. Also, they do not create conditions in class that require complex thinking processes. Tasks are mostly aimed at application of knowledge, neither at creating solutions nor requiring deep thinking processes.

Lesson observations

Over the period of seven days, 107 lessons were observed (*Table 1*) in ten state schools in Astana.

Among the positive aspects found in the process of observation, 70% of teachers achieved lesson objectives, 50% of tasks are closely related to life (schools B, E and F). 56% of summative assessment tasks in primary school (one subject

mostly) correspond to functional literacy development. Teaching practices in the same subject are based on student-centered methodology. This contributes to activation of high order thinking skills of learners. It was visible during the observation of learners asking questions and augmenting their opinions. Assessment was also better organized and clearly stated in primary school (60% of lessons).

Having analyzed the lesson observation check-lists 13 areas for improvement were found. Teachers experience difficulties in the following aspects:

Table 1 - Lesson observations
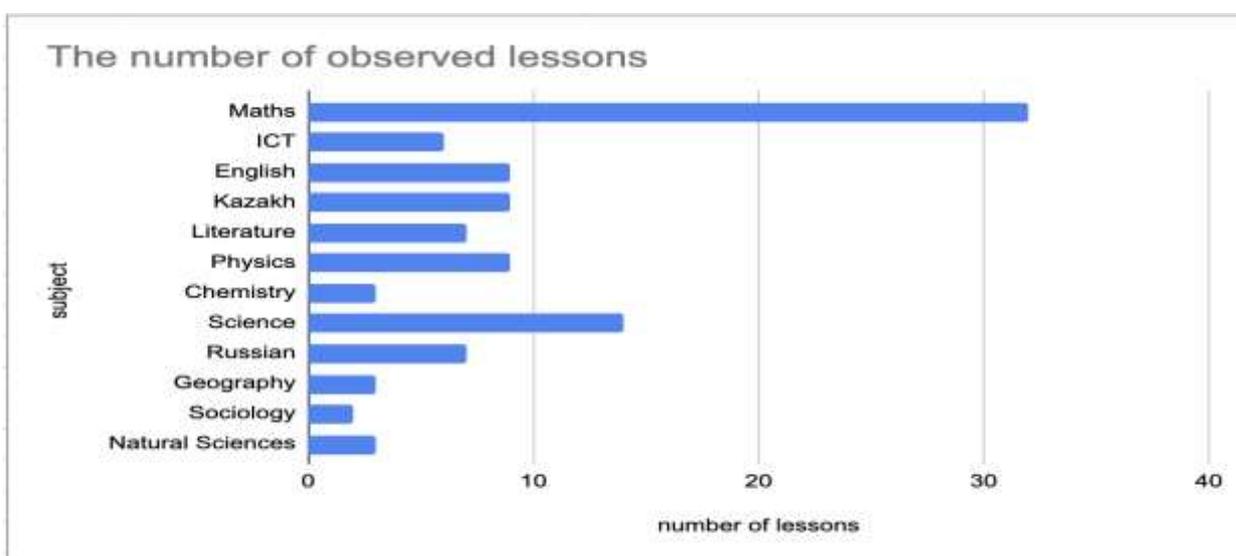
- aligning learning and lesson objectives;
- using sources related to life and solving complex problems;
- giving instructions;
- assigning typical tasks requiring yes/no answers;
- stating problematic and research questions to create situational need to find a creative solution and opportunity to express their ideas openly;
- assessing effectively with descriptors and immediate feedback;
- using authentic resources, not adapted for learning, digital and referencing materials and platforms
- monitoring learners to involve individuals into a learning process;
- student-centered methods;
- oragnising effective pair and group work.

Teacher survey

Based on the survey of teachers (390 responses), several common aspects stood out that are important to consider when developing recommendations for schools. For example, classes where teachers work are not divided into groups for some

lessons such as languages for example or science and have 26-30 students, which significantly complicates the implementation of individualized approaches to students' learning.

Also, the insufficient number of subject hours is considered the main barrier to achieving high test results (64%). Teachers spend no more than one to two hours (54.6%) on lesson preparation. However, this is insufficient time for preparation given the workload of 25 or more hours per week, which may result in lower lesson quality. The teachers themselves acknowledge (78%) that they use digital resources only as a means of screen demonstration and presentations, but not for activating knowledge and using interactive platforms and exercises involving students in practice. 81% of teachers believe that lecture-style lessons and individual work are the most effective for developing high-order skills in learners, contradicting the PISA framework and contemporary pedagogical methodologists.

Other results of teachers' survey indicated:

- 62.2% of teachers recognize a direct correlation between teaching methods and the quality of learning and student performance;

- A key factor for successful learning processes, according to teachers (50.4%), is student motivation.

- Only (28.7%) of teachers believe that the technical aspect of testing (online format) could be a decisive factor in low test results.

The responses to open questions, where teachers were asked to propose their opinion and recommendations to improve quality of education in their schools, were summarized and stated. Few teachers (2) recommended increasing the functional literacy levels of both teachers and students' parents as initially these are the closest people to develop it in learners. Closely to this was another point (1) concerning increasing the quality of teacher qualifications. Consequently, (2) suggestions about planning lessons carefully, spending more time on them, using a variety of sources and practical tasks. Most of the teachers (41) complain on the quality of the textbooks and curriculum that they consider not developing high-order thinking skills and recommend developing subject-specific curricula aligned with high-order skills and real-life scenarios.

Another block of suggestions (15) can be formulated as training teachers in seminars on the city level, where they could share their best practices, exchange ideas on how to increase learners' motivation and plan interschool projects together. Related to this can be suggestions of teachers (45) to create a database with PISA previous or similar to it tests resources to practice with children. Many responses were somehow connected to mock testing. One teacher even suggested trying to test PISA by educators to see which skills it requires to apply and then teach focusing on them. They believe mock tests can help learners to improve the results in PISA in future. Similarly, the problem limiting the quality of education teachers (55) found in poor school infrastructure. Alternatively, some teachers (4) believe they should

work on increasing learner's motivation to study by involving learners into international projects (1), offering them lessons and tasks requiring deeper thinking processes (3) and applying systematic approach (1) to foster creative personalities based on modern requirements by exploring learners' abilities, talents, cognitive, and research skills.

Analysis of the school documentation for assessment

Overall, 1030 samples of summative assessment in the target subjects were analyzed.

Table 2 - School documents for assessment analysis

	Level of thinking skills in Unit SA	Level of thinking skills in Term SA	Text types	Lesson plans and CTP correspondence	CTP has spiral curriculum connection
Grade 3	knowledge and application	understanding and application	continuous and non-continuous texts	Yes	not clear
Grade 4	understanding and application	understanding and application	continuous and non-continuous texts	Yes	Yes
Grade 8	understanding and application	understanding and application	mostly continuous	Yes	Yes
Grade 9	understanding and application	understanding and application	mostly continuous	Yes	Yes

The majority of tasks (90%) adhere to the requirements of the calendar-thematic planning. However, the types of texts used in task construction are continuous (60%), which does not align with the testing format where materials are presented in various text formats. This discrepancy may negatively impact students' test performance as they lack experience in working with non-continuous texts. The cognitive level of tasks (98%) aims at developing and accessing knowledge, understanding, and application skills.

DISCUSSION

The close interrelation between teaching practices and learners' performance, found in our research, is supported by theories of Bandura's Social Learning Theory that emphasizes the influence of observation and modeling on learner outcomes, highlighting the significance of teacher behavior [Bandura, 1977]. Additionally, Hattie's Visible Learning research underscores the pivotal role of effective teaching strategies in learner achievement [Hattie, 2009]. These theories and research findings affirm that teachers' instructional methods, resources a teacher uses, feedback mechanisms, and classroom environments significantly impact learners'

academic achievement.

Furthermore, effective delivery of summative assessment necessitates comprehensive teacher training [Crossouard, 2011; Pepper, 2013]. Siarova et al. [2017] propose that "collaborative learning environments can support teachers in enhancing their assessment literacy across all stages of teacher education" (p. 53). However, research suggests that summative evaluation methods, such as standardized tests, may introduce bias in student performance, contingent upon students' experiences [Klapp, 2015]. Thus, reforming summative evaluation techniques by integrating formative strategies could enhance learning outcomes, prioritizing learners' competencies over perceived shortcomings [Terrail, 2016].

CONCLUSION

Results collected in the process of observation and document analysis of the school fully interrelate with the theoretical part of this research. Teachers' opinions that are in most cases directed to training learners through mock tests to increase the level in PISA test and seeing no connection between their teaching practices and quality of education is a striking point in this research. Teachers complain about the school infrastructure and resource limit, meanwhile not offering alternate training for rhythm or mentioning they can use digital sources to activate learning processes and make the thinking process more complex. As for observation of the classes, it was evident that teachers have to reflect on various areas of teaching, but mostly setting smart lesson objectives and expected outcomes, selecting sources and monitoring individual progress and providing feedback. Learners in most of the classes are not involved at all and ignore the tasks as they are not monitored and asking questions in most of the cases is not encouraged.

RECOMMENDATIONS

Detailed recommendations for schools were developed in the process of this research. To summarize, teachers need to be trained not only methodologically but on the content to develop high order thinking skills among teachers first of all. Teachers with best teaching practices can share their methodology by participating in the city seminars or inviting others to observe lessons. To address the school technical aspects, administration should work on the development of the infrastructure (Internet connection, printers, digital platforms for Science subjects). As for the PISA testing and motivation of the learners to participate in it, the school community needs to be informed about the aims of the testing for the country and avoid focusing on the results rather than the process of skills development.

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FEATURES OF USING ONLINE TECHNOLOGIES AS A MEANS OF DEVELOPING LISTENING SKILLS

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Түйін

Мақала тыңдау дағдыларын дамыту құралы ретінде онлайн технологияларды пайдаланудың негізгі ерекшеліктерін зерттейді. Авторлар оқу процесінде онлайн ресурстардың рөлін талдайды, олардың оқушылардың ауызша мәтінді тиімді қабылдау және түсіну қабілетін жақсарту әлеуетін көрсетеді. Тыңдау дағдыларын дамытуда онлайн-технологиялардың тиімділігін анықтау бойынша эксперимент нәтижелері берілді. Мақала тыңдауды дамыту контекстінде онлайн технологияларды пайдалану перспективаларын көрсетеді және осы саладағы болашақ зерттеулерге бағыттар көрсетеді.

Abstract

The article explores the key features of using online technologies as a means of developing listening skills. The authors analyze the role of online resources in the educational process, highlighting their potential for improving students' abilities to effectively perceive and understand oral speech. The results of an experiment aimed at identifying the effectiveness of online technologies in developing listening skills are provided. The article emphasizes the prospects of using online technologies in the context of listening education and identifies directions for future research in this area.

INTRODUCTION

The most important element that ensures communication between people is undoubtedly language. When we use language in the classroom, and even when we

try to teach another language as a foreign language to students with the same mother tongue, the most important question that comes to our mind is what techniques and methods we can use to teach a foreign language. Which of the four basic skills (reading, writing, speaking and listening) known in a language classroom should we choose or should we use each of them simultaneously or separately, and which of these skills is more effective in learning a foreign language is still a subject of discussion among foreign language specialists and teachers.

In today's digital age, online technologies have become integral tools for language learning, particularly in developing listening skills. With the widespread availability of internet access and the proliferation of various online platforms and resources, learners now have unprecedented opportunities to engage with authentic audio materials in their target language. This paper aims to explore the features and effectiveness of utilizing online technologies for enhancing listening skills in language learning contexts.

LITERATURE REVIEW

The literature on language learning emphasizes the importance of listening skills as a fundamental component of communication proficiency. Research suggests that proficient listening abilities not only facilitate comprehension but also contribute significantly to language acquisition and overall proficiency [Vandergrift, 2007]. Furthermore, scholars have noted the challenges that learners face in developing listening skills, including difficulties with comprehension, decoding, and processing spoken language [Field, 2010].

Today, listening skills, presenting them together with visual elements, show success and development, becoming one of the outstanding methods. In foreign language teaching, listening is characterized as passive and receptive in line with writing and speaking skills, which are described as active and productive. The term 'passive', used to indicate that the listener is simply receiver or observer, is in fact not appropriate for this skill at all. According to Lundsteen [1990], listening skill is the first and most important skill that a foreign language learner must develop among the four basic skills. It is impossible to establish meaningful communication without listening. In fact, people actively engage in the act of listening when they take their first step in life. People start listening when they are born. They listen to all sorts of sounds around them and try to create meaning from those sounds. Later, they acquire the skills of speaking, reading and writing. Lundsteen [1979] summarized the process of acquiring these skills as "Students listen before they speak, speak before they read, and read before they write."

One of the problems in the field of listening comprehension is the lack of a unified concept for the definition of the term "listening". Thus, E. I. Passov [2010] distinguishes between the terms "listening" and "hearing." "Listening is hearing with

comprehension or understanding speech by ear". N. D. Galskova and N. I. Gez in their definition reflect the specificity of listening as a receptive type of speech activity in the psychological aspect. "Listening is a complex receptive thinking activity associated with the perception, comprehension and active processing of information in an oral speech message" [Galskova, 2000].

Listening is also defined as "an analytical-synthetic process in the processing of an acoustic signal, the result of which is the comprehension of perceived information" from the point of view of the theory of speech perception "analysis through synthesis".

In recent years, there has been a growing body of literature examining the role of online technologies in language learning, particularly in fostering listening skills. Online platforms offer a diverse range of audio materials, including podcasts, videos, and interactive exercises, which cater to different learning preferences and levels of proficiency [Thorne et al., 2009]. Additionally, advances in technology have enabled the integration of features such as automatic transcription, comprehension checks, and adaptive feedback, enhancing the effectiveness of online listening activities [Chapelle, 2001].

METHODOLOGY

In an era dominated by rapid technological advancements, educational paradigms continually evolve, prompting educators to explore innovative methods to enhance learning outcomes. Among these endeavors is the integration of online technologies into traditional pedagogical approaches. This study delves into the effectiveness of incorporating online technologies compared to conventional methods in improving listening proficiency among middle school students.

Participants. The study involved 100 7th and 8th-grade students. These participants were selected to represent a diverse cross-section of the student population, ensuring a comprehensive understanding of the impact of the interventions across various demographics.

Procedure. Participants were divided into two groups: one utilizing traditional listening exercises, while the other engaged with online technologies. Each group underwent 4 sessions lasting 45 minutes each, where they received targeted instruction in listening comprehension. Pre and post-tests were administered to both groups to gauge changes in listening proficiency following the intervention.

Instruments:

1. Pre and Post-Tests. These tests comprised listening comprehension tasks designed to assess participants' proficiency levels before and after the intervention. The tasks were structured to measure various facets of listening comprehension, including understanding main ideas, identifying specific details, and inferring meaning from context.

2. Questionnaire. Participants completed a questionnaire wherein they provided feedback on their experience with both traditional methods and online technologies. This instrument aimed to capture participants' perceptions regarding the effectiveness, engagement, and overall satisfaction with each instructional approach.

Data Analysis. Quantitative data obtained from the pre and post-tests were subjected to rigorous analysis using descriptive statistics and t-tests. These statistical methods allowed for the comparison of mean scores between the two groups, revealing any significant differences in listening proficiency improvements.

Qualitative data gleaned from the questionnaire responses were analyzed thematically, enabling the identification of recurring themes and patterns in participants' feedback. This qualitative analysis provided valuable insights into the nuanced experiences and perceptions of students regarding the efficacy of traditional methods versus online technologies in enhancing listening skills.

Through a comprehensive blend of quantitative and qualitative analyses, this study aimed to offer a nuanced understanding of the comparative effectiveness of traditional and technology-integrated instructional approaches in fostering listening proficiency among middle school students.

DISCUSSION

Quantitative results show that the average score on the preliminary test for the group using traditional methods was 65%, while for the group using online technologies; this figure was slightly lower and amounted to 62%. However, after the completion of the intervention, the average score on the subsequent test for the group with traditional methods increased to 78%, while for the group using online technologies, this figure increased to 80%.
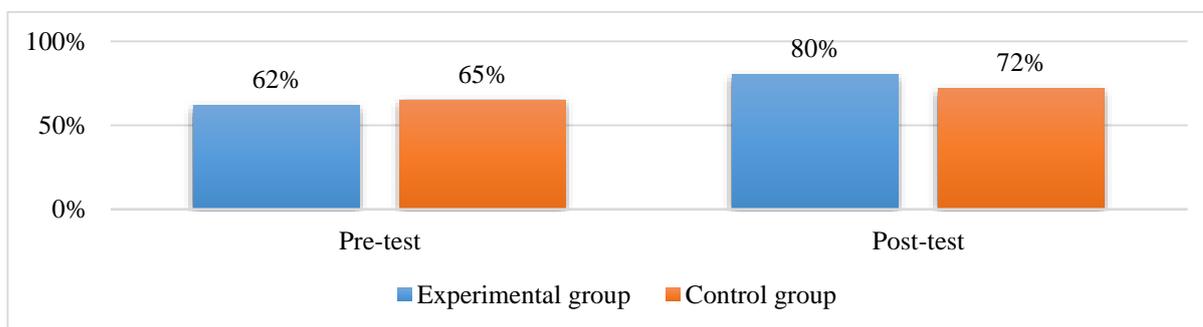
Diagram 1. Quantitative results

Analysis of Tests. The conducted t-test showed a statistically significant increase in grades in both groups after the intervention ($p < 0.05$).

The group using online technologies showed a more significant increase in grades compared to the group using traditional methods.

Qualitative results. 75% of the participants in the group using online technologies expressed high satisfaction with the effectiveness of the method, while only 60% of the participants in the group with traditional methods demonstrated a similar level of satisfaction.

80% of the participants in the group using online technology considered this method to be more effective for improving listening skills, compared with 65% of the participants in the group using traditional methods.

	Agree	Disagree
EG Efficiency of the method	80%	20%
CG Efficiency of the method	65%	35%
EG Satisfaction with the method	75%	25%
CG Satisfaction with the method	60%	40%
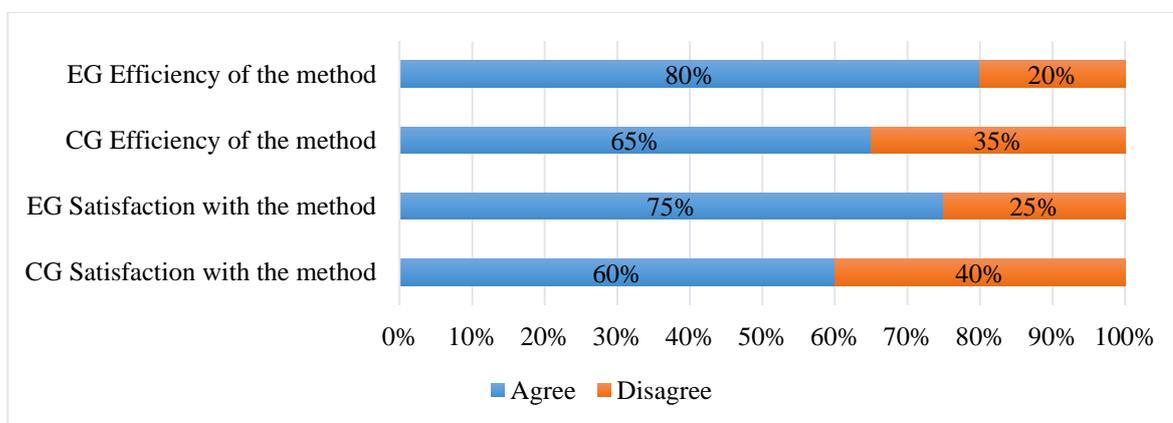
Diagram 2. Qualitative results

The results show that both groups demonstrated improved listening skills after the intervention, however, the group using online technology achieved higher average scores in both the preliminary and subsequent tests.

The qualitative analysis also highlights the higher satisfaction and evaluation of effectiveness on the part of participants who used online technologies.

These results point to the potential of online technologies as an effective tool for improving listening skills among middle school students.

RESULTS

The findings suggest that online technologies offer valuable opportunities for language learners to develop listening skills. The accessibility and diversity of online resources cater to the individual needs and preferences of learners, facilitating self-directed and autonomous learning. Moreover, the interactive features of online platforms provide opportunities for authentic language use and interaction, promoting communicative competence.

However, it is important to acknowledge the limitations and challenges associated with online listening activities. Technical issues and the quality of audio

materials can impact the effectiveness of learning experiences. Furthermore, the role of educators in guiding learners and providing feedback remains crucial in maximizing the benefits of online technologies.

CONCLUSION

In conclusion, the study demonstrates the potential of online technologies in enhancing listening skills among middle school students in language learning contexts. The findings indicate that integrating online resources into traditional pedagogical approaches can lead to significant improvements in listening proficiency. The accessibility, variety, and interactive features of online platforms offer learners engaging and authentic learning experiences, contributing to the development of communicative competence.

However, it is essential to recognize the challenges associated with online listening activities, such as technical issues and the quality of audio materials. Despite these challenges, the results underscore the importance of educators' guidance and support in maximizing the benefits of online technologies. By addressing technical issues, ensuring the quality of audio materials, and providing feedback to learners, educators can optimize the effectiveness of online listening activities.

IMPLICATIONS

The findings of this study carry several implications for language educators, curriculum designers, and learners. Firstly, educators can incorporate online technologies into their teaching practices to complement traditional instruction and offer learners additional opportunities for listening practice. By leveraging online resources, educators can diversify instructional materials and cater to different learning preferences and proficiency levels.

Secondly, curriculum designers can play a pivotal role in integrating online listening activities into language courses. By considering the diverse needs and preferences of learners, curriculum designers can create engaging and interactive online modules that enhance listening skills development. Furthermore, they can collaborate with educators to ensure seamless integration of online technologies into the curriculum.

Lastly, learners themselves can benefit from the findings of this study by actively engaging with online resources to personalize their learning experience. By exploring a variety of online platforms and materials, learners can enhance their listening skills at their own pace and convenience. Additionally, learners can utilize online resources for self-assessment and track their progress over time, thereby fostering autonomy and self-directed learning.

Overall, the implications of this study underscore the transformative potential of online technologies in language learning, emphasizing the importance of collaborative efforts among educators, curriculum designers, and learners to harness the benefits of these tools effectively.

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DEVELOPING INTERCULTURAL COMPETENCE AT ENGLISH LESSONS

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Түйін

Мақалада ағылшын тілі сабақтарында мәдениетаралық құзыреттілікті қалыптастыруға бағытталған әдістер мен жаттығулар, сондай-ақ тілдер мен мәдениеттер арасындағы байланыс, мәдениетаралық құзыреттілік туралы идеялар, оның қазіргі кездегі өзектілігі, оқулықтардағы әртүрлі халықтардың мәдениетін зерттеуге арналған бөлімдер қарастырылады. Бұл зерттеудің өзектілігі әртүрлі тілдер мен мәдениеттердің спикерлерінің өзара әрекеттесуі мәдениеттер арасындағы диалогқа әкелетіндігімен анықталады. Тіл үйрену барысында біз халық мәдениетімен танысамыз. Тіл халықтың өмір сүру жағдайларын, ұлттық сипатын, өмір салтын, дәстүрлерін, әдет-ғұрыптарын, климаттық және географиялық жағдайларын, тарихын, дүниетанымын

көрсетеді. Осылайша, қазіргі білім беру жүйесінің маңызды мақсаттарының бірі-студенттер әртүрлі мәдениеттерге жататын және әртүрлі көзқарастарды ұстанатын адамдармен қарым-қатынас жасай алатындай мәдениетаралық құзыреттілікті қалыптастыру. Зерттеу пәні ағылшын тілі сабақтарында мәдениетаралық құзыреттілікті дамытуға ықпал ететін әдістер мен жаттығулар болып табылады. Зерттеудің мақсаты – ағылшын тілі сабақтарында мәдениетаралық құзыреттілікті дамыту әдістері мен міндеттерін анықтау.

***Негізгі сөздер:** мәдениетаралық құзыреттілік, тіл және мәдениет, әдістер мен жаттығулар*

***Аннотация**
В статье рассматриваются способы и упражнения, направленные на формирование межкультурной компетенции на уроках английского языка, а также связь между языками и культурами, представления о межкультурной компетентности, ее актуальности в настоящее время, разделы в учебниках, посвященные изучению культуры разных народов. Актуальность данного исследования определяется тем фактом, что взаимодействие носителей разных языков и культур приводит к диалогу культур. Изучая язык, мы знакомимся с культурой народа. Язык отражает условия жизни народа, национальный характер, образ жизни, традиции, обычаи, климатические и географические условия, историю, мировосприятие. Таким образом, одной из важнейших целей современной системы образования является формирование межкультурной компетенции, чтобы учащиеся могли общаться с людьми, принадлежащим разным культурам и придерживающимися различных взглядов и понимать их. Предметом исследования являются способы и упражнения, способствующие развитию межкультурной компетенции на уроках английского языка. Цель исследования – определить и изучить способы и задания по развитию межкультурной компетенции на уроках английского языка.*

***Ключевые слова:** межкультурная компетентность, язык и культура, приемы и упражнения*

INTRODUCTION

One of the most important problems facing an English teacher in a modern world is to teach foreign language (English) communication, to motivate students to speak English confidently, and to respect other nations' perspectives, world view and culture.

People learn one or more foreign languages, which is a necessity in modern society and the rapidly changing world of global change. Modern realities are that people living in Kazakhstan need to speak three languages for development: Kazakh, the state language, Russian, the language of interethnic communication, English, the international language.

Knowledge of the language expands knowledge in general. It is much more interesting to read the works of classics and modern writers and poets in original, to understand the meaning of what the author wanted to convey to us.

Thus, one of the main objectives of today's education system is to help learners develop intercultural awareness and the ability to communicate with people of different world perspectives.

The subject of the research is the ways and activities how to develop intercultural competence in English classroom. The purpose of the research is to define the ways and activities how to develop intercultural competence in English classroom.

THEORETICAL BACKGROUND

Learning the language, we get acquainted with the culture of this nation. The interaction of speakers of different languages and cultures leads to a dialogue of cultures. Language and culture are linked and inseparable from each other. In this case, the definition that language is a mirror of culture seems to be correct. It reflects the living conditions of the people, their self-consciousness, national character, lifestyle, traditions, customs, climate and geographical conditions, history, system of values, world perception [Ter-Minasova, 2000].

Language does not exist outside culture. The language acts as its carrier, it transmits the treasures of national culture, which are stored in it and passed from generation to generation. Knowing their native language, children learn along with it the culture of previous generations.

American scientists E. Sepir and B. Whorf put forward the hypothesis that people learn the world through the prism of their native language. They suggested that people speaking different languages have different types of thinking, and it was the language that caused these differences, presenting the world in a different way of perception: "... each language contains a peculiar view of the world, and the more differences between the pictures of the world, the more the languages differ from each other" [Whorf, 1960, p.135].

According to E. Sepir and B. Whorf, thinking and perception depend on what language a person speaks. The Kazakhs have many names for pastures for cattle (*zhailau, kystau, kuzdeu, kokteu*), horse breeding terminology has more than one hundred words [Postovalova, 1988, p.140]. There are different names for horses, sheep and camels of various ages [Orazgaliyeva, 2013, pp.139, 282, 283]. In English, there is a difference between fingers and toes (*пальцы на руках и пальцы на ногах*), in Russian this difference is not observed. In Kazakh and Russian languages there are 'двоюродные братья и сестры' (*немере*) and 'троюродные братья и сестры' (*шөберес*) (Kazakh-Russian, Russian-Kazakh dictionary), in English there is one equivalent '*cousin*'.

Learning architectural sights of the city is also important to understand the culture. The height of the building, its shape, its colour can tell us a lot about history and traditions of the nation. Geometric figures are used in the construction of architectural objects; they express the traditional cultural symbols of the nomadic

people of our country. For example, the shape of a cone, oval, circle, triangle can be found in jewelry, clothing, hats.

M. Byram gave the definition of 'intercultural competence': the researcher defines the competence "as the ability to communicate and interact effectively across linguistic and cultural boundaries" [Doszhan, Idris, 2019, p.49]. According to Darla K. Deardorff, intercultural competence is "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" [Deardorff].

There are different views of intercultural competence in methodology. According to M. Marczak, in intercultural teaching we can define such features as experimental (awareness and skills); focus on target and learner's native culture; variety of cultural outcomes; learner-centered; heterogeneous picture of culture; centered on original resources; goal on skills, attitudes, knowledge [Marczak]. M. Byram identified five characteristics of intercultural competence: knowledge, interpreting and relating skills, skills of discovery and interaction, critical cultural awareness, linguistic competence [Byram].

METHODOLOGY

In the article several methods of methodological analysis are used: analysis of scientific and methodological literature, generalization of pedagogical experience, analysis, observation, comparison.

FOCUS OF RESEARCH

In the article, we consider ways and exercises aimed at the formation of intercultural competence at English lessons, as well as the relationship between languages and cultures, ideas about intercultural competence, its relevance at the present time, sections in textbooks devoted to the study of culture of different nations and countries.

DISCUSSION AND RESULTS

Intercultural learning is the process when learners understand better their own culture and cultures of different nations around the world. Intercultural competence is very important in the updated curriculum, and it is the essential part of our learning process. A lot of books, textbooks include various materials related to culture study. For example, in English student's books there are special chapters related to culture study. The themes are different and they are important in our everyday life: schools, school rules, heroes, places of natural beauty, famous writers, health service around the world, parks around the world, markets, transportation in different countries, free-time activities for teenagers, travels, endangered species around the world,

musical instruments, disasters, nature, fashion, healthy habits, communication, etc. For example, such themes for the 6th grade as Natural wonders of the world (learners read the information about places of natural beauty in our country and the USA, watch the video, do exercises according to these texts and video and look at the pictures, describe them) and School rules around the world (learners learn about school rules in Great Britain and in Kazakhstan, compare the rules in these countries) (Excel for Kazakhstan, grade 6). After learning the given material learners are offered to make some research, find other information on the topic and present it to the class.

There are a great number of various activities and techniques for developing intercultural competence at the lessons: collaborative learning, active learning, role-play, games, projects. These techniques help learners improve and develop their speaking and writing skills, creative and critical thinking, conduct a survey or a research, motivate them work in groups.

Making projects. Students can complete projects on a variety of topics: posters, presentations, postcards, book covers, videos, advertisements, articles, etc. Primary school students like to make postcards for holidays, New Year, International Women's Day, and birthday. The most common themes for projects – my family (students draw their family members or take pictures, describe them and share their opinions about the importance of family in our lives), cuisine (students write about their favorite recipes or recipes of national dishes around the world, draw pictures), my school (students talk about their favorite subjects, their teachers, classmates, the school building, why they like going to school, why it is important to study, what they would like to change), the animals around us (students tell about their pets, find information about an animal at risk of extinction, think, what they can do to protect it), my favorite book (students talk about their favorite books, writers, describe the characters, identify similarities and differences between the main characters, analyze the actions of the main character).

Learning in collaboration. The use of group work is one of the most effective ways to motivate students' interest and their ability to speak a foreign language, and create a comfortable and friendly atmosphere at the lesson. Group work is a form of educational activity organization in which small groups work together to solve given problems and tasks by discussing, giving examples, arguments, facts, and coming to a definite decision (Seminar "Technology of learning in cooperation" Perm humanitarian-pedagogical university, December, 2017).

Working together, students develop and improve their abilities to discuss, refine their understanding of a topic or problem, listen, read, talk, think, and share information with each other during a lesson. Students gain knowledge themselves and explain the basic ideas (information) to their teammates.

Here are some interesting and unusual techniques for developing communicative skills, as well as intercultural competence, through group work at an English lesson:

- Let's Be Friends, People Hunt (Bingo), Rally Table, Rally Robin, Numbered Heads Together, Three-Step-Interview, Team Chant, Telephone [Kagan, S., Kagan, M., 1998; Cooperative Learning Group Activities for College Courses]

- Learning Together, Cocktail, Jig Saw, Sharing Ideas (ABCD) [Seminar, 2017]

Role-play. These can be dialogues or monologues played by students, as well as theatrical performances. Dialogues can be played at English lessons (think over a small speech with the correct pronunciation, tone, with appropriate gestures and facial expressions), and theatrical performances can be held during the subject decade at school. Role–playing is a great activity, because students 'try on' different roles, which contributes to the development of creative abilities, students should think about what to say, how to pronounce a particular phrase, think over intonation, gestures, actions. All these points form the basis of intercultural competence. Students compose their own work (dialogue or monologue) or read the finished work, think over the script based on their own experience and understanding.

By participating in theatrical performances, students develop a steady interest in both the subject itself and the culture and traditions of the country of the language being studied. Theatrical performances help students express themselves and develop their personality. Working on the script and rehearsing together, the skills of cooperation, creativity, emotional flexibility, communication, self-expression and self-realization are formed.

Competitions. Learners of all grades like to take part in different competitions and contests. Conducting extracurricular activities in a cognitive and entertaining form contributes to the development of the main types of speech activity, memory, associative and critical thinking, forms communication skills and creative skills of students, encourages students to work together. The original feature of the tasks contributes to better memorization and assimilation of various grammatical and lexical topics, the development of monological and dialogical speech.

Active learning. Here are some wonderful techniques of active learning developing intercultural competence.

What? When? Why? Attitude. This technique can be used when we want to explain something to somebody. For example, what – the name of a holiday, when – the date we celebrate it, why – the reason we celebrate this holiday, history, traditions, attitude – our feelings. Example: What? – Nauryz; When? – March, 22; Why? – The tradition of marking the coming of spring; Attitude/opinion – The most important celebration; this holiday unites all people together; people remember their country's history, traditions and culture.

Who is Who? [Paon, Gret, 2007]. All learners are divided into two or three groups. One learner from each group chooses a hobby, other learners should guess

what hobby it is asking questions related to hobbies and sport. If they guess the hobby, the group is given a point. This activity encourages learners to express themselves freely, make suggestions, get to know each other better.

Shipwrecked [Paon, Gret, 2007]**.** Learners are offered to imagine some situations (they are on a train for a long time, they are visiting a foreign country, they are in the desert, etc.). They have a list of different objects but they should choose only 3-4 items from the list. In small groups they decide what things from the list they take and why. This activity motivates learners to share their opinions, ideas, to defend their opinion, to make suggestions, compromise.

A Station Game [Shestak, Vlassova, 2018]. Students are divided into small groups; each group is given a list with stations. At each station, they should complete the proposed tasks. If students complete all the tasks correctly, they receive points. This game develops communicative skills, develops vocabulary on certain lexical topics, motivates teamwork, encourages students to share their opinions, ideas, make suggestions, share experience.

Table 1. Example of one station game "School"

Station	Task
Station 1 "School subjects"	Define school subjects you can see in the picture
Station 2 "A school building"	Read the text about school and draw a plan of the building
Station 3 "Crossword Education"	Make a crossword writing the words across
Station 4 "In a school canteen"	Guess what food it is said about
Station 5 "Wisdom"	Choose one of the following proverbs and illustrate it
Station 6 "A short film"	Watch the film and answer three questions according to the video
Station 7 "School uniform"	Gather pieces of each puzzle together. You should have 5 pictures of school uniform of five different countries. Write the names of these countries.
Station 8 "My school"	Make a cinquain about your school

Odd-one-out (Find an extra item/ word)

The teacher prepares the material in advance – several subjects belonging to one culture and one subject belonging to another. Students look at pictures, objects, words and determine which culture each object belongs to, explaining their opinion.

Tell – Draw – Show

The teacher prepares task cards in advance under three subheadings: Say – Draw – Show. Tasks can be various, including the studied lexical topic. Draw Card:

the student should draw the word that is written on the card; Say Card – the student explains what is written on the card; Show Card – the student depicts the word that is written on his card. This technique develops communicative skills, promotes revision of learned lexical topics, motivates students to teamwork and self-expression, helps them get to know each other better, creates a friendly psychological climate in the classroom, and also helps to switch from one type of activity to another.

Similarities and differences

Students watch a movie, listen to an audio recording or read a text on a specific topic, highlight similar and different features by completing a table or diagram.

What do you know about …?

The teacher prepares a circle in advance, divided into sectors, and a rotating arrow in the center. Each sector contains questions about a particular country or culture. Students take turns rotating the arrow and answering the question that comes up.

Make research on different topics

Extracurricular activities for the study of the culture of different nations are represented by research conducted by students independently on a topic of interest to them. At the moment, the most relevant research is in the field of linguistics, folklore studies, linguoculturology, literary studies and country studies, since comparative and contrastive analysis of certain features is always of interest to scientists and researchers, and folk art, fairy tales, proverbs and sayings, phraseological units, idioms, literary works are rich material for research.

CONCLUSION

According to the research, we came to the following conclusion:

1) Language forms a person's worldview, his inner world, and the surrounding reality. Native speakers of different languages may have differences in their perception of the world, as they see it through the prism of their language;

2) Students become more informed and better understand their own culture and the culture of different nations;

3) Intercultural competence is very important nowadays in our society;

4) Many different teaching materials, textbooks, teaching aids contain information on culture;

5) At English lessons, teachers can use a large number of techniques and exercises that contribute to the formation of intercultural competence: collaborative learning, active learning, role-playing and theatrical performances, games, projects. All techniques and methods develop students' communicative skills, critical and creative thinking skills, cultural awareness, problem solving skills, ability to work

with information, individual characteristics, the ability to find and use such information that can be useful in any other subjects and in real life situations.

RECOMMENDATIONS

The results of the study can be used in further pedagogical and methodological studies and researches.

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THE INFLUENCE OF THE ENGLISH LANGUAGE (FIRST FOREIGN LANGUAGE) ON THE SPELLING MISTAKES IN THE GERMAN LANGUAGE (SECOND FOREIGN LANGUAGE)

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Түйін

Бұл зерттеудің мақсаты Челябі мемлекеттік университетінің ағылшын тілін меңгеру деңгейі орташадан жоғары және неміс тілі B1 болып табылатын студенттердің емле қателерін зерттеу болып табылады. Бұл зерттеуде Куктың қателер классификациясы пайдаланылады, ол қателерді төрт санатқа жіктейді: ауыстыру, қалдыру, кірістіру және транспозиция. Зерттеуге ағылшын тілі бірінші шет тілі болып табылатын студенттер қатысты. Зерттеуші зерттеу құралының бірі – диктантты пайдаланды.

Негізгі сөздер: диктант, емле қателерін, ауыстыру, қалдыру, кірістіру, транспозиция.

Аннотация

Целью настоящего исследования является изучение орфографических ошибок, допускаемых студентами Челябинского государственного университета, уровень владения английским языком которых – выше среднего, а немецкий язык – B1. В этом исследовании используется классификация ошибок Кука, которая классифицирует ошибки по четырем категориям: подстановка, пропуск, вставка и транспозиция. В исследовании

приняли участие студенты, для которых английский язык является первым иностранным языком. Исследователь использовал один из инструментов исследования – диктант.

Ключевые слова: *диктант, орфографическая ошибка, ошибки пропуска, ошибки транспозиции, ошибки подстановки, ошибки вставки.*

INTRODUCTION

Teachers teach German as a foreign language, expecting students to master the four language skills. Teaching the writing skill is one of the most challenging areas of language instruction and learning. As an important component of writing, spelling presents a major challenge to most German learners, resulting in misspelled words and incoherent sentences. Hyland observes that correct spelling is evidence of good manners, and bad spelling may give the impression of inadequate education or carelessness. Bean and Bouffler claimed that 'Standard spelling has assumed importance beyond the function it plays in written language. It has become the 'ticket' to the literacy club – the heir to the traditions and scholarly world of print'. Spelling is a communication tool, not an end in itself. Inaccurate spelling often sends the message that the writer is careless or less intelligent than other students [Cook, 2018].

This study aims to investigate the phenomenon of interference occurring in the study of German as a second foreign language after English, with a specific focus on spelling errors. By examining and analyzing instances of interference and resulting spelling mistakes made by students, we seek to identify the sources contributing to these errors. This study's significance lies in its ability to provide valuable insights for language educators. Error analysis offers educators a deeper understanding of learners' difficulties in acquiring a second foreign language. By pinpointing areas of challenge, teachers can develop tailored teaching materials and strategies to address these specific linguistic hurdles, thereby enhancing the effectiveness of language instruction in the context of German as an FL2+ after English.

THEORETICAL BACKGROUND

A review of the literature revealed a lack of research on the spelling errors that Arab university students make when learning English as a foreign language, despite numerous studies on the four primary English skills (listening, speaking, reading, and writing). The researcher has chosen a variety of literature as a benchmark for the present study.

Spelling errors have been the subject of extensive research. Several researchers have analyzed spelling error patterns over the last decade. These studies try to classify the errors made by language learners into different types to help them recognize the spelling problems more clearly. Cook, for instance, highlights four

types of spelling errors: omissions, substitutions, insertions, and transpositions [Fitria, 2020, p. 252].

Krashen distinguished between first language acquisition and second language learning phenomena. First language acquisition: Explicit instruction about the L2 system or errors against the L2 rule system do not influence subconscious learning, also referred to as acquisition. It takes place in a natural environment. The arrangement of language data differs from that of a language teaching situation [Aloudat, 2017].

Corder was the first to advocate for the importance of errors in language learning. He demonstrated that researchers studying the L2 learning process could infer L2 learners' strategies by analyzing their errors. Selinker highlighted two fundamental contributions of Corder's study in L2 learning [Harrasi, 2012]. The first is that the learner's errors are systematic, and the second is that they are not "negative" or "interfering," but a positive factor, indicative of testing hypotheses. The concept of "error" has been defined in numerous ways. According to Lennon, an error is "a linguistic form or combination of forms that, in the same context and under similar production conditions, the speakers' native speaker counterparts would, in all likelihood, not produce." Corder, on the other hand, distinguishes between a mistake, which is a performance error due to a random guess or slip, and an error, which refers to idiosyncrasies in the learner's interlanguage that manifest the learner's system of operation while learning. We can refer to the latter as L2, a departure from the adult's native speaker's grammar, reflecting the learner's interlanguage [Alhaisoni et al., 2015].

METHODOLOGY

We used dictation as the primary method to study the phenomenon of interference in German language acquisition after English. We chose this approach to accurately assess the learners' spelling, grammar, and vocabulary, considering their prior language experiences.

A German teacher at Chelyabinsk State University conducted this research. The participants of the study were 20–21-year-old students, with English being the first foreign language and German the second. We selected a total of 20 students with a B1 level of German proficiency to write a dictation in the German language. The participants' German language levels ranged between elementary and pre-intermediate. All the participants in this study had a minimum of 2 years of German language learning experience at Chelyabinsk State University. We used dictation to assess spelling literacy, considering the students' reference level and skills.

We performed the dictation procedure twice, immediately following the English class. The first eight students wrote the dictation during their morning

German class. The other 12 students wrote the dictation during their German class in the afternoon. The procedure took approximately 3-5 minutes.

The text's topic was "Ich Sprecher Deutsch." It contained seven sentences and 50 words, some of which were like the students' first foreign language and, therefore, confusing. Students listened to the entire text under the direction of two master students. The teacher prohibited them from using dictionaries or any other resources to find the correct spelling of words that were confusing. To ease the pressure on students and alleviate their concerns about the results, the teacher decided not to grade the answers or personally check them. Master students would receive the results for reviewing and analyzing common errors.

DISCUSSION

Our study draws upon Cook's research from 1999, which examined the distribution of spelling errors made by second language (L2) learners. Cook [2013, p. 25] classified spelling errors according to the OSIT framework (omission, substitution, insertion, and transposition).

Figure 1. Frequency of errors according to OSIT in percentages

With a frequency of 6 errors, omissions represent 30% of the total errors. This indicates that there were the most frequent instances of omission errors compared to other error types. There are eight substitution errors, accounting for 40% of the total errors. Substitution errors are slightly less frequent than omissions. Insertions with four instances account for 20% of the total errors. Insertion errors occur less frequently compared to omission and substitution errors. Transposition errors have the least frequency among all error types, with 2 instances constituting 10% of the total errors. It reveals that omission and substitution errors are more prevalent in the dataset, while insertion and transposition errors are less frequent.

In general, the analysis of errors shows a strong correlation between the articulation and the spelling of words. The main reason is that the participants have

a habit of manipulating the standard pronunciation of words, resulting in the writing of incorrect words. Students at Chelyabinsk University may omit certain grammatical elements in German sentences due to a lack of awareness of the necessary structures. Substituting German sounds with similar English sounds can lead to errors in pronunciation and vocabulary usage. Insertion errors may occur when learners attempt to express themselves but lack the vocabulary or confidence to do so accurately. Transposition errors can also occur when learners incorrectly apply German grammar rules based on their understanding of English grammar [Mukazhanov et al., 2023].

One limitation of the research is the potential influence of individual differences in language proficiency and accuracy skills among participants. Variations in education, exposure to written German, and language background could affect participants' spelling abilities and the types of errors they make [Naimi, 2015].

Perspectives: Collecting and comparing spelling errors from different levels and groups of students, such as comparing secondary school students with university students, would be an interesting approach. To ensure accurate German spelling, the present study recommends further targeted research to investigate errors arising from L1 interference or any other sources.

RESULTS

This study adopted Cook`s classification of errors, which categorized errors into four categories: substitution, omission, insertion, and transposition. Error analysis showed a strong correlation between articulation and word spelling. First, we identified intralingual errors in German, the target language of the participants. Anomalies in articulation and spelling explain the occurrence of these types of errors. The participants' habit of manipulating the standard pronunciation of words, leading to incorrect spellings, poses another problem [Saville-Troike, 2015]. These two variables may have contributed to errors of omission, substitution, insertion, and transposition.

Errors of Omission

Due to the fact that students do not know spelling rules, it contributes to omissions. Students may have difficulty remembering the correct sequence of letters or may not recognize silent letters.

Examples:

Wrong: *Ich habe English.*

Correct: *Ich habe Englisch.*

The word "Englisch," meaning "English" in German. Traditionally spelled with the letter "c," reflecting its pronunciation, the influence of English spelling conventions has led to occasional deviations from the standard German orthography.

In this case, the student's spelling of "english" instead of "Englisch" demonstrates the tendency to mimic English phonetic patterns, where the combination "sh" represents the / ʃ / sound.

The errors could also constitute, in the first place, a knowledge deficit in identifying the base word *sch* and its spelling and then in recognizing the bound morpheme *sch* to transform it into a noun. Such errors are described as errors of invented spelling.

English and German have certain phonetic similarities, such as the use of the letter combination "ng" to indicate the sound /ŋ/. This common phonetic element can lead to students intuitively adopting the English spelling when encountering similar phonetic patterns in words such as "Englisch". In addition, English loanwords often undergo morphological adaptation in German, where the original spelling can be preserved to maintain lexical transparency and facilitate recognition by students familiar with English. Consequently, students familiar with both languages may perceive English spelling as more intuitive or authentic, leading to its occasional use in a German context. Language acquisition and bilingualism influence spelling behavior, as students can transfer spelling rules from their primary language (English) to their second language (German). This phenomenon highlights the complex interaction between linguistic structures, cognitive processes, and the dynamics of language contacts in the formation of spelling variations in languages such as German, influenced by English [Benyo, 2014, p. 361].

Such errors are attributed to the participants' attempt to construct a word based on their knowledge of grapheme-phoneme relationships.

The reason for the occurrence of omission errors is interlingual, which can be attributed to the distinction found between English and German. There is a high potential for errors in producing accurate spellings in the German language system, which is far more complex mainly due to the lack of patterns in spelling and articulation.

Errors of Substitution

The presence of homophones (words that sound the same but have different spellings) and morphological variations further complicates the spelling process. Moreover, the influence of dialect variations and regional accents can lead to substitutions.

The errors of substitution were the most frequent errors in the written texts produced by the subjects. These errors were the outcomes of substituting vowels more frequently than consonants, and they were mainly related to pronunciation.

Examples:
Wrong: *Ich have Englisch and.*
Correct: *Ich habe Englisch und.*
Wrong: *In mainer Zait.*
Correct: *In meiner Zeit.*

These mistakes occur due to the learner's familiarity with the English verb "have," which shares a similar form for the first-person singular ("I have") and third person singular ("he/she/it has"). Consequently, when attempting to express the idea of possession in German ("Ich habe"), the learner inadvertently substitutes the correct German verb "habe" with the familiar English form "have," resulting in errors in grammar and spelling. In writing habe, the participant's choice of *ve* instead of *be* underlines the errors occurring as a result of having no systematic rule for representing the /b/consonant with the *v* or *b* phonemes in the initial position. This is the reason why the participants substituted one for the other. These errors can be attributed to a failure to recognise the fact that English words have multiple correspondences between the sounds of the language and the letters that represent those sounds.

In English, the word "main" is commonly used to indicate something primary or principal. When encountering the German word "meiner" (meaning "my" in English) with its possessive function, the student might have mistakenly associated it with the English word "main," assuming it to convey a similar meaning of primary or central. Consequently, this misinterpretation led to the misspelling of "meiner" as "mainer" to reflect the perceived English counterpart. The two different vowels of the two distinct lexical items were overlapped, which led to the twisting of the spelling. The initial and the middle positions of the consonant sounds in both items were used accurately. The overlapping errors, a new phenomenon identified by this study, refer to the blending of parts taken from two distinct words. These kinds of errors may not be typical only to substitution errors but may emerge in the other types of errors as well. These errors occurred in the subjects' efforts to correspond the articulation with the spelling.

Students are accustomed to using "and" as a conjunction to connect two elements or ideas in a sentence. When learning German, students may unintentionally transfer this usage pattern to their German writing. This occurs because "and" and "und" serve the same purpose as coordinating conjunctions in both languages, connecting phrases or clauses.

Furthermore, English often serves as a point of reference for learners, particularly in contexts where English is more widely used or considered prestigious. As a result, students default to English conventions, such as using "and" instead of "und," especially if they are less familiar with or confident in their command of German grammar and vocabulary.

Errors of Insertion
Insertion errors occurred mainly due to the addition of extra letters to a word.
Wrong: *Ich habe viele Freundes.*
Correct: *Ich habe viele Freunde.*
The mistake of using "Freunde" instead of "Freundes" in German is influenced by the English language, specifically through the learners' application of English

pluralization rules to German. In English, forming the plural of a noun often involves adding "-s" to the singular form. Therefore, when encountering the singular German word "Freund" (meaning "friend" in English), learners mistakenly assume that its plural form should follow English pluralization patterns and add "-s" to create "Freunde." This incorrect pluralization is a result of learners applying the familiar rules of English to German without considering the distinct grammatical structures of each language.

Furthermore, the similarity in meaning between "Freund" in German and "Friend" in English contribute to the confusion. Learners subconsciously associate the two words due to their semantic overlap, leading them to apply English grammatical rules to German words that appear similar.

Also, working memory limitations and attention lapses contribute to these errors, as students fail to recall correct inflectional endings or suffixes in real-time writing situations. Replacing the infinitive form with the correct present tense conjugation reflects a lack of phonological awareness. These errors suggest that students may not accurately perceive or represent phonetic differences between verb forms, resulting in incorrect spellings [Westwood, 2018].

Errors of Transposition

Errors of transposition, also known as word order errors or transpositional errors, occur when the order of words or phrases within a sentence is changed incorrectly.

Example:

Wrong: *In Zait mag ich.*

Correct: *In Zeit mag ich.*

This phenomenon reflects a cognitive process known as orthographic mapping, where learners map the sounds of a language onto its corresponding written symbols. When encountering the German word "Zeit," learners subconsciously attempt to map its pronunciation onto English spelling patterns with which they are more familiar. In English, the combination *ei* typically represents the /aɪ/ sound, as in "time" or "line." Therefore, learners may instinctively transpose the letters "e" and "i" in "Zeit" to match this familiar pattern, resulting in the misspelling "Zait."

Moreover, the influence of English pronunciation on spelling can exacerbate this transposition error. Learners may rely on their understanding of English phonetics, where the sound represented by "ei" corresponds to the vowel sound /aɪ/, to guide their spelling in German. As a result, they may mistakenly apply English phonetic rules to German words, leading to orthographic errors like "Zait" instead of "Zeit."

CONCLUSION

This paper investigated the four types of spelling errors made in German writing by English students at Chelyabinsk State University. It also aimed to uncover

the sources of these errors. According to the study, learners' spelling errors were generally caused by differences between the articulation of English words and their spelling.

In the spelling aspect, there are 20 data points that contain various errors, including omission (30%), substitution (40%), insertion (20%), and transposition (10%). The substitution aspect is where many spelling errors occur.

The errors are due to differences between the German and English language systems. According to the current study, the most common errors were substitution errors. The students faced significant challenges, particularly when it came to silent consonants and articulation. The substitution error was the second most common mistake. The insertion and transposition errors were the least frequently occurring errors.

The study revealed that the target language itself was the main source of many spelling errors. The articulation of some English vocabulary bears a close resemblance to the German spelling, for example, und, bin, etc.

The German language system, which writes words exactly as they sound, could have assisted the learners in producing accurate spelling. It indicates a low level of language grammar and a low vocabulary. The learners overgeneralized the complex spelling rules from the first two language sources. Students' inability to remember the correct spelling of words they have encountered while reading or elsewhere can explain all spelling errors found in written texts.

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APPLICATION OF THE DOGME METHOD IN THE FORMATION OF INTERCULTURAL-COMMUNICATIVE COMPETENCE AT SECONDARY SCHOOLS

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Түйін

Бұл мақаланың мақсаты – жалпы білім беретін мектептерде мәдениетаралық коммуникативті құзыреттілікті дамытуда «Догма» әдісін қолданудың тиімді жолдарын анықтау және ағылшын тілінде «Догма» тәсілін шет тілі сабағына енгізудің негізгі мәселелерін жіктеу. Бұл мақалада орта мектептерде мәдениетаралық коммуникация дағдыларын дамытудағы Dogme ELT негізгі принциптеріне сипаттамалық талдау, сондай-ақ осы әдістің маңызды артықшылықтарын тақырыптық талдау кіреді. Сапалық зерттеудің мүмкіндіктерін пайдалана отырып, тақырыптық және мазмұндық талдау жүргізіледі, сондықтан бұл зерттеу әртүрлі мәдени және тілдік контексттерде догмалық әдістің жүзеге асырылуын зерттеуге ғана емес, сонымен қатар қойылған мәселелерді шешудің конструктивті жолдарын ұсынуға бағытталған.

Негізгі сөздер: догма, айтылым дағысы, мәдениетаралық-коммуникативті құзыреттілік, дискуссия, тілдік қолданыстар

Аннотация

Целью настоящей статьи является выявление эффективных способов применения метода «Догма» в развитии межкультурно-коммуникативной компетентности в общеобразовательных школах и классификация основных проблем реализации подхода «Догма» на уроках английского языка как иностранного. Настоящая статья включает в себя описательный анализ ключевых принципов Dogme ELT в формировании навыков межкультурной коммуникации в средних школах, а также тематический анализ

значительных преимуществ, которые дает этот метод. Используя особенности качественного исследования, проводится тематический и контентный анализ, поэтому данное исследование направлено не только на изучение реализации метода догмы в различных культурных и языковых контекстах, но и на то, чтобы предложить конструктивные способы решения поставленных проблем.

Ключевые слова: догма, спонтанные дискуссии, межкультурная компетентность, разговорный урок, коммуникативные навыки

INTRODUCTION

The present research article sets out to review the existing literature on the principles and practices of the Dogme ELT and analyze the fundamental tenets of Dogme. The study also determines the most effective techniques for implementing the Dogme approach in secondary schools. The paper provides comprehensive suggestions for EFL teachers to enhance learners' communicative competence using the Dogme method. The paper illustrates the comprehensive process of teaching "unplugged," minimizing the use of course books and maximizing the use of emerging languages in the classroom to enhance students' oral fluency. Additionally, we scrutinize the types of problems that EFL teachers at secondary schools may encounter when teaching a foreign language in a conversation-driven manner, as well as the factors that contribute to these difficulties.

We accurately describe the core guidelines to consider before applying the Dogme method. Consequently, we will interpret and discuss the methods of questioning in focus groups through interviews and classroom observations, as well as the results from the case study, to gather data for the practical part of the study.

Potential areas of the research study include the investigation of how the implementation of the Dogme method influences students' language proficiency, intercultural competence, engagement, and motivation in the unplugged classroom; how secondary school English teachers adapt their instructional practices; and the challenges and benefits experienced by teachers in applying the Dogme approach. Therefore, by considering the perspectives and roles of participants in the teaching and learning process, practical investigations gradually generate a comprehensive understanding of the Dogme method's use in secondary school education.

Despite being a topic of discussion at international EFL conferences and a fruitful debate in teaching, the Dogme method remains relatively unknown and under-researched in Kazakhstan. Therefore, by combining a well-known teaching method with Kazakhstan's unique language and culture, the study on using the Dogme method to build intercultural and communicative competence at the secondary school level in Kazakhstan demonstrates the connection between the global and the local. By implementing the Dogme method, which emphasizes authentic communication and learner-centered instruction, within Kazakh secondary

schools, the research acknowledges and addresses the local needs and realities while drawing on international best practices in language education.

Kazakhstan's diverse cultural landscape necessitates educational approaches that are sensitive to local contexts and traditions. We can tailor this method to meet Kazakh secondary school students' linguistic and cultural needs by researching its application. Putting the Dogme method into practice requires teachers to adopt new instructional strategies and adapt their pedagogical practices. Researching its implementation provides an opportunity to assess the impact on teacher professional development, including changes in teaching styles, classroom management techniques, and attitudes toward student-centered learning. Understanding the challenges and successes of integrating this method can inform teacher training programs and support ongoing professional development initiatives.

THEORETICAL BACKGROUND

At the outset of the 21st century, the fast-paced development of science and technology has had a significant impact both on second language learning and teaching. Simultaneously, there is an undeniable abundance of language teaching materials available; in addition to printed textbooks, there is a wealth of complementary resources such as videos, CD-ROMs, photocopiable resource packs, pull-out word lists, websites, standard student's books, workbooks, teacher's books, and home study cassettes [Thornbury, 2000]. Despite the abundance of teaching materials, the language classroom lacks a student-centered approach, instead focusing heavily on and relying excessively on them. Studies found that teachers' over-reliance on teaching materials may be the real reason for their failure to involve students in meaningful interactions [Zhang, 2023]. Scott Thornbury proposed Dogme Language Teaching, a new English teaching method, as a solution to the shortage of current L2 teaching methods [Sarani and Malmir, 2019].

Teacher trainer Scott Thornbury founded the Dogme Approach after observing his teachers' excessive reliance on textbooks and their infrequent real conversations with students [Gaughan, 2021]. Thornbury's advocacy for a more communicative and student-centered approach paved the way for the Dogme method in the late 1990s. Teachers and students should use only the resources they bring to the classroom, i.e., themselves and what transpires in the classroom, to carry out teaching. Meddings and Thornbury (2001) state that a movement, a method, or even an instructional philosophy might be considered dogmatic. Dogme ELT focuses on conversational interaction between the teacher and the students rather than basing teaching on a pre-planned syllabus of objectives and published materials [Richards and Rodgers, 2014, p. 371]. Therefore, rather than merely studying the language in the Dogme teaching classroom, the learners actively use the language, thereby seeking opportunities for increased English practice. In this regard, the learner takes

on the role of negotiator between the self and the learning process [Sauvignon, 2001].

Hence, the method criticizes the over-reliance on extra materials and technology for language instruction since these will obstruct genuine classroom interaction. It aims to liberate teachers from the constraints of an excessive dependence on teaching resources and foster authentic classroom interactions [Banegas, 2012], so it is also known as teaching unplugged [Meddings and Thornbury, 2001]. The Dogme method represents a departure from traditional instructional models, focusing on conversation-driven learning that encourages creativity, critical thinking, and problem-solving skills. Investigating its implementation at the secondary school level significantly contributes to the ongoing dialogue on educational innovation and reform [Quang and Hung, 2020].

METHODOLOGY

That study used a qualitative research method to look at how well the Dogme method worked by analyzing classroom observations to find themes related to student engagement, language use, and intercultural communication. The focus was on finding themes related to patterns of interaction, teacher-student dynamics, the emergence of authentic language, and cultural expressions. As with previous studies [AlAdl, 2023; Coleman, 2022], we also do a content analysis of student work from Dogme-based lessons, such as written assignments, presentations, and group projects, to sort cultural references that show how well students can communicate across cultures. This way, we can see that the students are good at language, sensitive to other cultures, critical thinkers, and creative in their work.

We thoroughly analyze the qualitative data from student feedback surveys, using thematic analysis to gain meaningful insights into students' perceptions of the Dogme method's efficiency. Then, this study uses teacher reflections, semi-structured interviews, and focus group discussions to find out what educators think about how well the Dogme method works. It examines topics such as teaching strategies, pedagogical challenges, student outcomes, and the method's overall effect on language and speech fluency.

In a semi-structured interview, we asked secondary school teachers both low- and high-order questions; some were predetermined, while others were not. This approach allowed us to understand the challenges teachers face when conducting Dogme-based lessons, the strategies they employ, and the perceived results they achieve in enhancing learners' oral fluency. The questionnaires covered a wide range of issues, including why teachers still over-rely on textbooks, materials, visual aids, and technology; what prevents them from adapting their teaching strategies; how they teach speaking so that students expose themselves to the language and discover

cross-cultural differences; and which techniques and procedures they use to promote emergent language in the classroom.

We then interpret the qualitative research findings, drawing connections between participants' experiences, identified challenges, and proposed solutions. We then discuss the implications for EFL teaching practice and strategies for enhancing conversational competence in unplugged classrooms. We present the findings and recommendations using appropriate formats, such as narrative descriptions, thematic summaries, tables, and direct quotations, to effectively deliver the research insights.

FOCUS OF RESEARCH

To conduct this survey, the following research questions were formulated:

RQ1: What are the key factors that influence the effective implementation of the Dogme method in language teaching?

RQ2: How does the Dogme method impact students' language fluency and cultural awareness?

RQ3: What are the challenges faced when using the Dogme approach and how to address these challenges?

RQ4: What are the perceptions of students and teachers regarding the benefits and drawbacks of the Dogme method compared to traditional teaching methods?

RQ5: How can the Dogme method be optimized to enhance intercultural communication and language learning outcomes?

DISCUSSION

The practical part of this study entailed implementing the Dogme method in three secondary school classrooms over a period of three months, allowing for an in-depth exploration of the method's impact on student learning outcomes, its use in Kazakhstani classrooms, and fostering cross-cultural communication and language development.

Through focus group discussions with teachers, we found that the Dogme method promoted authentic communication and cultural exchange among students. Teachers shared insights during semi-structured interviews about facilitating conversation on diverse topics, which allowed students to share their cultural perspectives, beliefs, and experiences, fostering mutual understanding and empathy (Table 1).

Table 1 – The excerpts from the teachers' responses

Interview questions	Teachers' responses	Themes and insights

		derived
How would you describe your experience with implementing the Dogme approach in your language teaching?	"It was troublesome in that my students and I faced challenges in eliminating coursebooks entirely from the lesson.'' "My students enjoyed spontaneous conversations and got a lot out of cross-cultural topics."	Over-reliance on coursebooks Encouraging natural conversations during the lesson
What are some of the problems you had when using the Dogme approach, and how have you addressed them?	"Maintaining a balance between structure and spontaneity was a challenge, but I've incorporated more flexible lesson plans.'' "Some students struggled to engage meaningfully in intercultural discussions, so I introduced structured activities and cultural topics to encourage participation.''	Challenges in striking a balance between structure and spontaneity. Problems in promoting cross-cultural understanding
Can you share specific strategies or techniques you use to promote language fluency and cross-cultural understanding in Dogme-based lessons?	"I used authentic materials such as realia, newspaper articles, magazine advertisements and excerpts from songs, novels and podcasts to enhance language fluency and cultural awareness.'' "Group discussions within the context of real-life situations and collaborative projects helped students explore cultural differences and perspectives.''	Effective strategies for promoting language fluency and cross-cultural understanding
In your opinion, what are the benefits and drawbacks of using the Dogme method compared to more traditional teaching approaches?	"There is an increased student engagement and meaningful interactions, but drawbacks include challenges in structured assessment, I'm used to assessing my students within the framework of school standard, i.e. by descriptors.'' "Students had a sense of liberty when engaging in free practice activities as they got bored with doing the controlled practice activities from the coursebook to this day."	Advantages and disadvantages of the Dogme approach compared to traditional approaches

	"Dogme allows for more student autonomy and creativity, but it can be difficult to depart from a structured curriculum."	

FINDINGS

Through focus group discussions with teachers, we found that the Dogme method promoted authentic communication and cultural exchange among students. Student feedback surveys revealed that those engaged in dogme-based activities showed higher levels of language fluency, cultural awareness, and confidence in intercultural communication. Additionally, a content analysis of student work confirmed these findings by showcasing the depth of cultural exploration and language use in dogme-based lessons. However, our analysis also uncovered challenges in the implementation of the Dogme method. According to semi-structured interviews with teachers displayed in Table 1, some teachers reported difficulties maintaining a balance between structure and spontaneity, leading to uneven experiences for students. Students, particularly those from monocultural backgrounds, expressed their struggles with engaging meaningfully in intercultural discussions, highlighting the need for additional support and resources in culturally homogeneous settings. Lower-level students, whose speaking skills were less developed, found it arduous to keep up with the conversation in Dogme-based lessons. These findings from data collection methods such as student feedback surveys and content analysis of student work samples underscore the complexities and nuances involved in effectively implementing the Dogme method for promoting intercultural communication.

CONCLUSION

In summary, action research has indicated that the results and findings mentioned above contribute to a nuanced understanding of the impact of the Dogme method on intercultural-communicative competence. We can adapt the Dogme method for use in Kazakhstani classrooms, fostering intercultural communication and language development, with tailored support and resources. We must acknowledge the challenges in maintaining balance and supporting monocultural students in multi-level classrooms, as these limitations can offer valuable insights for future research.

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COMMENTARY

ROLE-PLAYING PROJECTS AS A TECHNOLOGY FOR DEVELOPING THE SKILLS OF FOREIGN LANGUAGE DIALOGIC SPEECH OF PRIMARY SCHOOL STUDENTS

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In the modern educational process, the emphasis is increasingly shifting from traditional teaching methods to more interactive and practical forms of learning. Role-playing projects have emerged as one of primary school students' most effective tools for developing foreign language dialogic speech skills. In this article, we will look at the benefits of role-playing projects, their role in the development of communication skills, and give specific recommendations for their organization [Johnson and Johnson, 2009].

Role-playing projects are a teaching method in which students embody certain roles, solve real or fictional tasks, and interact with each other in a foreign language. This can be an imitation of situations from everyday life, professional activities, or fictional scenarios created specifically for training [Kasper and Terrell, 1991, p. 93].

The main advantage of role-playing projects is that they allow students to develop not only lexical and grammatical skills, but also dialogical speech skills. In the process of interacting with other project participants, children learn to listen to the interlocutor, express their opinions, argue their arguments, ask questions, and maintain a conversation in a foreign language [Krashen, 1982, p. 78].

Role-playing projects have such advantages as (1) students' motivation and interest; (2) communication skills development; (3) practical application of knowledge; (4) socio-cultural competence development.

Firstly, role-playing projects make the learning process more interesting and exciting, which encourages students to actively participate and increases their motivation to learn a foreign language.

During the project, students actively use a foreign language to communicate, which contributes to the development of oral speech, auditory perception, and understanding of the partner's speech. Secondly, role-playing projects allow students to apply theoretical knowledge in practice, which improves their skills for independent use of language in real-life situations. Thirdly, students gain a deeper understanding of the culture, traditions, and customs of the country where they study

the language, fostering the development of an open and tolerant attitude towards diverse cultures and peoples [Lantolf and Thorne, 2006, p. 64]. Finally, role-playing projects help to develop various aspects of primary school students' dialogic speech. Firstly, they help to expand the vocabulary and activate the use of new lexical units in speech. The project introduces students to terms and expressions specific to a specific role or situation [Lightbown and Spada, 2013, p. 105].

Examples of role-playing projects for elementary grades are available.

1) "City trip." Tourist students should make a route around the city, visit various attractions, order food in a cafe or restaurant, buy souvenirs, and interact with locals in a foreign language.

2) "Toy Store." Children playing the roles of sellers and buyers must choose toys, make a purchase, find out the price, ask about the availability of goods, and communicate in a foreign language.

3) "Preparing for the holiday." Students, as holiday organizers, must come up with a holiday theme, create a guest list, develop an event program, and send invitations while communicating in a foreign language [Littlewood, 2014].

For organizing role-playing projects, the following factors matter: (1) the choice of roles; (2) preparation of materials; (3) organization of feedback.

In other words, it is important to offer students a variety of roles, considering their interests, level of knowledge, and personal preferences. This will allow each student to find their place in the project and actively participate in its implementation. Moreover, it is necessary to provide students with all the necessary resources and materials to work on the project: maps, brochures, paraphernalia, textbooks, etc. Furthermore, after completing the project, it is useful to have a discussion and analysis where students can share their impressions, talk about difficulties and obstacles overcome, and receive feedback and recommendations from the teacher and their classmates [Nunan, 1999, p. 113].

Summarizing, role-playing projects are an effective learning technology that encourages primary school students to develop foreign-language dialogic speech skills. They stimulate students' motivation, allow them to put knowledge into practice, develop communication skills, and cultivate respect for other cultures. The introduction of role-playing projects into the educational process can significantly improve the quality and effectiveness of teaching a foreign language, making the learning process more interesting, exciting, and productive for students.

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INCLUSIVE EDUCATION

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Inclusive education entails the participation of all children in the study, regardless of their religious and ethnic backgrounds, physical development characteristics, or economic or social status [Kayabaşı, 2020]. The main goal of the introduction and development of inclusive education is to adapt to children's various needs to achieve full access to high-quality education [Derzhavina, 2021].

On one hand, inclusive education is a fundamental principle of the education system, and on the other hand, it is a dynamic process. The essence of this process is that schools, educational institutions, and kindergartens must accept children regardless of their peculiar characteristics. We're talking not only about children with physical disabilities, but also about healthy children, such as very clever ones. All children are different; every child is unique in his abilities, and the education system should be based on the principle of distinction among children. All children belong to society, and we should approach each child individually to consider and meet all their educational needs.

The fundamental principle of inclusive education is that children with special educational needs should be taught in ordinary educational institutions [Kauffman and Hornby, 2021]. The requirement for educational institutions is to provide all conditions for children.

Inclusive education is based on the following principles:
1. A person's value does not depend on his or her abilities and achievements.
2. Every person can feel and think.

3. Everyone has the right to express themselves and receive attention.

4. All people need each other.

5. Only genuine relationships can be used to implement genuine education.

6. All people need support and the friendship of their age mates.

7. For each student, progress means reaching for success, not failure.

8. All aspects of human life intensify with diversity.

Education, as a process of knowledge and skill acquisition, is an integral part of disabled children's social and psychological adaptation and integration into society. Its purpose is to provide them with access to humanity's gnoseological, cultural, and historical heritage.

The educational environment prepares these children for professional activity and stimulates their personality potential. Inclusive education is also considered to be the best form of establishing optimal interactions with surrounding people, as coeducation itself allows for improving the quality of everyday communications among children who have vital functional limitations.

Inclusion considers all the needs of students and teachers to succeed. An inclusive school treats every student as an important member of a group, giving them a sense of confidence that can motivate children to be responsive and kind. Students with disabilities receive support from their peers. Even though many schools today implement an inclusive education system, we still need to overcome numerous challenges before inclusive education can become a widespread practice. Here are the main points:

1. There are issues with the architectural structure of educational institutions.

2. In most cases, disabled students are uneducable.

3. Many schoolteachers and directors lack the necessary education to effectively teach disabled students, making them unprepared to include these students in the educational process.

4. Disabled students' parents don't know how to defend their children's rights to education.

Many experts believe that inclusive education is a new stage in education development. State educational establishments, in most cases, do not consider the abilities of every child. The reasons for this may be overcrowding of classes; teachers just have no time to find an individual approach to every student. However, inclusive education provides a new opportunity to teach disabled children, taking social support for this category of children to the next level.

All children should receive the same treatment in inclusive education, but disabled children should receive special attention [Kauffman and Hornby, 2021]. The system's inability to meet the needs of about 15% of students leads to their expulsion. We should understand that it is the system to blame, not the children. An inclusive approach will give them a chance for a better life. The common education system provides a general education process, enabling every child to acquire

knowledge. The main goal of inclusive education is to develop a methodology that recognizes that every child is an individual with different needs. And if teaching became more effective due to changes that introduced inclusive education, it would have a positive effect on all the students.

Inclusive school teaches children an idea of human rights, which leads to a decrease in discrimination, so children learn to communicate with each other and recognize the feelings of other mates. First and foremost, disabled students require an environment that differs from their families, facilitates communication with other students, and assigns a mediator role to the teacher. Teachers collaborate to form an inclusive educational environment.

Today, the development of an inclusive educational system is the teachers' duty. Without a doubt, a teacher—not just a teacher, but a team of teachers and specialists—forms an inclusive educational environment through interdisciplinary cooperation. Today, primary school teachers, subject teachers, speech therapists, educational psychologists, teachers, speech pathologists, physical therapy instructors, teachers, teacher educators, and tutors all play a role in creating an inclusive educational environment.

The outcome of their collaborative efforts will be: (1) development of a child's abilities; (2) creation of a social relations system; (3) compensation for special needs; (4) creation of a comprehensive support system; (5) functional approach to teaching and treatment; (6) taking part in public activities; and (7) development of self-sufficiency.

Inclusive education is trying to develop a new method of teaching that is more flexible to meet the needs of different students. And if education becomes more effective due to the changes that inclusive education adopts, all students will benefit from them.

The main strategy in the English language class is not to keep children in isolation but to train them in terms of education in a free, creative, and comfortable environment. English plays a special role in society [Kamalova et al., 2020].

We recommend the following strategies for incorporating inclusive education into English language classes:

1. We organize lexical exercises to help you memorize new words and use them in everyday language.

2. Children can use information and communication technologies to engage enthusiastically in English.

3. We establish a positive psychological climate by (a) utilizing simple tasks and audio materials on CDs for these children, and (b) fostering an environment where children with disabilities can relish even the smallest aspects of each lesson.

We've developed an algorithm to organize work for children who struggle or perform poorly in foreign language classes: (1) preparing additional materials according to students' interests; and (2) doing the tasks together.

Children with disabilities learning English may face the following difficulties: slow acquisition of lexical materials, use of syntactic structures in speech, grammatical categories, and their practical application.

The level of mastery of foreign languages varies depending on the child's overall development. Children with disabilities receive oral instruction in general secondary schools. The main goal of learning English in such classes is "development, not knowledge."

The teacher needs to improve the following skills in foreign language classes: (1) memory; (2) speaking; (3) reception; and (4) thinking.

Specially for such children, new subject-oriented work programs, as well as in English, are created every year. However, the amount of lexical, syntactic, and grammatical material has decreased.

The types of tasks should match the student's abilities. All this is considered important in the English language class. In the practical part, activities include icebreaker lessons, tactile games, engaging texts, and more! The inclusive students will practice empathy, tolerance, and acceptance through these activities, guaranteed to build a classroom community of kindness.

Appreciating Diversity: This simple activity focuses on a discussion about what it means to be an "includer." Open up the floor for your students to reflect on their own experiences of a time when they felt included, and then brainstorm ways they can welcome others—both in the classroom and out in the community! We can relate the words to the theme of the lesson, by colors, or by things in the classroom.

Watch a Kid-Friendly Video: Videos can be cartoons, small funny stories about animals, family, school. It is useful for hearing impaired children.

Play Human Bingo: BINGO never gets old and this version is perfect for making classroom connections! You can use a template or have your kids get creative and make their own. This is a fun activity that helps build a strong community by allowing everyone to feel seen and validated.

Understanding Communities and Differences: This hands-on activity is certainly a creative approach to teaching your kids about assumptions! They'll have an eye-opening experience when they connect the unique variations of potatoes to the diversity found in communities. This is perfect for those who might need a hands-on experience to better understand inclusivity!

Tarsia puzzles: The game involves arranging geometric shapes or cards to form a coherent pattern or solution. Each piece of a tarsia puzzle has a question or answer, and correctly matching the pieces together is part of solving the problem.

Fillword is a word game with very simple rules. The author of the fillword uses a rectangular grid (M cells width, N cells height) and P words. These words can be easily understood by inclusive children, who should be able to find the necessary words related to the lesson's themes.

Imba game: We created the game "Imba" to help students develop speaking and writing skills while also motivating their interest in English. Students with special needs can also play this game at school. The game aims to: 1) teach students a language in an interesting and unusual way; 2) assist students in achieving "Imba" levels and skills such as (a) quick thinking; (b) the ability to independently achieve game goals; and (c) provide accurate and confident answers.

Benefits of using this game: (a) allows learning language skills with gamification; (b) encourages students to acquire the language and accelerate their learning process; (c) can be used repeatedly in any subject and at any point in the lesson, including its beginning, middle, end, or revision phase, and (d) aids in evaluating students effectively and honestly.

Here are the instructions on how to play the game:

1. Before starting the game, the teacher should divide the students into two groups. Then, students compete against each other.

2. Two students rolled the dice and threw them.

3. They examine the number on the dice and then scrutinize the predetermined question.

4. If they answer the questions correctly with proofs and explanations, they'll earn points.

5. The students will eventually calculate the points, and the student with the highest score will receive the title of Imba.

In conclusion, it is our duty to create conditions that enable every child with disabilities to receive a quality education and become a citizen. Although the mobility of disabled children is limited, it is not only the duty of certain organizations but also the main duty of the environment and all of us to prevent the narrowing of their emotional space and depression.

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SCIENTIFIC DISCOURSE CHARACTERISTICS OF PROFESSIONAL TECHNICAL COMMUNICATION

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The scientific and technical discourse in the communication of technical specialty students reflects the particularities of their studies and future professional activities. This particular linguistic context involves the exchange of information, ideas and concepts related to scientific and technical aspects of their field and specialist terminology, formalized structures and logical arguments are used. Communication in this discourse plays an important role in knowledge exchange, research activities and joint problem solving.

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The term "discourse" is widely used in various fields and reflects the way in which information is exchanged and interpreted, shaping our view of the world. It is a set of knowledge, ideas and linguistic expressions used to describe, explain and interpret a particular topic or phenomenon. In studies in fields such as sociology, linguistics, cultural studies and political science, 'discourse' plays a key role in the analysis of power, ideology, social relations and identity formation. Thus, "discourse" organizes knowledge and information, including linguistic elements and

socio-cultural aspects. In recent decades, the term "discourse" has been widely used in scientific disciplines such as philosophy, psychology, sociolinguistics, cultural studies, linguistics, literary studies and other fields.

Discourse theories play an important role in various fields such as sociology, linguistics, cultural studies, political science and others. A number of prominent scholars emphasize the importance of discourse in shaping social reality and political relations.

E. Laclau and J. Derrida made a significant contribution to the development of post-structuralism and postmodernism by examining the relationship between language, power, and identity in scientific discourse [Laclau and Derrida, 1996].

In his systems theory research, N. Luhmann views society as a communication system in which discourse plays a key role in the organization of social relations and structures [Luhmann, 1997].

T. Asten describes scientific and technical discourse as a variety of different communication styles, such as scientific, scientific-educational, scientific-informative, scientific-reasoning and scientific-publicist, emphasizing the role of scientific and technical discourse in which the orderliness of composition plays a key role in achieving pragmatic goals [Asten, 2022].

Scientific discourse is a special form of dialogical interaction that combines elements of scientific dispute and informative dialogue. Its participants can be both real scientists and scientific texts that express the thoughts and ideas of the participants. As a communicative value, a scientific and technical text contains a variety of elements that significantly influence its overall perception [Dmitrichenkova and Dolzhich, 2016].

R. Abdurakhimovna (2024) considers the scientific and technical discourse from the perspective of the communication process and analyses its concept and main features. The author recognizes the need to study, describe and analyze the linguistic foundations of scientific and technical discourse, especially when teaching scientific and technical speech in foreign languages [Abdurakhimovna, 2024].

Mastery of discourse is a necessary skill for successful work in engineering. This paper describes the characteristics of scientific and technical communication that the author believes determine the importance of scientific discourse for technical professionals.

1. Scientific and technical terminology plays an important role in accurate and clear communication in scientific and technical fields. The features of this terminology include the pursuit of maximum accuracy and the avoidance of ambiguity in interpretation, the consistent use of terms in different contexts to avoid confusion, the objective rendering of facts or concepts, the use of combinations of terms to denote more specific concepts, the constant updating of terminology according to the development of science and technology, and the need for the availability of scientific and technical terminology in different languages for global

communication. All these features make scientific and technical terminology an indispensable tool for effective communication in scientific and technical fields, ensuring the accuracy, clarity and reliability of information transfer.

2. Visualization and visibility play an important role in scientific and technical discourse and help to make complex concepts more understandable and accessible to a wide audience. The use of graphical elements such as illustrations, diagrams, tables and charts helps to visualize abstract concepts and processes, which is particularly useful for supplementing texts and highlighting key points, explaining complex scientific theories and the functioning of technical devices. This type of language facilitates the creation of visual images and improves the understanding of complex scientific concepts in effective technical communication.

3. Scientific and technical texts have several characteristics that make them special and require specific analysis; they have a clear structure and logical organization, which facilitates understanding of the content; the validity of facts, data and evidence characterizes the objectivity of scientific and technical texts.

4. Data analysis in scientific and technical discourse is the study of the linguistic features of texts used in scientific and technical fields and their impact on communication, perception and understanding of information, which is a key stage in the research process.

5. Very important processes in science and technology are modelling, simulation, construction and design, each of which has its own characteristics and tasks. These processes are often interlinked and are used together in different research projects. For example, modelling and simulation can be used to analyse and test different design options before the actual design process begins.

6. The collection and analysis of scientific and technical information plays a key role in research, development and innovation in various fields of science and technology. Important steps and methods in this process are the use of databases, expert surveys and interviews as well as the interpretation of the results.

7. The evaluation of the scientific impact of scientific publications is often based on their citation in the academic community. Citations gradually increase as researchers repeatedly cite the work in their publications. This reflects the continuing influence and importance of the work in the long term.

Considering the role of technical language in scientific discourse as a specific means of communication used by professionals in various fields to convey knowledge and perceptions related to their professional activities [Liu et al., 2022], it is important to emphasise that the concept of "discourse" plays a key role in various scientific and technical fields by organising information and influencing our understanding of the world around us. It is a set of knowledge, ideas and linguistic devices used to describe, explain and interpret certain topics or phenomena of a scientific and technical nature.

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DEVELOPING LISTENING SKILLS IN SECONDARY SCHOOL STUDENTS USING THE WIZER.ME PLATFORM

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Listening is a critical skill in language learning because it allows students to understand, and process spoken language. It encompasses not just hearing the spoken words but also understanding their meaning. Effective listening skills help learners improve their understanding of the language and actively participate in conversations. There are different types of listening, such as active listening, in which the listener fully engages with the speaker and provides feedback to demonstrate understanding. Passive listening, on the other hand, involves simply hearing the words without actively engaging with the speaker.

Andrew V. Wolvin [2010, p. 23] describe listening as the act of perceiving, focusing, and deciphering the significance of both auditory and visual inputs. Like Purdy in 2010, Park [2017, p. 127] argues that listening entails an engaged and evolving process involving focused attention, perception, understanding, retention, and response to communicated requests, issues, and external data, whether conveyed verbally or nonverbally. J. Rubin [1994] emphasizes the active aspect of listening and characterizes it as a participatory process in which the listener actively chooses and interprets information from both auditory and visual cues to understand both the current situation and the speaker's intended message. So, listening is critical in

language acquisition because it enables learners to grasp and process spoken language, going beyond mere auditory reception to understanding the underlying meaning.

One of the most effective and modern methods of forming and developing listening skills is the use of interactive online services to complete exercises and assignments. It is critical to choose and continue to use an interactive online service, depending on the training's goals and objectives. Using interactive online services simplifies the teacher's preparation for classes and enhances their variety and interest, as computer telecommunications tools enable access to information resources from leading foreign electronic newspapers, magazines, and encyclopedias. Working with computer technologies also transforms the role of the teacher, with their primary responsibility being to support and guide the development of students' personalities and their creative pursuits. We build relationships with students based on the principles of cooperation and joint creativity. In this regard, students develop individual and group work skills and creativity, and there is also a departure from traditional classes with a predominance of explanatory and illustrative teaching methods [Renau, 2023]. The main goal of interactive online services is to provide students with tools for learning foreign languages. Now, online services have enormous functionality, provide a wide range of capabilities, are easy and accessible to use, and are constantly evolving, adding new functions for training.

There are numerous platforms available for enhancing students' listening skills. Foreign language classes used the Wizer.me platform to create listening skills-development tasks [Afriliyanti et al., 2023; Septiana et al., 2023]. The main functions of the service are free. These include creating your own interactive activities, access to thousands of community worksheets, the one-click ability to give students access to the materials they need, and one-time classroom creation. On the main page of wizer.me, the worksheet creation section provides teachers with a variety of task creation functionalities. These include open question, multiple choice, blanks, filling in an image, matching, tables, sorting, answering in the form of a picture, tasks with text, tasks with description pictures, video tasks, and discussion. In each of the options, instructors can add an audio recording, which is a definite advantage for composing assignments. Additionally, the web service allows for the recording of the instructor's voice, which the task will then attach to.

We provided our experiment participants, 13 eighth-grade students, with three self-study lessons on the Wizer.me platform titled "Llamas," "City Transportation," and "Vacations." They completed these tasks at home using their mobile phones, which provided convenient access and flexibility in their learning environment. When interacting with the web service, we used exercises from the "pre-listening stage," "while listening stage," and "post-listening stage." We suggested that students participate in a survey and interview after the experimental part.

The purpose of the first-stage exercises was to introduce students to the topic of the proposed audio text, provide guidelines, and mention vocabulary from the audio recording. To achieve this, we implemented several functions. We assigned the students the tasks of comparing the Kazakh definition with the English one, filling in an image by selecting pictures based on the text's content, and then defining them. We asked the students to categorize the words in the audio text. We carefully selected audio texts that corresponded to the curriculum topic to prepare exercises for the "while-listening stage" and the "post-listening stage."

We uploaded the prepared audio recordings to Wizer.me and created a series of interactive exercises with the following functions based on the selected material:

1. Students answered a multiple-choice question after listening to the audio recording.

2. Based on the audio text they listened to, the students were required to fill in the blanks.

3. The students were required to connect two parts of audio recordings.

4. This task required students to fill in the blanks in the table based on the audio material they listened to.

Working with this web service led us to the conclusion that we could adapt most of its functions to work with audio recordings. The interactive tasks described above increased the interest and efficiency of the lesson. Monitoring the students' work and obtaining detailed information about completed exercises reflected the web service's use. However, the process of preparing assignments revealed that a web service can only partially adapt to the third "post-listening" stage. We can assess a general or detailed understanding of an audio text at this stage, but we cannot fully adapt tasks in a creative format. Therefore, we concluded that it is advisable to assign such tasks to students as independent homework and to discuss and assess them in face-to-face classes.

After implementing the Wizer.me platform to enhance students' listening skills, we conducted a survey and interviews with 13 participants. The results showed that the majority (92%) of students had a positive experience with the platform. However, 8% faced challenges due to intermittent internet connectivity. Additionally, 85% expressed their interest in continuing to use the platform for future learning activities.

We conducted structured interviews to gather insights into the perceived advantages and disadvantages of the wizer.me platform, as summarized below. According to both teachers and students' experiences, wizer.me offers the following advantages:

• Optimizing working time in foreign language lessons is crucial.

• Materials are accessible online in any condition and location, facilitating learning outside of traditional classroom settings.

• There are no restrictions on the number of users, which allows for scalability and accommodates varying group sizes or individual needs.

• Efficient organization and tracking of student work, enabling educators to monitor progress, provide timely feedback, and tailor instruction to accommodate different learning styles, preferences, and paces.

• Integration of multimedia elements such as videos, interactive activities, and images to enhance engagement and comprehension.

• Customizable features that enable educators to personalize learning experiences, create tailored assessments, and address specific learning objectives or standards effectively.

• Collaborative capabilities foster interaction and cooperation among students, foster a sense of community, facilitate peer learning opportunities, and effectively support individualized learning paths. The service gives developers the opportunity to publish their original worksheets in the public domain; this activates the exchange of ideas and helps find the optimal technical and visual solution to a specific educational problem. In other words, it represents a unique professional community of teachers creating innovative educational resources.

While the Wizer.me platform offers numerous benefits, it also presents certain disadvantages, including:

Users may encounter technical glitches or server downtimes, disrupting the learning process and causing frustration among both teachers and students.

Some users, particularly educators who are less tech-savvy, may require time to familiarize themselves with the platform's features and functionalities, leading to initial challenges in implementation.

Despite its interactive elements, wizer.me may not offer the same level of interactivity or immersion as in-person classroom activities, potentially impacting student engagement and motivation.

The platform's reliance on internet connectivity poses a challenge for users in areas with unreliable or limited internet access, hindering access to learning materials and activities.

While the basic features of wizer.me are free to use, access to premium features and resources may require a subscription fee, potentially limiting access for schools or educators with budget constraints.

Overall, while wizer.me offers valuable features and resources for online teaching and learning, users should be aware of these potential disadvantages and consider them when implementing the platform in educational settings.

In conclusion, the use of the Wizer.me platform for developing secondary school students' listening skills has proven to be effective and advantageous. By employing interactive online services like wizer.me, educators can optimize teaching time and provide accessible learning materials that transcend traditional classroom boundaries. The platform's versatility allows for scalability, efficient

organization, and tracking of student progress, while its integration of multimedia elements enhances engagement and comprehension. Moreover, the collaborative nature of Wizer.me fosters a community of educators who create innovative resources, enriching the learning experience. However, despite its benefits, wizer.me is not without drawbacks. Technical glitches, learning curve challenges, and internet dependency are among the potential hurdles that educators and students may face. Nonetheless, with careful consideration of these factors, Wizer.me remains a valuable tool for enhancing listening skills and facilitating interactive learning experiences in secondary education.

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PRACTICE OF MULTIMEDIA AND NETWORK IN ENGLISH LANGUAGE LEARNING

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The present commentary describes the use of multimedia technologies in teaching English. The paper investigates how multimedia influences the motivation and atmosphere of students and teachers in schools. The paper defines some important terms related to innovation, such as multimedia and networks, and will explain the use of multimedia technologies in language teaching.

The 21st century is both the age of information and advanced knowledge. Information technology's rapid development provides us with advanced multimedia

teaching tools. It is true that multimedia has many advantages in teaching English, such as providing additional information, saving time, and stimulating the imagination and creativity of students.

A single English teacher should no longer teach English in front of an audience, relying solely on a board, chalk, and tape recorder to meet the challenges and demands of the 21st century. The widespread use of multimedia technologies, along with the development of computers and information technologies, has opened up a new area of teaching English. People who are good at multimedia have no idea how to teach English, and some English teachers don't know much about multimedia.

Multimedia is the use of a computer to comprehensively display text, graphics, video, animation, and sound. We cannot ignore the term "learning a language through a computer" when discussing multimedia. Although the definition of a medium is simple, working with it is difficult. Media consists of various components: text, graphics, animation, sound, and video. These components can contribute to the study of textual material in a variety of ways. When learning English, you can use plain text or various typographic effects to highlight or explain. To get the reader's attention, teachers can use a different font size, color, and style of presentation of information; we must also emphasize a specific word or phrase. Let's look at it in a detailed way.

Graphic materials refer to images that do not involve movement, such as diagrams and photographic materials. According to Andrew Wright's book drawing for Language Learning, graphics stimulate interest and motivation, increase the ability to understand language, and provide a special reference object and subject [Wright, 2003]. Graphics play a very important role in the language-learning process.

Animation is considered to be a quick display of an image sequence of 2-D or 3-D drawings or pattern positions to create the illusion of movement. In simple terms, the scope ranges from a simple graph in motion to a detailed image with complex movements. Through animation, teachers can highlight important points of knowledge and increase the motivation of students [Wangan, 2004].

The term "sound" refers to speech, music, or any other sound that computers store and play. It offers numerous advantages over a tape recorder. In multimedia, teachers can use bright and fruitful sounds to help students learn English. A video is a visible part of a television program that broadcasts visual images of stationary or moving objects. Compared to animation, video can provide vivid information.

Most English teachers in traditional classrooms are accustomed to using basic tools like a blackboard, chalk, tape recorder, and so on. For readers to gain a deeper understanding of the role of multimedia in English teaching, it is crucial to depict the typical classroom scenario using a multimedia computer. They are:

1. MPC (multimedia personal computer);

2. Use a VCD player, a DVD video disc, or a digital video disc.

3. Hi-Fi amplifier and speaker system;

4. Ceiling projector/slide projector;

5. Screen or curtain;

6. Projection apparatus;

7. The Internet connection;

8. The tape recorder;

In some classes at my school, there is only a blackboard and a tape recorder. Some schools, however, have interactive boards and computers equipped with Internet access, enabling students to conduct Google searches and display the results for the entire class. In my own lessons, I try to use an interactive board to show the whole class interesting videos and discuss them with students. However, my school rarely has interactive boards, so I don't always utilize them. However, once a week, I manage to be in these classrooms, and it's convenient for me and my students to add to what I've written. I use websites like BritishCouncil.org and TedTalk videos, and for games, I use Bamboozle. Sometimes we read poems and sing modern songs with lyrics.

Numerous studies have shown that many students get tired of traditional English lessons and are interested in learning a new style. They have a positive attitude towards the computer technologies used in the lessons, and these technologies truly have a positive impact, as multimedia teaching offers numerous advantages over traditional English teaching methods. As the renowned scientist Albert Einstein once stated, curiosity serves as the most effective teacher. People have long viewed curiosity as the most effective tool for acquiring knowledge. According to traditional teaching methods, teachers tell the story with chalk from start to finish. Such a monotonous approach to learning can lead students to lose interest and even become fatigued. Leo Tolstoy said, "Successful learning consists not in coercion but in stimulating the student's desires» (Tolstoy, 2008, p. 212). In other words, no matter how carefully the teacher speaks, the result will remain inconclusive if the student lacks interest or desire in the subject being taught. Therefore, teachers should try to interest students in any topic in the field of education to attract students with their passion and enthusiasm for learning.

The use of multimedia facilitates students' transition from traditional passive learning to an active state of independent learning. For example, after class, teachers can select suitable electronic work options from a multimedia textbook. This allows students to engage in extracurricular activities, send electronic messages to the teacher, and receive a response via email. Through a multimedia network, students can not only see learning results in a short time, but also increase interest in self-learning.

Through multimedia learning, we can create real-life classroom scenes. This not only shortens the distance between teaching and practice, but it also allows

students to use English to communicate, satisfies their interest in psychology, and encourages the expression of desire. With the help of a small mouse, teachers can not only interest students in English, but also expand their access to information.

But it has disadvantages too. Unfortunately, the advantages of multimedia technology can lead to some teachers becoming overly dependent on it. They find it difficult to demonstrate their enthusiasm and creativity in the classroom. In a sense, they transform the multimedia classroom into a theatrical setting, and what they perform in the classroom amounts to nothing more than a new generation of button presses. Without a doubt, the lack of creativity and enthusiasm makes no sense in multimedia learning. Multimedia itself is not responsible for the form and development of the teacher's daily work in multimedia teaching. Due to the teacher's lack of enthusiasm and creativity and his dependence on multimedia technology, teachers act as the only informers for students. Under a traditional teaching method, students still do not have the opportunity to think passively about content, think critically, and think creatively about the teacher's lecture. We must keep in mind that in a multimedia classroom environment, education is about teaching and learning, and multimedia is the only tool for teaching.

People are increasingly using media and networks to learn English. This technology is more effective in promoting English learning and communication, as it not only provides adequate input but also encourages English learners to interact in English through media and networking. With this technology, English learners can perform various activities that will improve language learning and communication.

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CULTIVATING MOTIVATION
IN ENGLISH LANGUAGE LEARNING

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Motivation is a central theme in education. At the same time, this is one of the most pressing topics. Every teacher has probably asked himself this question: how can I motivate my students? Motivation is vital in language learning. One of the most difficult aspects of teaching is how to motivate a language student.

The secret is identifying the students' motivation and then making the lesson relevant and enjoyable. Motivation is "a complex human construct that has long posed difficulties for those who attempt to understand and explain it" [Anjomshoa and Sadighi, 2015].

People have several different reasons to learn a foreign language; people often learn a language for practical reasons while others have a particular love for the language and its people. Language teachers are often very aware [Seven, 2020] of the career benefits that language proficiency can offer, but learning the language is just an abstract undertaking needed for an academic degree for many language learners. Motivation and management of our behavior are necessary for effective learning. The purpose of learning is to find and apply the most effective way. If a teacher has a strong methodology and motivation, he will achieve his goal. The primary duty of the teacher is to give his students adequate encouragement. People do not learn a subject with their brains alone; other factors are also involved. Motivational factors make the learner more receptive to new information. Students do not learn in the same way. Different students learn in different ways; some students learn by listening, some by writing, and some by actively speaking. If a teacher adopts the same method for all students, then some students will not be able to learn anything. To keep students interested in learning, students must be motivated by the teacher.

Creating a motivational atmosphere in English classes is crucial for fostering a positive and engaging learning environment. Such an environment not only enhances language acquisition but also instills a love for the English language. This article discusses key strategies for creating a motivational atmosphere in English lessons. English language classes are not just about learning grammar rules and vocabulary; they are an opportunity to immerse students in the richness of language and culture. To make this journey truly impactful, educators must focus on creating a motivational atmosphere that inspires students to actively participate in their language learning adventure.

Real-life relevance: one of the cornerstones of a motivational English class is establishing the real-life relevance of language skills. Connect language lessons to practical scenarios, such as travel, work, or social interactions. This helps students see the immediate applicability of what they are learning.

Interactive and communicative approach: Encourage an interactive and communicative approach to language learning. Incorporating activities that require students to use English meaningfully, such as using role-playing games, debates, and discussions in your high school lessons, not only improves your high school students'

language skills but also increases confidence in using the language in different life situations.

Variety of materials: Add variety to your learning materials. Before each lesson, as a teacher-researcher, I study literature, articles, videos, and multimedia that correspond to the various interests and levels of training of both teacher and students. This ensures that lessons are interesting and cater to students' varied preferences and help them further improve.

Technology Integration: Use technology as a tool to enhance learning. Today, there are a variety of electronic format applications. Including these language learning apps, online platforms, and multimedia resources - not only adds dynamism to lessons but also matches the tech-savvy nature of modern students, which is very important in our modern world.

Cultural celebration: Celebrate the cultural diversity embedded in the English language. Studying fiction and journalistic literature, traditions, and customs of different English-speaking countries, which will further help enrich the language being studied, in this case the English language, and will help promote an understanding of global perspectives. As an English teacher, I try to instill interest in the language through its culture.

Creative expression: encourage creative expression through activities like creative writing, storytelling, and artistic projects. Allow students to express themselves in English, fostering a sense of ownership and creativity.

Positive reinforcement: implement positive reinforcement strategies. Recognize and praise efforts, participation, and achievements. Positive feedback goes a long way in boosting students' confidence and motivation.

Popular culture integration: integrate elements of popular culture into lessons. Incorporate music, movies, and current events, making language learning not only educational but also culturally relevant and enjoyable.

All these suggestions may or should create motivation in the classroom. If a student has the desire to learn, it may imply at some point in time that the student is receptive to learning. A student may be motivated to learn by an idea, emotion, or physical need. If a student does not want to learn, it is unlikely that learning will occur. Sometimes physical motives may stimulate a person or student to learn. Student's beliefs and behaviors might be major targets of teaching and at the same time, they affect the probability that change will occur. It is common sense that motivation is largely a product of learners' learning experiences. Learner's beliefs can be powerful motivators and they may be influenced by families and teachers. A student should believe that whoever studies hard can succeed. However, motivation may be the only key to obtaining good grades and to prevent failure. Education may often involve changing attitudes and values that are not altered by simple teaching of facts. Therefore, the teacher should give attention to ideas or beliefs that motivate

a person to learn and should apply the motivation factor to the teaching plan [Brown, 1987].

This overview has demonstrated that the motivational quality of the classroom environment is made up of several varied ingredients. The inherent complexity of instructed L2 learning environments, and the uncontrollable number of factors affecting a student's motivation across different levels and different points in time, means that there is no one single recipe that will invariably lead to success. The development of a successful motivational teaching practice should begin with the development of an awareness of the vast repertoire of techniques that are at a teacher's disposal before a choice is made to identify specific techniques, based on the specific needs of a specific classroom learning environment. There is only one thing that should surely not be attempted, that is, to try to apply all the techniques at the same time. Such a perfect recipe for teacher burnout should rather be superseded by a focus on quality rather than quantity and a recognition of the fact that some of the most motivating teachers often rely on only a few well-selected basic techniques.

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PRE-SERVICE ENGLISH LANGUAGE TEACHERS' RESEARCH COMPETENCIES TO ENGAGE THE WORLD

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Current technological advances, an increase in the number of scientific publications associated with international cooperation expansion, and the integration of Kazakhstan universities into the global educational space, together with new challenges in the field of scientific communication, have caused significant changes in higher education in Kazakhstan.

Today, higher education's goals are to stimulate students' creativity and assist them in acquiring and forming their own knowledge and ideas about the world. To successfully meet these new targets, educators and policymakers in education should remember that learners are no longer passive receivers of information.

Employers' demands for graduates' professional competencies and universities' focus on training pre-service teachers demonstrating high academic achievements and success in research activities have become main reasons for attracting global attention to research-based learning (V. I. Marín, L. Wessels, J. Rueß, C. Gess, W. Deicke, M. Ziegler, etc.) and integration of research (H. Walkington, A. L. Griffin, L. Keys-Mathews, S. K. Metoyer, W. E. Miller, R. Baker, D. France, etc.) into education.

The above-mentioned studies and other researchers claim that the goal of integrating research-based learning (RBL) is to promote students' research capacity in order to prepare them for future graduate studies and professional lives. J. Noguez and L. Neri recognize the critical role played by research-based learning and the significance of involving undergraduate students in professional research activities early in their career and curriculum [Noguez and Neri, 2019, p. 1283].

Rapid changes in scientific knowledge necessitate the training of highly qualified specialists, including both in-service and pre-service teachers. These specialists will need to learn professional skills like content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational ends, purposes, and values [Bardakci and Ünaldi, 2021, p. 123]. They will also need to be able to do research on their own.

Despite the fact that research competencies have become essential skills in the 21st century, few studies (A. Brew, C. Saunders) have considered integrating research-based learning into teacher education. To our knowledge, no recent studies in Kazakhstan have specifically investigated the issue of developing pre-service English language teachers' research skills and competencies. This is a field in which there is little existing research. Providing meaningful recommendations to the university teaching staff, who engage in English language teacher education and are responsible for training pre-service EL teachers, is one of the major topics to investigate in the field of higher foreign language education in Kazakhstan.

The Professional Standard «Teacher» outlines and specifies the professional requirements for in-service teachers in the Kazakhstani educational context. This official document expects in-service teachers to demonstrate professional skills and competences by managing personal development and professional growth, reflecting on teaching practices, participating in research, conducting assessment and analysis, striving for leadership, spreading effective pedagogical experience, and providing professional support to the teaching community.

We need to constantly review and upgrade the professional competences of in-service and pre-service teachers to meet the requirements of renewed primary and secondary education.

Moreover, the introduction of new educational programs and curricula in Kazakhstan's pedagogical universities, under the ITE Model Implementation and

Strengthening of its Content project, has gradually broadened this field. These new strategies emphasize the development of pre-service teachers' research skills, enabling them to become practitioners who constantly reflect and evaluate not only their own practices but also those of their schools and teaching community, thereby significantly contributing to the development of the educational sector in Kazakhstan.

As a result, the importance of developing the research competencies of a young specialist (a pre-service English language teacher) in the 21st century is undeniable. As university students, engaging in research will allow them to acquire skills necessary for further professional development through participation in international contests. It will enable students to carry out non-standard creative work and organize personal start-ups.

Therefore, mastering research skills is crucial for boosting productivity and personal effectiveness in the modern world.

The imperative of the time suggests that pedagogical universities in Kazakhstan should become an area with a better integration of teaching and research, thus promoting an effective community of research-based learning, constituting all conditions for in-service English language teachers' preparation as future researchers.

In conclusion, students can only successfully transition from the theoretical acquisition of knowledge to the practical development of research competences under the competent, methodologically organized guidance of their research activities.

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COMMUNICATIVE LANGUAGE TEACHING (CLT) - A CRITICAL PERSPECTIVE TO ITS EFFECTIVENESS IN THE LANGUAGE CLASSROOM

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Among the numerous approaches and methods in second and foreign language teaching, only a significant number stands outs to meet the modern learner's needs. Perusing critically at an overview of instructional methods for more effective language classrooms with a focus on the productive skills – speaking and writing and receptive skills - listening and reading, learners need to be taught based on research-based strategies and develop while the instructor observes differentiated instruction and assessment to meet the needs of diverse learners. The goal of this article is to focus on the most effective language teaching method in the context of English as a Foreign Language (EFL) teaching. This article is based on the typical language classroom situation seen in Kazakhstan and the challenges therein. Consequently, proposing the CLT as the trend-setting approach in meeting these challenges.

The Kazakhstani Context

Kazakhstan is blessed with a multilingual environment which is championed by Russian language. This suggests that in a typical English language learning classroom there would have a diversity of learners. Furthermore, English being introduced through the trilingual policy in 2010 opened a new door for English as a Foreign Language (EFL). One could argue that it was practical to have English as part of the language policy along with Kazakh and Russian because it is the medium of instruction in many universities across the globe coupled with the fact that most academic resources and research papers are in English.

Generally, an EFL environment is one that the learning situation comprises of learners learning English for the purpose of using it with any other English speaker in the real world. The Kazakhstani scenario presents a unique scenario because building language teaching classrooms for its English learners, a foreign yet

practical approach was needed. The adoption of the grammar translation method which is "a method of foreign or second language teaching . . . makes use of translation and grammar study as the main teaching and learning activities" (Richards and Schmidt, 2002, p. 231). The Kazakhstani English teaching classrooms used this classical method because it worked. But was it sustainable? Is it capable of meeting the skill development needs of the learners of today?

It soon became evident that there is need for a new and sustainable way as the needs of the 21st century language learner showed the inadequacies of rote memorization of grammar rules compared to being able to use English language both in thinking and communicative competence. One thing we can all agree on is that for a language to thrive and be sustainable, it needs an effective approach or method of dispensation and use among its' learners. This is where the Communicative Language Teaching method comes in to play a vital role.

The Pedagogical Implications
The Grammar Translation Method (GMT)

Since in most English language classrooms, the grammar translation method prevailed, it is vital to explore succinctly how this method is used. There are a set of principles involved in the grammar-translation method. Benati (2018) highlights these guiding principles as follows:

● By all means, teachers must maintain a position of authority because their role is to transmit knowledge. In other words, they are the arbiter of what is right and wrong. In doing this, the medium of instruction is the learner's native language. Little or no teaching is done in the target language and thus it is relegated to the background. This type of classroom set up is teacher centered.

● It is a must for learners to be able to read the written literature in the target language; they need to learn all the important vocabulary and grammar. Additionally, the learners play a passive role and there is hardly any learner-learner interaction.

● Reading and Writing is superior to spoken language. Thus, the major goal of teaching is the augmentation the learner's ability to read, write, and translate from and to the target language. The priority for the learners is not to be able to communicate in the target language. Rather the attention is directed to the ability to translate and not the content of the text.

● Accuracy is key not fluency. Using explicit extensive and elaborated teaching of grammatical rules, the grammar is taught systematically. The learners need to develop a conscious and explicit representation of the language, then, they can apply this ability in the production of sentences through translation from one language to the other. The main assumption here is that a target language is learned through the deduction of the grammatical properties.

● Vocabulary memorization in the form of separate word lists is carried out by learners

The translation from native language to target language is used to learn vocabulary.

Categorically, this demonstrates how English language learning takes place in a typical Kazakhstani language learning classroom - especially when it is not taught by a foreigner. The everyday classroom situation thus, ranges from reading and translating literary texts or passages, reading with comprehension questions, deducing grammatical practice, fill in the blank exercises, memorization tasks to composition writing.

The critique here is that can this method produce language users who can function fluently to meet the needs of our time. Can this method give the assurance of real engagement in using the language? Can this method allow for true interaction synonymous with real life situations where the learners are supposed to function in all varieties of the English language contexts?

The Communicative Language Teaching (CLT)

Today, English language learners are no longer passive. Savginon (1991) sees them as active participants in the negotiation of meaning (p. 261). Further clarifying, he shows that "schemata, expectancies, and top-down/bottom-up processing are among the terms now used to capture the necessarily complex, interactive nature of this negotiation." (p. 261). This clearly aligns with the 21st century English language learner who believes that language learning opens the door for communication as "negotiation of meaning" in EFL research (Kumaravadivelu, 2006).

An EFL classroom, therefore, exists for the purpose communication and fostering the skills needed to engage in real life communication – receptive and productive. With the grammar translation method, the question of whether the learners have communicative competence is obvious because for participation in English language communication learners not only need grammatical competence but need to be pragmatically competent. The inadequacy of these skills can be seen with this model of language teaching and learning. Hence, which other method can serve as a more effective substitute?

What does the CLT involve? Besides the use of innovative classroom activities (such as games, role plays, and scenarios) and aiming at creating and sustaining learner motivation, the CLT was built of three essential elements - authenticity, acceptability, and adaptability without which CLT cannot be implemented in the classroom (Kumaravadivelu, 2006).

First, by authenticity, the CLT practice promotes real engagement with meaningful negotiation, interpretation, and expression in the language classroom. Thus, reverberating with authentic communication that characterizes interaction in the outside world. Second, by acceptability, CLT marks a revolutionary step in the

chronicles of language teaching. Lastly, by adaptability, is meant the observation that the principles and practices of CLT can be adapted to suit various contexts of language teaching across the world and across time. (Kumaravadivelu, 2006). A plan for designing an appropriate methodology, a modified CLT that is sensitive to different sociocultural demands is suggested by Kumaravadivelu (2006), as he takes a queue from other scholars and identifies five components of a communicative curriculum slated for the 21st century while envisaging assertively that research will continue to be explored and adapted on CLT.

Further Studies

This article reflects a series of observations made in an eight-year span across various classroom set ups in Kazakhstan. It presents a comprehensive starting point but there is room for further exploration. It would be valuable to do deductive data building in English language learning classrooms to build a holistic picture. This can be done with actual qualitative data collection to better reflect the limitations of the grammar translation method in being sustainable towards meeting the needs of the 21st century language learner needs. Furthermore, this would allow for constant customization of the curriculum and teaching strategies required for flexibility in meeting authentic needs of English language learners in Kazakhstan and beyond. Language classroom stakeholders should seek the outcome of such studies for collaborations that enable language teachers and learners to create learning opportunities for students that fit the need. These learning opportunities give learners the opportunity to target 21st century skills and lifelong learning. All in all, more research is needed to better understand how teachers can adapt to the new circumstances and how the language curriculum can be customized.

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PECULIARITIES OF TEACHING CHILDREN
WITH HEARING IMPAIRMENT

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"In order to be easy to live with every person,
think about what connects you,
not about what disconnects you from him".
L.N. Tolstoy

Inclusive education provides not only the inclusion of persons with disabilities in the educational process but also the restructuring of the entire educational process to ensure the special educational needs of these categories of students and the formation of professional competencies at the level of international quality standards.

A unique corrective and developmental environment educates children with SEN, ensuring they have the same opportunities and conditions as other children to meet special educational standards, receive treatment and recovery, grow up, correct developmental disorders, and learn how to blend in with their peers.

One of the conditions for the correct organization of the educational process is knowledge of the complex structure of the defect and understanding that deviations in development, called primary defects, are amenable to correction. Therefore, there is a need for a deep study of the characteristics of students. Understanding their characteristics enables you to assign general pedagogical and correctional tasks in education, allowing for organic solutions. This is the main feature of education for children with disabilities.

Our college fully implements the program for persons with SEN studying in the specialty "Decorative and Applied Arts and Folk Crafts," mainly children with hearing impairments.

When teaching students with hearing impairment, there are often certain difficulties associated with the peculiarities of their development and psycho-physiological capabilities: a large load is on the work of the visual channel, resulting in rapid fatigue and loss of attention. Their skills in independent work are underdeveloped, and their limited understanding of oral speech significantly hinders their cognitive activity, memory, and thinking. They struggle to analyze and synthesize the material they perceive, manipulate images, and compare newly learned material with previously studied material. However, we must remember that a person's value does not depend on his abilities and achievements, and it is necessary to provide assistance and support to students with SEN for social adaptation and more successful learning [Suslova, 2013].

The task before us is to prepare a well-rounded person capable of navigating modern society. We place equal importance on the teaching of mathematics and the correction and development of cognitive activity.

To complete these tasks, the teacher should first familiarize himself or herself with each child's personal file with SEN.

The teacher's main activity is not during the lesson but rather in the preparation process. It is necessary to consider all of these children's peculiarities. It is important to choose the right place to sit; it should be clearly visible to the teacher and classmates. The lesson plan allocates a special column for the activities of students with disabilities. The learning process should not isolate students; they should actively participate in the class's work. It is not necessary to change the program or simplify the task; they should have a certain degree of complexity.

The teacher working in inclusive education with hearing-impaired students should take into account the following features of the organization of their learning process: (1) slower speed of performance of individual movements compared to hearing students; (2) in general, a slower pace of activity; and (3) relative slowness of mastering motor skills.

The existing features of auditory perception in hearing impaired students suggest the use of visual perception in educational activities; it is necessary to place a great emphasis on visualization. It is advisable to use presentations, schemes, drawings, models, and tests. For the best memorization of new terms, where possible, use the technique of translation in video education (audio and video material). The integration of information and computer technologies into mathematics lessons enables effective memorization [Abylkasymova A. et al., 2014].

In my lessons, I try to take these features into account, so the visual material prevails. I try to divide the topic into small parts; I break it up into blocks. I try to record each stage of the lesson, focusing the attention of students with disabilities on what we have already done and what we still have to do. This method is very convenient: it first modifies the type of activity, and secondly, it immediately highlights any areas that students may not understand, allowing them to revisit this block.

I would like to go into more detail about individual itineraries, or instruction cards, which I often use in my classes when working with students with SEN. I carefully select the material for the route sheets, ensuring it is accessible, concise, and engaging. The material is briefly explained. Next, the tasks of reinforcement begin, transitioning from simple to false in a gradual and smooth manner. If feasible, we devise an algorithm that executes the task using a comprehensive example. Even in our classes with students, we make mind maps for each section, gradually adding new information.

Due to the visualization of information, the method of mind maps allows students to: (1) form regulatory (organizational), communicative, and cognitive universal learning actions; (2) increase working capacity and efficiency of learning;

(3) improve the quality of learning; (4) form orthographic skills; (5) enrich vocabulary; (6) increase the level of drawing skills.

As stated above, the education of children with disabilities is one of the state's primary responsibilities. It is necessary to strive to create an inclusive society in which everyone is equal and has equal opportunities. Therefore, the task of teachers is to give this opportunity to each child, regardless of his needs, to fully realize his potential, benefit society, and become a full member of it.

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OTC EXPERIENCE: NEW VISION FOR A LANGUAGE TEACHER

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This paper offers to consider the author's opinion as an English teacher about the professional training course completed: **Future English Teacher Development Programme** offered by the British Council on the **Online Teacher Community platform** from January to March 2024.

I. Speaking briefly about some of **my main observations about my learning and development in this programme**, I would outline my main observations are as follows.

Firstly, Kazakhstani English language teaching community is still developing. This development results in more and more aware, conscious English language teachers, striving to make their teaching more productive, supportive, effective and practice-oriented.

Secondly, my learning in the OTC programme has helped me realize and perceive my teaching as the right one (*although I do understand how funny and presumptuously it may sound to the reader*) because the methods, techniques, approaches (which were outlined, described, discussed and taught within these 3

modules) are the ones I do apply in my routine teaching process. Therefore, I can see my further professional movement as good and effective. That is really motivating.

II.   Concerning my **further development as a language teacher** it should be noted that I would involve more Artificial Intelligence practice to improve my teaching and get my learners more focused on language learning.

III. Thinking about the **activities and ideas reflected in my five reflective journals**, I should state that some have worked well and some of them have not turned so effective as I have expected them to be.

Module 1 has helped me understand more about **motivation in my classroom**. I have thought much about the qualities of a motivational teacher and the benefits of having motivated learners in the classroom. As far as I see there is no limit for self-perfection and to be a motivational teacher brings more motivated learners. *Now I see my MA learners as more motivated in their learning process (the Module of Academic Writing) than they have been before.*

To create a motivational classroom environment seems to be of great importance, indeed. It will benefit both to me and my learners now and then. I have used many of strategies to improve motivation in the classroom and I see the positive outcomes. That is motivating for me as a language teacher!

I have always collected feedback from learners within the learning process and afterwards. However, I have not been quite sure of their answers to be honest, indeed. Anyway, I do realize the significance of collecting their feedbacks as it always shows me **the advantages and disadvantages of my teaching**.

Module 2 has introduced me into **learning technologies**. I have also explored the advantages and challenges of using learning technologies in my teaching practice and evaluated some example activities showing how different technologies can be used in the classroom.

I have been novice to some key terms and abbreviations related to learning technology integration though I have always used them in my practice and named them differently. For this case there is a perfect Russian proverb corresponding the English one: *Live and Learn*.

Now I am satisfied with my after-course understanding some of the different contexts for learning technology integration and understanding some of the challenges of using learning technologies in the classroom.

I believe there is **no NEW information** (for me, at least) about the advantages of using technology in teaching and learning and the relationship between digital literacy and language learning. I believe most Kazakhstani EL teachers in our Kazakhstani English language teaching community are aware of them and know how to differentiate them in their teaching practice.

Module 3 related to engaging with **assessment for learning** has shown how to apply some learning strategies in my context. However, it **has not been** quite new to me, I dare say. Any teacher (or quite experienced teachers) can explain the principles of effective questioning and using effective feedback strategies. Anyway, it is always useful to remind about and remember for future.

What I liked most of all about Module 3 is the discussion about developing my learners' self- and peer assessment skills. There are some methods of applying it in my routing teaching. As for further showing how to apply assessment for learning strategies in my context I should say that I was glad to share it within our final ZOOM meeting with **our facilitator Olessya Vodopyanova** and other participants of our KZ Cohort 6. Some of **my** strategies were approved by my colleagues as smart and inventive (or tricky to a certain extent).

Conclusion. There was a question 'What did you change as a result of this OTC programme?' To be honest, not that much as I have already mentioned that I realize and perceive my teaching as **the right teaching** because the methods, techniques, approaches (which were outlined, described, discussed and taught within 3 modules) are the ones I do apply in my routine teaching process. I would like to express my gratitude to all BC facilitators and the course developers for having provided a good opportunity to self-CPD and overall CPD teaching growth.

HOW DOES THE USE OF INTERACTIVE METHODS CONTRIBUTE TO THE DEVELOPMENT OF STUDENTS' RESEARCH SKILLS?

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The dynamism of changes taking place in the modern world has necessitated a rethinking of the fundamental principles of the functioning of the world's education systems. In a rapidly changing world, the first key question for education policy makers, schools in general, and teachers in particular is: "What should students learn in the 21st century?" The second, no less significant question is: "How will teachers prepare students for the 21st century?" [Oriji and Nnadieze, 2023].

The second issue focuses on the renewed content of education, emphasizing the need for students to "learn to learn" and develop into independent, motivated,

interested, confident, responsible, and intellectually developed individuals. We will realize these qualities by implementing teaching and learning strategies that aim to develop high-level thinking skills. All levels of schooling and all subjects require the development and enhancement of these skills.

Within the lesson study framework, we implemented individual learning to achieve stable results in English, Russian, and Kazakh language lessons. While this approach undoubtedly yields good exam results, it can also lead to a monotonous learning process. Our observations revealed a decrease in student motivation and active participation during the lesson.

At the start of our practice study, we conducted a questionnaire survey of students. After processing the data, we got the following result: 10% of students preferred to work individually, 34% preferred to work in pairs, and 56% preferred to work in groups.

After receiving feedback from our students and analyzing our activities, we thought about the question of how to change our practice to activate students' activities in the classroom and continue to develop their high-level thinking. We used the "Wheel of Needs" methodology to identify professional needs (Figure 1).

Figure 1. Wheel of Needs Methodology

After evaluating these parameters, we concluded that planning skills, knowledge of new techniques, and collaboration among teachers need improvement in our practice.

After receiving the results of the Wheel of Needs methodology, we pondered the question: How effective is our teaching methodology? In the modern educational process, academic standards have significantly shifted over the last decade towards the formation of higher order thinking skills in students. Consequently, we understand higher order thinking skills as a style of thinking that enables a student to gather necessary information, analyze and synthesize it, draw logical conclusions, construct evidence, critically process facts, and competently present the results of completed research [Kwangmuang P. et al., 2021]. We came to the realization that we should give our students more autonomy to help them self-educate, analyze

information to find the best solution to a problem, and form their own opinions based on specific facts. Interactive teaching methods can achieve all these goals.

We have studied the following works: "Psychology of Critical Thinking" by D. Halper (2021), the methodological manual "Pedagogical Teaching Technologies: Experience, Innovations, and Implementation," and the methodological recommendations "Interactive Methods, Forms, and Means of Teaching." These manuals outline a variety of interactive teaching methods, but we believe that the most effective ones for the systematic development of students' research skills are group discussions, debates, the PRES formula, and watching and discussing educational films and videos. We decided to incorporate these methods into our lessons during the practice research phase.

Since, the research on the set problem is based on a series of consecutive lessons, we decided to use the problem method of teaching, the interactive technique "PRES formula" [Fakhritdinovna, 2023], and the form of group and individual learning in these lessons. In the 8th grade, we taught a lesson on "Entertainment and Media." We formulated the lesson topic in the form of a problem question: "Why does the media play a big role in human life today?" (Problem method). When implementing the problem method in the lesson, it is possible to develop such research actions as hypothesis formulation, argument selection, and conclusion formulation.

To achieve the learning objective (8.4.3.1: participate in a speech situation, discuss information on a given topic, observe speech norms) at the end of the lesson, students worked in groups with the speech clichés of the formula. Its components allowed students to formulate a detailed response to the lesson's problematic question. For 8th grade students, we adapted a light version of the formula (Table 1).

Table 1 – PRES-Formula adapted for 8-grade students

P–Position	«I think that…»
R–Reason	«Because... »
E–Explanation or examples	«For example... »
S–Summary	«Thus... »

At the first lesson, students found it difficult to formulate their answers orally and used rough notes. We noted that in each group, pupils incorrectly used the proposed cliches and made inaccurate formulations of their positions. This is a typical mistake of elementary school pupils, as at this age, arbitrary memory is underdeveloped. Arbitrary memory is a conscious process that implies conscious goal setting and the application of certain efforts to achieve the result. To develop

this type of memory, systematic repetition and working on mistakes are necessary. Students saw and realized their mistake while receiving feedback.

To reinforce research skills such as hypothesizing, selecting arguments, and formulating a conclusion, we used the formulaic PRES technique when studying the next unit, "Sport and Health." The unit's study also began with the objective 8.6.3.1 (to participate in a speech situation, discuss information on a given topic, and observe speech norms). The lesson's theme was also formulated in the form of a problem question, "Why is it believed that laughter is the best medicine?" but this time the question was a discussion one. Pupils could choose a position, select justifications, and formulate a conclusion, but only at the challenge stage. In this lesson, the form of work was individual, and students had to use the PRES formula at the challenge stage. Thus, in this lesson, students developed research skills: the ability to think in the context of the topic under study, draw their own conclusions, and publicly defend their own point of view.

I would like to note that students' opinions were divided: some believed that laughter is the best medicine—this is fiction, while others believed it to be reality. In feedback, 100% of students noted that they were interested in performing tasks in which the question has an ambiguous answer but gives the right to choose. The PRES form assists them in formulating their answers.

During the practice research, we proposed the hypothesis that applying the Formula PRES form would enhance students' research skills. In methodological literature, this technique is considered a way of providing feedback in the lesson, a method of organizing reflection, and a method of processing and presenting information. However, we observed that you can apply this technique at any point during the lesson. Providing students with a problem question beforehand effectively enhances their knowledge and stimulates their thinking activities. The PRES formula allows to express both agreement and disagreement with a topic. Therefore, both sides can use it in arguments to alternately express affirming and refuting opinions. This unusual technique allows you to check the level of students' knowledge at different stages of studying the topic: (1) when actualizing existing knowledge;(2) when revisiting the previously studied topic; (3) when verbally reviewing homework; (4) when writing an essay; and (5) when creating a collective project covering one or several topics.

Pupils provide feedback in the form of PRES-formula, demonstrate their ability to formulate the text's problem, and give examples and arguments. Moreover, students started to use this formula when performing tasks in different skills: listening, speaking, reading, and writing. In other words, it is universal for developing research skills in any Russian language class.

The positive point is, first, that the PRES formula helps to build a clear and reasoned answer, which contains both the student's opinion and objective facts. It's no secret that for most students, even in primary school, it is difficult to formulate

an oral or written statement without relying on ready-made algorithms. Many people need just such algorithms. They provide an opportunity to learn how to build a detailed statement with a clearly stated position; arguments are presented that are correctly formulated and illustrated; and the conclusion confirms the correctness of the proposed judgment. At the same time, the student does not have the opportunity to pronounce empty phrases and streamlined expressions, which is a typical mistake. In this sense, the PRES formula is one of the means of developing analysis and reasoned expression of thoughts.

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THE TRANSFORMATIVE POWER OF STORYTELLING: UNVEILING INNOVATIONS IN EDUCATION THROUGH NARRATIVE

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Currently, storytelling technology is a widely used innovation in modern education, demonstrating its effectiveness. The term "storytelling" originated in David Armstrong's 1992 book, advocating managing employees through relatable narratives, and linking theory with practical stories for improved company performance and personnel training. The incorporation of storytelling into pedagogy predates our era, dating back to the time of Aristotle, and serves as a natural mode of communication from early childhood.

Many scholars agree that human cognition relies on stories for navigating the world. The brain processes, retains, and recalls information through narrative structures, which are crucial for analytical thinking. Narrative is integral to cultural transmission, scientific research, and educational methodologies. According to Baker [2003], people perceive narratives as a tool not only for entertainment but also

for teaching reading and language skills, preserving cultural folklore, and instilling moral values among individuals [Baker, 2003]. Baker (2003) and Fiona (2006) assert that stories enhance individuals' capacity to convey themes, enabling them to comprehend both real and imagined worlds [Gordon, 2003].

The main goal of using narrative techniques in the classroom is to build emotional connections that get students involved in the learning process, keep their attention, and help them remember things by strategically emphasizing important parts. We can describe the application of storytelling as a pedagogical technology, a comprehensive toolkit that achieves educational objectives by systematically and consistently implementing a preconceived instructional approach. This technological approach improves information absorption by enhancing the narrative material with substantial semantic content, potent emotional reinforcement, and robust associative connections.

Ray Blaine introduced storytelling as an instructional approach at the close of the 20th century. Blaine, a former Spanish educator in the United States, posited storytelling as an extension of the Total Physical Response (TPR) method put forth by James Asher in the 1960s and 1970s. TPR involves active engagement through physical movements and gestures, fostering psychomotor connections between words and gestures to enhance comprehension of a foreign language. Blaine augmented the TPR acronym by adding the letter S, which signifies storytelling. Consequently, Blaine coined the method "Language Proficiency Training through Reading and Storytelling" [Blaine & Contee, 2003, p. 159]. According to Blaine, the implementation of storytelling should emphasize high interactivity, involving collaborative efforts between the teacher and the students in co-creating a narrative based on a pre-existing framework. The teacher develops a plot outline, presenting the main plot points to the students for discussion. Students, in turn, supplement the plan with essential details and events. The narrative should maintain a moderate level of complexity and brevity. Typically, the story introduces a challenge at its onset, prompting the main character to overcome it. Throughout the narrative, the protagonist navigates various settings, interacts with new characters, and explores diverse solutions to resolve the situation. In this context, the primary goal of employing storytelling is to establish conditions conducive to the repeated use of vocabulary in speech, thereby enhancing the efficacy of memorization [Blaine & Contee, 2003, p. 30].

In 2012, Farida investigated focusing on the development and implementation of interactive instructional materials for teaching spoken narrative texts based on Indonesian folktales [Farida, 2012]. The study's primary objective was to create interactive teaching resources by incorporating Indonesian folktales and assessing their applicability in instructing junior high school students on spoken narrative texts. Employing a research and development (R&D) approach, the study aimed to design and evaluate the effectiveness of the instructional product. Data collection

methods included observation, interviews, questionnaires, and tests. The initial stages of the research utilized observation and interviews to discern the needs of both students and teachers, as well as obtaining insights into students' perceptions of the product's implementation and its impact on classroom teaching and learning activities. The researchers employed questionnaires to solicit expert evaluations of the preliminary product's design and administered tests to assess students' performance in producing spoken narratives derived from Indonesian folktales. The findings indicated a demand for interactive materials among teachers and students to enhance the effectiveness of teaching and learning activities. The study demonstrated successful implementation of the product in the classroom, as evidenced by students receiving passing grades in both listening and speaking tests. Furthermore, students acknowledged the effectiveness and utility of the product in facilitating English language learning, while teachers expressed positive views on its suitability for classroom use. In conclusion, the Widuri Game, an interactive resource adapted from Indonesian folktales, was deemed practical and effective in enhancing students' oral competence skills.

Eck conducted a study at the University of Wisconsin-Stout examining the efficacy of storytelling as an instructional approach for adult learners in supervisory management [Eck, 2006]. The objective of this investigation was to explore and document the influence of storytelling on the learning and retention of information among adult students enrolled in the Supervisory Management Program at Western Wisconsin Technical College (WWTC). The study's outcomes align significantly with educational theories advocating for storytelling as a potent instructional tool. The research findings suggest that storytelling exerts a substantial influence on learning, particularly in relation to theories emphasizing the experiential aspects of storytelling and the retention of learner information.

In a similar study, Fikriah used action research to examine the effectiveness of the storytelling technique in improving the English-speaking proficiency of primary school students [Fikriah, 2016]. The primary objective of this research was to ascertain whether the application of the storytelling technique had a positive impact on the English-speaking abilities of primary school students. Data collection instruments encompassed observation sheets for both teachers and students, in addition to a speaking test and a questionnaire administered to the students. The findings demonstrated a discernible enhancement in students' speaking skills, particularly in terms of pronunciation fluency, accuracy, and comprehension of produced sentences. Analysis of speaking test results revealed an increase in mean scores from 5 after the first cycle to 7 after the second cycle. Notably, the percentage of students scoring above average rose from 58% in the first cycle to 80% in the second cycle. Student participation, as documented in observation sheets, exhibited a gradual increase from 55% in the initial cycle to 86% in the subsequent cycle. The teacher's observation sheet also indicated improvements in teaching effectiveness,

with scores rising from 61% to 87% after the first and second cycles, respectively. Furthermore, student responses to the questionnaire indicated a positive reception of the treatment, with 80% expressing favorable views. These outcomes collectively affirm the success of the classroom action research, underscoring the effectiveness of the storytelling technique in enhancing students' English-speaking skills.

Mochtar conducted an academic investigation into the efficacy of storytelling as a pedagogical tool to enhance communicative skills in the context of a Foundation English course [Emine, 2015]. This action research aimed to assess the impact of storytelling on various facets of students' language-based communication skills, specifically focusing on content, language proficiency, and delivery. We collected data through teacher observations and the analysis of pre- and post-intervention storytelling sessions. We also administered questionnaires to gauge students' perceptions of storytelling in language learning. We achieved data triangulation through focus group interviews with students, supplemented by audio/video recordings for evidentiary support. This research's outcomes emphasized the need for students to have ample opportunities for both listening to and producing the target language. Furthermore, it highlighted the importance for educators to incorporate more guided practice activities with explicit instructions. The research also emphasized the importance of narrative choice in achieving the desired storytelling objectives.

Asmeri conducted another study that focused on using storytelling techniques to improve the speaking proficiency of second-year students at SMK Muhammadiyah 2 Pekanbaru [Emine, 2015]. This classroom action research aimed to determine the effectiveness of storytelling in improving participants' speaking skills. The research involved 28 students, and data collection methods included observation sheets, speaking tests, and field notes. The findings indicated a substantial improvement in students' speaking abilities across the first and second cycles of the study. The pre-test results showed an average score of 48.2, which increased to 64.9 in post-test 1 and then to 76.1 in post-test 2. Additionally, we found that the application of storytelling techniques enhanced students' interest and motivation to engage in spoken communication and idea-sharing within group settings. Furthermore, the use of storytelling positively impacted students' English proficiency in terms of grammar, vocabulary, pronunciation, fluency, and comprehension.

Kopzhasarova and Daulet conducted an experiment in a classroom setting, building upon students' prior experience with storytelling activities like Storyline. Students engage in various communication environments where they embody different roles, fostering creativity and teamwork as they navigate topics such as family, housing, appearance, and everyday routines. They received support from the teacher in effectively utilizing vocabulary, grammar, and speech patterns. The teacher provides a set of tasks to enhance learning engagement and literacy,

including activities before and during storytelling sessions. These tasks include simplifying language, introducing new vocabulary through games like Pelmanism and Bingo, and fostering comprehension through activities like repeat it if it is true and word webs. Post-storytelling activities aim to reinforce understanding and encourage active participation in language acquisition through comprehension questions, retelling the story, and adding information. These structured activities empower students to enhance their language skills and foster a collaborative and imaginative learning environment [Kopzhasarova & Daulet, 2016].

The above-mentioned studies demonstrate that storytelling serves as a comprehensive pedagogical tool, consistently enacting a predetermined instructional approach to achieve educational objectives. This technology helps people better take in information by giving it semantic depth, strong emotional reinforcement, and strong associative connections [Чекун, 2015, p. 71].

Within pedagogy, narratives serve motivating, educational, and mentoring functions, characterized by a specific structural framework and engaging plotlines. Storytelling enables the conveyance of targeted messages through dramatic, tragic, or comedic narratives involving fictional or real-life characters.

Digital storytelling represents a contemporary iteration of the ancient art of storytelling, leveraging digitized static and animated visuals with accompanying sound to create immersive narrative experiences. The adoption of digital storytelling technology yields positive outcomes in the educational context, enhancing student engagement and simplifying the comprehension of complex topics, particularly in English classes [Капранчикова, 2014, p. 86].

Research indicates that digital storytelling resonates more strongly with modern students compared to traditional paper-based stories, leading to improved reading comprehension and independent analysis of narrative content [Indefrey, 2018, p. 47].

Furthermore, digital stories can incorporate multimedia elements such as text, images, videos, audio, social media components, or interactive features, serving both an educational and integrative function within the curriculum [Маняйкина, 2015]. Students can collaborate in groups or individually to create their own digital stories, fostering meta-subject learning and subject matter integration across the curriculum.

The use of the digital storytelling format presents numerous indisputable advantages for educators, as substantiated by the results derived from its integration into English language lessons [Логинова, 2015, p. 804]. These advantages encompass several key points:

1) We appropriately tailor the duration of the narratives to fit within the lesson's allotted time frame, ensuring optimal utilization of instructional time.

2) Digital stories serve not only as instructional material but also as valuable resources for students' independent learning endeavors.

3) The versatility of digital storytelling renders it applicable across a wide array of topics, offering flexibility in curriculum integration.

4) Digital storytelling technology proves adaptable for learners of varying language proficiency levels, spanning from elementary to advanced stages, and suitable for diverse age groups, ranging from preschoolers to adult learners, across various educational settings such as secondary schools, colleges, universities, linguistic centers, and private tutoring sessions.

5) Digital storytelling narratives serve both as self-directed learning tools and components of structured classroom instruction in English language courses.

The application of digital storytelling facilitates integrated practice across all facets of language proficiency, encompassing listening, speaking, reading, and writing activities, thereby enriching the foreign language learning experience.

Overall, storytelling is a transformative method that, initially employed within the realm of business and marketing, seamlessly transitioned into the domain of pedagogy, catalyzed by its inherent capacity to evoke emotional resonance, and facilitate profound learning experiences. The advent of digital technology has further amplified this transition by enabling storytelling to transcend physical boundaries and permeate diverse educational settings. In pedagogy, storytelling serves as a powerful tool for cultivating empathy, fostering critical thinking, and nurturing creativity among learners, as narratives not only convey information but also imbue it with context, meaning, and personal relevance. As a transformative method, digital storytelling harnesses the dynamic interplay of multimedia elements to engage learners on multiple sensory levels, thereby enhancing retention and comprehension while stimulating reflection and introspection. Through its evolution from business to pedagogy and its integration into digital platforms, storytelling continues to shape and enrich educational practices, empowering learners to navigate complexity, embrace diversity, and envision transformative possibilities in an ever-changing world.

In summary, the integration of storytelling technology into modern education has emerged as a significant pedagogical innovation, offering a dynamic approach to achieving educational objectives. Dating back to ancient times, storytelling has served as a fundamental mode of communication, fulfilling various functions from entertainment to moral education. With the advent of digital tools, storytelling has evolved into a sophisticated practice known as digital storytelling, which leverages multimedia elements to create immersive narrative experiences. Numerous studies across different educational contexts have evidenced the effectiveness of storytelling in enhancing student engagement, comprehension, and language proficiency. These studies highlight the adaptability, versatility, and pedagogical benefits of digital storytelling, affirming its role as a valuable tool for educators seeking to create meaningful and impactful learning experiences. Ultimately, the integration of digital

storytelling technology represents a promising avenue for enriching educational practices and fostering student success in the modern classroom.

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PRACTICE

THE ROLE OF CARTOONS IN DEVELOPING THE INTERCULTURAL COMPETENCE OF TRANSLATION STUDENTS WITHIN THE KAZAKHSTANI CONTEXT

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Students studying translation at the Faculty of Foreign Languages in Kazakhstan must understand the cultures in this region and be aware of their cultural identity to create a positive environment and facilitate effective interaction. Intercultural competence is an essential aspect of being a professional translator as it entails a sophisticated ability to gather the necessary knowledge and skills to understand and interpret the meaning of both verbal and non-verbal communication from people of different cultures [Braslauskas, 2021].

This understanding also extends to the socio-cultural context of specific communication situations. Crozet and Liddicote propose a framework for developing intercultural competence and language acquisition, which consists of four key activities [Chen and Yi, 2021]. First, the teacher imparts fundamental cultural knowledge. Secondly, the teacher conducts a comparative analysis of foreign cultures. Third, the teacher conducts a more thorough examination of cultures. Lastly, individuals explore their own self-identification within the context of the studied cultures [Chen & Yi, 2021, p. 152].

The authors recommend that the study of intercultural competence be conducted simultaneously with the language itself and integrated into the student's learning experience. To effectively teach intercultural communication, the instructor must possess a comprehensive understanding of the culture they are instructing

[Álvarez, 2020]. The writers also highlight the need to utilize contemporary technology].

In terms of the cultural diversity in Kazakhstan, translation students can benefit from experiencing various cultures through classroom discussions, which is an effective and productive teaching method [Elbes & Oktaviani, 2022]. Additionally, they can proficiently discuss their own cultures, including their goals and beliefs, and compare them to others [Gashi, 2021]. This enables teachers to educate competent professionals who are prepared to confidently express themselves in their future careers.

Cartoons may be quite beneficial for educating aspiring translators to develop intercultural competency [Panzarella & Sinibaldi, 2018]. Resources for learning languages may include cartoons as a tool for teaching multilingual learners [Вельдяева, 2023]. To address the issue of enhancing intercultural communication abilities among translators with the aim of preserving national history, the solution involves instructing vocabulary and language skills specifically for translation purposes in the English language. Cartoons provide the ability to tackle important societal problems in a more lighthearted manner, avoiding the creation of dread and worry and instead emphasizing the use of demonstration or satire [Demina, 2021]. The wide range of representations of different generations, cultures, and behaviors in cartoons provides valuable content for enhancing the adaptable mindset of translators and facilitating long-term memory retention. Cartoons frequently convey information in a way that people from different parts of the world can easily understand, ensuring global comprehension [Петренко & Корниенко, 2021].

It is important to note that the education system in multicultural Kazakhstan cannot be efficient without incorporating one's own expertise. Therefore, we should integrate the examination of Kazakhstan's culture with the exploration of the language under study. In such circumstances, the school system must also endorse modern teaching methodologies. To implement this methodology, we recommend an activity that involves depicting landscapes from a different culture in a satirical manner, and then modifying these depictions to examine and understand one's own cultural identity. As an illustration, consider dissecting a pre-existing cartoon into segments and examining the internal culture of your nation within the framework of cultural landmarks and burial sites in Kazakhstan. Furthermore, through this practice, a student will have the opportunity to familiarize themselves with sections that resemble those found in our nation [Shadiev et al., 2022]. To address cartoons, one can employ soundless activities that include selecting and analyzing segments of prominent non-verbal actions. Engaging in similar conversations in the future helps to build relationships with the intended audience and facilitate successful communication. By examining the composition of cartoons, we may observe the following: Cartoons are defined by simple language, which is easy to understand and free of complex vocabulary or unfamiliar idioms. We can also emphasize simple

grammatical forms at the syntactic level. When considering phonetics, it is important to consider the specific aspects of pronunciation that enable us to assess and comprehend comedy and irony. By analyzing phrases, we can examine the stylistic link with culture.

When examining the relationship between the linguistic and intercultural abilities of translation students, it becomes clear that merely possessing language knowledge can have a significant impact. Thus, we suggest utilizing impactful activities inspired by popular animated cartoons to enhance several aspects of intercultural communication, including social, linguistic, regional, cultural, pragmatic, and theme elements [Макарова, 2016].

The social aspect involves choosing specific scenes in different contexts, such as the formal setting depicted in the movie "Zootopia," where Judy interacts with her boss and colleagues on her first day of work. The dubbed version maintains the original style and structure of her dialogue, adapting it to our own social environment. During conversations among the members of the "Mighty Five," a casual atmosphere is dominant, allowing for the use of slang and a more flexible phrase structure.

The linguistic aspect entails selecting sections that are difficult to translate because of their complex meanings or lack of direct parallels. Examples of such passages are the lines said by Master Ugway, the word play with names in Zootopia, and the adaptation of idioms that Father Poe enjoys presenting.

The regional aspect focuses on the efficient integration of area expertise with language knowledge. Films like "Turning Red," "Kung Fu Panda," and "Incanto" depict a cultural story that many terms, including names of traditional clothing, household objects, and even family members, significantly contribute to.

The general cultural aspect arises from the effective interweaving of one culture with another on the screen. Such a phenomenon is frequently displayed in cartoons today. For instance, when evaluating the film "Queen's Corgi," one may discern the contrasting behaviors of Americans and Britons. In Turning Red, the mother of the main character encounters popular American culture, revealing her ambiguous attitude towards it. It is important to highlight that the relationships depicted in cartoons have the potential to foster tolerance and understanding among individuals from various generations with diverse ideas and cultural traits.

The pragmatic aspect involves evaluating carefully chosen extracts to cultivate search capabilities and the capacity to see and comprehend human behavior through seemingly straightforward interactions, while also fostering a conducive and pleasant working environment.

The thematic aspect includes the common practice of inferring implicit meanings in courteous and non-sequential societies. It improves the ability to comprehend new information and accurately capture even the most subtle phrases.

As part of our research, we incorporated a set of exercises aimed at fostering

the personal development of the translator, enhancing their openness to diverse worldviews and life experiences. The following items are:

1. Evaluating cultural standards and practices. The task involves analyzing cartoon excerpts from various countries known for their cultural production and identifying the cultural norms and values depicted in them. Additionally, it requires facilitating a discussion among students to identify similarities and differences in the behavior of the characters, their interactions with each other, and their interactions with the surrounding world. Assignments of this nature facilitate the cultivation of critical thinking skills.

2. Examination of linguistic characteristics. We will choose a cartoon that utilizes a unique language or dialect, scrutinize the text, and consider the unique words, idioms, and accents. During the last step, we will examine how these language qualities mirror cultural elements and may impact the interpretation of the cartoon's message. The activity's goal is to improve auditory comprehension skills.

3. Performing scenes. We ask students to select a particular scene from a cartoon and act it out, utilizing their understanding of the characters and plot. The activity will enhance their comprehension of the characters' motivations and interactions while also allowing students to refine their improvisational and expressive abilities. The task enhances the skill of swiftly identifying corresponding terms and spoken language, as well as the proficiency to promptly choose a translation.

4. Performing subtitle manipulation. They watch cartoon clips in their native language and tailor the subtitles to improve the audience's understanding. The assignment aids in the enhancement of writing abilities, specifically in the accurate choice and spelling of words to maintain meaning.

Episode analysis. We scrutinize cartoon excerpts to explore the cultural quirks portrayed and their influence on the characters' actions and the cartoon's plot. The analysis enhances the ability to scrutinize various cultural behaviors and gain new insights into culture.

The activities in question equip students with the necessary skills to engage in classroom discussions on animated films or specific moments. Prior to participating in the activities, they assess the students' understanding of the material and align with the lecture.

During the preview stage, students can envision their perception of an individual belonging to a certain ethnic group or minority. After viewing the film, they can engage in a discussion to determine the extent to which their opinions align with those shown in the film.

To achieve the desired outcome of the students' instruction and enhance their language abilities, it is beneficial to acquaint them with the animated film or certain sequences beforehand. For instance, employing trailers or video snippets enables pupils to comprehend the fundamental elements of the film, including characters,

storyline, and environment.

Students might participate in audio-only activities, where they listen to audio recordings without any accompanying film and use their imagination to interpret the spoken content in the scenario, to emphasize the characteristics of spoken language. Engaging in a preliminary analysis of intricate terminology also helps individuals understand the film's significance. For instance, an educator could prompt learners to infer a scenario by analyzing vocabulary from a conversation or a depiction of a setting.

The suggested tasks try to redirect attention from the animated film to its surrounding circumstances. These activities include engagement and negotiation, with students engaging in conversations to offer their viewpoints [Freitag-Hild, 2016]. For example, students might write a critique of an animated picture targeted at a specific demographic, compelling them to evaluate whether the film is appropriate for children, adults, or both, and to provide a rationale for their assessment.

As a result, there are activities related to conceptualization that highlight the role of texts, especially films, in shaping cultural discourses. To fully comprehend the intended viewpoint or message, it is essential to have a deep awareness of the cultural context(s) in which these texts exist [Freitag-Hild, 2016]. To do this, students might delve into renowned scientific literature on the process of aging or the experiences of elderly folks in different cultures to obtain a more comprehensive background for the film. Additionally, they have the option to analyze and contrast the depictions of elderly people in various animated films, live-action films, or literary works.

Lastly, there are reflection exercises designed to assist students in cultivating communication techniques outside of the classroom. These assignments prompt students to contemplate their learning process and analyze the reasons behind any shifts or lack thereof in their viewpoints [Freitag-Hild, 2016]. Students can analyze the plausibility of the life choices depicted for older people in the films, scrutinize any prejudices in the viewpoints portrayed, and investigate alternate outlooks.

By including these sorts of tasks, students may develop a wide range of abilities and expertise that are crucial for a thorough understanding of cinema. Students acquire the skills to critically assess and understand films, place them in a larger cultural context, and reflect on their own learning experiences and interpretations of the film. These examples demonstrate the extent to which students may participate in a film.

In summary, employing a linguistic and cultural strategy entails utilizing inventive exercises that enhance students' ability to express their thoughts and align their communication skills with authentic scenarios. This fosters the development of a culturally aware individual whose principles encompass the cultural legacy of their own nation and other nations, as well as a commitment to mutual comprehension

and proficiency in interpersonal communication. The pedagogical process examines the triune model, highlighting its educational, developmental, and instructional roles. We also explore the role and position of both the instructor and students in the foreign language learning process.

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TRANSLANGUAGING IN THE EFL CLASSROOM

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The article discusses how to use translanguaging in the classroom, allowing students to learn language contextually by connecting ideas between their native and acquired languages. The article incorporates methods and techniques that cater to learners of various ages, integrating them with standard curriculum to enhance their comprehension of foreign languages. We have effectively implemented translanguaging in both secondary and university English as a Foreign Language (EFL) classrooms, as this technique adapts to the suitable level and age of learners and aligns with diverse curriculums. However, the goal of translanguaging remains the same: developing language competence, increasing classroom participation, and increasing understanding of ideas between languages. Through translanguaging, we have found that learners are more participative in class, are able to memorize and employ new vocabulary more quickly and have greater capacity to retell stories or talk about themselves. This method also allows teachers to identify which students are shyer or have more difficulties with language or public speaking, and it can provide support to these students, which, in turn, increases their confidence. In conclusion, translanguaging is a way to support all levels of learners in their pursuit of foreign language acquisition.

Nagy (2018) defined translanguaging as a language practice that involves a deliberate alternation between the language of input and output in the classroom. Through allowing learners to alternate between known and new languages, the

translanguaging method offers four major advantages to the EFL classroom as defined by Colin Baker: promoting a deeper and fuller understanding of the subject matter, helping develop the weaker language, facilitating home-school links and cooperation, and helping integrate fluent speakers with early learners [Baker, 2001]. Translanguaging also gives learners a cognitive advantage, increasing executive control function within the brain [Dumrikcic, 2022]. Furthermore, Kucukali (2021) found that translanguaging supports learners' cognitive and social engagement by creating a comfortable learning environment where they feel secure expressing themselves in both known and new languages.

All levels of the EFL classroom can use translanguaging to develop language competence, increase classroom participation, and increase understanding between languages. In the secondary classroom, we used this method within the curriculum of "Reading for Pleasure." This subject is difficult for students, but translanguaging facilitated a smoother learning process for the learners and, by making it more fun, increased participation among all students, including those who were shyer or less inclined to usually speak in class. Furthermore, this method increased learners' ability to retell the story, actively employing new vocabulary while showing a deeper understanding of the content presented. Before the lesson, we adapt the text to a shorter, more concise version, replacing some new vocabulary words with pictures. We use fewer written words and substitute them with pictures. Initially, in class, we present the new vocabulary words alongside a picture. The format is as follows: English definition, picture, Kazakh definition. The students then read the text, pronouncing the words that the picture had replaced. As part of their homework, students are required to retell the story using their own words and create their own illustrations to symbolize the newly learned words.

At the university level, translanguaging is especially helpful when students are brainstorming ideas for public speaking, debates, and presentations. Through employing both known and new languages, the students can immediately begin making contextual connections between words and ideas in different languages and are better able to remember new vocabulary words even when asked to provide automatic speech samples in class. Furthermore, combining translanguaging with brainstorming increases participation among students who are typically less confident in their speaking skills. We give students a topic or idea to brainstorm. We then prompt them to write down ideas about the topic in any language. They may also draw pictures. Because they are not stopping to translate words that they do not know into English, there is a continuous flow of information production. After the brainstorming process is complete, the students then translate the words they wrote in Kazakh or Russian (or other known languages) to English. After a short preparation period, the students then give a small presentation or speech using as many ideas and new words as possible. We found that when students can pair new words with known words or ideas, they are better able to recall and employ the new

words. Furthermore, this activity allows students who may not know that many words are in English to also offer ideas and suggestions during the brainstorming period, after which they immediately see the translation of these words to English.

We both used translanguaging individually in our classrooms at the secondary and university levels. After discussing and comparing teaching methods and techniques at a teachers' seminar, we realized that we were both employing this method, and that we both had positive results even at different levels of language instruction. Through our further research on translanguaging, we found that other teachers, pedagogues, and linguistic researchers supported our methods of employing multiple languages in the classroom. Furthermore, we ourselves could see the benefit of this method, as learners were more actively engaged in the classroom and able to better recall and employ new vocabulary and ideas. Below, we have included in Figure 1A and Figure 1B translanguaging at the secondary level and translanguaging at the university level in Figure 2A and Figure 2B.

Figure 1A. Presenting Vocabulary
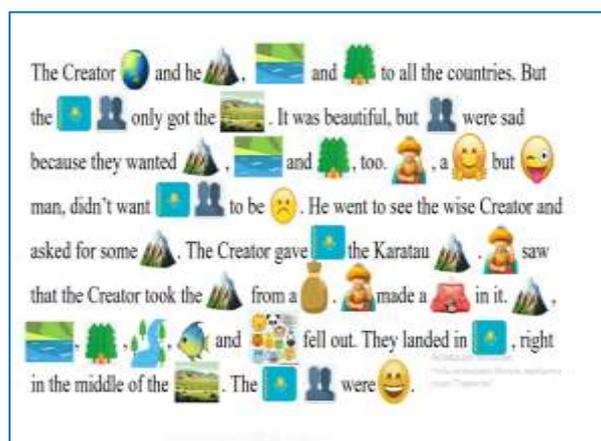
Figure 1B. Adapted Text
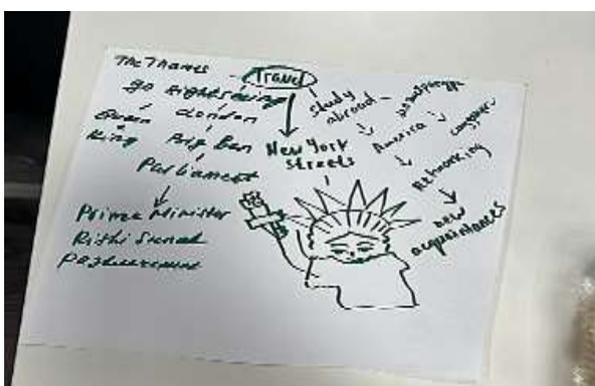
Figure 2A. Brainstorming
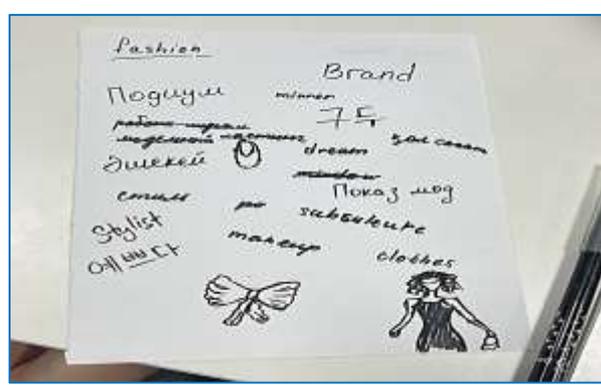
Figure 2B. Brainstorming

Here are some of the observations we've made:

1) Learners gained a deeper understanding of the subject matter because they were able to use the new words to retell or present their ideas.

2) Learners learned new vocabulary in English.

3) Learners at all levels were able to better participate and cooperate with one another.

4) The learner's confidence increased.

In conclusion, translanguaging in the EFL classroom supported learners of various levels. We found that students have a better understanding of new ideas and vocabulary words and are better able to employ these terms in their own speech. Furthermore, this method has increased motivation and participation among learners. They can speak and share their ideas in English more confidentially. Considering these positive outcomes, we will continue to implement translanguaging in EFL classrooms at all levels.

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USING MAGIC TRICKS
FOR TEACHING VOCABULARY IN EFL CLASSES

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The goal of this teaching practice is to engage participants in interactive activities where they actively learn how to use magic tricks for vocabulary instruction. Any teacher can use these tricks to teach, revise, or practice any vocabulary item, which makes them significant. With these new teaching methods, teachers can keep their students' motivation alive in their classrooms.

Teachers frequently have difficulties finding ways to make their lessons more engaging for their students. Motivating them can sometimes be mission impossible. As Harmer (2000, p. 5) highlights, "one of the greatest enemies of successful learning is student boredom." Therefore, with the aim of attracting students' attention and keeping their motivation alive, EFL teachers can apply different

activities while teaching vocabulary. Performing magic tricks, especially the ones that are easy but still cool, can be just the appropriate way, as magic not only improves children's "psychomotor functioning" (Frith & Walker, 1983, p. 108), but also promotes "self-esteem and self-confidence" and tends to "get the attention of children quickly" (Levin, 2006, p. 16). Ogren (2014) also believes that magic is an effective strategy to motivate and inspire students to read, build confidence, and think creatively. He adds that when teachers use magic, students can enjoy learning. Magic can be useful while teaching vocabulary, as it fosters students' imagination. However, there are few sources (videos, articles, online courses) presenting the use of magic while teaching English. This teaching practice strives to offer interactive activities where participants actively discover the application of magic tricks in vocabulary teaching.

For beginner teachers, magic tricks must be easy to understand, learn, and perform. The author created and named some magic tricks that fit this description. Any enthusiastic teacher can practice these tricks and use them to teach, revise, or practice any vocabulary item, which makes them significant. Despite their widespread knowledge, language teachers rarely employ magic tricks in their teaching. Cesur (2020) introduced four card magic tricks to the literature for classroom use in this context. These magic tricks, named Magician, Guessing the 4th Card, 11th Card Trick, and Cut the Cards, are also available on the Ten Ten 4 Kids YouTube channel. In the sections below, you can find the magic tricks adapted to foreign language teaching by the author and the QR codes of the videos of these magic tricks next to their subheadings.

QR Code for the Article	QR Code for YouTube Playlist

Coins: Prepositions of Place

The teacher takes a coin in his left hand and hits his left hand with his right hand with a pen, losing the coin. He shows that his hand is empty and makes sure that the students do not focus on his left hand. In fact, he hid the money in his right palm with sleight of hand. Then the teacher

starts asking where the coin is, using the prepositions he wants to teach. For example, "Is it behind your ear?", "Under the table?", "In your bag?", etc.

Magic Boxes

The teacher sticks a full matchbox under his left arm, which will make a sound when shaken. He then places three empty matchboxes in front of the students and claims that one is full. To prove this claim, he gently shakes a box he has chosen with his left arm, to which the matchbox is attached, to make a sound. Then he shuffles the empty boxes again and asks the students to guess which one is full. Students will be surprised every time. He will use his left hand to show what is full and his right hand to show what is empty. It can be used when teaching topics such as ordinal numbers (such as first, second, third box), indicating directions (left, right, center).

Memorize the Order (Memorize and Find)

The teacher memorizes the first and last cards of a deck. After memorizing, the deck is shuffled without changing the top and bottom cards. A student is then asked to choose a card without the teacher seeing it. The deck is then divided into two equal parts. The card chosen by the student is placed on the top, and the bottom part is placed on top of it. Thus, the student's card will be between the two memorized cards. The teacher then cuts the cards again, not near the middle, and shuffles them. After the cards are shuffled, the teacher spreads the cards face up on the table (without changing their order) and pretends to memorize the order of the entire deck while making a mental note of the card between the cards he has previously memorized. Then he turns back and asks the student to put the chosen card in a different place. When the teacher turns back again, he finds the moving card between the two memorized cards and points to the selected card and says "This card was actually here!"

Perfect Cut

The teacher asks the student to choose a card and places the selected card on top of the deck. He then shuffles the deck, placing the top card at the bottom. It continues to shuffle without moving the card at all. When finished, he asks the student to cut the deck and places it vertically on top of the other cut deck, with the selected card on the bottom. They then talk a little about the card to make the students forget that they actually opened the bottom card. Once the students are sufficiently distracted, the teacher reveals the initially selected card at the bottom of the top deck. It will be more understandable when you watch the video. You can practice the language by using this trick with all word groups.

Magic of Twelve

For this magic trick, the teacher needs a deck containing twelve cards. Asks the student to check the deck and choose a card. While the student is memorizing his card, the teacher places his little finger under the top card. When the student is ready, the teacher takes the card and pretends to place it randomly, but places it just below the top card. Once this is completed, the teacher pretends to shuffle the cards without touching the top two cards. After shuffling, the teacher says they will turn over some cards. Then he turns over the fourth card and every pair of cards after that. Next, the cards are given to students and they are told that they must split the deck in half and turn over the top two cards. They are allowed to do as much as they want. When students finish shuffling, the cards are sequentially divided into four decks, one card at a time (the first card goes into the first deck, the second card goes into the second deck, etc.), and the groups of cards are flipped over and placed on top of each other, starting from the right or left, depending on the students' choice. When the deck in hand is opened, there will be only one card face down, and this is the card chosen by the student.

27 Card Trick (Traveler)

The teacher brings a deck of twenty-seven cards and asks a student to select a card with his eyes. Once this is done, they shuffle the deck and begin sorting the deck into three piles, one card at a time (The first card goes into the first pile, the second card goes into the second pile, etc.). Once this is done, the student is asked to guess which pile their card is in, in order to test his connection to the card. The student's guess pile is opened and checked without the teacher seeing it. He guesses until he finds the correct the pile. Three piles are combined, with the deck containing the card on top. The splitting and merging process is repeated two more times. After combining the deck for the third time, the teacher says that he will now try to feel the card himself and gives the deck to the student and asks him to start placing the cards one by one. On the seventh card, the teacher stops the student and tells him that this is the chosen card.

Magic Zoo!

This magic trick requires 16 cards. The teacher divides the cards into groups of four and pastes pictures related to the story he will create, so that the four cards have the same picture. For example; 4 cards each: snake, horse, monkey and elephant. He then places these cards on top of each other in groups. These should be done before the trick. Once this is done, the teacher takes the deck and begins to pass it around the table in turn, sharing his story with the students. "On a sunny day, everyone is happily wandering around the zoo and watching the snakes, horses, monkeys and elephants." First the snake cards are revealed, leaving some space for them to jump under them, in the same way monkeys

and lastly the elephants are revealed. The teacher continues telling the story. "The children are very happy, but suddenly the animals' cages are opened and the animals start running away. "Everyone is taken to a safe place and officers come and tell everyone to calm down." Meanwhile, the teacher collects the distributed cards in a row and continues his story. "One of the guards turns off the lights." And he cuts the deck in his hand and puts it back together, or a student is asked to cut and combine the cards. After cutting and assembling as many as he wants, the teacher begins to place the cards in four different piles, in order, with the cards facing down (one card in the first pile, then one card in the second pile, etc.). While opening each deck, the teacher says: "When the lights come on, the snakes are in the same cage, the monkeys are in the same cage, the horses are in the same cage, the elephants are in the same cage." No matter how shuffled, the cards match when they are revealed.

Give me a Number

The teacher memorizes the top card, asks the student to choose a number between one and ten, and places that many cards on the table one by one. When this is done, it places the stack on top of the deck without shuffling it. Thus, the top card is placed where the number the student chose is located. Then asks the student to do the same thing and count up to the number he/she holds. Then the teacher guesses the last card he placed, that is, he reveals to the students the card he memorized at the beginning and surprises his students.

Spelling Game (Magic of Nine)

The teacher prepares a deck of nine cards or has students choose nine cards from a deck. When this is done, the nine cards are divided into three decks of three cards each. A student is asked to choose one of these three decks and look at the card underneath without showing it to the teacher. The teacher asks them to keep this card in their minds. Then the teacher puts the 3 cards they chose on top of the other six cards. Thus, the third from the top of the 9 cards in the hand is the picture of the object that the students keep in their minds (practice can be done with pictures and words in every subject). Then, while the teacher says the word MAGIC letter by letter, he reveals 5 cards one by one, discarding one for each letter. Then he places what is left on top. Then, while saying the word OF letter by letter, he throws two cards to the middle and puts the remaining ones on top. Finally, he reveals the 4 cards one by one while pronouncing the word NINE letter by letter. When you place the remaining cards on top of the 4 cards, the card that the students keep in mind will appear on top. At this point, the teacher acts like a magician and surprises his students by saying "Hocus Pocus, here is your card!"

Motivation is very important in language teaching. When teaching languages to children, the main goal should be to make them love learning. The magic tricks described in this paper can be used as alternative activities. They can be used as warm-up and/or follow-up activities. You can surprise your students and attract their attention to the lesson with simple methods that every teacher can do.

ACKNOWLEDGEMENTS

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GUIDED DISCOVERY TASK
AS A METHOD OF TEACHING GRAMMAR

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One of the main aspects of language is the grammatical aspect of speech. Over the years, English grammar has been subject to intense debate. As a result, in recent years there has been a tendency to reduce the role of grammar in teaching English at school, which leads to a significant increase in errors in students' speech. Learning grammar is usually a rather complicated and boring process for students. How does this usually happen in class? The teacher explains the rule and shows some examples, after which the students perform many monotonous exercises to consolidate the acquired knowledge. Teachers carry out knowledge testing in the

form of tests. How can we enrich grammar teaching to make it more meaningful and contextual? The guided discovery method will help with this.

Blaise Pascal, a French philosopher and scientist, posits that the fundamental principle of this guided discovery method is that individuals are more receptive to self-discovery than to external information [Thornbury, 2019]. In other words, guided discovery is a teaching method in which the teacher introduces a new grammatical unit in some context and helps students derive the rule themselves through concept-checking questions (CCQs), i.e., asking them special questions aimed at understanding a given grammatical construction.

The purpose of this method is to engage students in a step-by-step process to achieve a specific goal. If the students were able to deduce and understand some grammatical structure, the lesson had achieved its goal. Furthermore, students will experience a sense of ownership over the creation of this new knowledge. The teacher stimulates students' interest and excitement by encouraging them to actively participate in the process of knowledge discovery.

Let's look at a simple example when the teacher needs to explain to students the rule for forming the plural of nouns.

Method 1: The teacher tells the children that, according to the English language rules, we must add the suffix s at the end of the word to form the plural.

Method 2: The teacher writes the sentence, "I have 1 book and 3 pens," on the board, underlines the words "book" and "pens," and asks students to explain the differences.

Which of these two methods do you think is the most interesting and interactive for students?

If you choose the second one, you are choosing guided discovery. This is an active learning method that develops students' critical thinking and engages them in dialogue and communication, leading to a higher level of knowledge retention, unlike traditional methods of presenting new material; it is more entertaining and moves away from rote learning and memorization [Parrot, 2010].

The algorithm for using this method in my lessons when studying grammatical material using the example of one of the grammatical structures is presented here. This algorithm can be used with any grammatical structure.

Step 1. Students receive a text with highlighted sentences. They are asked to read the text and match the highlighted sentences with the sentences on the board.

Step 2. After checking, the teacher asks the children CCQs for each highlighted sentence. For example, 'Do you cut your hair yourself?' 'Does someone cut your hair?' 'Do you pay money for it?'

The teacher asks students to look at the sentences again and choose the appropriate structure for them.

1) have/get +object + infinitive
2) have/get +object + past participle

Students choose the second one and explain why.

Step 3. Students look at another sentence and think about what would change if some words were changed, concluding that the structure could be used in different tenses.

✓ I have my nails done every month. - Subject+have+object+Past Participle

✓ I had my nails done last month. - Subject+had+object+Past Participle

✓ I will have my nails done next month. - Subject+will have+object+Past Participle

At this stage, it is appropriate to conduct exercises on the correct pronunciation of sentences. For example, the game "Echo", where students repeat sentences after the teacher, like an echo, quieter and quieter.

Step 4. Students complete the task of changing the sentences using the new structure. For example, 'A doctor took my temperature every 4 hours.' 'Every 4 hours I…'

Step 5. "Find the differences" game. Students are given 2 pictures of the same room before and after the party and should find the differences. Students first work individually, then compare sentences in pairs, and then check the sentences all together or independently, having received ready-made answers from the teacher.

Step 6. Students are tasked with completing the questions with missing verbs, which they must come up with themselves and put in the correct form.

✓ Do you have your hair … every two months?

✓ Have you had your photograph … in the last week?

✓ Do you have your eyes … every two years?

✓ Are you going to have something … in your house in the next month?

✓ Have you ever had food … to your house?

✓ Did you have your teeth … last month?

✓ Do you have your nails … every month?

Following this, the teacher organizes pair or group work, or the practice of rotating pairs, in which students ask each other these questions and clarify the details. After this activity, the teacher should provide feedback and ask students what new and interesting things they learned about each other from their classmates' answers, reminding them to use the structure they learned [Molodykh-Nagaeva, 2015].

Accordingly, we are approaching the algorhythm for working with a new grammatical structure using the "guided discovery" method.

Step 1. Practice a context-based approach by using an example (text, sentences, dialogue, or illustration) to present new language material.

Step 2: Analyze the grammatical structure through the teacher's CCQs.

Step 3: Determine the rules for using this structure, its form, and its pronunciation.

Step 4. Practice using the new structure under the supervision of the teacher when there is only one option for the correct answer. Controlled practice

Step 5. Practice using the new structure more independently when there are only a few possible correct answers. Freer practice

Step 6. During freer practice, make students speak with the new structure when there are many options for the correct answer [Scrivener, 2011].

At any stage of learning, the teacher can apply this algorithm to any grammatical structure. In this method, the teacher's role is to guide students in the right direction of inquiry through well-thought-out questions, monitoring task completion, correcting understanding, and providing feedback.

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IMPLEMENTING MODIFIED TEACHING TECHNIQUES TO BOOST WRITING COMPETENCY OF GEN-Z LEARNERS

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The question of implementing a personalized learning approach is one of the urgent tasks of the modern educational process. Current students are representatives of the generation of zoomers who have a tendency toward individualism and self-study, which is beneficial for the implementation of personalized and individualized learning. For our research question, we chose the study of learners' intellectual

needs. Therefore, the initial rationale for selecting the research question was based on the features of Generation Z.

Safety and interest come first. They consider and evaluate the importance of their work, and to execute today's tasks, they need concrete knowledge, practicality, and quick results. 'Now and Here' is a mindset that emphasizes global thinking and a desire for live communication [Kim and Lee, 2018]. High learning speed is more than just the number of days and hours; it is also the speed at which information flows, the time it takes to solve problems, and the speed at which one responds to the result.

The second reason is "the clipped thinking of zoomers—they think in short-term perspectives and are not ready to wait; they do not think about the future because the present is changing too quickly and there are no longer ready-made solutions, which leads to the inability to systematically perceive information, think analytically, and express one's thoughts thoroughly."

They reject hierarchy and authority because, in the digital age, all people are equal. Zoomers believe that we should respect a person's personal qualities, not their age or status. Another characteristic is that they want to study and complete tasks on their own schedule; they do not strive to over-fulfill the plan and set ambitious goals. They have weakened their imagination, reflection, and understanding of the text. They remember only the necessary things, which have practical significance" [Schlinck, 2023].

Given the characteristics of generation Z, it became necessary to think about effective principles, methods, and strategies for the productive improvement of the educational process. We recommend structuring the learning process, providing feedback, and developing skills for independent work with resources. Additionally, we recommend leveraging the potential of practice-oriented digital technologies, such as involving students in content creation, implementing modular training that allows learners to independently combine training modules, allowing them to choose techniques and methods, and developing an algorithm of actions for the execution of educational tasks. Through a detailed analysis of generation Z's psychophysiological peculiarities and a study of students' preparation requirements for the external examination, we identified the research question.

What strategies and techniques of personalized learning enable students to develop writing and academic skills? We determined the following tasks based on the study topic:

• Collect and analyze data based on the results of a diagnostic test that examines aspects of listening, reading, and writing, specifically the opinion essay.

• Study educational resources on writing academic texts and review the literature on research conducted in this direction.

• Reflect on students' academic IELTS essays, identifying strengths, weaknesses, and learning difficulties.

• Organize educational activities based on the analysis results and the collected data.

• Determine the optimal strategies, techniques, and methods that will allow us to implement a personalized learning approach and develop academic writing skills.

During the study, when we analyzed students' written works (opinion essays), we concluded that students struggle with creating a thesis statement. This is due to a lack of a general understanding of what a thesis statement is, as well as their inability to formulate it with arguments that align with the requirements of an effective thesis. The analysis of the works also made it possible to identify several features in students when writing an academic essay. Thus, we identified three groups of students with different levels of academic writing skills: one group used thesis clichés, the second group used matrix formulas, and the third group created their own thesis based on their prior knowledge and learning experience.

Students struggled to analyze the essay question and its task, identify the type of academic essay, and select the appropriate thesis form to answer the essay question, as revealed by their reflective records. Students also experienced difficulties using high-level academic vocabulary: 20% of students continue to use A2-B1 level vocabulary, 65% are in the ZPD (zone of proximal development), use B1+ level vocabulary, and 15% effectively operate with B2 level vocabulary.

Diagram 1. Ss' vocabulary level

In addition, students' written works showed the need to use advanced grammatical structures such as complex and compound sentences, passive voice, conditionals, and inversion, which is one of the criteria for effective academic essay writing.

One of the equally important requirements for academic writing is the ability to logically convey thoughts, which was partly absent in some girls' papers due to their emotional characteristics. The discovery was interesting: (1) boys have logic of thought, but vocabulary suffers; (2) girls have the opposite situation.

We identified the following techniques and strategies during our action research based on the analysis's results, which helped us achieve successful

outcomes: (1) identifying the essay type by analyzing the essay task; and (2) determining the form of the thesis by analyzing the question. We have created this task to enable students to enhance their skills (Table 1).

Table 1 – The example of task

Task: Analyze essay questions and match with suitable type of essay and identify relevant Thesis statement		
Type of the question	**Type of essay**	**Thesis statement formula**
1. Essay question: In many countries, children are becoming overweight and unhealthy. Some people think that the government has the responsibility to solve this problem. **To what extent do you agree or disagree?**	A. For and Against essay	A. State 1 or 2 problems and possible solutions
2. Essay question: The exceed amount of time adolescents spend in the virtual world forces them to get devices addicted and make them glued to the screens. **To what issues does it lead and what are possible solution?**	B. Opinion essay	B. State one or two For-reasons and refer to Against-reasons briefly
3. **Essay question**: Virtual world - a blessing or a curse. **Discuss pros and cons.**	C. Problem and Solution essay	C. Qualification + state your opinion + 2 reasons for your opinion
Key: 1. B C; 2. C A; 3. A B		

Coming from theory and rules to examples, or from analysis of examples to independent definitions of rules, formulas, and matrices, has become one of the most effective strategies for implementing personalized learning approaches. For this purpose, we have developed "Studying Route," "For and Against Essay," and many other learning resources. Students utilize the thesis generator to accurately craft a response to the essay question as one of previously conducted research demonstrated [Wu and Schunn, 2023]. Thus, students discovered that the thesis, the most crucial criterion for an academic essay, contains the answer to the essay question.

Students' work affirms different levels of mental activity and the ability to express thoughts in writing: confident autonomous student (group A), relatively independent ZPD (zone of proximal development—group B), independent student (group C), and less independent ZPD.

Works of group A students "*confident autonomous student*" rely on their previous knowledge and learning experience (Figure 1).

Figure 1. Student 1 Group A

Works of group B students (girls) – *"relatively independent" in ZPD*, used thesis formula (generator) and successfully enhanced writing academic skills (Figure 2).

Figure 2. Group B work

Works of group C Students – "independent student" who used matrix formulas, with the help of which they improved writing skills for creating thesis statement.

Reasoning and presenting relevant arguments in Problem and Solution essay is necessary to emphasize the existing problem and propose a solution to this problem by appropriately arranging the arguments in one complex thesis sentence, which is demonstrated by Students A1 and Student A2 - *a confident autonomous student* in their essay (Figure 3).

Figure 3. Student 2 Group C.

Write the main part of the essay using formulas, matrices, and various clichés. We created checklists for each type of essay for the students' individual work and to provide feedback.

Writing the final part of the essay logically reflects the introductory part of the essay.

A detailed study of the structure, content, and requirements for effective essay writing, as well as practice of its writing, made it possible to find and define several other strategies for solving the issue. First, independent analysis and reflection on written works gave students the opportunity to study their own mistakes and identify weaknesses in their writing skills. Secondly, autonomous work with learning resources allowed students to develop critical thinking; they made their first discoveries in writing academic papers and developed the skills of analysis and synthesis aimed at improving academic writing.

Also, students' autonomous work made it possible to develop leadership skills, where there was a need to give effective feedback and feedforward as Hill et al. did in 2021 [Hill et al., 2021]. We used the "thesis statement" system (Figure 4) for this purpose.
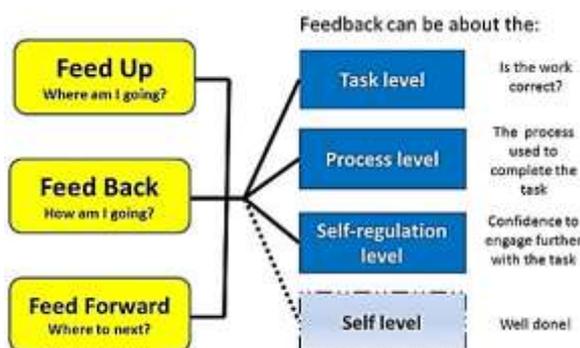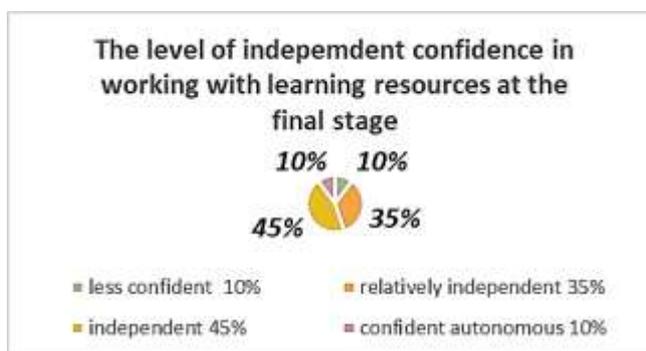

Figure 4. Feedback and Feedforward system

The feedback received by students during the intervention and upon completion of the work and reflection indicates an increase in independence and self-regulation skills due to the techniques and strategies, as well as the selected and created resources.

What hinders the research?

During the study, we encountered challenges such as varying requirements for written work across three language subjects: Kazakh, Russian, and English. For instance, in the Russian academic writing criteria, one of the descriptors is "Use a rhetorical question," a requirement that is not applicable in English. Moreover, the intense preparation for the external exam in six subjects overwhelmed the students (Diagram 2).

The level of indepemdent confidence in working with learning resources at the final stage

10% 10%
45% 35%

■ less confident 10%   ■ relatively independent 35%
■ independent 45%   ■ confident autonomous 10%

Diagram 2. Study Results

The work done in the frame of action research, determining the quality and productivity of the selected methods, techniques, strategies, and educational resources, made it possible to find the answer to the research question. The use of the thesis-cliché, thesis-matrix, and checklists contributed to the development of the ability to logically answer the question of an academic essay and structure it effectively.

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ASSESSING LEARNERS

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"If teachers always critique their students,
they will never realize their full potential.
Depending on the learner's potential the teacher should
use the evaluation of test papers to decide whether

feedback should be the stick that growing or the hand that guides."
Vazhikaatti

The duration required to complete a unit, impart the concepts, provide practice tasks, and engage in detailed discussions on the topic differs across different teachers and classes. Therefore, while instructing three distinct sections of a single course, the amount of time allocated to each component may vary. Our reflection consistently determines this conclusion. Frequently, it relies on our classroom observations. Sometimes, we derive the basis for evaluation from either a basic class test or a previously administered examination. Regardless of the approach, evaluation is a valuable tool for improving teaching and facilitating learning.

As we've seen previously, evaluation is a task that all individuals can perform [Stiggins, 2007]. In the realm of education and the classroom, it can take the form of either an informal or formal assessment or judgment, serving the purpose of facilitating improved learning outcomes and even determining a student's rank or grade. One can conduct an assessment by observing visual cues like eye movements and body language, and by analyzing the seating positions of students in the classroom [Smidekova, 2020].

More than 45 years ago, John Carroll designed a psychological or educational test specifically to elicit certain behaviors [Wilhelm and Kyllonen, 2021]. We can then use this behavior to infer specific traits of an individual. What is the meaning of the term in a language lesson? Additionally, we generate vocabulary and grammatical items, selecting some for inclusion in our test or examination paper. The exam paper serves as the tool we utilize to assess a student's abilities and limitations.

However, learners do not acquire knowledge uniformly or at a consistent pace. They acquire identical knowledge through diverse methods and frequently demonstrate exceptional performance in distinct academic disciplines.

• Certain learners have a preference for visual stimuli to aid in their memory retention.

• Conversely, certain youngsters opt for self-repetition as a means of reinforcing their memory.

• Certain youngsters acquire knowledge by using examples.

• Certain youngsters possess proficiency for languages.

• Some excel in mathematics while others excel in sciences. They grasp mathematical concepts rapidly but may require assistance with reading and writing.

The teacher serves as the intermediary between the standard textbook and the unique needs of each student in every class. Pedagogic assessment is the process of evaluating students' performance and progress in the classroom with the goal of improving both learning and instruction.

Figure 1. Professor Geetha Durairajan taught us

According to this, I got a fantastic opportunity to participate in the ITEC program at the English and Foreign Languages University in Hyderabad, India, alongside 24 colleagues from Kazakhstan. Professor Geetha Durairajan, the author of the book "Assessing Learners" [Durairajan, 2015], provided us with a pedagogic resource, as shown in Figure 1. Additionally, we had the opportunity to exchange our teaching methods and experiences (Figure 1). We had meticulously organized our subjects and endeavored to evaluate each other's teachings [Puthiyedath, 2023].

The analysis revealed that we provide guidance to our pupils by utilizing several assessment methods. Evaluating and assessing students is more than just the responsibility of teachers. There are many more options available. We can instruct students in the process of appraising and scrutinizing one another, as well as in the task of evaluating and assessing their own work. Although it may initially seem challenging, practicing this is actually quite straightforward. Here is an illustration of a potential course of action:

• Begin by selecting a piece of writing that the students have previously completed, either in class or as an assignment.

• Present the pupils with the same question or essay topic once more.

• Request their cooperation in forming groups.

• Ask them to have a discussion and record the information they believe should be included in the essay, as well as their expectations for an excellent, adequate, or subpar essay.

• After completing the previous task, provide them with essays that do not belong to them and instruct them to evaluate them.

• Subsequently, encourage students to examine and evaluate their own essays.

The assessment process for learning consists of five primary procedures:

1. Questioning allows a student, with the assistance of their teacher, to determine their current level of proficiency.

2. The teacher offers individualized comments to each student on ways to enhance their learning.

3. Students have a clear understanding of the requirements for completing each task successfully.

4. Students have greater autonomy in their learning, engaging in peer evaluation and self-evaluation.

By performing such procedures on a regular basis, we, teachers, can assist in our learners' understanding of how to concentrate on the essential steps needed for their assignments. Evaluating oneself and others is not overly challenging or complex. While traditional exams and examinations may not allow for their use, our alternative assessments provide a variety of methods to facilitate student learning. In addition, they have the ability to offer several methods for assessing their work. Through these actions, we are using our evaluation as a tool for instruction and knowledge acquisition.

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CLASSROOM GAMES
FOR ENHANCING PRODUCTIVY OF TEACHING ENGLISH

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Games can help teachers to create contexts in which language is meaningful. At this point, games can help teachers to make input comprehensible. Students can learn vocabulary in comprehensible way by the help of language games. They can be aware of what they learn. Besides, in the learning process, having psychologic barriers is a serious problem. Teachers can break down these barriers by using language games because students feel happy and free while playing. Language

games help students to decrease their stress which affects their learning process negatively. Games can help and encourage students to sustain their interest. Thanks to games, students can give importance to what they do and learn. If students have fun while learning vocabulary, words which they learn can be more permanent. Also, motivation is very important for students' learning [Silsüpür, 2017]

Games are believed to benefit learners in a variety of ways ranging from the cognitive aspects of language learning to more cooperative group dynamics. In truth, every student wishes to play games purely for fun and nothing more than that the game is a specially organized activity that requires tension of emotional and mental strength [Saydamatova, 2022]. The game always involves deciding - what to do, what to say, how to win? The desire to solve these issues sharpens the mental activity of the players. Are there rich learning opportunities here? Children, however, do not think about it. For them, the game above all - an exciting experience. Therefore, in our opinion, the goal of the game form of education is not only the formation of pronunciation, lexical and grammatical skills, but also the development of interest in the language being studied [Namazova and Doszhan, 2019].

This article discusses the benefits and effectiveness of classroom games for students in Grades 5-7 in teaching and learning English for both teachers and students. Lessons with classroom games include verbal, visual, physical-kinesthetic, logical, interactive styles of learning in which Instruction Checking Questions (ICQs) are included. Classroom games are followed by activities where the learners demonstrate fluency which is the rich outcome of the entire lesson. Topics were chosen according to the ages and interests of learners. There are topics which are focused on developing the skills such as listening, speaking, reading, writing, grammar, and vocabulary. The format of our lessons is based on games where the learners are engaged in real development to show fluency and accuracy in learning English. Games can also help students to get rid of inhibitions when it comes to speaking the language, which is a problem for many students. As a result, students can improve their understanding of written and spoken English via games, as well as learn new words, structures, pronunciation, and spelling, all while having a great deal of fun.

We aimed to describe the process of teaching English skills for learners by using games, which would be helpful for learners while being engaged in classes. The games were selected according to the interest and ages of learners. Games for improving speaking, reading, writing, listening, grammar and vocabulary which is found to be effective due to its high productivity.

Games are the activities designed to develop oral fluency to produce speech at a relatively fast speed and with few hesitations, clear understanding the audio materials, accuracy in writing, enlarge the vocabulary and learning the grammar rules. Classes include Task Based Learning method and Instruction Checking Questions (ICQs). Task-based language teaching is a student-centered approach to

second language instruction. It is a communicative approach, wherein activities focus on having students use authentic target language to complete meaningful assignments, situations.

There are games such as, '*Breaking news'*, *'Story map'*, *'Station'*, *'Train brain,* *'5 Second rule'*, *'Lottery scratch'*, *'Walk Stop'*, *'Push & Pull'*, *'Taboo'*, *'Magic cube'*. These games are used during the lessons to make them more attractive and interesting.

There are a few ways to differentiate a dull lesson and at the same time proceed to consider the content. For case, you'll appear children within the classroom passages from cartoons and movies with high quality pronunciation and subtitles, introductions approximately travel or pastimes. But don't forget about the amusement minute in English classes. Introducing games within the classroom may be a great way to switch consideration. These games were played at different stages of classes, aimed at different goals. For example: it is aimed at the organizational stage, the formation of pronunciation and speaking, reading, writing skills, performing tasks in groups, pairs, and individually.

BREAKING NEWS

1) It keeps both students and teachers up to the minute with the latest events.

2) It personalizes the lesson, and you can turn to every student for his/her own opinion.

3) It provides authentic language material, brings to life vocabulary and grammar patterns.

4) It raises awareness by fostering discussions about values, globalization, environmental problems, health, poverty, etc.

Students feel positive about being distracted from course book routine, which adds up motivation on their side.

The "teaching" aspect is not obvious, and students feel relaxed to express themselves without thinking of making mistakes or being assessed.
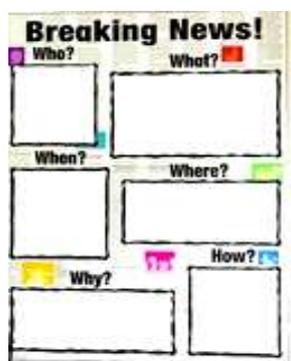
STORY MAP

Why to use story maps? They improve students' comprehension of narrative text. They provide students with a framework for identifying the elements of a story. They help students of varying ability capture and organize information and ideas efficiently.

A STORY MAP is a graphic organizer that helps students learn the elements of literature by identifying characters, plot, and setting. It is used during and after reading a text.
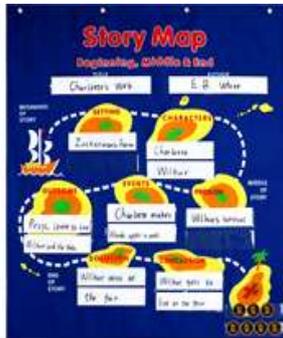
What is the purpose of user story mapping?

User story mapping puts the focus on the user, ensuring that the backlog contains stories that add real value to the customer by helping them achieve their goals. Plus, story mapping allows your team to plan and order their work so that it delivers the highest value to customers first.

STATION

This game is very effective in awakening students ' self-confidence in overcoming obstacles. At each station, tasks are assigned from easy to difficult. The execution of tasks at each station is carefully checked for correctness and transferred to the next station.

TRAIN BRAIN

Three trains are hung on the board, each car of the train is assigned tasks for each group. Time is given to complete the tasks of each train, and the group that completed the tasks at the given time receives a ticket for these trains, which means that the group becomes a winner.

5 SECOND RULE

5 Second Rule Game Questions

A timer that makes a sound (use your phone!)

Scorecard & Pen

1. Determine a player to go first in the Hot Seat.

2. The player to the left of the Hot Seat player reads a question aloud. All questions begin "Name 3…." followed by the category.

3. As soon as the question is read, start the 5-second timer. The player in the Hot Seat has 5 seconds to give 3 answers. If the player succeeds, they get one point.

4. If the player cannot name all 3 answers before the 5 seconds is up, no points are given and play moves to the next player on the right. That player now gets 5 seconds to answer the same question. However, they cannot use any answers previously given for that question.

5. Play continues until someone can name 3 answers in 5 seconds for that question and wins a point.

6. If play gets back to the original player without anyone getting the point, the original player gets one point.

7. Play continues around the circle with a different question. The player with the most points at the end of the game is the winner.

LOTTERY SCRATCH

This game is played to interest students. Hidden questions are given on the cards. To read the questions, you need to scrape the surface of the card. Points are earned by answering questions, but emojis can appear instead of questions, which means that you can get points without answering the question.

WALK STOP

Step-by-Step Instructions. Invite your group to spread throughout a large open space. Instruct your group to walk when you say "WALK" and to stop walking when you say "STOP." Issue a series of these two commands, in any order, for 20 to 30 seconds to help your group practice responding. When ready, announce that you will now swap the meaning of these commands, so "WALK" means stop walking and "STOP" means to walk. Challenge your group and everyone to continue to be as accurate and as fast as possible responding to each command.

When ready, announce two new commands:

– "NAME" invites everyone to say their own name out loud; and

– "CLAP" invites your group to perform one simultaneous clap.

Practice these two new commands together with "WALK" and" STOP."

Finally, announce you will swap the meaning of the last two commands, e.g. when you call "NAME" everyone claps and vice versa. Continue playing for several minutes, and/or try a variation.

PUSH & PULL

This game is beneficial to revise new vocabulary, the words are put in a vertical line after two players stay opposite, teacher says the new vocabulary in Kazakh variant or definition then student pull correct words written in cards or sheet of papers with legs, who pulls first gets points first. If the word is wrong push back the word to the line. That who pulls many words becomes a winner.

TABOO

This game is just a fun way to learn a language, so try it out today. Students will love it and it's a great review activity. Students are put in groups of 4 and give them one set of cards. The first student selects the first card and need to describe target word but cannot use words from a list of related ones. The top team is the one who guesses the most words. A correct answer means that the student takes the paper, gets one point and is the next person to select the next paper. This is useful in evening out the scores among group members.

MAGIC CUBE

One of the best ways to use story cubes is for speaking practice. Have your students roll the cubes and use the images they see to create a story. They can work in pairs or small groups to create a story together, taking turns to add new elements to the story. This is a great way to encourage your students to use English in a creative and relaxed environment.

Vocabulary Practice:

Another way to use story cubes is for vocabulary practice. Give your students a specific vocabulary set, such as action verbs or adjectives, and have them use the cubes to create sentences that incorporate these words. This is a fun way to reinforce vocabulary and help students to use new words in context.

Grammar Practice:

You can also use story cubes to practice.

They Encourage Creativity:

Story cubes encourage students to be creative and to use their imagination. This is a great way to encourage students to think outside the box and to use English in a fun and engaging way.

They Foster Collaboration:

When students work together to create a story using the cubes, they must collaborate and communicate with each other. This is a great way to build teamwork skills and to help students to work together effectively.

They Are Easy to Use:

Story cubes are incredibly easy to use. They require no preparation or advanced technology, making them a great resource for both teachers and students.

Some of the findings that we have observed are given below:

1) Enlarged learners' vocabulary. Games are a great way to practice new vocabulary. Instead of going home and memorizing word lists, they get to use them, which, in turn, helps them remember more.

2) Developed learners' confidence in the classroom. Games can also help students to get rid of inhibitions when it comes to speaking the language, which is a problem for many students.

3) Enriched the capacity of learners' communication. Games help them to be more creative and spontaneous when using the language, helping them overcome shyness. In fact, games can help students enhance their communication skills in general, even outside of the classroom.

To sum up, games are also motivating. Games introduce an element of competition into language-building activities. Students said that they liked the relaxed atmosphere, the competitiveness, and the motivation that games brought to the classroom. Games are serious devices by which we can create an interesting activity.

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