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**SMART and Non-Formal Foreign Language
Education: Teaching to Learn,
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Conference Proceedings**

29-30 May, 2025

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**THE XXI KAZTEA & BUKETOV UNIVERSITY CONFERENCE
‘SMART AND NON-FORMAL FOREIGN LANGUAGE
EDUCATION: TEACHING TO LEARN, LEARNING TO TEACH’**

**Karaganda, Kazakhstan
May 29-30, 2025**



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Association of Teachers
of English of the Republic
of Kazakhstan**

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ағылшын тілі мұғалімдері
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**Ассоциация учителей
и преподавателей
английского языка
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**‘SMART AND NON-FORMAL FOREIGN LANGUAGE EDUCATION:
TEACHING TO LEARN, LEARNING TO TEACH’**

**Karaganda
May 29-30, 2025**

XXI ХАЛЫҚАРАЛЫҚ KAZTEA & BUKETOV УНИВЕРСИТЕТІНІҢ

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**«АҚЫЛДЫ ЖӘНЕ БЕЙРЕСМИ ШЕТ ТІЛІНДЕ БІЛІМ БЕРУ:
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2025 жылдың 29-30 мамыры**

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КАРАГАНДИНСКОГО УНИВЕРСИТЕТА
ИМЕНИ АКАДЕМИКА Е.А. БУКЕТОВА
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ОБУЧАЕМ УЧИТЬСЯ, УЧИМСЯ ОБУЧАТЬ’**

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29-30 мая 2025 г.**



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‘SMART AND NON-FORMAL FOREIGN LANGUAGE
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Бұл жинақ 2025 жылғы 29-30 мамыр аралығындағы ағылшын тілін оқыту мен оқытудың өзекті аспектілеріне арналған «**Ақылды және бейресми шет тілінде білім беру: үйренуге үйрету, оқытуды үйрету**» халықаралық ғылыми-тәжірибелік конференциясының материалдарын қамтиды. Мақалалардың авторлары олардың мазмұнына жауапты. Редакция әрқашан авторлардың пікірімен бөліспейді және жарияланған деректердің дұрыс еместігі үшін жауап бермейді. Жариялауға қабылданған мақалалар плагиатқа қарсы тексеруден және редакциялаудан өтеді, оған мақаланы конференция жинағына орналастыру үшін баспасөзге дейін дайындау кіреді.

В данный сборник включены материалы международной научно-практической конференции «**Умное и неформальное иноязычное образование: обучаем учиться, учимся обучать**» от 29-30 мая 2025 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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**РЕКОМЕНДАЦИИ ПО ОФОРМЛЕНИЮ СТАТЬИ
В СБОРНИКЕ МАТЕРИАЛОВ KAZTEA С ПРИМЕРАМИ**

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1. ОСНОВНЫЕ ТРЕБОВАНИЯ

Для публикации статьи в сборнике материалов ежегодной конференции \ форума KazTEA необходимо соблюдать следующие рекомендации. Принимаются статьи трех видов:

- 1) Research Article (up to 3000 words);
- 2) Teaching Tips and Techniques (from 500 to 2,000 words);
- 3) Commentary (from 500 to 1800 words);

Шрифт – Times New Roman. Кегль – 14. Междустрочный интервал – одинарный. Расстановка переносов – запрещена. Выравнивание текста по ширине. Все поля по 2 см. Абзацы в тексте начинаются отступом в 1 см (т.е. «красная строка», когда отступ устанавливается в «формате абзаца», клавиши пробелами и табуляции не используются).

Текст необходимо набирать **без** нумерации страниц, **без** разрывов страницы, слова внутри абзаца **разделять только одним пробелом**, не использовать пробелы для выравнивания.

Рекомендуется **избегать** перегрузки статьи таблицами, если используемые в них данные исследований могут быть представлены в текстовом виде. Текст в таблицах следует набирать кеглем **12**, **межстрочный** интервал внутри таблицы – **одинарный**.

1.1 О ЗАГЛАВИИ

Оно оформляется **ЗАГЛАВНЫМИ БУКВАМИ**, **жирным шрифтом**, **14 кегль**, выравнивание по центру. Следует помнить, что заглавие – это суть рассматриваемого вопроса, в котором описано **ЧТО** автор будет описывать в своей работе.

Пример:

ОҚЫТУ ӘДІСІ (на казахском языке)



МЕТОДИКА ПРЕПОДАВАНИЯ (на русском языке)
METHODS OF TEACHING (на английском языке)

1.2 ПРО ОФОРМЛЕНИЕ ФИО

ФИО авторов оформляется по центру страницы 12 кеглем. После заглавия на первой строке указываются инициалы и фамилии авторов и они оформляются строчными буквами; на второй строке строчными буквами указывается должность автора статьи; на третьей строке указывается полное место работы без сокращений (если авторы из разных учреждений, то после каждой фамилии следует указать, кто где учится или работает); на четвертой строке указывается город и страна (через запятую); на пятой строке указывается электронный адрес каждого участника.

Все данные «шапки» оформляются 12 кеглем.

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1.3 ПРО АННОТАЦИЮ

Текст аннотации (объемом от 50 до 100 слов) оформляется *курсивом* на двух языках 12 кеглем как дополнение к языку статьи **первого типа** или **Research Article**.

- Если статья на **английском** языке, то аннотация оформляется на **казахском и русском** языках.

- Если статья на **казахском** языке, то аннотация оформляется на **английском и русском** языках.

- Если статья на **русском** языке, то аннотация оформляется на **английском и казахском** языках.

Внимание, к двум другим типам статьи аннотация не нужна!

Термины для аннотации на трех языках: **Abstract** (на английском языке); **Түйін** (для казахского языка); **Аннотация** (на русском языке).

Пример на английском языке:

Abstract (50-100 words)

We invite potential authors to get detailed recommendations for a research and / or methodological paper for publication in annual KazTEA Conference Proceedings. The examples are given in English, Kazakh, and Russian for each aspect of the paper. Particular attention is paid to the obligatory paper aspects, references, paper design, and list of references.

Пример на казахском языке:

Түйін (50-100 сөз)

Мұнда әлеуетті авторлар жыл сайынғы KazTEA конференциясының материалдар жинағында жариялау үшін зерттеу және/немесе әдістемелік мақаланың дизайны бойынша ұсыныстармен танысуға шақырылады. Мақаланың әрбір аспектісі бойынша мысалдар ағылшын, қазақ және орыс тілдерінде келтірілген. Мақаланың міндетті тармақтарына, пайдаланылған әдебиеттерге, техникалық дизайнға және пайдаланылған әдебиеттер тізіміне ерекше назар аударылады.

Пример на русском языке:

Аннотация (50-100 слов)



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Приглашаем потенциальных авторов ознакомиться с рекомендациями по оформлению научно-исследовательской и/или методической статьи для публикации в сборнике материалов ежегодной конференции KazTEA. По каждому аспекту статьи приводятся примеры на казахском, русском и английском языках. Особенно внимание уделено обязательным пунктам статьи, ссылкам, техническому оформлению и списку использованной литературы.

1.4 О КЛЮЧЕВЫХ СЛОВАХ / СЛОВСОЧЕТАНИЯХ

Они оформляются (как и аннотация) для статьи первого типа или research article *курсивом* на двух языках 12 кеглем. Не более 10 слов \ словосочетаний.

Термины для ключевых слов на трех языках: *Keywords* (на английском языке, само слово *жирным шрифтом, курсивом*); *Негізгі сөздер* (для казахского языка, также *жирным шрифтом, курсивом*); *Ключевые слова* (на русском языке также *жирным шрифтом, курсивом*).

Пример на английском языке:

Keywords: *KazTEA Conference Proceedings, recommendations, paper obligatory paragraphs, paper design, references* (точка после ключевых слов НЕ ставится) (Примечание: всего до 10 слов)

Пример на казахском языке:

Негізгі сөздер: *KazTEA конференция материалдары, ұсыныстар, мақаланың міндетті абзацтары, мақала дизайны, әдебиеттер* (точка после ключевых слов НЕ ставится) (Примечание: всего до 10 слов)

Пример на русском языке:

Ключевые слова: *материалы конференции KazTEA, рекомендации, обязательные абзацы статьи, оформление статьи, библиография* (точка после ключевых слов НЕ ставится) (Примечание: всего до 10 слов)

2. РЕКОМЕНДУЕМАЯ АРХИТЕКТУРА ТЕКСТА СТАТЬИ ПЕРВОГО ТИПА ИЛИ RESEARCH ARTICLE

Перечень пунктов статьи

1. Introduction \ Кіріспе \ Введение (обязательная часть).
2. Theoretical background \ Теориялық мәліметтер \ Теоретический обзор (обязательная часть).
3. Methods \ Әдістеме \ Методы (= использованные методы исследования, обязательная часть).
4. Focus of research \ Зерттеу бағыты \ Фокус исследования (необязательная часть, но рекомендуемая).



5. Discussion \ Талқылау \ Обсуждение (обязательная часть).
6. Findings (или Results) \ Нәтижелер \ Выводы (или результаты) (обязательная часть).
7. Conclusion \ Қорытынды \ Заключение (обязательная часть).
8. Recommendations \ Ұсыныстар \ Рекомендации (необязательная часть).

2.1 INTRODUCTION \ КІРІСПЕ \ ВВЕДЕНИЕ (обязательная часть)

В этом разделе следует описать **что** автор рассматривает в этой статье, указать **цель** и **задачи** (или только цель), анализируемый автором **материал**. Общий объем слов во введении – не более 500.

2.2 THEORETICAL BACKGROUND \ ТЕОРИЯЛЫҚ МӘЛІМЕТТЕР \ ТЕОРЕТИЧЕСКИЙ ОБЗОР (обязательная часть)

Этот раздел также часто называют **Literature review** (обзор литературы по данному вопросу). Здесь автор дает **краткое описание** кто, где и когда уже рассматривал подобную тему. Рекомендуется посмотреть на анализируемый вопрос достаточно широко и дать ссылки на казахстанских и зарубежных авторов. Желательно привести по **3-5 авторов** (при наличии), опубликовавших свои работы ранее. Данный раздел рекомендуется прописать тщательно, так как он показывает осведомленность автора по исследуемому вопросу, начитанность в области казахстанских и зарубежных исследований.

ВАЖНО обязательно ставить ссылки (про оформление ссылок см. ниже). **Кратко про ссылки:** в предложении оформляются в квадратных скобках в порядке упоминания (см. выделенное желтым цветом). Точка ставится **после** квадратной скобки. Если автор один, то указывается **1** ссылка. *Например*, текст текст текст [Lavrenova, 2019]. Если в одном предложении упоминаются разные авторы друг за другом, то ссылку можно оформить так: текст текст текст [фамилия, год; фамилия, год; фамилия, год]. Если указывается **конкретная** страница, то внутритекстовая ссылка выглядит так [Lavrenova, 2019, p. 4].

Пример на английском языке:

Text text text text text text text [Lavrenova, 2019] или [Lavrenova, 2019, p. 4] если указывается конкретная страница. Text text text text text text text [Chuang, 2020; Jung & Park, 2020; Mingmei, 2020]: text text text text. Text text



text text text text [Gabdrakhmanova, Mukhametzzyanova, & Shayakhmetova, 2016].

Ағылшын тіліндегі журналдарға авторлардың аты-жөнін инициалдарсыз, бірақ жұмыстың шыққан жылын көрсету тән екенін ескеріңіз). Обратите внимание, что для англоязычных журналов характерно использование фамилий авторов без инициалов, но с указанием года издания работы).

Пример на русском языке:

Текст текст текст текст текст текст текст *в российском и зарубежном языкознании*: в трудах К.Я. Авербуха (1999), Н.Д. Арутюновой (2000), О.С. Ахмановой (1978), М.Я. Блоха (1977), Г.О. Винокура (1996), Е. Вюстера (2005), Н.Б.Гвишиани (2015) и мн.др. Этим вопросом также занимались и *казахстанские лингвисты*: А.Х.Азаматова (1998), А.И. Ахметжанова (1999), Ж.С. Байсенова (2000), К. Жидебаев (1968), Р.С. Каренов (2004), А.Б. Коразова (2008), Ш.Ш. Сарыбаев (1999), К. Сатбаев (1993), М.М. Юсупов (1975) и др.

Обратите внимание, что для казахстанских журналов, как правило, характерно использование **инициалов + фамилии автора** на казахском и русском языках. Здесь также рекомендуется указывать год издания работы автора.

Қазақ тіліндегі мысал:

Текст текст текст текст текст *орыс және шетел тіл білімінде кеңінен қамтылды*: К.Я. Авербуха (1999), Н.Д. Арутюновой (2000), О.С. Ахмановой (1978), М.Я. Блоха (1977), Г.О. Винокура (1996), Е. Вюстера (2005), Н.Б.Гвишиани (2015) және т.б. Бұл мәселемен *қазақ тіл ғалымдары да айналысқан*: А.Х. Азаматова (1998), А.И. Ахметжанова (1999), Ж.С. Байсенова (2000), К. Жидебаев (1968), Р.С. Каренов (2004), А.Б. Коразова (2008), Ш.Ш. Сарыбаев (1999), К. Сатбаев (1993), М.М. Юсупов (1975) және т.б. Қазақстандық журналдар, әдетте, қазақ және орыс тілдеріндегі инициалдар + автордың тегінің қолданылуымен сипатталатынын ескеріңіз. Сондай-ақ автордың шығармасының шыққан жылын көрсету ұсынылады.

2.3 METHODOLOGY \ ӘДІСТЕМЕ \ МЕТОДОЛОГИЯ (обязательная часть)

В этом разделе следует прописать использованные методы исследования. Как известно, существует большое разнообразие методов исследования в каждой отрасли знания. Ниже предлагаются ссылки для подробного ознакомления с ними.



Например, в педагогических исследованиях существуют три основные группы методов (Рисунок 1).



Рисунок 1. Методы исследования в педагогике

Взято из: <https://disshelp.ru/blog/metodologiya-i-metodika-sotsialno-pedagogicheskogo-issledovaniya/>

№ 2: Понятие и виды теоретических методов исследования. Подробнее: <https://zaochnik.com/spravochnik/pedagogika/metody-issledovaniya-v-pedagogike/teoreticheskie-metody-issledovaniya/>

№ 3: Основные методы научного исследования. Подробнее: <https://sibac.info/blog/osnovnye-metody-nauchnogo-issledovaniya>

Пример на английском языке:

The method applied in the present paper is a descriptive and comparative analysis. The methods of logical systematization as well as overall excerption of the material have been involved as well. The research is based on the data obtained for It includes the methods of

Или: The methods applied are as follows: descriptive, comparative, analytical, and conceptual.

2.4 FOCUS OF RESEARCH \ ЗЕРТТЕУ БАҒЫТЫ \ ФОКУС ИССЛЕДОВАНИЯ



Здесь автор пишет о фокусе своего исследования и прописывает конкретные задачи или вопросы, на которые будет отвечать в статье.

Например,

Text text text text text *the research questions* which would shape our research project are:

- 1: text text text text?
- 2: text text text text?
3. text text text text?

2.5 DISCUSSION \ ТАЛҚЫЛАУ \ ОБСУЖДЕНИЕ (обязательная часть)

Именно в этой части автор описывает этапы своего исследования, или процедуру эксперимента, или анализ и т.д. Вся практическая часть статьи описывается в этом разделе. Здесь же можно разместить таблицу, график, рисунок, диаграмму и т.д.

Обратите внимание, как следует оформить рисунок: (взято из статьи Temirbolat Kenshinbay. *Lingua-Cultural Aspect in Learning A Foreign Language // Переосмысление обучения иностранному языку в период цифровизации: создание новых перспектив: материалы международного форума KazTEA. – Кызылординский государственный университет им. Коркыт Ата. Кызылорда, 2021. С. 18)*

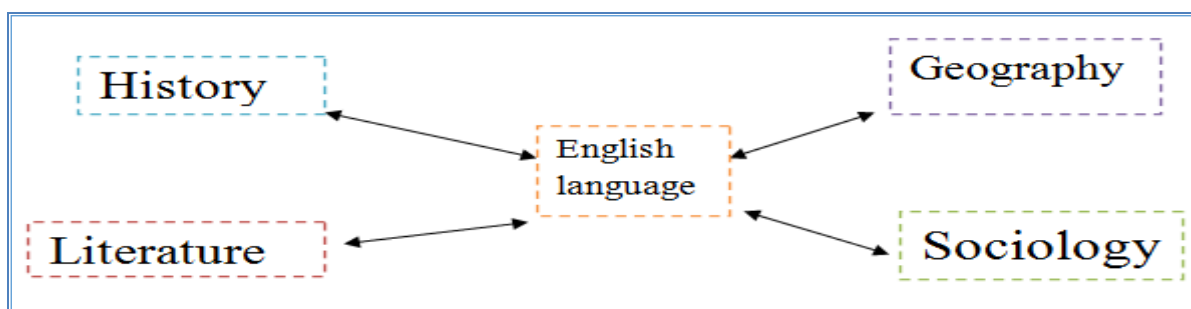


Figure 1. Inter subject bond of “English language” with subjects of the humanitarian field

Рисунок назван словом «Figure», ему присвоен номер «1» и дано название, которое прописывается прописными буквами **ПОД** рисунком **жирным шрифтом**, выравнивание по центру страницы с отступом в 1 см. Точка в конце названия не ставится.

Обратите внимание, как следует **оформить таблицу**:



(взято из статьи Saule Yeshengazina. Developing Writing Fluency In The Context Of English As A Foreign Language // Переосмысление обучения иностранному языку в период цифровизации: создание новых перспектив: материалы международного форума KazTEA. Кызылординский государственный университет им. Коркыт Ата. Кызылорда, 2021. С. 56)

Table 4 – The summary of the IELTS scores in the 1st Stream

Students in percentages	Listening	Reading	Writing	Speaking	Overall band score
33,3%	6.5	6.0	6.5	6.0	6.5
46%	5.5	5.0	5.5	5.5	5.5
20,7%	4.5	4.5	4.5	4.5	4.5

Таблица названа словом «Table», ей присвоен номер «4» и дано название, текст внутри таблицы оформлен 12 кеглем. Название таблицы прописывается прописными буквами **НАД** таблицей жирным шрифтом, выравнивание по центру страницы с отступом в 1 см. Точка в конце названия не ставится.

Обратите внимание, как следует *оформить диаграмму*:

(взято из статьи Marta Mynbayeva. Steam Education: Teaching English Through the Use of Arts // Переосмысление обучения иностранному языку в период цифровизации: создание новых перспектив: материалы международного форума KazTEA. Кызылординский государственный университет им. Коркыт Ата. Кызылорда, 2021. С. 107)

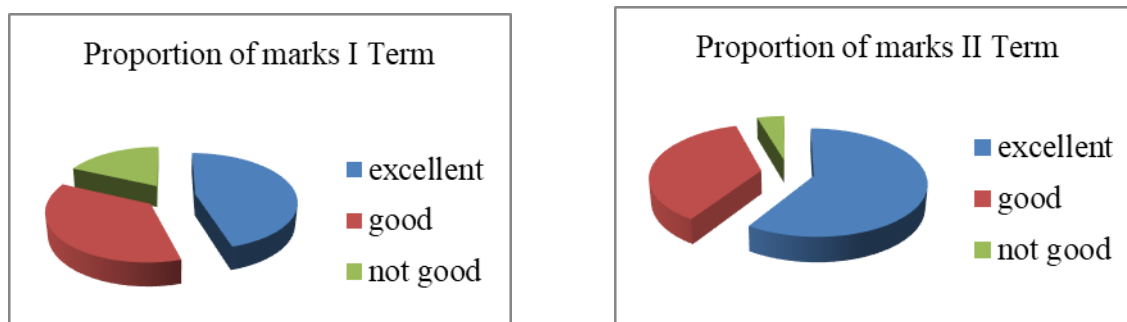


Diagram 3. Proportion of three different marks

Диаграмма названа словом «Diagram», ей присвоен номер «3» и дано название, текст внутри оформлен 12 кеглем. Название прописывается прописными буквами **ПОД** диаграммой жирным шрифтом, выравнивание по ширине страницы с отступом в 1 см. Точка в конце названия не ставится.



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Karaganda, Kazakhstan
May 29-30, 2025



Обратите внимание, как следует **оформить фотографию**:

(взято из статьи А.Р. Сулькарнаева, Н.Л. Сулятецкая. Секция английского языка: рестроспективы и перспективы // Переосмысление обучения иностранному языку в период цифровизации: создание новых перспектив: материалы международного форума KazTEA. Кызылординский государственный университет им. Коркыт Ата. Кызылорда, 2021. С. 176).

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(обтекание фотографии текстом можно
оформить как справа, так слева на странице, название фотографии **не обязательно**, так как она дополняет \ иллюстрирует текст).



2.6 FINDINGS (или RESULTS) \ НӘТИЖЕЛЕР \ ВЫВОДЫ (или РЕЗУЛЬТАТЫ)
(обязательная часть)

Здесь автор максимально подробно описывает полученные результаты; то, что было **установлено, выявлено, определено, высчитано, описано, достигнуто, доказано**. Следует помнить, что именно эта часть статьи показывает суть работы, ее исследовательский потенциал, ее новизну и несет в себе главную мысль автора.

2.7 CONCLUSION \ ҚОРЫТЫНДЫ \ ЗАКЛЮЧЕНИЕ
(обязательная часть)

Важно помнить, что в заключении никогда не вводится новая информация. Заключение – самая короткая часть статьи. Здесь автор **кратко** подводит итог по теме работы, суммируя полученные выводы. Кратко, поскольку все было подробно рассмотрено в предыдущем разделе (результаты \ выводы). Здесь же автор указывает дальнейшие перспективы исследования, планируются ли дальнейшие публикации по данной теме, какого рода анализ можно было бы провести в будущем.



2.8 RECOMMENDATIONS \ ҰСЫНЫСТАР \ РЕКОМЕНДАЦИИ (необязательная часть)

Как правило, в этой части автор прописывает возможные рекомендации по результатам проведенного эксперимента \ исследования \ анкетирования \ опроса.

3. СПИСОК ЛИТЕРАТУРЫ (обязательная часть)

Список литературы должен быть оформлен в соответствии с **ГОСТ Р 7.05-2008 «Библиографическая ссылка»** и содержать **в алфавитном порядке без нумерации** (сначала источники на английском языке, затем на казахском и потом на русском) упоминания только работы, на которые есть ссылки в тексте статьи.

Он должен включать:

- *статья в журнале* – фамилию и инициалы автора, название статьи, название журнала, том, год, номер или выпуск, страницы;
- *книга* – фамилии и инициалы авторов, точное название книги, место издания (город), издательство, год издания, количество страниц;
- *ссылки на интернет-документы* должны содержать фамилию и инициалы автора (при наличии), заголовок публикации, адрес, дату обращения.

В список литературы не включаются неопубликованные работы.

ВАЖНО обязательно ставить ссылки: они оформляются в квадратных скобках в порядке упоминания в тексте работы (см. выделенное желтым цветом). Точка ставится после квадратной скобки. Если автор один, указывается 1 ссылка. *Например*, текст текст текст [Чудакова, 1976, с. 221] если указывается конкретная страница, или если не указывается, то внутритекстовая ссылка выглядит так [Lavrenova, 2019].

Если в одном предложении упоминаются разные авторы друг за другом, то ссылку можно оформить так: фамилия (год), фамилия (год), фамилия (год), фамилия (год).

3.1 ПРИМЕРЫ ОФОРМЛЕНИЯ ССЫЛОК В СПИСКЕ ЛИТЕРАТУРЫ для статей на английском, казахском и русском языках

Подробно с данным стилем можно и нужно ознакомиться на сайте <https://sibsutis.ru/lib/staff/makeref-gost/>, где описан стиль оформления ссылок согласно ГОСТ Р 7.0.5-2008.

ПРИМЕРЫ ОФОРМЛЕНИЯ



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Karaganda, Kazakhstan
May 29-30, 2025



Книга с одним, двумя или тремя авторами:

ЗАГОЛОВОК (фамилия, инициалы авторов) **ОСНОВНОЕ ЗАГЛАВИЕ:**
ДОПОЛНИТЕЛЬНЫЕ СВЕДЕНИЯ (учеб. пособие) / **СВЕДЕНИЯ ОБ**
ОТВЕТСТВЕННОСТИ (И.О. Фамилия редактора, составителя; университет).
СВЕДЕНИЯ ОБ ИЗДАНИИ (2-е изд., перераб. и доп.) **МЕСТО ИЗДАНИЯ** (Москва,
Новосибирск): **ИЗДАТЕЛЬСТВО, ГОД ИЗДАНИЯ. КОЛИЧЕСТВО СТРАНИЦ.**

Пример:

Baugh A.C., Cable Th. A History of the English Language. Pearson, Boston, 2013, 405 p.

ОБЩАЯ СХЕМА ОПИСАНИЯ СТАТЕЙ ИЗ ЖУРНАЛОВ:

Фамилия И.О. автора статьи. Название статьи // Название журнала.
Год. № . С.

Пример:

Smith, J.T. Picturesque and dramatic” or “dull recitals of threadbare fare”: good practice in history teaching in elementary schools in England, 1872–1905. // Journal of Educational Administration and History. 2014. 46(1). p. 93–107. doi:10.1080/00220620.2014.856873.

Статья в сборнике конференций:

Пример:

Maryshkina, T., Kalizhanova, A. Motivating pre-service English language teachers to participate in university extracurricular activities // Reimagining EFL Education in the post-Covid-19 Era: Creating New Prospects for Learning: *International KazTEA Forum Proceedings*. Korkyt Ata Kyzylorda University. Kyzylorda, 2021. p. 21-32.

ОБЩАЯ СХЕМА ОПИСАНИЯ ЭЛЕКТРОННОГО ДОКУМЕНТА:

Фамилия, инициалы авторов. ОСНОВНОЕ ЗАГЛАВИЕ ОБЩЕЕ
ОБОЗНАЧЕНИЕ МАТЕРИАЛА [Электронный ресурс]: **СВЕДЕНИЯ,**
ОТНОсяЩИЕСЯ К ЗАГЛАВИЮ: справочник / **СВЕДЕНИЯ ОБ**
ОТВЕТСТВЕННОСТИ / под ред. И.И. Бун. **МЕСТО ИЗДАНИЯ ГОРОД:** **ИМЯ**
ИЗДАТЕЛЯ, ДАТА ИЗДАНИЯ. ПРИМЕЧАНИЯ

Пример:

Смирнов А.И. Информационная глобализация и Россия [Электронный ресурс]: вызовы и возможности. М., 2005. 1 CD-ROM.

МАТЕРИАЛ (текст, статья), РАСПОЛОЖЕННЫЙ НА САЙТЕ:

Фамилия И.О. авторов. Заглавие текста на экране [Электронный ресурс] // Заглавие сайта: сведения, относящиеся к заглавию / сведения об ответственности. URL: http://www._____ (дата обращения: __.__.__)



Пример:

Writing in English at University. Structuring paragraphs. [Электронный ресурс] // URL:
<https://www.youtube.com/watch?v=Qa2btnwJqzs&list=PLeVxAnFsasIqIc8b03kHA3tw-xfIwgO2M&index=10> (дата обращения 24.03.22)

4. РЕКОМЕНДУЕМАЯ АРХИТЕКТУРА ТЕКСТА СТАТЬИ ВТОРОГО И ТРЕТЬЕГО ТИПА ИЛИ TEACHING TIPS AND TECHNIQUES OR COMMENTARY

Перечень пунктов статьи

Основной текст статьи, который может быть разбит на подзаголовки (обязательная часть).

TITLE OF YOUR ARTICLE

Name and Surname of the Author

Job Position

Place of Work

City, Country

e-mail

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5. ОРИГИНАЛЬНОСТЬ СТАТЬИ

Для публикации в сборнике принимаются оригинальные статьи (процент оригинальности не менее **70%**), которые не публиковались ранее.

5.1 ИСПОЛЬЗОВАНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА (ИИ) ПРИ НАПИСАНИИ СТАТЬИ

(Взято из руководства по использованию искусственного интеллекта в академической деятельности Пен С.Г., Маханбаева Н.Н. и др, Руководство (Лига Академической честности, Астана 2023). <https://amu.edu.kz/about-university/league-of-academic-integrity/5.%20Руководство%20по%20использованию%20ИИ%20в%20академической%20деятельности.pdf>).



В соответствии с правилами Лиги академической честности академической деятельности организаций высшего и послевузовского образования Республики Казахстан наша редакция допускает использование ИИ на этапах сбора данных, анализа научных изданий и оформления статей. Однако участие ИИ в качестве автора научных публикаций строго запрещается. Все **научные результаты, положения, рекомендации и выводы** должны быть написаны автором **ЛИЧНО**.

Автор должен объяснить, на каких этапах исследования использовались технологии ИИ (промты), и как они были использованы. Он также должен рассказать о методах проверки достоверности полученных данных. Отсутствие подобных данных автоматически означает, что ИИ **НЕ** использовался.

Если выявляется использование ИИ без указания автором данного факта, статья отклоняется редакцией как несоответствующая принципам академической честности.

5.2 ОПИСАНИЕ РАБОТЫ, ПРОВЕДЕННОЙ С ПОМОЩЬЮ ИИ

(Взято из текста «Политика использования ИИ для научных журналов: как издательствам адаптироваться к новым реалиям». [Электронный ресурс] // Antiplagiat.ru. URL: <https://antiplagiat.ru/ai-policy-scientific-journals/#:~:text=В%20этом%20материале%20мы%20делимся%20практическим%20рекомендациями%20которые,и%20установить%20чёткие%20правила%20взаимодействия%20с%20этим%20инструментом> (дата обращения: 30.01.2025).

– Название, версию и разработчика используемых инструментов ИИ (например, ChatGPT, версия от 25 сентября, на основе GPT-4, разработанная OpenAI).

– Указание на разделы и объем вмешательства инструмента с ИИ (например, «В разделе «Обсуждение» примерно 20% текста изначально было составлено ИИ»)

– Описание типа и цели сгенерированного контента, который был включен в статью (например, «Текст, сгенерированный ИИ, предназначен для предоставления структурированного резюме, а также основных выводов. Этот сгенерированный контент был позже отредактирован и уточнен авторами, чтобы обеспечить согласованность, точность и актуальность».).

– Описание подсказок/промтов, которые давались программе, вместе с датой/временем (например, ссылку или снимок экрана чата).

6. ПОЛЕЗНЫЕ ССЫЛКИ ПО АКАДЕМИЧЕСКОМУ ПИСЬМУ И ОФОРМЛЕНИЮ СТАТЕЙ



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RESEARCH

HOW TO HELP WEAKER STUDENTS LEARN ENGLISH?

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Түйін

Әр сыныпта ағылшын тілін үйренуде қиындықтарға тап болатын үлгерімі төмен оқушылар бар. Бұл оқушылар бұрынғы сәтсіздіктерге байланысты өз-өзіне сенімсіздік танытады және жігерсіз немесе ынтасыз сезінуі мүмкін, бұл олардың тілді меңгеруіне және шетелде оқу сияқты мүмкіндіктерді пайдалануына кедергі келтіруі мүмкін. Тілді меңгеруде мотивация шешуші рөл атқарады. Бұл мақалада үлгерімі төмен оқушыларға кездесетін мәселелер қарастырылады және олардың қиындықтарын жеңуге көмектесетін практикалық шешімдер ұсынылады. Бұл мәселені шешу үшін қосымша сабақтар, ерте араласу және оқытудың сараланған тәсілдері маңызды.

Негізгі сөздер: үлгерімі төмен оқушылар, мотивация, оқыту стратегиялары, дифференциация, тілді меңгеру

Аннотация

В каждом классе есть более слабые ученики, которые испытывают трудности с изучением английского языка. Эти ученики часто не уверены в себе из-за прошлых неудач и могут чувствовать себя обескураженными или немотивированными. Это может помешать им освоить язык и воспользоваться возможностями, такими как обучение за границей. Мотивация играет решающую роль в овладении языком. В этой статье рассматриваются проблемы, с которыми сталкиваются более слабые ученики, и предлагаются практические решения, которые помогут им преодолеть свои трудности. Дополнительные уроки, раннее вмешательство и дифференцированные подходы к обучению имеют огромное значение для решения этой проблемы.

Ключевые слова: более слабые ученики, мотивация, стратегии обучения, дифференциация, усвоение языка



INTRODUCTION

Language learning is a challenging process that requires effort, practice, and motivation. However, some students struggle more than others due to factors such as prior failures, lack of confidence, and limited exposure to English. These weaker students often face anxiety, leading to a lack of engagement and reluctance to participate in lessons. The role of educators is crucial in identifying these challenges and applying appropriate teaching strategies to help weaker students succeed. This article aims to analyze the difficulties faced by weaker students in learning English and provide effective methods to overcome these obstacles.

THEORETICAL BACKGROUND

Motivation is a key factor in successful language acquisition. According to Deci and Ryan (1985), intrinsic motivation stems from a personal interest in the subject, while extrinsic motivation is driven by external rewards and consequences. Ormrod (2011) emphasizes that students who are extrinsically motivated often require additional encouragement from teachers to stay engaged. Furthermore, Pelletier et al. (1999) discuss how self-efficacy beliefs influence students' ability to succeed in learning a language.

Weaker students often experience demotivation, a state where they fail to see the connection between their efforts and success (Deci & Ryan, 2002). This leads to a cycle of avoidance, where students fear making mistakes and refuse to participate in language activities. To break this cycle, teachers need to implement engaging and student-centered teaching strategies.

This research also suggests that differentiation and personalized instruction can significantly impact weaker students' progress. Csikszentmihalyi & Nakamura (2005) argue that students learn best when tasks are tailored to their skill levels, making learning more accessible and enjoyable.

METHODS

To explore the effectiveness of various strategies in helping weaker students, an experimental study was conducted at 'A' School. The study included:

Extra Tutoring Sessions: weaker students attended additional English lessons where they practiced fundamental grammar and vocabulary.

Differentiated Instruction: lessons were modified to include simplified explanations, visual aids, and interactive exercises.

Motivational Strategies: teachers implemented positive reinforcement techniques and built a supportive learning environment.



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Parental Involvement: parents were encouraged to participate in their children's language-learning journey.

Learning a foreign language is quite challenging. One can face some difficulties when getting to the target. It is not easy and smooth all the time, hence it is quite possible to fail while learning a foreign language as a beginner and twice harder to start learning again because of any need. As it is mentioned above most learners treat the language with respect without understanding it. Here the teacher roles are crucial, especially when they try it a second time. Those who have failed once are really scared to start it again, so patience and careful approach is needed here. After examining, the tutors should prepare a thoroughly planned lesson in order not to frighten the learner. According to the experiment that is done in ‘A’ school, the first three extra lessons that are prepared with care and enthusiasm will determine the learners' future success. It is better to start from the very beginning. When the learner believes that he/she can understand and do the tasks themselves they are content and ready to continue learning the language with love and desire, as not in the case when everything is so complicated and complex that makes every learner feel stressed and pressurized. At an early stage bombarding the students with lots of grammar and words would not be appropriate.

For example, the first lesson may contain only the use of ‘to be’ and some adjectives (with the native language’s explanation).

to be (positive)		to be (negative)		to be (interrogative)	
I am	happy	I am not	happy	Am I	happy?
You are	rich	You are not	rich	Are you	rich?
He is	strong	He is not	strong	Is he	strong?
She is	beautiful	She is not	beautiful	Is she	beautiful?
It is	easy	It is not	easy	Is it	easy?
We are	kind	We are not	kind	Are we	kind?
They are	smart	They are not	smart	Are they	smart?

After explanation, the learner is asked to make his/ her own sentences using *to be and adjectives*. Starting from the very easy point will help the learner believe he/she is able to understand and make sentences himself/herself from the very first lesson. When the student tries the taste of self-confidence, then they are eager to continue learning and developing it. These kinds of lessons should be held until the learner is completely sure of his/her strength. When a person consciously is aware of his power then nothing will stop that student from going on and improving. The practice has shown several times that the first three lessons that have been held with care and love mostly lead to the success in the foreign language acquisition process.

The next thing that has been mentioned as one of the problems is the natural tendency of the learner. Some are perfect at learning languages by nature, some are



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unfortunately not. There are the cases when the learner is shut and hopeless because he/she thinks that he/she has no natural talent to develop language learning skills. It can be one of the challenging situations. However, this issue can also be solved if one tries hard and it depends on the student's motivation and future plans. The motivation is another strong point in the learning process. If the learner is highly motivated, it influences the way the students are studying strategies. In these kinds of situations the learners need less support from the outside world, as they are ready to enhance the language through self-discipline and self-regulation. Highly motivated students are easy to push and flexible to do all kinds of tasks that are asked by teachers. When the teacher gives any kind of advice and recommendation, they are always ready to listen to and follow them without hesitation. When it comes to the low-motivated students, it is another question. Low-motivated ones are not eager to show the talent and skills they possess, although they know it perfectly. It is a more difficult situation to solve. When the learner loses his/her motivation it is twice harder to make him/her start again and develop unless the interference of psychological skills of a tutor. Every teacher is somehow a psychologist; therefore, the teacher should be able to light the students' desire, to find the key to the heart and mind and open it step by step. Through face to face meetings and asking questions, trying to find the reasons for ignoring the subject, analyzing and applying any needed techniques with a real psychologist, having a conversation with their parents can reveal and solve the problem.

DISCUSSION

The study has revealed several key findings:

Role of the Teacher: weaker students showed significant improvement when teachers used differentiated instruction and provided personalized feedback. An encouraging and patient approach helped reduce students' anxiety and increased their confidence in speaking English.

Importance of Motivation: both intrinsic and extrinsic motivation played a critical role in student progress. Students who received positive reinforcement and rewards showed more enthusiasm in class activities.

Effectiveness of Extra Tutoring: additional lessons focusing on foundational skills helped students overcome previous learning gaps. Using simple exercises, such as constructing sentences with 'to be' and basic adjectives, proved to be effective in boosting their confidence.

Impact of Parental Involvement: students whose parents engaged in their learning process demonstrated higher levels of participation and motivation.

RESULTS



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The study has shown that:

- 75% of the weaker students demonstrated improved language skills after attending extra tutoring sessions;
- 80% of students responded positively to motivational strategies and exhibited greater willingness to participate in class;
- 70% of students benefited from differentiated instruction, leading to better comprehension and retention of English lessons.

These findings suggest that a combination of tailored teaching methods, motivation-building strategies, and additional support can significantly enhance weaker students' ability to learn English.

CONCLUSION

Helping weaker students learn English requires a multifaceted approach that includes differentiated instruction, motivation enhancement, extra tutoring, and parental involvement. While no single method guarantees success, a combination of these strategies can create a supportive learning environment that fosters progress. Teachers play a pivotal role in identifying struggling students and implementing targeted interventions to build their confidence and competence in English. By addressing their individual needs and providing continuous encouragement, educators can transform weaker students into confident language learners.

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DEVELOPING STUDENTS' ARGUMENT-BUILDING SKILLS IN ESSAY WRITING THROUGH ORAL AND WRITTEN FEEDBACK

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Түйін

Тілді үйренушілер үшін сыныптастарынан немесе мұғалімдерден кері байланыс алу маңызды, себебі бұл олардың қажетті тілді меңгеруіне көмектеседі. Жазу сабағында мұғалімдер жиі жазбаша және ауызша кері байланыс береді, алайда көп жағдайда, жазбаша кері байланыс студенттерге түсініксіз болып қалады. Зерттеу ауызша және жазбаша кері байланыстың студенттердің пікір білдіру дағдыларын дамытудағы ролін, студенттердің қабылдауын және кері байланыстың тиімділігін зерттеді. Зерттеу қорытындысы бойынша, мұғалім-студент арасындағы кездесулер мен кодталмаған кері байланыс түрлері айтарлықтай тиімді болатыны анықталды, ал имплицитті және эксплицитті кері байланыс аз тиімді болған. Дегенмен, студенттер барлық кері байланыс түрлерін пайдалы деп тапты.

***Негізгі сөздер:** түзетуші кері байланыс, мұғалім мен оқушының конференциясы, эксплицитті, имплицитті, кодталмаған*

Аннотация

Получение обратной связи от сверстников и учителей крайне важно для изучающих язык, так как это способствует достижению цели. На занятиях по написанию эссе преподаватели предлагают устную и письменную обратную связь, но иногда студенты находят письменные комментарии трудными для понимания. Исследование демонстрирует роль обеих форм обратной связи в развитии навыков аргументации студентов. Результаты показали, что конференции между преподавателем и студентом и некодированная обратная связь были наиболее эффективными, в то время как эксплицитная и имплицитная обратная связь оказались менее результативными. Тем не менее, студенты оценили все виды обратной связи как полезные.

***Ключевые слова:** корректирующая обратная связь, конференция «учитель-ученик», эксплицитный, имплицитный, некодированная*

INTRODUCTION



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The ability to construct well-reasoned and persuasive arguments is a cornerstone of academic success and effective communication in diverse professional contexts. Students are increasingly expected to demonstrate proficiency in argument-building within their written assignments, particularly in essay writing. Essay writing serves both as a means of assessing comprehension of course content and as a vital tool for cultivating critical thinking, analytical reasoning, and the articulation of informed perspectives [Andrews, 2010; Wingate, 2012]. However, many students, particularly those learning English as a foreign language (EFL), often struggle with the complexities of constructing robust and convincing arguments in their essays [Ferris, 2012; Silva, 2016]. This struggle can stem from a variety of factors, including inadequate understanding of argumentative structure, difficulties in identifying and evaluating evidence, and challenges in effectively expressing their ideas in written form.

To address these challenges, educators employ various pedagogical strategies, with feedback playing a central role in guiding students toward improved argumentation skills. Feedback, in its broadest sense, provides learners with information about their performance, allowing them to identify areas of strength and areas requiring further development [Hattie & Timperley, 2007]. In the context of essay writing, feedback can take numerous forms, ranging from detailed written comments provided by instructors to oral feedback delivered during teacher-student conferencing or whole-class discussions. The goal of feedback is to assist students in refining their understanding of argumentation principles, enhancing their ability to select and integrate appropriate evidence, and ultimately improving the clarity and persuasiveness of their written arguments [Bitchener & Ferris, 2012].

The effectiveness of various feedback modalities is still being explored. While written feedback has been a primary assessment method in essay writing, it can be ambiguous or hard for students to interpret without clarification, and its asynchronous nature limits immediate dialogue with instructors. Conversely, oral feedback allows for personalized interaction, where students can ask questions and receive tailored guidance, fostering a supportive learning environment and encouraging experimentation with argumentation strategies. However, oral feedback may also lack consistency in quality and does not provide a permanent record for students to reference.

Therefore, understanding the comparative effectiveness of oral and written feedback in developing students' argument-building skills in essay writing is crucial for informing pedagogical practices and maximizing student learning outcomes. This **research article aims** to address this gap in the literature by investigating the role and impact of both oral and written feedback on students' ability to construct well-reasoned arguments in their essays. Specifically, this study explores students' perceptions of the different feedback modalities, examines the types of feedback that



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students find most helpful in improving their argumentation skills, and analyzes the effectiveness of various feedback strategies in promoting the development of key argumentative competencies, such as thesis statement construction, evidence selection, and counterargument refutation. By shedding light on these critical aspects of feedback, *this research seeks to provide valuable insights* for educators seeking to enhance their students' argument-building skills and foster their success in academic writing.

THEORETICAL BACKGROUND

To identify the best approaches in encouraging students to strengthen their writing skills we have referred to the results of research done on this topic. Majority of researchers found feedback as the best way to encourage learners to enhance their writing. Hyland and Hyland [2006] indicated that feedback is a main form of ESL/EFL writing programs across the world. Ismail, Hassan and Maulan [2008] determined that even minimal feedback will help learners to do self-revision and self-correction in writing. It was also proven that L2 students who receive written corrective feedback on their errors can improve the accuracy of their writing compared with those who do not receive error feedback [Bitchener et al., 2005].

Finding the best ways to teach is another challenge. That is possibly why Brown [2001, p. 340] contends that '*...we are still exploring ways to offer optimal feedback to student writing*'. Shintani and Ellis [2013] revealed that uncoded feedback leaves the student to diagnose and correct the error himself. Ahmadi, Maftoon and Mehrdad, [2012] found that in EFL writing classes it is advised to incorporate both feedback types (implicit and explicit), keeping in mind that there is no single feedback strategy which works for all students, in all situations and with all the variety of errors. Hyland and Hyland [2019] disclosed that providing feedback to students, whether in the form of written commentary, error correction, teacher-student conferencing, or peer discussion is recognized as one of the ESL writing teacher's important means.

Based on the research **two forms of corrective feedback** were considered: written feedback (explicit, implicit and uncoded) and oral feedback (teacher-student conferencing, peer review, whole class discussion). It is hypothesized that the selected types of feedback would appear to be the effective ways that support students to develop their argument-building skills well. Gaining the necessary skills would enable learners to attain success in writing.

METHODS

A mixed-method design was adopted for data collection in the present study. Both quantitative and qualitative data were integrated to address the research aims



previously outlined – surveys (to collect quantitative data) and focus group discussion of students with reviews of documents (as the primary source of qualitative data).

As most types of **oral feedback** are completed by a teacher in the classroom, the role of teacher observation is essential in encouraging students to improve their argument-building in writing. Throughout these study teachers observed learners in the classroom to collect relevant information and data regarding the effectiveness of oral and written types of feedback. Teachers' notes allowed to avoid bias and to record details objectively.

To gain more qualitative data, a focus group discussion (FGD) with 5 students was conducted towards the end of the data gathering the period to investigate learners' views, perceptions, and beliefs surrounding feedback in essay writing. The focus group discussion enabled to explore the meanings of survey findings that cannot be explained statistically, the range of views on a topic of interest.

Concerning quantitative data, a four-item questionnaire was used to obtain the learners' attitudes toward various corrective feedback modes. It is a closed-form questionnaire containing four multiple-choice items to which 24 participants were requested to respond by choosing one of the given corrective feedback modes that they prefer to receive.

FOCUS OF RESEARCH

The focus of this action research is developing students' writing skills because according to the results of the external summative assessment majority of students could not cope well with writing assignments. By analyzing the high-school students' works we detected some common mistakes that most students made in writing formal essays. Learners might go off-topic providing irrelevant information; due to insufficient evidence and unclear reasoning their arguments happened to be weak and not extended, and they also found it difficult to support their claims. Miller and Pessoa [2016] also ascertained that many students at secondary and post-secondary levels, particularly L2 learners, struggle with writing arguments.

Taking into consideration the results of the previous and latest research works, providing students with oral and written corrective feedback was selected to tackle the problem. Therefore, the purpose of the study was to investigate ESL students' perceptions and attitudes towards oral and written feedback they receive for their essays aimed at developing argumentation skills.

The study addresses the following research questions:

1. What is the correlation between feedback and learners' uptake in writing?
2. How effective may written and oral feedback be in encouraging students to develop their argument-building skills in essay writing?



3. What are the most effective ways of feedback that support students to develop their argument-building skills?

DISCUSSION

Among written corrective feedback **the uncoded feedback** was considered to be more effective than implicit and explicit types of feedback. In FGD students pointed out that though uncoded feedback is less positive to get, through self-revision they are more aware about their mistakes, and self-correction will facilitate them to remember and avoid the same mistakes further. The findings of Bijami's study [2013] also demonstrated that self-revision would make it possible to help learners think critically and upgrade their independence.

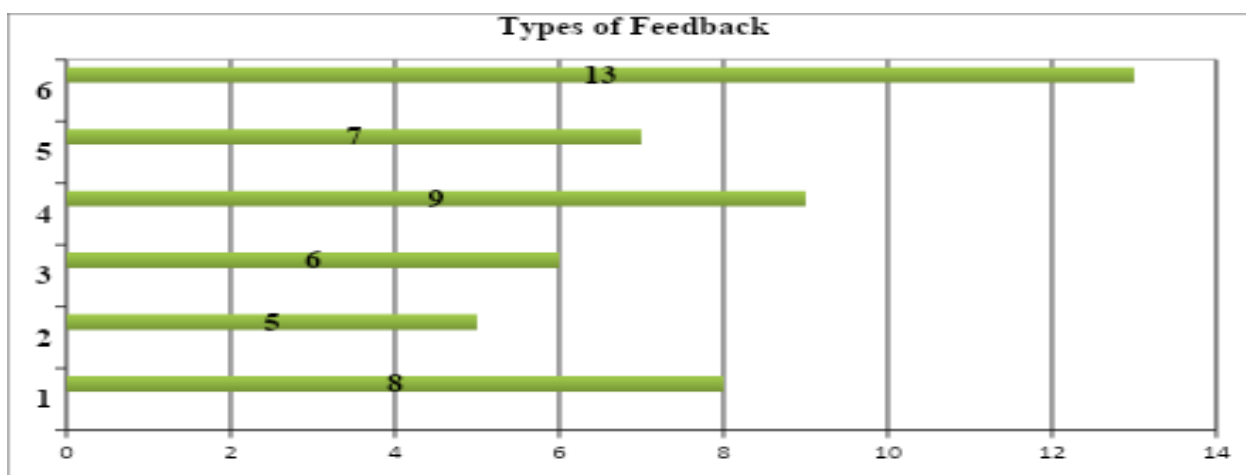


Diagram 1. The most effective types of feedback

Overall, all participants admit that all types of feedback are effective and support them to improve their written and argument-building skills. The findings of Alvira's study [2016] also presented that the appliance of any feedback would yield positive results by encouraging students to advance their writing skills.

In his study Mansourizadec [2014] split students into three groups to give various kinds of feedback. As a result, though all group members were able to enhance their writing accuracy in the post-test, the Oral Group outperformed and pointed out that oral feedback was more practical and timesaving. Our learners found oral feedback more useful, too. The results of the same research identify the important role of teacher feedback. In our case due to time constraints it is not always feasible to provide individual feedback to learners.

One of the types of feedback used in the classroom was peer feedback. According to the results of Suh's study [2005] written corrective feedback turned out



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to be more efficient than peer-review sessions. Students' language competence might be a hindrance to arrange peer feedback activity in the classroom as the favourable implementation of peer review can be available only when all learners are capable to provide constructive feedback. During focus group discussion our learners mentioned this fact either. They were not content with the feedback given by some of their classmates.

The research done by Küçükali [2017] showed that there is a close relationship between feedback and learners' uptake regarding writing. The empirical findings indicated that receiving more detailed meaningful feedback will promote learners develop their writing skills and show better results at exams. During the latest international exam our learners displayed better results in writing and proved that constructive feedback plays an important role in encouraging students to make a progress.

FINDINGS

Document analysis based on learners' essays collected, read, and reviewed and then returned by a teacher demonstrated significant changes regarding the layout and argumentation eventually. According to the analysis of summative assessment per unit and per term, learners began to get better grades and higher test scores on writing in relation to their previous exam results.

The results of the questionnaire illustrated that in comparison with the written corrective types, oral feedback was more valuable, positive, and effective. Among oral feedback, they defined the teacher-student conferencing as the most effective type that enabled them to understand their mistakes in detail. Even though teacher-student conferencing was time-consuming and organized out-of-class time, they found this type of feedback more effective to build arguments and recognize their errors.

Moreover, the learners expressed a high level of engagement during the feedback sessions, noting that the interactive nature of oral feedback allowed them to actively participate in the learning process. This dynamic exchange both fostered a deeper understanding of the content and encouraged them to articulate their thoughts more clearly, leading to improved critical thinking skills. The in-person discussions provided an opportunity to clarify misconceptions immediately, which further reinforced their learning and retention of concepts. Overall, the combination of improved performance metrics and positive perceptions of the feedback methods highlights the vital role of interactive feedback in enhancing students' writing skills and academic confidence.

CONCLUSION



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In conclusion, each type of feedback was acknowledged as effective for students in the classroom. It is not important what type of feedback is given, but it is most important how useful is given feedback for students. Nevertheless, participants of this study found oral feedback more advantageous and fruitful in terms of learning and attainment.

Both whole-class discussion and teacher-student conferences were helpful, still learners gave preference to the latter in enhancing their understanding on argument-building in essays. One-to-one interactions through writing conferences provided opportunities for students to showcase their writing styles, while teachers could recognize their students' strengths and weaknesses. Peer review was not always successfully conducted due to learners' different language competence.

Learners valued the significance of both explicit and implicit feedback in dealing with language mistakes; however, uncoded feedback was recognised the best for them to reconsider errors, self-correct and present evidence. Overall, oral feedback combined with written feedback would be more acceptable and practical for greater performance in essay writing.

There are a few limitations of this study that should be considered when interpreting the results. The study has been based on questionnaires and classroom observations at one school only. Therefore, to get a better picture of the situation, teachers' and students' interviews might have been included. Involving a larger number of participants for survey might have supported to receive better statistical data either.

RECOMMENDATIONS

It is recommended to teachers to improve their feedback practice in English learning classroom:

- Teacher training and collaboration play a vital role in encouraging teachers to use efficient techniques and different approaches of feedback, as well as, when and how to give feedback in their classrooms.
- Teachers should be more concerned about using different approaches of feedback in their classrooms as students are individuals with different backgrounds. The same type of feedback may not work for all learners; therefore, it should be carefully selected depending on the needs of students.
- To conduct effective teacher-student conferences, teachers need to be patient because providing quick solutions is not necessarily the best way to assist students in developing new skills.

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In English



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INTEGRATING SMART GOALS AND NON-FORMAL EDUCATION TO ENHANCE TESTL: A DUAL APPROACH OF TEACHING TO LEARN AND LEARNING TO TEACH

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Түйін

Бұл зерттеу SMART мақсаттарын бейресми білім беру әдістерімен біріктіру арқылы *Teaching English to Speakers of Turkic Languages (TESTL)* жүйесіндегі ағылшын тілі мұғалімдерінің кәсіби тәжірибесін тілі руді қарастырады. Бейресми білім беру дәстүрлі оқыту әдістерінен тыс маңызды білім беру тәжірибесін ұсынады, алайда оның тиімділігі жүйелі енгізуге байланысты. SMART мақсаттары құрылымдық тәсілді қамтамасыз етіп, оқу әрекеттерінің мақсатты, өлшенетін және нәтижеге бағытталған болуын қолдайды. «Үйрену үшін оқыту» және «Оқыту үшін үйрену» әдістерін қолдану арқылы мұғалімдер өздерінің оқыту әдістерін жетілдіріп, кәсіби біліктіліктерін арттыра алады.

Негізгі сөздер: SMART мақсаттары, бейресми білім беру, ағылшын тілін оқыту, TESTL, кәсіби даму

Аннотация

В данном исследовании рассматривается интеграция SMART-целей с методами неформального образования для повышения профессиональных практик преподавателей английского языка в рамках подхода *Teaching English to Speakers of Turkic Languages (TESTL)*. Неформальное образование предоставляет значимый образовательный опыт, выходящий за рамки традиционных методов преподавания, однако его эффективность зависит от системного внедрения. SMART-цели обеспечивают структурированный подход, позволяя учебной деятельности оставаться целенаправленной, измеримой и ориентированной на достижение результатов. Используя подходы «учиться, чтобы



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преподавать» и «преподавать, чтобы учиться», преподаватели могут совершенствовать свои методы и одновременно повышать профессиональную компетентность.

Ключевые слова: SMART-цели, неформальное образование, преподавание английского языка, TESTL, профессиональное развитие

INTRODUCTION AND THEORETICAL BACKGROUND

The globalized world, coupled with digitalization, has led to an explosive demand for English language teaching. English has become a fundamental key for global communication, cultural relationships, and professional teamwork [Leleka, 2023; Khomyshak, 2024]. Its status as a lingua franca enables individuals with different native languages to participate in worldwide discussions concerning business, science, technology, and education [Knapp, 2015; Loor, 2024; Sofyan, 2021]. As a global communication means, English serves as the primary medium for connecting various fields, including commerce, science, technical domains, and educational sectors. While the need for English proficiency is evident due to its elevated status, teaching English to speakers of Turkic languages - such as Uzbek, Turkish, Azerbaijani, Kazakh, Turkmen, and Kyrgyz - faces diverse language-based and cultural barriers. Addressing these challenges requires strategic solutions to promote effective language learning.

Phonetic, phonological, and grammatical differences present significant challenges for Turkic language speakers learning English. Turkic languages exhibit major phonetic contrasts with English, particularly regarding the distinction between the /v/ and /w/ sounds, as well as vowel simplification [Satibaldiyev, 2024]. The inherent characteristics of Turkic languages complicate English acquisition, primarily due to their agglutinative structure, which relies on suffixes rather than articles and prepositions. To enhance students' accuracy and fluency in English, phonetic training and structured grammar instruction, complemented by communicative exercises, should be standard practices [Isaeva, 2024].

Educational effectiveness for Turkic-speaking learners in English language instruction is influenced by cultural elements, pedagogical factors, and linguistic barriers. Non-native English-speaking teachers working as expatriates often encounter cultural gaps in the classroom, necessitating their acquisition of intercultural understanding and local language fluency to enhance their teaching effectiveness [Altaai, Gokgoz-Kurt, 2023]. The educational systems in Turkic-speaking regions face various challenges, including classroom overcrowding, inadequate teacher training, and education programs that do not sufficiently develop oral communication proficiency [Valizadeh, 2021].

Accommodating these learning obstacles requires learners to adopt innovative educational methods. Interactive teaching tools, such as role-playing, multimedia content, and group activities, enhance students' comprehension while effectively



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reinforcing their understanding of grammar [Isaeva, 2024]. A language learning program will maintain its practical relevance by incorporating activities that simulate real-world situations, such as food ordering, navigation, and family interaction discussions. Educational programs tailored to meet the professional needs of Turkic-speaking educators are essential for developing their capabilities in strategy implementation and addressing specific contextual challenges [Madalińska-Michalak&Bavlı, 2018].

Understanding the unique linguistic, cultural, and pedagogical challenges that Turkic language learners encounter while studying English is essential for achieving effective language acquisition, especially given the increasing demand for English education. Educators who employ phonetic and grammatical training, along with culturally sensitive teaching methods, interactive instruction, and professional development opportunities, will enhance both teaching effectiveness and student engagement. These training methods empower students to attain fluency in English and develop the skills necessary for active global communication and collaboration. To foster sustainable progress in English language acquisition, it is imperative to implement specialized educational techniques alongside systematic instruction. The SMART methodology serves as a practical framework that enables language instruction participants to establish specific and measurable objectives, leading to successful learning outcomes.

DISCUSSION. METHODOLOGY

SMART Framework

By following the S.M.A.R.T. framework, individuals can break down major objectives into manageable steps that lead to specific and meaningful outcomes. As a management system, the framework establishes criteria for clear objectives through Specific, Measurable, Achievable, Relevant, and Time-bound standards. This systematic approach enables teaching staff and students to develop distinct learning goals, thereby enhancing educational effectiveness by concentrating on particular targets. This section illustrates how the elements of S.M.A.R.T. relate to educational objectives based on recent academic research.

The process of education necessitates the establishment of clear objectives from the outset. Educational and learner objectives can be made specific and easily attainable through S.M.A.R.T. goals, which delineate precise achievement milestones. Language education exemplifies the creation of individualized curricula through specific educational targets [Yurchenko, 2023]. Both learners and educators benefit from well-defined goals, as they reduce confusion and provide clear guidance for achieving targeted outcomes.



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The process of monitoring achievement is facilitated by measurable goals, which establish essential evaluation criteria. This approach enables the assessment of student educational development and the effectiveness of instructional methods within educational settings. The evaluation of concrete learning progress can be achieved through specific indicators, such as test scores and skill mastery levels [Yurchenko, 2023; Aghera, 2017]. By utilizing these metrics, educators are empowered to make adjustments to their instructional strategies while also ensuring accountability in their work.

A goal must be measurable and attainable, taking into account the learner's current capabilities and available resources. Setting achievable targets enhances student motivation by allowing them to engage with tasks they can manage, thereby fostering a sense of accomplishment. It is essential for students to establish effective goals, as adaptive learning technologies tailor the experience to each student's current learning level [Cheung, Wang, & Kwok, 2021; Atif, Mathew, & Lakas, 2014]. Realistically achievable goals provide consistent motivation and contribute significantly to students' learning progress.

The relevance of learner targets is directly related to their broader life and professional objectives. Educational settings flourish when relevance transforms knowledge into an active learning experience with purposeful outcomes. When learning programs align with individuals' personal interests, the content becomes meaningful, fostering commitment and persistence among learners [Gambo & Shakir, 2021]. The learning process yields better outcomes when educational targets are connected to students' realistic goals.

Time-bound goals establish deadline-driven objectives that create both urgency and specific timeline requirements. Agreed-upon training schedules, which include specified progress markers, assist students in navigating educational content effectively, helping them maintain concentration while optimizing their study time. Learners benefit from time-bound goals because these objectives create structured learning environments that enhance discipline and foster effective time management skills [Amin, 2023].

The S.M.A.R.T. framework is an essential educational tool that provides structure for goal setting by enhancing both the clarity and feasibility of objectives while boosting motivation levels. Implementing the S.M.A.R.T. elements during the learning process enables educators to improve teaching practices and achieve better outcomes in student learning. By utilizing the S.M.A.R.T. framework, teachers and students can collaboratively establish long-term educational goals through an efficient, systematic approach. The structured S.M.A.R.T. method warrants further examination when applied to non-formal education alongside formal systems, as this educational approach is crucial for fostering lifelong learning and skill acquisition, even when operating outside standard institutional arrangements.



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Non-Formal Education

Non-formal education is an effective educational method due to its flexible, learner-centered teaching approach, which often surpasses conventional school curricula for language training. Unlike formal education, non-formal education focuses on practical skills and their application in real-world situations, rather than relying on structured learning methods. This flexibility allows learners to utilize non-formal education either as a supplementary resource or as a substitute for formal language classes. In the context of language education, this teaching method enables students to engage with the language in various authentic situations, thereby enhancing both their fluency and cultural competence.

The core principle of non-formal education is based on purposeful learning, which empowers participants to make their own educational choices. Learners engage in non-formal educational programs to acquire specific skills and knowledge that necessitate goal-oriented, self-guided learning approaches [Hapon, 2023; Grabowska, 2023]. Participants in speaking clubs and language workshops create informal environments to practice their conversational skills, thereby enhancing their language learning experience [Hapon, 2023]. Educational spaces that promote community engagement offer authentic communication opportunities, such as language clubs, reading groups, and cultural events, allowing learners to interact meaningfully [Ciornei, 2018]. Real-world social interactions provide two key benefits: improved language proficiency and increased confidence, along with enhanced social skills.

Non-formal education provides a significant advantage by complementing formal education, resulting in an enriched learning experience for students. The integration of the structured approach of formal education with the practical methodologies of non-formal education offers a comprehensive language education to learners [Flerov, 2022; Rosell-Aguilar, Beaven & Gutiérrez, 2018]. This combined system fosters enduring learning abilities and flexibility, which empower students to thrive in various academic contexts.

Non-formal education significantly impacts children's reading and language skills. The growth of language competency occurs as students engage in enjoyable learning experiences through storytelling, games, and interactive projects [Azli, 2024]. These language learning activities enhance not only communicative abilities but also critical thinking skills and creative potential. Additionally, non-formal education fosters social and cultural competence by enabling students to connect with others and participate in community-based tasks. Such experiences help learners develop skills in cross-cultural understanding and communication, which are essential in our increasingly globalized world [Ciornei, 2018].

Digital tools have created new learning opportunities for non-formal language education, making it more accessible to students and more directly relevant to their needs. Students who utilize digital tools to connect with telecollaboration projects



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and social media platforms can now engage with native speakers from around the globe. These digital spaces facilitate authentic language learning opportunities through cultural exchanges between language learners, effectively eliminating geographical barriers [Flerov, 2022; Rosell-Aguilar, 2018]. The process of digitalization enables non-formal education to develop personalized language learning pathways that adapt to the individual needs of students.

The methods of non-formal education combine learner initiative with adaptive sequences that build upon conventional teaching practices. An educational program employs scenario-based functional training alongside cross-cultural understanding to develop multilingual communication skills that address institutional curriculum challenges. Non-formal education is essential for modern language education, as it operates effectively within digital environments. Language teaching strategies should integrate traditional educational models with non-formal approaches, as global connectivity necessitates that students enhance their language capabilities. The application of non-formal educational practices under S.M.A.R.T. guidelines demonstrate a positive approach to improving educational outcomes.

The implementation of the S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, Time-bound) framework in non-formal language education establishes a system that helps learners maximize their self-directed learning outcomes. Learners who set specific goals regarding their conversational skills and context-related vocabulary can enhance their effectiveness in achieving these targets. Trackable objectives, such as vocabulary progress monitoring and language exchange completion requirements, create clear indicators for measuring advancement. By aligning their learning goals with their current capabilities and available resources, learners maintain motivation while minimizing frustration. When students connect their goals to personal interests and real-life applications, such as preparing for foreign travel or engaging with media in their target language, their engagement increases, making the learning experience feel more meaningful. Establishing time-constrained objectives, along with defined timeframes and achievement checkpoints, enables students to remain focused while reducing the tendency to procrastinate. This methodological yet flexible language learning framework supports informal education by introducing systematic goal-tracking tools that enhance motivation and achievement. Through the S.M.A.R.T. framework, students bridge the gap between unstructured learning environments and formal educational objectives, leading to improved outcomes in their language education.

ANALYSIS

SMART Principles in TESTL



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Language learning progress is enhanced through the use of SMART framework goals, which emphasize specificity, measurability, achievability, relevance, and time-bound deadlines. Within the context of TESTL, these principles serve as a foundation for addressing the specific linguistic challenges faced by Turkic-speaking learners.

Integrating the S.M.A.R.T. Framework into TESTL

Within the framework for teaching English to Turkic-speaking students, the S.M.A.R.T. model offers organized, goal-directed solutions to address their unique language and cultural barriers. Languages such as Turkish, Uzbek, Kazakh, and other Turkic languages exhibit significant differences from English in terms of phonetic patterns, grammatical structures, and syntactic frameworks. Learners often encounter specific challenges with English articles, struggle to differentiate similar sounds, and find it difficult to comprehend advanced sentence structures due to the disparities between Turkic languages and English. By employing the S.M.A.R.T. planning framework, teachers can develop targeted learning strategies that effectively address student challenges while enhancing overall learning outcomes. This section outlines the application of the S.M.A.R.T. framework components for Turkic-speaking learners, supported by practical examples and strategies.

Table 1 – Applying the S.M.A.R.T. Framework to English Language Education for Turkic-Speaking Learners

S.M.A.R.T. Component	Explanation in TESTL Context	Strategy and Examples for Implementation	Targeted Skills
Specific	Goals should target common areas of difficulty, such as phonetic contrasts or grammatical gaps unique to Turkic languages (e.g., vowel reduction, consonant clusters, or the absence of articles).	<i>Example Goal:</i> Learn to use English articles (a, an, the) correctly in sentences within one month, as articles do not exist in Turkic languages. <i>Activity:</i> Provide examples of sentences with and without articles, and have learners practice identifying and using them in context. Focus on common errors Turkic speakers make, such as omitting articles.	Grammar
Measurable	Progress should be quantifiable to track improvement and success, especially in areas like pronunciation and vocabulary.	<i>Example Goal:</i> Increase vocabulary related to daily routines by 30 words in two weeks. <i>Activity:</i> Use flashcards or apps like	Vocabulary



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S.M.A.R.T. Component	Explanation in TESTL Context	Strategy and Examples for Implementation	Targeted Skills
		Quizlet to track the number of words learned. Include culturally relevant vocabulary (e.g., words related to family, food, or traditions) to make learning more meaningful.	
Achievable	Goals should be realistic and attainable, considering the learners' proficiency levels and the resources available in Turkic regions.	<p>Example Goal: Master the present continuous tense by the end of the week.</p> <p><i>Activity:</i> Focus on common verbs (e.g., "I am eating," "She is reading") and have learners create sentences about their daily activities. Use visual aids and real-life examples to simplify complex grammar rules.</p>	Grammar
Relevant	Goals should align with learners' cultural and linguistic contexts, making English learning more meaningful and applicable.	<p><i>Example Goal:</i> Learn phrases for ordering food in English to prepare for a trip abroad.</p> <p><i>Activity:</i> Role-play restaurant scenarios, using menus with English descriptions. Incorporate familiar Turkic dishes and cultural practices to make the activity relatable.</p>	Speaking
Time-bound	Goals should have a clear timeline to maintain focus and urgency, ensuring sustained engagement and progress.	<p><i>Example Goal:</i> Complete a 5-minute English presentation on a cultural topic within three weeks.</p> <p><i>Activity:</i> Provide a timeline for drafting, practicing, and delivering the presentation. Encourage learners to choose topics related to their Turkic heritage (e.g., traditional holidays, music, or cuisine) to increase engagement.</p>	Speaking and Listening

The S.M.A.R.T. framework provides an effective structure for developing appropriate English language education programs that address the needs of Turkic-speaking learners. Educators should tailor their objectives to address the specific language barriers their students encounter, thereby fostering a more inclusive and



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engaging learning environment. The strategies mentioned, which combine an emphasis on phonetic contrasts with the selection of culturally relevant vocabulary and proper time management, assist students in achieving their language goals while enhancing their emotional connection to the educational process. The significance of global communication in English necessitates that Turkic-speaking learners employ both structured methodologies and cultural responsiveness to attain interconnectivity in today's world.

Non-Formal Education and TESTL

The teaching of English to Turkic-speaking learners (TESTL) significantly relies on non-formal education as an alternative educational approach that complements formal teaching practices. The practical methodologies and learner-centered teaching strategies inherent in non-formal education have proven effective for instructing Turkic-speaking students, as they are tailored to address their unique challenges. Non-formal education creates learning environments that embrace flexible cultural methods, enabling students to acquire language skills effectively within context-rich and culturally relevant settings. The following analysis outlines how non-formal education should be adapted to meet the needs of Turkic-speaking learners through practical methods and specific examples.

Table 2 – Non-Formal Education Strategies for Turkic-Speaking Learners

Aspect of Non-Formal Education	Explanation in TESTL Context	Strategy and Example for Implementation	Targeted Skills
Flexibility and Intentionality	Non-formal education allows learners to focus on specific areas of difficulty, such as phonetics or grammar, at their own pace.	<i>Example Goal:</i> Improve pronunciation of English vowel sounds within two months. <i>Activity:</i> Organize speaking clubs where learners practice vowel sounds through songs, tongue twisters, and conversational exercises. Focus on sounds that are challenging for Turkic speakers, such as /æ/ and /ʌ/.	Pronunciation
Community and Practical Settings	Learning in community settings provides authentic contexts for language use, enhancing fluency and cultural understanding.	<i>Example Goal:</i> Participate in a cultural exchange event to practice conversational English within one month.	Speaking and Listening



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Aspect of Non-Formal Education	Explanation in TESTL Context	Strategy and Example for Implementation	Targeted Skills
		<i>Activity:</i> Organize events where learners interact with native English speakers or other learners, discussing topics like traditional Turkic holidays or cuisine.	
Integration with Formal Education	Non-formal activities can reinforce formal lessons, creating a cohesive learning experience.	<p><i>Example Goal:</i> Complete a project combining formal grammar lessons with real-world application within three weeks.</p> <p><i>Activity:</i> Assign learners to create a short video or presentation using grammar structures learned in class, such as the present perfect tense, to describe personal experiences.</p>	Grammar and Speaking
Cultural Relevance	Incorporating familiar cultural elements makes learning more meaningful and engaging for Turkic-speaking learners.	<p><i>Example Goal:</i> Learn 20 English words related to family and relationships within two weeks.</p> <p><i>Activity:</i> Use family-related vocabulary in role-playing scenarios, such as describing family trees or discussing family traditions. Highlight similarities and differences between Turkic and English family terms.</p>	Vocabulary
Adaptation to Digital Environments	Digital tools expand access to non-formal learning opportunities, enabling innovative and interactive approaches.	<p><i>Example Goal:</i> Complete an online language exchange program with a native English speaker within six weeks.</p> <p><i>Activity:</i> Use platforms like Tandem or HelloTalk to connect learners with native speakers for virtual conversations. Encourage discussions about cultural topics, such as traditional music or festivals.</p>	Speaking and listening

Turkic-speaking learners can benefit from a dynamic and adaptable approach to English instruction through non-formal education, which addresses their specific



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linguistic and cultural needs in ways that formal education often cannot. By incorporating digital technologies, hands-on activities, and culturally sensitive methods, teachers can create a more effective and engaging learning environment. This approach not only enhances language proficiency but also fosters a deeper connection to the learning process, enabling Turkic-speaking learners to achieve their language goals and participate more fully in a globalized society.

Integration of SMART framework to Non-Formal Language Education

Through flexible, community-driven, and culturally relevant learning opportunities, non-formal education plays a critical role in language acquisition. However, without a defined structure, informal learning can sometimes lack focus, making it difficult to monitor progress and ensure successful learning outcomes. At this juncture, the SMART framework - which stands for Specific, Measurable, Achievable, Relevant, and Time-bound - becomes essential.

SMART goals can be integrated into non-formal education to provide students with a structured approach that ensures meaningful language development, enhances engagement, and tracks success. To guarantee that each activity is goal-oriented, measurable, and culturally relevant, the SMART framework can be employed to organize non-formal language learning for Turkic-speaking learners, as illustrated in the accompanying table.

Table 3 – Structuring Non-Formal Language Education for Turkic-Speaking Learners Using SMART Goals

SMART Component	Role in Structuring Non-Formal Education	Integrated Strategy and Example	Targeted Skills
Specific	Ensures non-formal activities focus on clear learning targets rather than general exposure.	<i>Example Goal:</i> Learn 10 common phrasal verbs used in daily conversation within two weeks. <i>Activity:</i> In speaking clubs, learners use phrasal verbs in role-plays (e.g., ordering food, asking for directions). Peer feedback ensures correct usage.	Speaking, Vocabulary
Measurable	Provides a way to assess progress in flexible non-formal settings.	<i>Example Goal:</i> Increase fluency by reducing pauses and hesitations in a 2-minute monologue within one month. <i>Activity:</i> Organize storytelling sessions where learners practice speaking on familiar topics, recording progress weekly to track	Speaking, Fluency



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		improvement	
Achievable	Prevents overwhelming learners by setting realistic objectives within non-formal learning environments.	<p><i>Example Goal:</i> Participate in three cultural exchange discussions within one month.</p> <p><i>Activity:</i> Host online and in-person discussions where learners share insights about Turkic traditions while practicing English conversation skills.</p>	Speaking, Listening
Relevant	Aligns non-formal learning with culturally meaningful contexts to increase engagement.	<p><i>Example Goal:</i> Learn 15 English words related to traditional clothing and crafts within two weeks.</p> <p><i>Activity:</i> In workshops, learners describe traditional Turkic garments in English, incorporating interactive tasks like fashion presentations.</p>	Vocabulary, Speaking
Time-bound	Prevents non-formal education from becoming open-ended, ensuring steady progress	<p><i>Example Goal:</i> Create a 3-minute digital presentation on a cultural topic using correct past tense structures within three weeks.</p> <p><i>Activity:</i> Learners create and present videos on historical events or personal experiences, following a structured timeline for research, scripting, and recording.</p>	Grammar, Speaking, Writing

Table 3 demonstrates how SMART goals, which provide specific objectives, make progress quantifiable, guarantee that activities stay relevant and practical, and maintain a schedule for completion, can organize informal learning.

Teaching to Learn and Learning to Teach in Teaching English to Turkic-Speaking Learners (TESTL)

When teaching English to Turkic-speaking learners (TESTL), a reciprocal learning approach is essential, allowing both students and teachers to enhance their skills through reflective practice. The concepts of ‘teaching to learn’ and ‘learning to teach’ are emphasized, fostering a dynamic and collaborative learning environment where teachers refine their methods and students develop self-reliance and self-management skills. The S.M.A.R.T. (Specific, Measurable, Achievable, Relevant, and Time-bound) principles can be employed to effectively address the linguistic and cultural challenges faced by Turkic-speaking learners and to enhance the pedagogical



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effectiveness of teacher preparation programs. Below, we explore how this reciprocal approach can be implemented in TESTL, supported by practical strategies and real-world examples.

Table 4 – Teaching to Learn and Learning to Teach in TESTL

	Explanation in TESTL Context	Strategy and Example for Implementation	Targeted Skills
Teaching to Learn	Educators improve their teaching methods while fostering an environment where students learn how to learn independently.	<p>Example Goal: Develop a lesson plan that incorporates interactive activities to teach English articles within two weeks.</p> <p>Activity: Educators create role-playing scenarios where learners practice using articles (a, an, the) in context. Reflect on the effectiveness of the activities and adjust based on learner feedback.</p>	Grammar
Learning to Teach	Educators reflect on their practices and adapt to meet the diverse needs of their students, particularly in addressing linguistic and cultural challenges.	<p>Example Goal: Adapt teaching strategies to help learner’s master English consonant clusters within one month.</p> <p>Activity: Educators attend workshops on phonetic teaching methods and implement targeted pronunciation drills. Use peer observations to refine techniques.</p>	Pronunciation
S.M.A.R.T. Professional Development	Teacher training programs should follow S.M.A.R.T. principles to ensure goals are clear, measurable, and aligned with classroom needs.	<p>Example Goal: Complete a professional development course on culturally responsive teaching strategies within three months.</p> <p>Activity: Educators set specific milestones, such as attending webinars, reading research articles, and applying new strategies in the classroom. Track progress through reflective journals.</p>	Pedagogical Skills
Reflective Practice	Both educators and learners engage in reflective practice to identify strengths and areas for improvement.	Example Goal: Conduct a self-assessment of teaching methods every two weeks to identify areas for improvement.	All Skills



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	Explanation in TESTL Context	Strategy and Example for Implementation	Targeted Skills
		Activity: Educators use reflective journals to document teaching experiences and learner outcomes. Encourage learners to self-assess their progress in speaking and writing.	
Collaborative Learning	Educators and learners collaborate to create a supportive and interactive learning environment.	<p>Example Goal: Organize a peer-teaching session where learners teach a grammar topic to their classmates within one month.</p> <p>Activity: Assign learners to prepare and deliver mini-lessons on topics like verb tenses or sentence structure. Provide feedback and encourage group discussions.</p>	Collaboration & Critical Thinking

Table 4 illustrates how teachers can create a more engaging and effective learning environment that meets the specific needs of Turkic-speaking learners while promoting continuous professional development by integrating the reciprocal learning approach with S.M.A.R.T. principles.

Teaching to Learn and Learning to Teach: Applying SMART Goals and Non-Formal Education in the Language Classroom

Teaching to Learn and Learning to Teach are two fundamental reciprocal learning concepts within the TESTL framework that assist language teachers in enhancing their teaching methods while simultaneously fostering their students' learning. By utilizing SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound) to structure learning activities and incorporating Non-Formal Education (NFE) to create adaptable, engaging, and context-driven learning experiences, language instructors can effectively implement these principles.

1. Teaching to Learn: Developing Teaching Skills through Learning

Educators should refine their teaching methods to create environments that foster student mastery of independent learning while simultaneously promoting their own instructional growth, in accordance with ‘teaching to learn’ policies. This approach cultivates responsible students who can function independently both within and outside educational settings. Teachers who adopt this philosophy act as mentors, providing students with both subject-specific guidance and the independence to self-



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teach through their role modeling activities [Aparicio, 1995]. Educational success becomes attainable by employing the S.M.A.R.T. framework for goal-setting, as it establishes specific, measurable, achievable, relevant, and time-bound objectives that align with both learning and teaching purposes. For instance, a teacher may enhance students' conversational skills through weekly speaking events that include defined targets and specific time increments. This systematic methodology enables educators to set clear educational objectives that students can effectively achieve, thereby fostering the development of autonomous learners.

In this approach, educators enhance their teaching methods while fostering students' independent learning skills. By designing interactive and student-centered activities, teachers identify the most effective strategies and refine their instructional techniques through reflection and adaptation.

2. Learning to Teach: Enhancing Teaching through Reflection and Adaptation

The process of ‘learning to teach’ emphasizes the continuous enhancement of educational methodology skills for professionals. Educators consistently evaluate their teaching approaches while addressing the diverse educational needs of their students. Preservice teachers particularly require this developmental process as they establish their professional identities and refine their teaching abilities. Teachers who engage in transformative learning activities can transcend their limited perspectives, especially when teaching students with disabilities or those learning English as an additional language, due to their experiences [Liu & Bukko, 2022]. Implementing the S.M.A.R.T. framework enables educators to systematically analyze their teaching practices through evaluation processes that lead to methodological improvements. This framework allows teachers to set goals for incorporating interactive instructional methods into their lessons over specific time intervals. The goal-setting technique aids educators in developing strategies that are both purposeful and accessible, ultimately fostering professional growth through sustained advancement.

Table 5 – Integrating SMART Goals and Non-Formal Education into Teaching to Learn and Learning to Teach

Aspect	How SMART Goals Support Growth	How NFE Enhances Learning
Teaching to Learn	Helps teachers set structured, measurable lesson-planning objectives.	Encourages interactive, student-driven learning that helps teachers refine their strategies.
Learning to Teach	Provides a clear framework for professional development and reflective teaching.	Encourages flexible, experiential learning through peer collaboration and workshops



Table 5 displays that by combining SMART goal-setting with non-formal education, language teachers can both teach more effectively and learn from their teaching experiences, fostering continuous improvement and innovation in the classroom.

CONCLUSION

This paper concludes by emphasizing the reciprocal learning method, non-formal education, and S.M.A.R.T. goal-setting as essential strategies for enhancing the professional development of English language instructors working with Turkic-speaking students. Education professionals can systematically address language and cultural challenges, such as phonetic differences and grammatical inconsistencies, by establishing S.M.A.R.T. goals. Structured goal-setting enhances instructional effectiveness, as illustrated by practical examples, such as setting specific objectives for mastering English articles or improving pronunciation.

By offering adaptable, learner-centered opportunities outside of traditional classroom settings, non-formal education further enhances this structured approach. Strategies such as *language clubs*, *cultural exchange events*, and *digital language engagements* promote both linguistic proficiency and cultural competence by providing authentic communication experiences. For instance, *traditional stories and role-playing activities* ensure that learning remains engaging and relevant.

Further supporting ongoing professional development is the reciprocal learning approach, in which educators learn to teach and teach to learn. Through seminars on contrastive analysis, peer-teaching sessions, and reflective practice, teachers enhance their instructional strategies and gain a deeper understanding of their students' needs. This collaborative approach fosters a dynamic learning environment, enabling teachers to deliver high-quality instruction and continuously refine their teaching methods.

In conclusion, the integration of these techniques ensures that language instruction for Turkic-speaking learners is both structured and adaptable, goal-oriented yet flexible. Future research should investigate the long-term effects of these approaches on student outcomes and teacher development, as well as explore how emerging technologies could enhance professional learning and reflective practice. This study advocates for innovative, culturally responsive, and continuously evolving teaching methods, contributing to the ongoing discourse on self-directed and sustained professional development.

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In English



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DEVELOPING LEARNER INTERESTS BY READING FAIRY TALES AND STORIES

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Түйін

Бұл мақалада ертегілерді зерттеу ағылышын тілін шет тілі ретінде оқытудың құнды ресурсы және оқушылардың жеке тұлғалық дамуы үшін тиімді қосымша дидактикалық материал ретінде ұсынылған. Зерттеу ағылышын тілі сабағында ертегілердің әсерін көрсетеді, олардың оқушыларға адамгершілік құндылықтарды сіңіру және тіл нормалары мен стандарттарын нығайту кезінде сиқырлы әлемге енуге қалай көмектесетінін көрсетеді. Сондай-ақ ол оқушылардың жалпы дамуын қолдау үшін сабақтарға ертегілерді енгізудің бірнеше практикалық стратегияларын сипаттайды. Оқушылардың өз бетінше шығармашылық жұмыстарын жасауға баулу үшін әртүрлі ертегілер мен әңгімелер қолданылады. Ертегілер де оқушылардың сыни тұрғыдан ойлау қабілетін дамытады.

Негізгі сөздер: *ертегі, дамыту, құндылықтар, белсенділік, дағды, есте сақтау.*

Аннотация

В данной статье представлено изучение сказок как ценного ресурса для преподавания английского языка как иностранного и эффективного дополнительного дидактического материала для личностного развития учащихся. Исследование подчеркивает влияние сказок на уроках английского языка, помогает ученикам погрузиться в волшебный мир, одновременно воспитывая моральные ценности и закрепляя языковые нормы и стандарты. Описываются несколько практических стратегий включения сказок в уроки, чтобы способствовать общему развитию учащихся. Используются различные сказки, побуждающие учащихся создавать свои собственные творческие произведения. Сказки также развивают у учащихся навыки критического мышления.

Ключевые слова: *сказка, развитие, ценности, вовлеченность, навыки, память.*

INTRODUCTION

Literature plays a significant role in education, and fairy tales, as part of juvenile literature, serve as an excellent means for language learning. Teachers aim to enhance fundamental skills such as reading, writing, listening, and speaking through storytelling. Fairy tales provide emotional impact and strengthen critical thinking abilities. They serve an educational purpose, guiding students to differentiate right from wrong while introducing them to moral lessons and reinforcing positive values.

Fairy tales enrich vocabulary acquisition by exposing students to unique words, traditional expressions, and character-related terminology (e.g., *fairy, witch, prince, throne*, etc.). Additionally, grammar learning is enhanced as students naturally grasp past tenses, adjectives, and comparative structures through engaging stories.



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Moreover, these stories emphasize the classic fight between good and evil, enabling children to develop critical thinking by evaluating the consequences of characters' choices. They help children relate to emotions and find inspiration in literary heroes, too. Beyond education, fairy tales provide entertainment and immerse students in fantasy worlds, allowing them to explore plots, characters, and settings creatively.

METHODS

Several teaching techniques were implemented to engage students effectively. These include: critical thinking, brainstorming, visual storytelling, bingo, selective reading, creative retelling, dominoes. By employing these methods, students develop essential linguistic skills such as speaking, writing, and comprehension. Additionally, they learn how to describe, illustrate, and analyze literary content more effectively.

THEORETICAL BACKGROUND

Bettelheim (2010) defines three kinds of values. He categorizes moral values into three main groups:

Individual values	Social values	Religious values
honesty courage diligence	cooperation kindness guidance	faith, seeking forgiveness

By reading fairy tales, students gain insights into social customs, ethical principles, and moral values of human life. Effective engagement with fairy tales requires structured teaching methods that ensure active participation in understanding and interpreting texts. Grecu (2021) describes *The Algorithm for Fairy Tales* on the table below:

Pre-reading Activities	While-reading Activities	Post-reading Activities
displaying slides	listening to an audio recording	drawing favorite characters
introducing new vocabulary with pictures	answering comprehension questions	acting a scene from the story
practicing chants and tongue twisters	selective reading, retelling	writing an alternative ending
predicting the topic through brainstorming	discussing characters' actions	creating a collaborative fairy tale
playing linguistic games (puzzles, bingo)	matching words with meanings	working on digital storytelling projects



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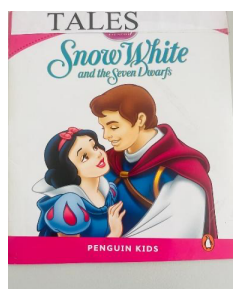


These **activities** engage students in an immersive learning process, making language acquisition both effective and enjoyable. For instance, in a lesson featuring *Snow White and the Seven Dwarfs*, students participate in interactive exercises such as matching character names, constructing story plots, and dramatizing key events.

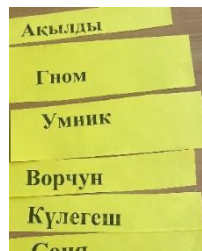
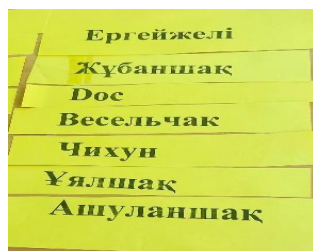
Types of pictures, cards, cutting papers with the names of main characters are actively involved. Children do different tasks such as: matching, find the name of dwarf correctly. Make the plot of the story as a poster, they glue pictures in order to find the beginning of the story till the ending of the story. They associate one dwarf using the method *critical thinking*. Work in groups the game Bingo. Using interactive board, they play different games like a cahoots, word wall, learnings up program. They read these tales using QR-books, QR-codes.



Using links of program you can play with children to check their memory via the online resource: <https://wordwall.net/resource/85279374>



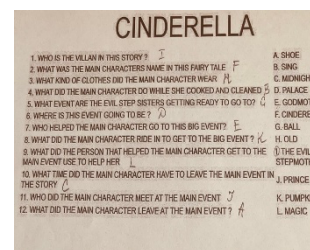
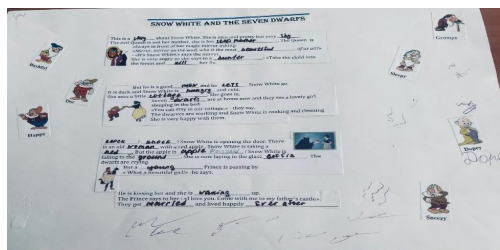
Sometimes the main characters are named in three languages (the author's translation):



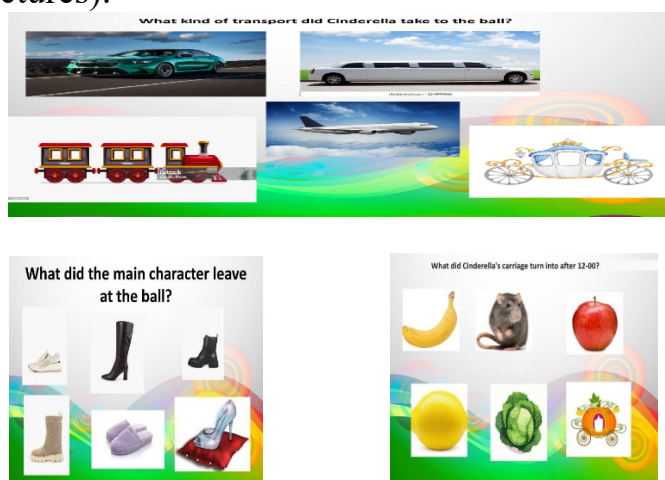
Matching games by pictures and by letters (the author's pictures) is helpful:



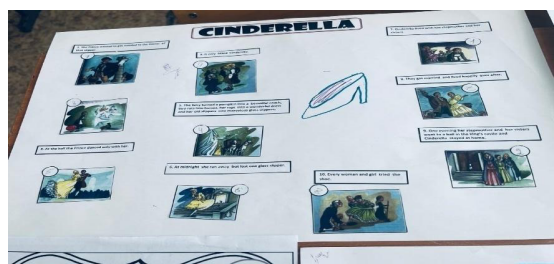
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Modern kinds of *Cinderella* are offered during the lesson; we use a method ‘*Pictures say*’ (the author’s pictures):



Another task is to put pictures number correctly according to the text’s plot.



Occasionally, a Fairy Tale Quiz is involved into the learning process.

For instance, here is a *Fairy Tale Quiz* for pairs. Choose the correct answers with a partner.

- 1) Who says ‘I’ll huff and I’ll puff and I’ll blow your house down’?
 A) a wolf B) a monster C) a dragon
- 2) Snow White eats a poisoned:
 A) cherry B) plum C) apple
- 3) Hansel and Gretel find a house made of:
 A) silver B) stones C) sweets
- 4) Cinderella wears shoes made of:
 A) crystal B) glass C) wool



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5) Rapunzel has a very long:

A) hair B) legs C) fingers.

There are signals to check learners' knowledge through *True, False; Tick, Cross; Yes, No* options.



For reading short stories (e.g. *Robinson Crusoe* by Daniel Defoe) a teacher may do posters or use these questions. Using them is easy to make a story, find the plot, learners can answer the questions from the text or the teacher may differentiate the tasks by using signal game. If there is an answer, they quickly press the button and reply. This task trains learners' quick thinking. Next time, using these questions, they will easily answer the questions, remember all the questions and logically be able to construct the beginning and the end of the story (see the pictures below):



For short stories posters are involved, e.g. a poster for *Robinson Crusoe* story



For critical thinking questions about fairy tales are helpful



A booklet to know various literary genres is exciting for learners





DISCUSSION AND ANALYSIS

A survey was conducted among students and teachers to analyze reading habits regarding fairy tales and short stories. The results indicated that:

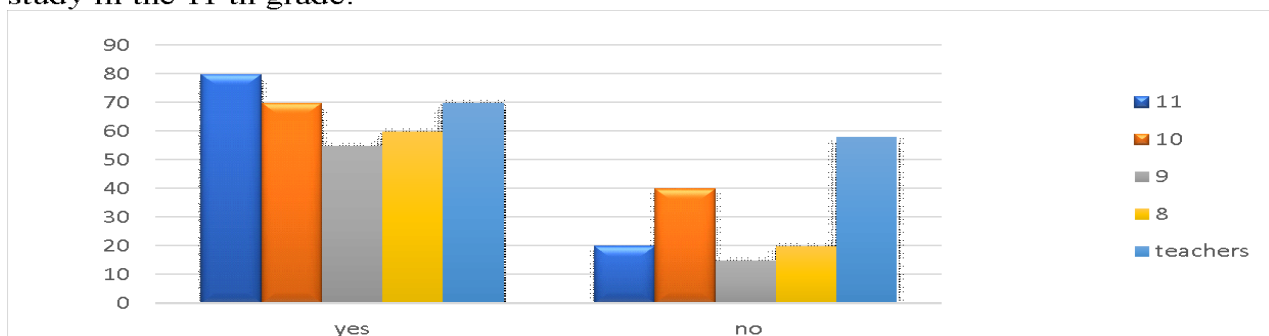
1) A significant number of the 11th grade students are keen on reading short stories and novels.

2) Many students still show some interest in reading fairy tales despite modern alternatives.

Teachers utilizing fairy tales in language classrooms observe positive impacts on vocabulary acquisition, sentence structuring, and oral proficiency. Additionally, integrating activities such as dramatization and digital storytelling encourages students to become more engaged and creative in learning.

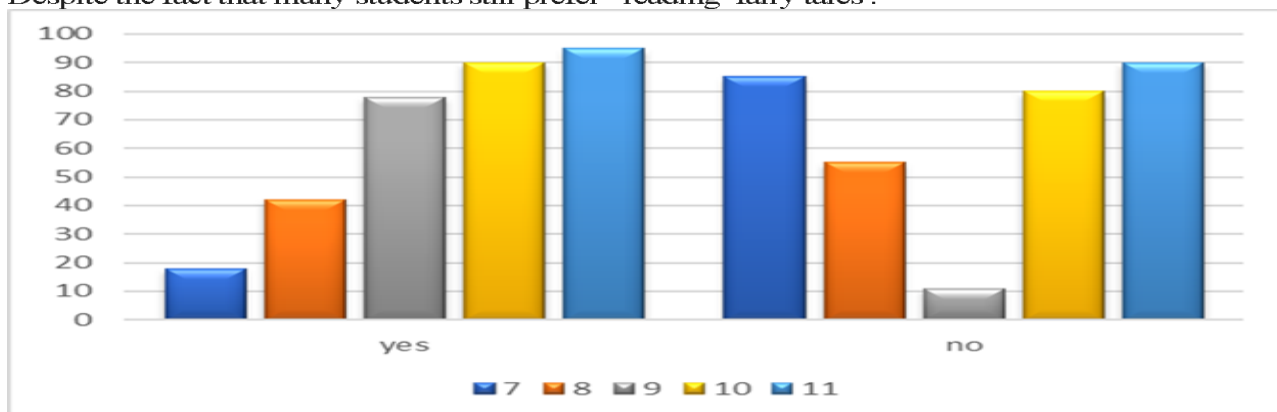
1. Do you read short stories and novels ?

According to the survey, the largest number of people who reads short stories and novels study in the 11th grade.



2. Do you read fairy tales ?

Despite the fact that many students still prefer reading fairy tales .



FINDINGS

Undoubtedly, reading fairy tales, short stories and novels can influence:

- functional literacy of students;
- quality of student knowledge;

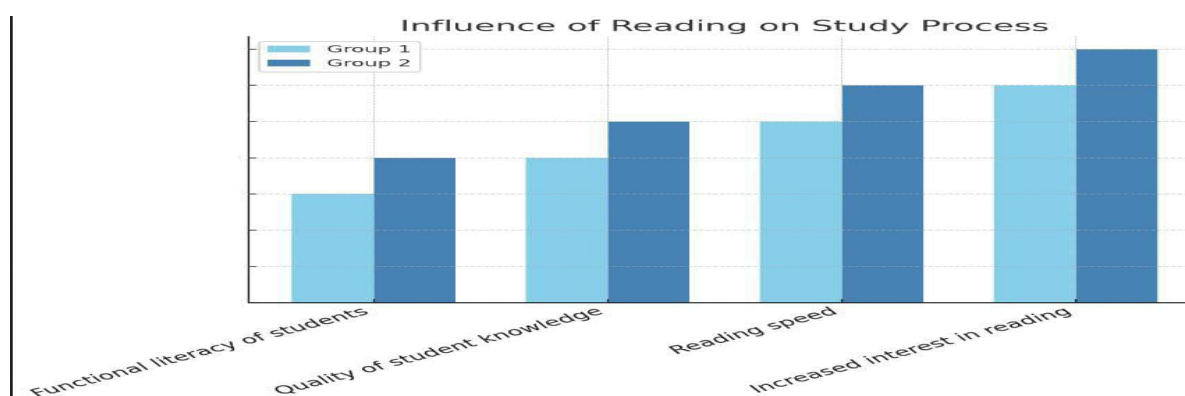
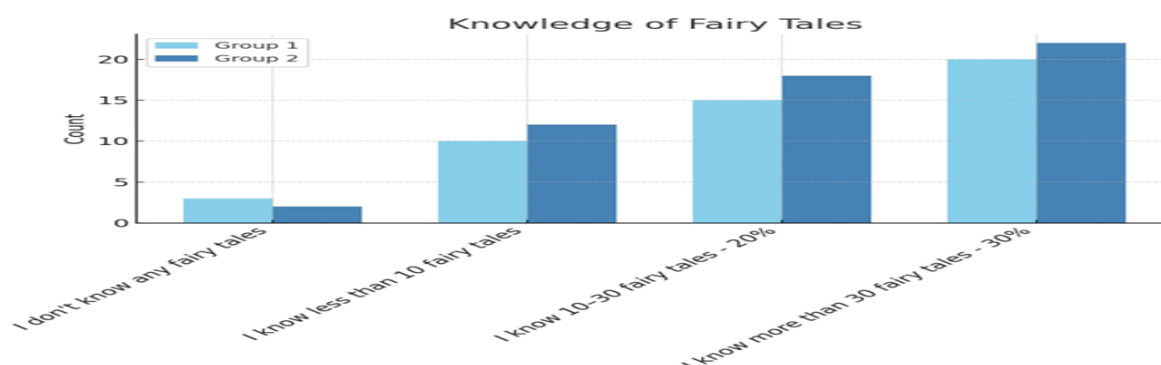


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- reading speed;
- students' interest to reading.

In the long-term perspective students may be able to translate and answer questions; to retell and increase their reading speed; compose a plot of any story. Thus, the knowledge quality within an academic term is to be increased.



CONCLUSION

Incorporating fairy tales into English lessons fosters cognitive, linguistic, and social skills. By employing interactive and engaging strategies, teachers instill moral values and enhance students' appreciation of literature in an enjoyable manner. Cultivating good moral values from an early age is crucial, as it helps shape responsible individuals who contribute positively to society.

RECOMMENDATIONS

The study emphasizes the importance of interactive approaches in using fairy tales for language development. Methods such as *QR codes*, *digital resources*, and *gamified activities* allow students to practice pronunciation, improve vocabulary retention, and enhance storytelling abilities. Teachers play a crucial role in guiding students through these experiences, ensuring meaningful and effective learning outcomes.



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SOCIAL MEDIA IMPACT ON TEACHING ENGLISH AS A FOREIGN LANGUAGE BY ENHANCING CROSS COMMUNICATION AND LANGUAGE SKILLS

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Түйін

Бұл зерттеу әлеуметтік желілердің ағылшын тілін шет тілі ретінде оқытудағы рөлін зерттейді және оның студенттердің мотивациясына, сөздік қорын игеруіне және сөйлеу дағдыларын дамытуға әсерін көрсетеді. Сауалнамалардың, сұхбаттардың және эксперименталды салыстырулардың нәтижелері әлеуметтік желілердің ағылшын тілін үйренуге ықпал ететінін көрсетеді. Дегенмен, цифрлық сауаттылықтың болмауы және құпиялылық мәселелері сияқты мәселелер туындауы мүмкін. Ұсыныстарға құрылымдық оқу бағдарламаларын біріктіру және мұғалімдерді оқыту кіреді.



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***Негізгі сөздер:** TEFL, әлеуметтік медиа платформалары, студентке бағытталған тәсілдер, цифрлық сауаттылық, студенттердің қатысуы, сөздік қорын сақтау, эксперименттік салыстырулар, оқу бағдарламаларын біріктіру*

Аннотация

В данном исследовании рассматривается роль социальных сетей в обучении английскому языку как иностранному, а также подчеркивается их влияние на мотивацию студентов, усвоение новой лексики и развитие навыков говорения. Результаты опросов, интервью и экспериментальных сравнений показывают, что социальные сети способствуют изучению английского языка. Однако, могут возникнуть такие проблемы, как недостаток цифровой грамотности и вопросы конфиденциальности. Рекомендации включают структурированную интеграцию учебных программ и подготовку преподавателей.

***Ключевые слова:** TEFL, платформы социальных сетей, подходы, ориентированные на студентов, цифровая грамотность, вовлеченность студентов, сохранение словарного запаса, экспериментальные сравнения, интеграция учебной программы*

INTRODUCTION

The fast progress of technology has greatly changed the way foreign languages are taught by making it more interactive and accessible to learners. Recently social media platforms have become a resource in teaching English as a Foreign Language (EFL) offering students a chance to engage in communication and immerse into different cultures. Compared to the approach of classroom teaching that heavily depends on textbooks and set exercises for learning purposes social media provide learners with an opportunity to engage in conversations with native speakers instantly while having access to various linguistic resources and interactive content in multiple formats. With platforms like Instagram, TikTok and HelloTalk gaining recognition, among language learners it becomes essential to investigate the benefits these tools offer in improving the education and acquisition of English language skills.

In today's EFL education landscape there is a growing trend towards student-focused methods that highlight the importance of communication skills, learner independence and digital proficiency. Social networking sites support these goals by allowing students to hone their language abilities in an engaging setting. For instance, the brief video clips found on TikTok offer learners the chance to immerse themselves in dialogues, idiomatic phrases and cultural subtleties that are not usually covered in course materials. Instagram posts and stories can be great for learning words, and if one wants direct communication with native speakers while learning a new language HelloTalk is the best choice. It is about improving speaking skills, getting the pronunciation right and understanding the language community.

The **purpose** of this research is to explore social media impact upon English language teaching and learning by looking into the advantages and difficulties it presents. The main **focus** is to examine how these platforms enable interactions



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among learners and affect their motivation while enhancing their language skills. The study will also delve into the challenges that teachers and students encounter when incorporating media into language education and suggest ways to make its use more effective.

The main *inquiries* include the following:

How do social media support communication in learning English as a foreign language? Many students find it challenging to apply language skills in real life situations because they do not have opportunities to converse with native speakers on a regular base. Using media can provide platforms for learners to engage in English communication effectively through commenting on posts or videos and participating in language exchange programs. By comparing these interactions with classroom discussions, we can gain valuable insights into how effective they are for learning a new language.

How does social networking impact students in learning English as a foreign language? Motivation plays a role in the process of learning a language and the interactive and game like aspects of social media could potentially help individuals stay committed to practicing consistently with such features as likes and shared content that cater to personal preferences, thus, reinforcing positive learning habits. This research seeks to evaluate whether students incorporating media into EFL learning experience exhibit levels of motivation and self-assurance in comparison to those who depend on traditional approaches only.

What obstacles and dangers come with utilizing media in teaching English as a foreign language?

Exploring aspects of social media use in education is important because it can offer both learning opportunities and challenges regarding privacy issues and the spread of information as well as how informal language usage might impact formal language learning outcomes. This research aims to explore these topics and provide recommendations to minimize risks while optimizing the educational benefits that these platforms can offer.

THEORETICAL BACKGROUND

The significance of media in the process of learning a language has caught the attention of scholars rather lately, i.e. within the realm of technology driven language education advancement. As online platforms keep advancing and changing over time educators and researchers are looking into how they affect student language skills, motivation levels and overall engagement. In this section the authors analyze some research studies that examine the use of social media sites like Instagram, TikTok and HelloTalk in teaching English, emphasizing the advantages and obstacles they bring to educational goals.



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In this research findings underscore the impact of social media platforms as effective tools for learning a new language by learners in an engaging environment conducive for language acquisition. Hence, Erarslan demonstrates that Instagram plays a significant role in building vocabulary and improving writing skills by leveraging its interactive elements such as captions comments and stories [Erarslan, 2019]. Similarly, American professors Wang and Vasquez pointed out ‘*TikTok brief video content contributes to pronunciation skills and listening comprehension exposing learners in everyday conversations*’ [Wang & Vasquez, 2021]. Some other linguists also investigated how Twitter contributes towards fostering conversations and broadening student access to English language discussions [Chawingga, 2017].

In the context of Kazakhstani education landscape Abdygalieva explores how students view the use of media for learning English [Abdygalieva, 2021]. The findings indicate that many learners see media as an interesting tool that enhances traditional classroom teaching methods effectively. Additionally, highlighted in the study is the importance of Telegram channels and Facebook groups in promoting peer communication and cooperative learning within Kazakhstani students learning English. Thus, Suleimenova and Askarova point out ‘... *structured teacher training programs are essential for preparing educators with the skills to incorporate media into language curricula successfully*’ [Suleimenova, Askarova, 2022].

According to the studies conducted by Godwin-Jones, Manca and Ranieri interactive features like quizzes and challenges alongside personalized recommendations from the AI help boost learner motivation and memory of language abilities [Godwin Jones et al., 2020], [Manca & Ranieri, 2020]. It is necessary to say that a study conducted by Zadorozhny in Central Asia provides evidence to validate this assertion by showing that students who interact with material on social media platforms demonstrate higher levels of engagement and advancement in vocabulary and grammar learning when compared to individuals using conventional approaches [Zadorozhny, 2022].

Though it is well-known that social media has its benefits, in TEFL there are challenges to consider well according to numerous researchers’ findings. A study conducted by Mingmeil highlights the concern of literacy gaps where students lacking skills might face difficulties in navigating online learning environments effectively [Mingmeil, 2020]. Privacy issues raise concerns in this context as discussed by Chuang ‘... *there are risks associated with data security when utilizing social media platforms for educational purposes*’ [Chuang W., 2021].

This ***literature review*** emphasizes the impact of media on improving English language skills through conversations and interactive learning activities taken as games and tailored content for individuals. It also stresses the significance of overcoming obstacles like understanding technology privacy worries and providing educators with training.



METHODS

The research project seeks to offer the ways in which these platforms improve language learning and the obstacles they pose by blending quantitative research techniques. The study adopts a methodology to explore language learning techniques, in both social media enhanced settings and is structured into three distinct stages:

1. A **survey** was carried out with students and teachers to explore their thoughts and experiences on using media for learning a language.
2. **Interviews** were held with EFL students and instructors to analyze their viewpoints on how social media impacts language education efficacy.
3. Experimental **comparison**. In a study two sets of students were taught English in different ways. One group used traditional teaching methods while the other incorporated social media based learning techniques.

The research included 115 **participants** – 100 currently learning English students and 15 English teachers at Dumaty University. The participants were split into two groups for the comparison: **group A** learnt English by traditional means like textbooks and classroom lessons guided by teachers, and **group B** involved social media platforms like TikTok, Instagram and HelloTalk into the learning process.

Data collection methods included topic questionnaires.

Both students and teachers participated in a **survey** of multiple choice and open ended types of questions to gather their views on using social media for language learning purposes. The questionnaire also included the following questions:

- How often do you use social media for learning English?
- What kind of content do you interact with for language exchange purposes, i.e. videos or posts?
- What advantages and disadvantages for using social media can you mention?

20 students and 10 teachers took part in semi-formal **interviews** represented as a combination of Zoom sessions and face-to-face meetings. The interviews examined students' and teachers' personal experience, difficulties and challenges, and recommendations for enhancing the efficiency of media as an educational resource.

The **experimental process** lasted for 7 weeks where both the control and experimental groups studied according to the English language syllabus. Towards the research project finish students' progress was evaluated using vocabulary and grammar assessments alongside with self-reported analysis of confidence in their acquired language abilities.

DISCUSSION

The significant research finding is the role of social media in enhancing communication chances for students. According to the survey data 78% in the test



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group participated in dialogues with native speakers on a weekly basis while only 32% in the control group depended on classroom interactions only. This finding supports the research results conducted by Chugh, Ruhi, and also Wang who highlight the advantages of communication in enhancing abilities in teaching English [Chugh & Ruhi, 2021], [Wang, 2020].

In the interviews with students we have found out that 14 out of 20 participants felt that interacting in life through HelloTalk and Instagram platforms provided them with real practical language practice compared to traditional classroom discussions. However, 6 students mentioned having difficulties in understanding speakers who speak quickly and use a slang language; it shows the importance of getting support in conversations.

In this study examining the influence of media on cultural education outcomes the report revealed that 85% participants in the test group experienced heightened exposure to English speaking cultures through video content and interactive exchanges. This percentage stands out in comparison to the 40% students in the control group who predominantly used textbooks and classroom dialogues for insights. These findings align closely with the research conducted by Richards who highlighted the benefits of narrative driven videos in improving learners' cultural awareness [Richards, 2022]. According to the teacher feedback 9 out of 10 mentioned that social media content helped students learn slang terms and cultural practices effectively. However, a few educators did *express worries about students absorbing stereotypes or misrepresentations of cultures* from such content and *highlighted the significance of critical thinking* when consuming media.

The pre- and post- experimental phase of this research demonstrated student involvement and enthusiasm in evaluated showing variations among these two sets of participants. 82% participants in the test group mentioned that they felt more motivated after the study due to engaging features like language puzzles and game-based lessons and getting personalized content suggestions on the proposed algorithms. Contrastingly, 55% participants in the control group exhibited levels of motivation increase primarily attributed to organized classroom conversations.

The research by Deterding reinforces the idea '*... incorporating gamification into education can greatly boost student engagement and memory retention levels*' [Deterding et al, 2021]. The participant teachers *noticed a 30% increase in student involvement when using media for learning purposes* in activities aimed at improving vocabulary and listening abilities.

Although the advantages are clear enough, this research also highlighted obstacles when incorporating social media into TEFL. Thus, 60% participants in the group expressed worries about sharing their information online; 25% faced challenges in using social media for their purposes and needed help from teachers to differentiate between trustworthy and untrustworthy information sources. Concerning



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teaching participants, it should be noted that 40% observed certain students acquired incorrect grammar patterns of casual language from platforms which emphasizes the necessity of educational guidance. To reduce these challenges revealed by this research it is recommended to include clear guidelines and teacher driven interventions within online educational settings for a more effective learning experience. The research outcomes emphasize the importance of integrating social media into TEFL programs more **moderately** than to rely on these online platforms only.

RESULTS

This part discusses the results gathered in surveys and interviews as well as practical comparisons that emphasize the advantages and obstacles of using social media for teaching English. This survey involved 100 students and 15 teachers. Here are the main discoveries:

- 3/4 student participants state their regular use of media channels for learning English (thrice per week at least).
- 65% student participants mention their preference in using TikTok and Instagram for learning languages because of the captivating videos and interactive activities these platforms offer.
- 58% teacher participants express serious concerns regarding the language used on social media platforms and its possible adverse impacts on formal writing skills and academic performance.

INTERVIEW FINDINGS

Interviews were conducted among 20 students and 10 teachers; their responses led to several patterns:

- 85% student participants proved that social media serve as a source of motivation for improving their skills due to its ability to connect them with speakers and provide real life language practice opportunities.
- Most teachers (90%) agree that using media is helpful for practicing listening and speaking skills; though they stress the importance of having clear guidance to prevent misinformation and language errors.
- 60% student participants boosted their confidence in conversations with speakers on the HelloTalk platform by surpassing the impact of classroom interactions.

The experimental period lasted for 7 weeks where Group A participants were taught English using traditional approaches while Group B was engaged into language learning activities on social media platforms. The final evaluation comprised vocabulary and grammar assessments along with self-reported levels of confidence. The outcomes indicate that Group B students have shown better



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vocabulary retention skills, comprehension in listening and a significant sense of assurance in conversational English.

Upon completing all the experiments, the authors aim to highlight observations of significance. Social media play an important role in providing opportunities to engage with the English language effectively by connecting academic studies with real life communication experiences.

CONCLUSION

This research explores the influence of social media platforms upon teaching English. The study employs a blend of research methods including surveys, interview sessions and a comparative study. The results suggest that social media offer learners a deep language acquisition, boost their participation and promote interactions with native speakers. Nevertheless, such issues as protecting data privacy, using inaccurate language and varying skill levels among students need to be handled. The findings indicate: the group involving social media for learning purposes has demonstrated better results in remembering vocabulary and showed more confidence in speaking and listening than the group involving traditional methods of learning only.

Future studies should concentrate on establishing methods for incorporating social media into teaching English as a foreign language in a structured and educationally beneficial manner.

RECOMMENDATIONS

In order to make the most of social media in TEFL it is vital to incorporate it into university curricula. Teachers do need some additional courses on media literacy for teaching purposes. Moreover, working together with media platforms developers can help in creating resources customized for language learning. It would be beneficial for studies to explore how using social media affects language acquisition over a long period and its influence on various groups of learners. By considering these elements, social networking platforms have the potential to be an asset in contemporary language education improving involvement and academic achievements simultaneously.

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**BRIDGING DISCIPLINES: ENHANCING STEM LEARNING THROUGH
INTERDISCIPLINARY READING AND PROBLEM-SOLVING**

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Түйін

Сыныптағы STEM оқуын және пән аралы қбайланысты енгізу студенттердің сыни ойлауын дамытып, күрделі мәселелерді шешуге дайындайды. Зерттеу STEM мәтіндерін талдау мен практикалық тапсырмаларды қамтитын арала сәдісті қолданды. Алты апта бойы студенттер пәнаралық әдебиеттермен жұмыс істеп, проблемаларды шешуге бағытталған тапсырмаларды орындады. Нәтижесінде еолардың STEM түсінуі, пәндер арасындағы байланысты анықтау қабілеті артты. Бағалау 25%-ға жоғарылағанын, ал қызығушылық 80%-ға өскенін көрсетті. Алайда, мәтіндерді таңдау және мұғалімдерді даярлау бойынша қиындықтар анықталды.

Негізгі сөздер: STEM білім беру, пәнаралық оқыту, оқу стратегиялары, проблеманы шешу, сыни тұрғыдан ойлау

Аннотация

Внедрение STEM-чтения и междисциплинарных связей развивает критическое мышление и готовит студентов к решению сложных задач. В исследовании использован смешанный метод анализа STEM-текстов и практических заданий. В течение шести недель учащиеся работали с междисциплинарными материалами и решали проблемные задачи. Результаты показали улучшение понимания STEM и повышение способности устанавливать связи между дисциплинами. Навыки решения задач выросли на 25%, интерес к STEM-дисциплинам – на 80%. Были выявлены сложности в подборе материалов и необходимость дополнительной подготовки преподавателей.

Ключевые слова: STEM-образование, междисциплинарное обучение, стратегии чтения, решение проблем, критическое мышление.

INTRODUCTION

The growing emphasis on STEM (Science, Technology, Engineering, and Mathematics) education highlights the need for innovative teaching strategies that



prepare students for real-world challenges. Traditional STEM instruction often focuses on isolated subject areas, limiting students' ability to see connections between disciplines. By integrating STEM reading and interdisciplinary approaches, educators can create a learning environment that fosters problem-solving, collaboration, and creativity.

Interdisciplinary learning is definitely crucial in the 21st century as most real-world problems require knowledge from multiple domains. For instance, addressing climate change requires an understanding of environmental science, engineering solutions, mathematical modeling, and public policy. When students engage with STEM texts that highlight these connections, they develop a more holistic understanding of scientific concepts and are better equipped to think critically.

THEORETICAL BACKGROUND

Importance of STEM Literacy

STEM literacy is the ability to understand and apply scientific and mathematical concepts to solve real-world problems. The research suggests that students engaged into STEM texts develop stronger analytical skills in reading complex scientific materials requiring critical thinking and comprehension [Bybee, 2013, p. 20].

Interdisciplinary Approaches in STEM Education

Studies show that interdisciplinary learning enhances students' ability to make meaningful connections between subjects. For instance, Wang [Wang et al., 2018, p. 56-67] found that students exposed to interdisciplinary STEM activities demonstrated higher engagement and retention compared to those taught using traditional methods.

Problem-Based Learning (PBL) in STEM

Problem-Based Learning (PBL) is an instructional approach where students learn through solving open-ended problems. The research has shown that PBL fosters deeper understanding and encourages students to apply STEM knowledge in innovative ways [Hmelo-Silver, 2004, p. 235-266].

METHODS

This study employs a **mixed-methods approach**, combining qualitative and quantitative data collection. A group of middle and high school students participated in an interdisciplinary STEM curriculum incorporating diverse reading materials and complex problem-solving tasks. Data were collected through pre- and post-assessments, classroom observations, and student interviews.



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Research Design. A mixed-method research approach was used, combining qualitative and quantitative data collection methods. The study was conducted over a six-week period in a middle school classroom setting.

Participants included 60 students (aged 12–14) from two different classrooms. Teachers were also interviewed to gather insights on student engagement and learning outcomes.

Intervention Plan involved three key components:

1. STEM reading sessions: students read interdisciplinary STEM texts, including articles on space exploration, environmental sustainability, and biomedical innovations.
2. Problem-based learning activities: students worked in groups to tackle real-world challenges using STEM knowledge.
3. Classroom discussions and reflections: teachers facilitated discussions to help students articulate interdisciplinary connections.

Data Collection and Analysis. The following data collection methods were used:

- Pre- and post-intervention surveys: measured students' interest in STEM and their ability to make interdisciplinary connections.
- Classroom observations: evaluated student engagement and collaboration.
- Problem-solving assessments: assessed improvements in critical thinking and problem-solving skills.

FOCUS OF RESEARCH

This study explores the impact of incorporating STEM reading and interdisciplinary activities in classrooms. The research focuses on the following key questions:

1. How does exposure to STEM texts impact students' problem-solving abilities?
2. In what ways does interdisciplinary learning enhance students' engagement and curiosity in STEM?
3. What challenges do educators face in implementing interdisciplinary STEM reading in classrooms?

DISCUSSION

The findings indicate that students exposed to interdisciplinary approaches demonstrated greater engagement and improved problem-solving abilities compared to those in traditional STEM classrooms. Reading materials from various disciplines helped students make connections between abstract concepts and real-world

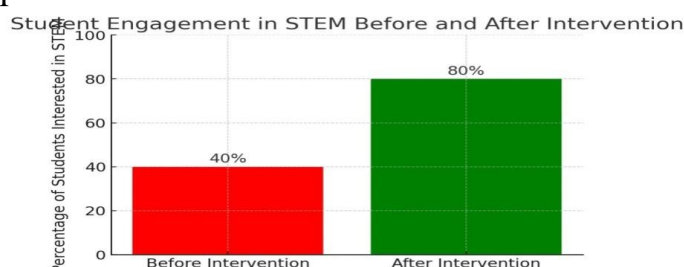


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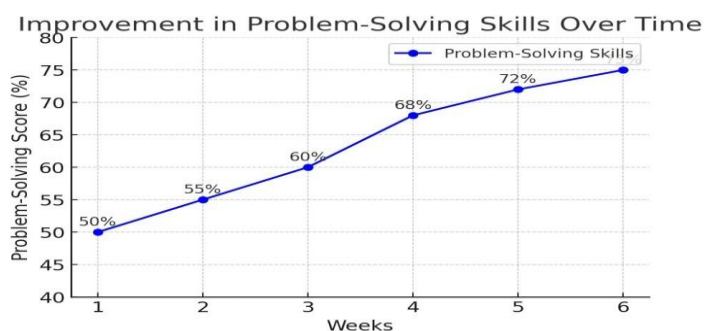


applications. Additionally, cross-disciplinary problem-solving fostered collaboration and adaptive thinking, essential skills in STEM fields.

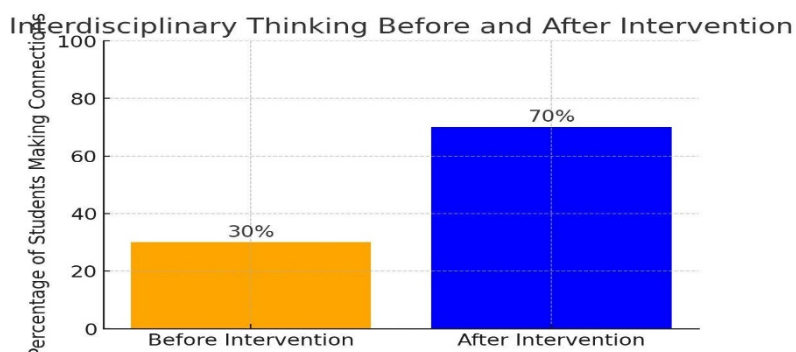
1. Here is a bar chart showing student engagement in STEM before and after the intervention. It highlights an increase from 40% to 80% in students expressing interest in STEM topics.



2. Here is a line graph showing the improvement in problem-solving skills over the six-week intervention period. The students' scores increased from 50% to 75%, demonstrating significant progress.



3. A bar chart showing the improvement in students' ability to make interdisciplinary connections before and after the intervention, increasing from 30% to 70%.



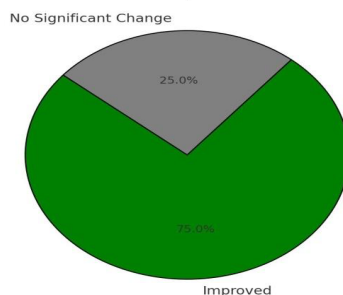
4. Here is a pie chart showing that 75% of students improved their problem-solving skills, while 25% showed no significant change.



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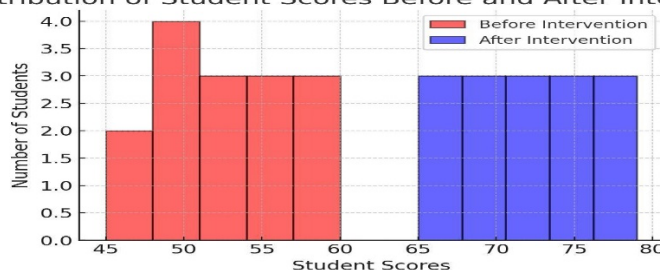


Percentage of Students Who Improved in Problem-Solving Skills



5. Here is a histogram showing the distribution of student scores before and after the intervention. The scores improved significantly, shifting from lower ranges (red) to higher ranges (blue).

Distribution of Student Scores Before and After Intervention



RESULTS

Improvements in Problem-Solving Skills

The post-intervention assessment revealed a 25% improvement in students' problem-solving abilities. Before the intervention, students struggled to apply knowledge from multiple STEM domains when presented with complex problems. After engaging with interdisciplinary STEM texts and problem-solving activities, they demonstrated improved critical thinking and reasoning.

Increased Ability to Make Interdisciplinary Connections

Data analysis showed a 40% increase in students' ability to articulate interdisciplinary connections. Many students reported that reading about real-world applications of STEM helped them see how different subjects interconnect.

Higher Engagement in STEM Topics

Survey results indicated that 80% of students expressed greater interest in STEM after the intervention. Classroom observations also showed increased participation, with students actively engaging in discussions and problem-solving exercises.

Challenges Identified

Despite the positive outcomes, teachers noted several challenges:

- Appropriate STEM texts selection: finding age-appropriate interdisciplinary reading materials was difficult.



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- Teacher training needs: educators expressed a need for professional development to effectively implement interdisciplinary STEM instruction.

CONCLUSION AND PERSPECTIVES

This study demonstrates that integrating STEM reading with interdisciplinary learning enhances students' critical thinking, problem-solving abilities, and engagement in STEM topics. The 25% improvement in problem-solving skills and 40% increase in interdisciplinary connections suggest that structured STEM reading programs can significantly impact learning outcomes.

Any future research should focus on expanding this study to different grade levels and exploring ways to support teachers in implementing interdisciplinary STEM education. Addressing challenges such as text selection and teacher training will be key to maximizing the benefits of this approach.

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PEDAGOGICAL TRANSLANGUAGING AS A METHOD OF TEACHING FOREIGN LANGUAGES WITHIN MULTILINGUAL EDUCATION IN KAZAKHSTAN

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Түйін

Педагогикалық транслингвизм – бұл оқушылардың барлық тілдік ресурстарын пайдалану арқылы бір тілден екінші тілге ауысу мүмкіндігін беретін оқыту тәсілі. Қазақстанның көптілді ортасында бұл әдіс шет тілдерін меңгеру дағдыларын дамытуда тиімді құрал бола алады, өйткені ол материалды түсіну мен меңгеруді жақсартады. Транслингвизм ана тілдері мен шет тілдерін біріктіруге ықпал етіп, оқушылардың



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мотивациясын арттырып, коммуникативтік дағдыларды жақсартып, инклюзивті білім беру ортасын қалыптастыруға жәрдемдеседі.

Негізгі сөздер: Педагогикалық транслингвизм, шет тілдерін оқыту әдістемесі, көптілді білім беру, көптілді орта, тілдік интеграция, оқушылардың тілдік ресурстары, билингвизм, лингвистикалық икемділік, шет тілін үйрену

Аннотация

Педагогический транслингвизм представляет собой подход в обучении, который активизирует использование всех языковых ресурсов учащихся, позволяя им переходить от одного языка к другому в процессе учебной деятельности. В Казахстане с его многоязычной средой этот метод становится эффективным инструментом для развития навыков владения иностранными языками, содействуя улучшению понимания и усвоения материала. Транслингвизм способствует интеграции родных и иностранных языков, что способствует повышению мотивации, улучшению коммуникативных навыков и созданию инклюзивной образовательной среды.

Ключевые слова: педагогический транслингвизм, методика преподавания иностранных языков, многоязычное образование, многоязычная среда, языковая интеграция, языковые ресурсы учащихся, билингвизм, лингвистическая гибкость, изучение иностранных языков

INTRODUCTION

Translanguaging has become a pivotal concept in multilingual and foreign language classrooms, serving as an efficacious teaching tool (Garcia, 2009). This approach disrupts conventional language boundaries, motivates students, and facilitates learning by allowing them to utilise multiple languages as resources, thereby fostering complete expression and comprehension. In the context of Kazakhstan, where the linguistic landscape is heterogeneous, translanguaging could prove to be particularly advantageous. Given that English is a foreign language for the majority of Kazakhstani citizens, its effective teaching is crucial at all levels of education. EFL teachers are key agents in implementing government policies and face significant pressure to bring about change. Their adoption of innovative teaching methods directly influences national progress towards meeting educational standards. Therefore, understanding their perspectives on translanguaging and the role of students' first languages (L1) in the classroom is essential. This study aims to examine Kazakhstani EFL teachers' views on translanguaging, explore the role of L1 in EFL classrooms, and assess teachers' readiness to embrace modern, globally recognized teaching techniques.

The present study is of particular pertinence in the context of the conventional monolingual approach to the teaching of English as a foreign language (EFL), in which the target language and the students' home languages are regarded as discrete entities. Notwithstanding, teachers may inadvertently employ translanguaging, yet frequently neglect its potential advantages. Contemporary research, however, underscores translanguaging as a pivotal medium for communication and the



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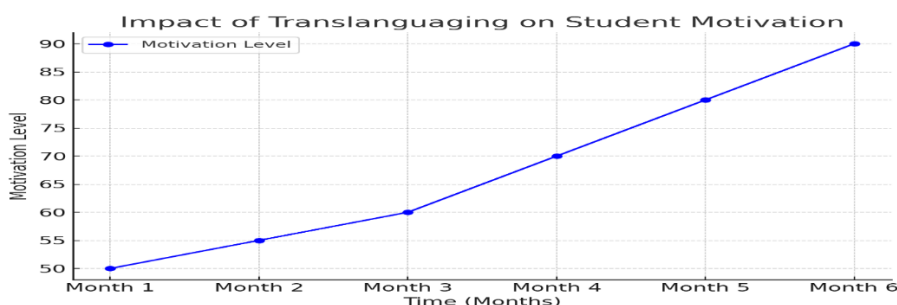


construction of meaning. This study aims to address this gap by examining the views of Kazakhstani teachers and shedding light on their experiences and attitudes towards translanguageing in their classrooms. In an era of increasing globalization, multilingual education has garnered considerable attention as a means of promoting linguistic diversity and fostering effective communication. Translanguageing has emerged as a pivotal pedagogical approach that enables multilingual learners to leverage their full linguistic repertoire in the classroom. The concept has been extensively explored in academic discourse, particularly in such works as *Translanguageing in Multilingual Education* by Kevin Tai (2021); *Translanguageing: A View from the South* by Jason Anderson (2020); and *Translanguageing in EFL Classroom: Reasons and Impacts* by Syafryadin and M. Efendi (2021). Theoretical concepts proposed by scholars such as Garcia (2018), Li Wei (2019) and Tai (2021) emphasise the need to rethink language policies and pedagogical strategies to accommodate multilingualism in classrooms.

Translanguageing from the Multilingual Perspective

The theoretical framework of translanguageing is rooted in the disciplines of Sociolinguistics and Applied Linguistics, emphasizing the dynamic and fluid nature of language use among multilingual individuals. García and Li Wei (2014) define translanguageing as the process by which multilingual speakers deploy their linguistic resources in a seamless and integrated manner.

In highlighting translanguageing as a tool for promoting equity in education, Kevin Tai (2021) emphasizes its capacity to facilitate deeper cognitive engagement among students by enabling them to use their first language (L1) alongside the target language (L2). In his work *Translanguageing: A View from the South* Jason Anderson (2020) underscores the relevance of translanguageing in postcolonial and developing regions, where linguistic hierarchies have been shown to impact educational outcomes. The concept is consistent with Vygotsky's sociocultural theory, which posits that language development occurs through social interaction and scaffolding. Translanguageing enables students to bridge the gaps between their home and school languages, facilitating better comprehension and knowledge construction.





This line chart shows how the use of translingualism has a positive effect on student motivation over the course of 6 months. It can be seen that motivation gradually increases, especially after the 3rd month.

METHODS AND PEDAGOGICAL APPROACHES

The present study employs a combination of theoretical and empirical methods, including surveys, interviews and classroom observations, to explore the utilization of translanguaging in Kazakhstani English as a Foreign Language (EFL) classrooms. The analysis of teacher perspectives illuminates the significance of integrating the students' first language (L1) and the target language (L2) in the learning process. The research also connects communicative language teaching (CLT) with translanguaging, showing how learners use both L1 and L2 to enhance their language skills.

Theoretical frameworks include Garcia and Wei's (2014) concept of translanguaging as a process of meaning-making. The present study also employs Vygotsky's zone of proximal development (ZPD) to demonstrate how translanguaging can bridge the gap between independent and guided learning. Research on translanguaging employs both qualitative and quantitative methods to analyse its impact on language acquisition and classroom dynamics. Syafryadin and Marzon Efendi's study on translanguaging in EFL classrooms uses surveys, classroom observations, and interviews to assess students' and teachers' perceptions of bilingual instruction. Another methodological approach involves case studies, where researchers document translanguaging practices in multilingual settings through ethnographic fieldwork and discourse analysis. Experimental studies have also examined the efficacy of translanguaging strategies. For instance, studies on vocabulary acquisition and second language motivation, such as those discussed in *Enhancing Second Language Motivation and Facilitating Vocabulary Acquisition in an EFL Classroom through Translanguaging Practices*, employ controlled interventions to measure learning outcomes. The findings from these studies provide empirical evidence on the benefits of allowing students to use their entire linguistic repertoire for meaning-making and knowledge retention.

FOCUS OF RESEARCH

This study focuses on investigating Kazakhstani EFL teachers' views and practices related to translanguaging in their classrooms. Specifically, it aims to address the following research questions:

1. How do Kazakhstani EFL teachers perceive the use of translanguaging in their classrooms? This question seeks to explore the teachers' attitudes towards



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translanguaging, whether they view it as a valuable pedagogical tool, and in what contexts they implement it.

2. What role do the first languages (Kazakh and Russian) play in the teaching and learning of English in Kazakhstani classrooms? This question aims to understand how teachers incorporate students' native languages into the language learning process and whether they consider L1 a helpful resource in acquiring English.

3. To what extent are Kazakhstani EFL teachers ready to implement translanguaging as part of their teaching practices? This question explores the teachers' readiness and willingness to integrate translanguaging into their pedagogical approach, and whether they feel adequately supported and prepared to use this method.

By answering these research questions, the study will provide insights into the role of translanguaging in Kazakhstani EFL classrooms and offer practical recommendations for teachers and policymakers on how to effectively incorporate multilingual practices into language teaching.

Teachers' Perceptions of Translanguaging in Kazakhstani EFL Classrooms

Teachers in Kazakhstan largely view translanguaging as a versatile pedagogical tool, essential for making learning more accessible. Many teachers use translanguaging to explain complex vocabulary and grammar by drawing on the similarities between English and students' native languages (Kazakh or Russian). This approach helps students grasp challenging material and facilitates the retention of new vocabulary. Teachers also see translanguaging as a scaffolding tool, supporting students' cognitive and emotional needs. By allowing students to use their first language when needed, teachers create a comfortable environment, reducing anxiety and fostering active participation. However, some teachers restrict translanguaging, only using it when English explanations fail. The role of L1 in EFL classrooms is crucial for processing and understanding new concepts. Teachers encourage students to compare English with their native language to facilitate comprehension and vocabulary retention. Some teachers also use this strategy to promote Kazakh, aiming to strengthen both languages.

DISCUSSION

The role of translanguaging in formal language education is a key point of debate in the field of translanguaging researches. Proponents argue that translanguaging provides a scaffold for students to develop proficiency in the target language, while critics raise concerns about potential interference with standard language acquisition. From a Global South perspective, Jason Anderson highlights



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how linguistic diversity in classrooms necessitates flexible pedagogical approaches, advocating for a shift from monolingual ideologies to multilingual realities. Another salient discussion point pertains to teachers' attitudes towards translanguaging, with some educators resisting its implementation due to institutional constraints or a paucity of training. However, this research indicates that when teachers receive professional development in translanguaging strategies, they become more receptive to integrating multiple languages in their instruction. Moreover, translanguaging has been shown to foster emotional connections between students and learning materials. Studies on the translanguaging entanglements of emotions and translanguaging in language learning and teaching contexts emphasize how students' emotional engagement increases when they can express themselves in their preferred languages, thus, contributing to a positive learning environment and enhancing motivation.

CONCLUSION

Translanguaging has been demonstrated to be an efficacious means in multilingual education, contributing to cognitive development, inclusion and improved educational outcomes (Anderson, 2020; Li Wei, 2019; Tai, 2021). The research findings indicate that multilingualism both facilitates comprehension of learning material and increases student motivation, strengthens the teacher-student bond, and contributes to language identity formation. Notwithstanding the challenges, including a paucity of teacher training and institutional constraints, the extant evidence suggests that integrating translanguaging into educational systems can significantly improve language learning. Consequently, further research and educational policy initiatives should focus on integrating translanguaging into curricula, training educators and developing teaching materials that support multilingual practices. The implementation of this initiative will result in the establishment of a language environment that is characterized by enhanced equity and efficacy, thereby aligning with the contemporary realities of the globalized world.

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DIGITAL STORYTELLING AS A PEDAGOGICAL MEANS IN ENGLISH LANGUAGE CLASSROOMS: OPPORTUNITIES AND CHALLENGES

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Түйін

Цифрлық сторителлинг (DST) ағылшын тілін оқытуда шығармашылықты, технологияны және тілдік дағдыларды біріктіретін тиімді құрал болып табылады. Бұл зерттеу оның студенттердің белсенділігіне, шығармашылық қабілетіне және тілдік біліктілігіне әсерін талдайды, сондай-ақ технологияға қолжетімділік, мұғалімдерді даярлау және мәдени бейімделу сияқты қиындықтарды қарастырады. Әдебиеттер мен кейстерге сүйене отырып, нәтижелер DST-нің сыни ойлау, ынтымақтастық және коммуникациялық дағдыларды дамытудағы рөлін көрсетеді. Мақала тиімді енгізу бойынша ұсыныстармен аяқталады, ерекше назар Қазақстан контекстіне аударылған.

***Негізгі сөздер:** цифрлық сторителлинг, ағылшын тілін оқыту, студенттердің белсенділігі, шығармашылық, тілдік біліктілік, технологияны біріктіру, мәдени бейімделу, сыни ойлау, ынтымақтастық, коммуникациялық дағдылар.*

Аннотация

Цифровой сторителлинг (ЦСТ) является инструментом в преподавании английского языка, сочетая креативность, технологии и языковую практику. В данном исследовании рассматривается его влияние на вовлеченность студентов, развитие креативности и языковых навыков, а также вызовы, такие как доступ к технологиям, подготовка преподавателей и культурная адаптация. Основываясь на литературе и кейс-исследованиях, результаты подчеркивают роль ЦСТ в развитии критического мышления, сотрудничества и коммуникативных навыков. Статья завершается рекомендациями по эффективному внедрению ЦСТ с акцентом на казахстанский контекст.

***Ключевые слова:** цифровой сторителлинг, преподавание английского языка, вовлеченность студентов, креативность, языковая компетенция, интеграция технологий, культурная адаптация, критическое мышление, сотрудничество, коммуникативные навыки.*

INTRODUCTION

The rapid advancement of digital technologies has revolutionized the education sector, transforming traditional teaching methods into dynamic, interactive, and student-centered approaches. Among the emerging means in language education, digital storytelling (DST) has gained significant attention for its potential to engage students, foster creativity, and enhance linguistic competence. DST integrates multimedia elements such as images, text, sound, and video to enable learners to construct and share personal or collaborative narratives [Zhussupova, 2020]. This



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approach offers a unique opportunity to make language learning both authentic and enjoyable, aligning with 21st century educational goals.

Teaching English as a second or foreign language (ESL/EFL) requires innovative strategies to address diverse learning needs and enhance students' communicative competence. Traditional methods often focus heavily on rote memorization of grammar and vocabulary which can disengage learners and limit their ability to apply language skills in real-world contexts. DST, however, provides a platform for learners to practice listening, speaking, reading, and writing skills in an integrated manner [Omarova & Kozhanova, 2021]. By creating and sharing digital stories, students become active participants in their learning journey, using English in meaningful ways while developing essential soft skills such as collaboration, problem-solving, and digital literacy.

The appeal of DST in language education lies in its ability to connect with students on the emotional level, making learning more engaging and impactful. This research has shown that storytelling facilitates deeper understanding and retention of language structures, as students are encouraged to use language authentically and creatively. Furthermore, DST supports personalized learning, allowing students to draw on their experiences, cultures, and interests to construct narratives that are personally meaningful.

Despite its promise, the integration of DST in English language classrooms is not without challenges. Access to technology, lack of teacher training, and time constraints are among the key barriers that educators face. Additionally, cultural considerations and the adaptability of DST to local educational contexts, such as those in Kazakhstan, require careful planning and implementation [Baikadamova, 2019]. Kazakhstan, with its multilingual environment and emphasis on English as a global language, presents a unique case for exploring the role of DST in enhancing language learning outcomes.

This article examines the opportunities and challenges of using DST as a pedagogical means in English language classrooms, with a particular focus on the Kazakhstani context. By analyzing the existing research, case studies, and practical experiences, the study seeks to provide a comprehensive understanding of how DST can be effectively integrated into teaching practices. The findings aim to inform educators, policymakers, and researchers about the DST potential to transform English language education, while also addressing the practical hurdles that need to be overcome for successful implementation.

THEORETICAL BACKGROUND

Digital storytelling has gained significant attention in English language teaching (ELT) for its ability to enhance student engagement and language skills. In



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Kazakhstan, Zhussupova (2020) explored how DST improves student motivation and learning outcomes, while Tulegenova (2022) demonstrated its positive impact on communicative competence in secondary schools [Zhussupova, 2020; Tulegenova, 2022]. Omarova and Kozhanova (2021) discussed the integration of DST into ELT, highlighting challenges such as teacher training and access to technology [Omarova & Kozhanova, 2021]. Baikadamova (2019) noted the immersive potential of digital tools for language learning, while Sarsenbayeva (2018) emphasized the importance of teachers' digital literacy for effective DST implementation [Baikadamova, 2019; Sarsenbayeva, 2018]. These studies underscore DST potential to transform language teaching, and point to the need for improved resources and training, too.

METHODS

To explore the opportunities and challenges of digital storytelling (DST) in English language classrooms, a qualitative research approach was employed. This methodology allowed for an in-depth examination of both theoretical perspectives and practical applications. The study relied primarily on a comprehensive literature review, drawing from academic articles, books, and case studies that highlight the use of DST in language education. Key themes were identified, including its impact on student engagement, language skill development, and its potential to foster creativity and collaboration.

The research also included an analysis of existing case studies from diverse educational contexts, with particular attention to the examples from Kazakhstan and similar regions. This approach provided insights into how DST is being implemented in classrooms and the challenges that educators face, such as limited access to technology, lack of teacher training, and cultural considerations [Sarsenbayeva, 2018]. By comparing global trends with local practices, the study aimed to establish a nuanced understanding of how DST can be adapted to different educational settings.

By using a qualitative approach, the research aimed to present a fair assessment of the benefits and drawbacks of DST in English instruction while providing evidence-based tactics for its use. The analysis conclusions are intended to educate academics, educators, and policymakers on DST being used to improve English language instruction in a variety of contexts.

RESULTS AND DISCUSSION

The findings of this study highlight both the transformative potential and the practical challenges of integrating digital storytelling (DST) into English language classrooms [Tulegenova, 2022]. By synthesizing insights from literature, case studies, and practical experiences, several key themes emerged, illustrating how DST impacts language learning while addressing barriers that educators face.



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Digital Storytelling Opportunities

One of the most significant advantages of DST is its ability to enhance student engagement. Traditional language instruction often struggles to maintain learners' attention, particularly in the contexts where English is not widely spoken outside the classroom. DST addresses this by providing an interactive and creative platform where students can actively participate in their learning process. By crafting and sharing digital narratives, students engage with the language in authentic, meaningful contexts, fostering deeper emotional connections to the material [Robin, 2008]. This engagement promotes intrinsic motivation, which is crucial for sustained language acquisition.

DST also promotes the development of 21st century skills, such as collaboration, critical thinking, and digital literacy. Collaborative storytelling projects encourage students to work in teams, negotiate ideas, and solve problems, thereby building interpersonal skills alongside language proficiency. Additionally, as students engage with multimedia tools to create their stories, they develop technological competencies that are increasingly valued in academic and professional settings.

Digital Storytelling Implementing Challenges

The incorporation of DST is not without difficulties, despite its advantages. Lack of access to technology is one of the main challenges. Computers, software, and dependable internet might be scarce in many schools, especially in developing nations like Kazakhstan. Due to this discrepancy, some classes are unable to fully implement DST, resulting in a digital divide.

Another major obstacle is teacher readiness. Many teachers lack the training they need to successfully integrate DST into their lesson plans. The process of designing, facilitating, and assessing digital storytelling projects requires both technical expertise and a deep understanding of pedagogy, which can be daunting for teachers unfamiliar with such tools [Ohler, 2013]. Professional development programs are essential to address this gap and ensure that teachers feel confident in using DST as a teaching strategy.

The Kazakhstani context offers unique opportunities to harness DST as part of the nation's broader efforts to promote multilingualism and global competencies. By integrating DST into English language education, teachers can empower students to develop language skills in an engaging, culturally responsive, and technologically enriched environment. As the findings suggest, with adequate support and thoughtful implementation, DST has the potential to revolutionize English language teaching in Kazakhstan and beyond.

CONCLUSION

Digital storytelling (DST) stands out as a transformative pedagogical tool in English language education, offering a dynamic and interactive approach that



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integrates technology, creativity, and linguistic practice. The findings of this study reveal that DST not only enhances engagement but also supports the holistic development of language skills, making it a powerful method for fostering communication, collaboration, and digital literacy among learners.

The opportunities presented by DST are numerous. It creates a space for authentic language use, enables students to express their personal and cultural identities, and builds confidence in speaking and writing. Furthermore, it aligns with the goals of 21st-century education by cultivating critical thinking, problem-solving, and digital competencies. For multilingual contexts like Kazakhstan, DST can also serve as a bridge between local traditions and global communication skills, making English language learning more relevant and impactful.

In the long run, the widespread adoption of DST in English language education holds the potential to foster a more globally connected and culturally aware generation. Students participating in the digital storytelling process improve their language proficiency while gaining a deeper comprehension of various cultures and viewpoints, too. This is in line with worldwide educational trends that prioritize global citizenship and intercultural communication. DST offers a chance to combine regional culture with international languages, fostering a learning environment that is both traditional and progressive for nations like Kazakhstan, which are negotiating the challenges of globalization while maintaining their sense of national identity. By adopting DST, teachers may develop children who are not only fluent in English but also capable of negotiating cultural differences with empathy and understanding in an interconnected world.

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DEVELOPING STUDENTS' ARGUMENTATIVE SKILLS THROUGH PROJECT-BASED LEARNING

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Түйін

Бұл зерттеу ағылшын тілін екінші тіл ретінде оқитын (ESL) оқушылардың аргументтеу дағдыларын дамытуда жобалық негізде оқыту әдісінің (PBL) тиімділігін зерттейді. Зерттеу барысында Job Fair презентациялары, TED Talk сессиялары және Speed Dating дебаттары сияқты жобалық әрекеттер қолданылды. Нәтижелер көрсеткендей, PBL оқушылардың логикалық ойлау, дәлелдерді пайдалану және пікірлерін қорғау дағдыларын дамытуға айтарлықтай әсер етті.

Негізгі сөздер: жобалық оқыту, аргументтеу дағдылары, ағылшын тілі, ESL, логикалық ойлау, дәлелдер, пікірлер, студенттер, тілдік даму, білім беру.

Аннотация

Данное исследование направлено на изучение эффективности применения метода проектного обучения для развития аргументативных навыков учащихся английского языка как второго языка. В исследовании использовались такие виды проектной деятельности, как презентации на ярмарке профессий, TED Talk сессии и дебаты в формате Speed Dating. Результаты показали, что развитие аргументативных навыков значительно способствует улучшению логического мышления, использования доказательств и уверенности в защите своих точек зрения.

Ключевые слова: проектное обучение, аргументативные навыки, английский язык, логическое мышление, доказательства, уверенность, студенты, развитие языка, образование.

INTRODUCTION

The development of argumentative skills in English as a Second Language (ESL) learners is crucial for enhancing their communicative competence and critical thinking abilities. In recent years, Project-Based Learning (PBL) has emerged as a highly effective educational strategy for promoting these skills, as it encourages



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students to engage in real-world tasks that require the construction and defense of arguments. This approach has been widely explored in both global and local educational contexts, particularly in the realm of foreign language acquisition. The present research investigates the effectiveness of PBL in developing argumentative skills among 8th-grade English as a Foreign Language (EFL) students, with a focus on their ability to construct logical arguments, integrate evidence, and present their viewpoints with confidence.

The *purpose* of this study is *to analyze how PBL activities*, such as *Job Fair Presentations, TED Talk Sessions, and Speed Dating Debates*, contribute to the enhancement of students' argumentative skills. Specifically, the research aims to assess the impact of these activities on students' ability to formulate coherent arguments, support their positions with relevant evidence, and engage in meaningful discourse with their peers. Through a mixed-methods approach that combines qualitative and quantitative data collection, the study explores both the improvement in argumentative abilities and the challenges students face during the process.

This research builds on these *theoretical foundations* by applying PBL activities within an EFL classroom setting. The study adopts a descriptive analysis approach, examining student engagement, the development of argumentative skills, and the overall effectiveness of PBL in fostering communicative competence. *Data* were collected through a combination of classroom observations, student interviews, written and oral assessments, and feedback surveys, allowing for a comprehensive evaluation of the intervention. The *findings* aim to provide insights into *how PBL can be used to enhance argumentative skills* and *offer practical recommendations* for educators seeking to implement PBL in language learning environments.

This study seeks to contribute to the growing body of literature on PBL and its role in language education by examining its impact on students' argumentative abilities. By focusing on real-world tasks that promote critical thinking, collaboration, and effective communication, the research aims to highlight the potential of PBL as a transformative tool for improving argumentative skills in ESL learners.

THEORETICAL BACKGROUND

Developing argumentative skills in English as a Second Language (ESL) learners through Project-Based Learning (PBL) has been explored by various researchers worldwide. This section reviews the works of both Kazakh and foreign scholars who have contributed to this field.

One of the key studies on PBL and language acquisition is by Beckett and Slater, who argue that PBL fosters critical thinking, collaboration, and linguistic competence [Beckett and Slater, 2005]. Their research highlights how engaging students in real-world projects enhances their ability to formulate and defend



arguments in English. Similarly, Thomas provides an extensive review of PBL methodologies and emphasizes their role in developing higher-order thinking skills, which are essential for argumentation [Thomas, 2000].

Foreign scholars such as Dörnyei have also examined the motivational aspects of PBL in ESL learning [Dörnyei, 2005]. His research suggests that project-based approaches increase students' engagement and willingness to communicate, which are crucial for developing argumentation skills. Additionally, Swain discusses the role of collaborative dialogue in PBL, emphasizing that meaningful interaction helps ESL learners refine their argumentative structures [Swain, 2006].

Kazakhstani researchers have also explored this topic in the context of ESL education. Kunanbayeva examines the role of communicative competence in foreign language acquisition and stresses the importance of active learning strategies like PBL [Kunanbayeva, 2013]. Her findings suggest that incorporating projects into ESL curricula improves students' ability to construct logical arguments and express their viewpoints effectively.

Another significant contribution comes from Zhetpisbayeva and Shelestova, who investigate the impact of PBL on developing students' argumentative and critical thinking skills in Kazakhstan [Zhetpisbayeva & Shelestova, 2015]. Their study shows that students engaged in PBL-based tasks demonstrate improved reasoning abilities and confidence in expressing their opinions.

These studies collectively underscore the effectiveness of PBL in enhancing argumentative skills among ESL learners. By integrating real-world tasks and collaborative learning, PBL provides a dynamic environment for students to practice and refine their ability to construct persuasive arguments in English. The findings of both Kazakhstani and foreign researchers highlight the need for further exploration of PBL strategies to maximize their impact on ESL education.

METHODS

The *method* applied in the present paper is a descriptive analysis. The research is based on an *action research study* conducted over two months among the 8th-grade secondary school EFL students. A total of 35 students participated in engaging into PBL tasks designed to develop their argumentative skills.

The study adopted a *mixed-methods approach*, combining qualitative and quantitative data collection techniques. Qualitative methods included classroom observations and student interviews, which provided insights into students' engagement, thought processes, and the challenges they encountered. Quantitative data were collected through written and oral assessments, which measured students' argumentative skills before and after the intervention. Additionally, student feedback



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surveys were conducted to gauge learners' perceptions of PBL and its impact on their confidence and ability to articulate arguments effectively.

The following PBL activities have been involved:

Job Fair Presentations: students researched different careers, prepared persuasive presentations, and defended their chosen professions in a simulated job fair.

TED Talk Sessions: students selected contemporary issues, developed structured arguments, and presented TED-style talks to their peers.

Speed Dating Debates: students engaged in rapid-fire debates where they had to articulate their stance on various topics within a limited time.

These activities were strategically implemented over a span of two months to enhance students' argumentative skills by providing opportunities for research, structured argument development, and real-time discourse. To facilitate these skills, students were provided with useful vocabulary and phrases designed to help them present their arguments effectively and connect ideas coherently. Specifically, the Job Fair Presentations required students to defend their chosen professions through persuasive presentations, while the TED Talk Sessions enabled them to engage with contemporary issues and present well-organized arguments. Additionally, the Speed Dating Debates fostered rapid articulation of stances on diverse topics, promoting quick-thinking and effective communication under time constraints.

To ensure an objective evaluation of students' progress, a rubric was employed to assess their argumentative skills based on *key criteria*: logical reasoning, evidence integration, and feedback construction. *Logical reasoning* focused on the coherence and structure of students' arguments, while *evidence integration* assessed their ability to support claims with relevant facts and examples. *Feedback construction* examined students' ability to critique and improve upon arguments based on peer and teacher evaluations. The use of multiple assessment methods provided a well-rounded understanding of how PBL contributed to skill development.

These activities provided students with numerous opportunities to practice argumentation in different settings, reinforcing their reasoning and persuasive communication abilities. By engaging in real-world tasks, students both enhanced their linguistic and cognitive skills and developed confidence in presenting and defending their viewpoints. Through structured guidance and peer collaboration, students were encouraged to refine their arguments, critically evaluate different perspectives, and strengthen their overall communicative competence.

DISCUSSION

The findings reveal that PBL provides an effective framework for developing argumentative skills. Collaborative activities encouraged active participation and



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allowed students to explore real-world issues. Through classroom tasks, students improved their ability to gather and organize evidence, while presentation activities enhanced their communication and critical thinking. Additionally, PBL helped build engagement and teamwork, as students were more motivated to participate when working on meaningful projects. However, challenges such as time management and balancing teamwork dynamics were noted and addressed through structured guidance.

The findings indicate that PBL significantly enhanced students' argumentative abilities. By engaging in research-based tasks, students improved their ability to construct logical arguments and support their claims with evidence. The interactive nature of PBL encouraged active participation, allowing students to refine their reasoning through peer discussions.

PBL provided students with opportunities to analyze complex issues, develop counterarguments, and enhance their persuasion skills. The integration of real-world topics made learning more relevant and meaningful, increasing motivation and engagement. Students were able to articulate their ideas more clearly and confidently through structured activities such as TED Talk sessions and **Job Fair Presentations**.

Despite the benefits, challenges such as time management and group dynamics were observed. Some students struggled with balancing teamwork responsibilities, while others found it difficult to manage deadlines. These issues were addressed through structured guidance, peer evaluations, and teacher support. Clear task allocation and periodic check-ins helped ensure that students stayed on track and effectively contributed to group discussions.

FINDINGS

The research findings indicate that Project-Based Learning (PBL) significantly enhanced students' argumentative skills in the context of English as a Foreign Language (EFL). Through the implementation of various PBL activities, students demonstrated notable improvements in logical reasoning, evidence integration, and overall argumentation skills.

Improvement in Argumentative Skills: students showed a clear advancement in their ability to construct logical and coherent arguments. The PBL activities, including Job Fair Presentations, TED Talk Sessions, and Speed Dating Debates, provided them with structured opportunities to research, organize, and defend their viewpoints. Post-assessment results revealed that students were better able to present their arguments with clarity and confidence compared to their pre-assessment performances.

Evidence Integration: the incorporation of evidence to support arguments was a key area of improvement. Through the various PBL activities, students learned to



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gather, analyze, and present evidence in support of their claims. For instance, in the TED Talk Sessions, students effectively used data, real-world examples, and facts to back their arguments, which greatly enhanced the persuasive power of their presentations. The integration of evidence was assessed through written and oral tasks, where students showed improvement in selecting relevant information and incorporating it appropriately into their discussions.

Increased Confidence in Argumentation: a significant outcome of the study was the increase in students' confidence when presenting their arguments. As students engaged in the different activities, they gained more self-assurance in articulating their ideas. Feedback from both peers and teachers played a crucial role in boosting students' confidence by highlighting strengths and providing constructive critiques to refine their arguments. The feedback surveys revealed that students felt more capable and motivated to express their views after the intervention.

Engagement and Motivation: the interactive and real-world nature of the PBL tasks was highly motivating for the students. Activities such as the TED Talk Sessions and Job Fair Presentations encouraged students to explore contemporary issues and topics they found personally relevant, which heightened their interest in the tasks. Students reported that the engaging format of these activities made learning more enjoyable and meaningful, which in turn improved their willingness to participate and contribute during class discussions.

Collaboration and Peer Interaction: PBL's collaborative nature fostered effective teamwork and peer interaction, both of which contributed to the development of argumentative skills. Through peer discussions and feedback, students refined their arguments and learned to consider multiple perspectives. The Speed Dating Debates, in particular, facilitated rapid exchanges of ideas, enabling students to practice defending their viewpoints in a dynamic setting. Peer evaluation was also an important element in refining argumentative skills, as students learned to both critique and receive constructive feedback from their classmates.

Challenges Encountered: despite the overall success of the PBL approach, several challenges emerged. Time management was a recurrent issue, as students struggled with balancing the demands of group tasks, deadlines, and the complexity of research required. Additionally, group dynamics occasionally led to unequal participation, where some students contributed more than others. These challenges were addressed through regular check-ins, task allocation, and structured guidance from teachers, which helped maintain a balance and ensure that all students had the opportunity to engage meaningfully in the activities.

The findings demonstrate that PBL is a highly effective pedagogical approach for developing argumentative skills in EFL students. By integrating real-world tasks, collaboration, and structured support, PBL both enhanced students' argumentative



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abilities and fostered increased engagement, confidence, and motivation in language learning.

CONCLUSION

The research demonstrated a significant improvement in students' argumentative skills, particularly in logical reasoning, evidence integration, and performance evaluation. Students also reported increased confidence and satisfaction with their learning experience, highlighting PBL as a valuable approach to teaching argumentation in EFL contexts. The study underscores the potential of PBL as a transformative pedagogical strategy for fostering critical thinking, communication, and collaboration in EFL settings.

By incorporating structured projects, educators can create dynamic learning environments that both enhance argumentative skills and encourage active participation and engagement. The interactive nature of PBL ensures that students develop essential 21st-century skills, such as problem-solving, teamwork, and effective communication.

However, while the benefits of PBL are evident, challenges such as time constraints and group management require careful planning and instructional support. Future research could explore the long-term impacts of PBL and its application in diverse educational settings to further understand its effectiveness in different learning contexts. By refining and expanding PBL methodologies, educators can continue to maximize their potential in language learning and argumentation development.

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**INCLUSIVE EDUCATION: SUPPORTING ENGLISH LEARNERS
WITH SPECIAL/EXCEPTIONAL NEEDS**

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Түйін

Инклюзивті білім беру барлық студенттер, соның ішінде ерекше немесе ерекше қажеттіліктері бар ағылшын (el) студенттері оқи алатын оқу ортасын құруға бағытталған. Бұл мұндай студенттердің академиялық және әлеуметтік қызметке толық қатысуға мүмкіндік беретін тиісті қолдауға, стратегияларға және ресурстарға қол жеткізуін қамтамасыз етеді. Мақсат-барлық оқушыларға жетістікке жету үшін тең мүмкіндіктер беру, олардың тиесілілік сезімін қалыптастыру және әртүрлі оқу жағдайларында жеке дамуға ықпал етуіне, заманауи технологияларды қолдана отырып жүзеге асыру.

Негізгі сөздер: талдау, әдістер, зерттеулер, заманауи технологиялар, бірлескен оқыту, ағылшын тілін инклюзивті оқыту, мүмкіндігі шектеулі оқушылар, оқыту стратегиялары.

Аннотация

Инклюзивное образование направлено на создание учебной среды, в которой все учащиеся, в том числе с особыми потребностями, могут изучать английский язык. Это гарантирует, что у таких учащихся будет доступ к соответствующей поддержке, стратегиям и ресурсам, позволяющим им в полной мере участвовать в академической и социальной деятельности. Цель состоит в том, чтобы предоставить всем учащимся равные возможности для достижения успеха, формируя у них чувство принадлежности и способствуя индивидуальному развитию в различных условиях обучения, современные технологии.

Ключевые слова: анализ, методы, исследования, современные технологии, совместное обучение, инклюзивное преподавание английского языка, учащиеся с ограниченными возможностями, стратегии обучения.

INTRODUCTION

Education for children with disabilities should be aimed at creating favorable conditions for the realization of equal opportunities with peers, education and a decent life in modern society. When working with learners with special educational



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needs, it is extremely important to choose an effective interaction strategy that would have a positive impact on both the learning process and student development.

The **purpose** of this research is to find effective practices for teaching the English language as a school subject to disabled learners.

To achieve this goal, it is necessary to solve the following tasks:

1. to study the concept of disabled learners;
2. to identify effective methods of teaching English to disabled learners.

The **practical significance** is in the very fact of teaching a foreign language to disabled learners. Most importantly, the English language as a school subject is aimed at improving the level of disabled learners' socialization in the society.

THEORETICAL BACKGROUND

Before drawing up a plan for teaching disabled learners, it is necessary to identify the degree of their health problems. This approach helps to choose the right learning method and provide the most comfortable opportunities for adaptation.

Disabled learners are often fatigued, and in order to prevent excessive fatigue, it is important to move away from monotony in planning educational activities. To successfully complete educational tasks, it is necessary to involve all the senses: visual, auditory, speech and motor. The use of various techniques, such as changing the *logic of the sequence of events*, *visualization*, *role-playing*, *background music*, etc., will help connect their imagination when completing tasks. Naturally, the effectiveness of their implementation will largely depend on the choice of educational technologies.

The arsenal of educational technologies is large, and to select those that have correctional and developmental potential is necessary. Among them, technologies of various levels of education, gaming, project activities, information and communication technologies, and health-saving technologies can be distinguished. It is important to remember that the specifics of the application must be observed, even within the framework of one technology, depending on the characteristics of the learners' disorders.

METHODOLOGY

1. Gaming technology

Let us show this using the example of gaming technology. All children, especially those of primary school age, are liable to play, most disabled children in particular. Participation in the game increases the interest of these children in a foreign language.



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The feature of game tasks is that the assimilation of language material is carried out in practical activities, while attention and memorization are involuntary. Games develop concentration and increase mental activity.

Each lesson begins with a greeting; it would be right if a teacher may interest the student right from that moment on. Thus, the material will be remembered due to its unusual shape. This is achieved by using a "Greeting" game situation performed with movements. All the words during the lesson will be demonstrated on the blackboard and voiced in parallel. In this way, children learn all three skills (reading, listening and speaking). All words are accompanied by movements, for example, to greet "Good afternoon, Tomiris!" children wave to each other and repeat this phrase, to the question "How are you?", they clap each other on the shoulder, saying "I have missed", they cross their arms over their chest, stating "You have come", they spread their arms to the sides, and to the words "Excellent!", they hug each other.

Motor memory is well developed in children with disabilities. This feature should be used to include game situations in the learning process that require children to make some kind of movements. The teacher can also use sentences such as Kahut, wordwall, and so on to continue the lesson. One of them, the game "Typography" promotes the development of sound analysis and word synthesis skills. Due to these applications, the teacher can download short words in advance (only one word is performed during each task) and ask them to arrange them in the correct order, then read it, write it down in a notebook (if necessary, count the sounds and letters).

The attention of a *disabled* child cannot concentrate for a long time on performing monotonous and tedious exercises, and outdoor games help to create favorable conditions for the development of physical activity and strengthening children's health.

DISCUSSION

The study of inclusive teaching using gaming technologies includes several key stages:

1. Definition of the problem and purpose of the study: at this stage, it clarifies how gaming technologies can support inclusive learning, identifies the characteristics and needs of students with special educational needs (including students with disabilities or learning difficulties).

2. Overview of the theoretical framework: the existing research on inclusive education, as well as the use of game technologies in teaching, is analyzed, including approaches, methods and practices used to work with various categories of students.

3. Development of research methodology: hypotheses and research objectives are formulated, a methodology for the introduction of gaming technologies into the educational process is developed, including the selection of educational games, applications and tools for different types of students.



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4. Experimental work: pilot tests and an experiment are being conducted at this stage.

5. Evaluation and analysis of results: data is collected on the effectiveness of the use of gaming technologies, the impact on academic performance and social adaptation of students with special needs is analyzed. It is important to evaluate how games help improve skills, develop communication skills, and increase the engagement of all participants.

6. Conclusion and recommendations: conclusions are drawn about the possibilities and limitations of using gaming technologies in inclusive education, and recommendations are proposed for further use and improvement of practices in various educational contexts.

This process helps to identify successful approaches and strategies for improving inclusive learning through gaming technologies that promote the development and adaptation of all students.

FINDINGS

The study results on inclusive learning using gaming technologies demonstrate significant improvements in both academic and social adaptation of students with special educational needs. Based on experiments and data analysis, several key aspects can be identified as the influenced ones by the use of the game method in teaching.

1. Increasing the motivation and involvement of students. Gaming technologies contribute to increasing the interest and involvement of students in the educational process. Using gaming applications and platforms (such as Kahoot, Quizlet, educational simulations, and others) helps create an exciting atmosphere where students with different educational needs can actively participate in assignments. This is especially important for students with learning difficulties or attention disorders, as game elements make the process less stressful and more interactive.

2. Development of cognitive and motor skills. Gaming technologies can actively develop various cognitive skills such as logical thinking, memory, attention, and perception. Gaming platforms that include problem-solving tasks, puzzles, or educational video games that train the brain and improve cognitive function are especially useful. Also, gaming technologies can be used to improve motor skills, for example, through games with elements of movement or control, being especially important for children with physical or motor disabilities.

3. Psychological and emotional comfort. Gaming technologies create a positive emotional atmosphere to reduce barriers between students with special educational needs and their peers. During the game, students feel more equal to improve their self-esteem and self-confidence. This is especially noticeable in cases where gaming



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technology helps students overcome difficulties, for example, when solving problems, which can have a positive effect on their emotional state and willingness to learn.

Conclusions. The use of gaming technologies in inclusive learning helps overcome barriers, improve learning outcomes, and develop social and cognitive skills among students with special needs. The game approach provides teachers with powerful tools for differentiating and individualizing the learning process, reduces stress levels among students, and promotes the creation of an inclusive and supportive educational environment.

CONCLUSION

It should be noted that one of the main functions of teaching children with disabilities is correctional work, which is carried out within the framework of a holistic approach to child development. In this regard, the work should be focused on the overall development, and not on the training of individual mental processes or abilities of students. It is planned not so much to achieve a specific result (for example, to learn words on a topic), as to create conditions for disabled learners' development. Conditions can be created using artificial intelligence in mobile (computer) applications by combining mixed teaching.

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ГЕЙМИФИКАЦИЯ КАК МЕТОД ОБУЧЕНИЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

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Abstract

Gamification is one of the most common methods of learning foreign languages in the modern world. The article examines the use of gamification in English lessons, its impact on student motivation, involvement in the learning process, and mastery of educational material. The main principles of gamification and examples of its application in language learning are analyzed. The results of the conducted research show that the use of game applications for teaching a foreign language increases interest in English and contributes to improving learning outcomes. This article considers teaching methods and various applications in this area.

Keywords: gamification, methods, modern teaching, digitalization, teaching methods, increasing motivation.

Түйін

Геймификация қазіргі әлемде шет тілдерін үйренудің ең кең таралған тәсілдерінің бірі болып табылады. Мақалада ағылшын тілі сабағында геймификацияны қолдану, оның оқушылардың мотивациясына, оқу процесіне тартылуына және оқу материалын меңгеруіне әсері қарастырылады. Геймификацияның негізгі принциптері мен оны тіл үйренуде қолдану мысалдары талданады. Жүргізілген зерттеу нәтижелері көрсеткендей, шет тілін оқытуға арналған ойындық қосымшаларды пайдалану ағылшын тіліне деген қызығушылықты арттырып, оқу нәтижелерін жақсартуға ықпал етеді. Бұл мақала осы саладағы оқыту әдістері мен әртүрлі қосымшаларды қарастырады.

Негізі сөздер: геймификация, әдістер, заманауи оқыту, цифрландыру, оқыту әдістері, мотивацияны арттыру.

ВВЕДЕНИЕ

В современном мире, где технологии стремительно развиваются, традиционные методы обучения постепенно уступают место инновационным методам. Одним из таких методов является геймификация. **Геймификация** – это использование игровых элементов в неигровых процессах, в том числе в образовании. Применение геймификации в изучении иностранных языков способствует повышению мотивации учащихся, делает процесс обучения более



увлекательным и интерактивным, а также улучшает усвоение учебного материала.

Особенно актуальным становится внедрение игровых методик на уроках английского языка. В данной статье рассматриваются ключевые принципы геймификации, ее влияние на образовательный процесс, а также преимущества и возможные трудности при интеграции игровых механик в обучении иностранным языкам. Исследование направлено на анализ существующих приемов геймификации, изучение их эффективности и выявление оптимальных способов их применения в образовательной среде.

ТЕОРЕТИЧЕСКИЙ ОБЗОР

Эффект игровой терапии определяется практикой новых социальных отношений, которые получает индивид в ролевой игре. Процесс обучения проходит как деятельность обучаемого, когда, как известно, «... практика доводит (теорию) до идеала». В российской методике преподавания иностранных языков с этим методом нас знакомят такие авторы, как М.Г. Ермолаева (2005), Д.Н. Кавтарадзе (2009), О.В. Орлова (2015); в зарубежных источниках необходимо ознакомиться с теориями Т. Рейнерса и Л.С. Вуда (2015), и др.

МЕТОДОЛОГИЯ

Важно рассмотреть все техники геймификации. Существуют всего четыре основные техники. Первая это теоретико-методологическая основа, куда входит конструктивизм, социокультурный подход, коммуникативный метод. Конструктивизм – обучение через активное участие и самостоятельное конструирование знаний. Социокультурный подход – развитие через взаимодействие в игровом контексте. Коммуникативный метод – ориентация на реальное общение и использование языка в контексте.

Основными техниками геймификации можно считать игровое проектирование, элементы ролевых игр, а также геймифицированные платформы, которые служат для обучения иностранным языкам. Игровое проектирование включает себя использование различных механик игры, сюда можно отнести уровни, квесты, челленджи, дизайн самой платформы. Элементы ролевых игр погружают в реальные ситуации общения, а также проверяют грамматическую основу, которую изучали на уроке, что дает обратную связь преподавателю как студент усвоил материал. На сегодняшний день существуют различные геймификационные платформы, которые позволяют разнообразно вести уроки и поднимать мотивацию у учащихся, такие как *Кахут*, *Квизлет*, *Дуалинго*, *Квиззиз*, *Бамбузл* и др.



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Следующий метод называют экспериментально-эмпирическим, куда входит проведение опросов, анкетирование и тестирование учеников. Сравнение традиционных и игровых методик. Анализ мотивации и вовлеченности учащихся. Последняя часть методологии включает в себя практическую реализацию. Оно включает в себя разработку учебных сценариев с элементами игры, внедрение игровых заданий в образовательный процесс и оценка эффективности геймификации в обучении.

Таким образом, методология включает в себя теоретическое обоснование, игровые техники и их практическое применение в обучении иностранному языку.

ОБСУЖДЕНИЕ

Геймификация в образовании становится все более востребованной методикой, способствующей повышению мотивации и вовлеченности учащихся. Использование игровых механик, таких как баллы, уровни, значки, рейтинги и сюжетные линии, позволяет превратить образовательный процесс в увлекательное и эффективное обучение. Однако существуют как преимущества, так и определенные вызовы, связанные с внедрением геймификации.

Преимущества геймификации в обучении:

1. **Повышение мотивации.** Игровые элементы делают процесс обучения более интересным, стимулируя учащихся к активному участию.
2. **Развитие навыков самостоятельного обучения.** Геймифицированные платформы позволяют учащимся учиться в своем темпе, получая мгновенную обратную связь.
3. **Улучшение усвоения материала.** Интерактивные задания и игровые сценарии помогают лучше запоминать информацию и применять ее на практике.
4. **Формирование конкурентного духа.** Система наград и достижений побуждает учеников к достижению новых целей.
5. **Гибкость и адаптивность.** Геймификация может быть применена в разных образовательных контекстах, от начальной школы до корпоративного обучения.

Вызовы и ограничения геймификации:

1. **Сложность разработки качественного игрового контента.** Требуется тщательное продумывание механик, чтобы они действительно способствовали обучению, а не отвлекали от него.
2. **Потенциальная зависимость от внешней мотивации.** Ученики могут больше фокусироваться на получении наград, а не на самом образовательном процессе.



3. **Технические и финансовые барьеры.** Внедрение геймификационных платформ требует ресурсов, подготовки преподавателей и соответствующего оборудования.
4. **Различие в восприятии учащимися.** Не все студенты одинаково воспринимают игровые элементы; некоторым может быть сложно адаптироваться к такому формату обучения.

Перспективы развития: с развитием технологий геймификация в образовании становится все более интерактивной и персонализированной. Искусственный интеллект и анализ данных помогают адаптировать контент под индивидуальные потребности учащихся. Виртуальная и дополненная реальность расширяют границы образовательных возможностей, делая обучение еще более увлекательным. В будущем геймификация может стать неотъемлемой частью образовательных систем, обеспечивая эффективное и мотивирующее обучение.

Так, геймификация открывает широкие возможности для модернизации образования, но требует взвешенного подхода при внедрении. Грамотное использование игровых механик может значительно повысить качество обучения и сделать образовательный процесс более продуктивным и интересным.

ВЫВОДЫ

В результате анализа, основанного на анкетировании участников, можно сделать вывод, что в настоящее время более 80% учащихся посещают учебное заведение с мобильными устройствами, поддерживающими интернет соединение; таким образом, учитель может использовать геймификацию на занятиях посредством вовлечения гаджетов обучаемых.

ЗАКЛЮЧЕНИЕ

Геймификация представляет собой мощный инструмент для повышения эффективности образовательного процесса, делая его более интерактивным и мотивирующим. Благодаря игровым элементам учащиеся проявляют больший интерес к учебе, активнее взаимодействуют с материалом и развивают навыки самостоятельного обучения. Однако успешное внедрение данной методики требует комплексного подхода, включая тщательное проектирование игровых механик, учет индивидуальных особенностей учащихся и обеспечение необходимой технической поддержки. В перспективе геймификация продолжит развиваться, дополняясь новыми технологиями и инструментами, что позволит



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еще больше улучшить образовательные процессы и адаптировать их к требованиям современного мира.

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ANALYZING THE ENGLISH LANGUAGE LEARNING-ORIENTED TEST CONSTRUCTION FOR NON-LINGUISTIC STUDENTS

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Abstract

The paper is dedicated to testing non-linguistic students' ability to learn foreign language aspects. It presents examples of testing tasks on different foreign language aspects for different training areas. The testing procedures include the tasks with the answer variants and creative tasks on producing one's own on the conditions specified. The research presents test construction principles. The paper analyzes psychological potential of the tests. The research specifies the fundamentals of our methodology developing non-linguistic students' skills to cope with testing procedures. It describes criteria for linguistic ability development levels. The paper compares linguistic ability development levels for two student groups.

Key words: *ability to learn a foreign language, answer option, creative thinking, English language, introspection, learning-oriented test, logical thinking, non-linguistic student, test construction, testing*

Түйін

Мақала тілдік емес мамандықтар студенттерінің шет тілін меңгеру қабілеттерін тексеруге арналған. Оқытудың әртүрлі бағыттарына арналған шет тілінің әртүрлі аспектілері бойынша тест тапсырмаларының мысалдары келтірілген. Тестілеу әдістері берілген шарттарда өз жауаптарыңызды құру үшін бірнеше таңдауы бар сұрақтар мен шығармашылық сұрақтарды қамтиды. Мақалада сынақ құрастыру принциптері берілген. Мақалада тесттердің психологиялық мүмкіндіктері талданады. Мақалада лингвистикалық



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емес мамандықтар студенттерінде тестілеу процедураларынан өтуге қажетті дағдыларды қалыптастыру әдістемесінің негіздері берілген. Тілдік қабілеттердің даму деңгейлерінің критерийлері сипатталған. Мақалада екі топ оқушыларының тіл қабілеттерінің даму деңгейлері салыстырылады.

Негізгі сөздер: шет тілін меңгеру қабілеті, жауап нұсқасы, шығармашылық ойлау, ағылшын тілі, интроспекция, оқуға бағытталған тест, логикалық ойлау, тілдік емес оқушы, тест құрастыру, тестілеу

INTRODUCTION

Relevance. The topic is relevant, because, it deals with several sciences, including linguistics, lingua-didactics and psychology. Linguistics is known to deal with grammar, lexis and stylistics that our paper specifies as the main language aspects. Lingua-didactics considers the process of learning English by university students, testing being the final process stage. Psychology touches upon motivation to learning as well as cognitive processes.

The research problem is it is more complicated to make tests for monitoring learnability level and other psychological abilities by some academic discipline means than the ones for monitoring either knowledge or skills.

The research aim, subject, object and tasks. The research aim is to formulate the principles for the English language learning-oriented test construction. Therefore, the English language learning-oriented test construction as the research subject influences students' learnability as the object. The research tasks are to: 1) students' learnability; 2) select the aspects for diagnosing the students' learnability; 3) work out the tests for diagnosing different cognitive processes by foreign language means; 4) fill in the test lexical content for different training areas; 5) compare “the test” concept in English and Russian; 6) develop the criteria for the testing procedure success level determination.

The hypothesis. The tests for diagnosing knowledge, skills and learnability by some academic discipline means are likely to be quite different.

THEORETICAL BACKGROUND

Firstly, we have studied the ideas about tests and testing. For example, the paper we had paid the utmost attention to was written by Sorokin V.A. and Buharova G.D. The authors specified that testing popularity is due to the new education law as well as Unified State Examination having been passed [Sorokin, 2017, p.338].

According to the authors' opinion, a test is known as “the system designed both to assess the students' knowledge structure and measure its level” [Sorokin, 2017, p.339]. We were inspired by defining a test as a system. As a result, the idea about the possibility to monitor several aspects by one and the same test occurred to us.



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This definition reflects the possibility of the most precise monitoring at two levels. Assessing the knowledge structure is done at the qualitative level, and knowledge measurement is done at the quantitative level. The authors also wrote about different kinds of tests aimed at monitoring knowledge, skills and learnability level.

Secondly, we have analyzed N.G. Bondar's paper on learnability, as it considers this problem from both psychological and pedagogical standpoints. According to the psychological standpoint, learnability is characterized as the manifestation of human abilities reflecting cognitive activity [Bondar, 2006, p.155-156], the latter including sensory, perceptive, mnemonic and mental processes, speech [Bondar, 2006, p.156]. It is also characterized as the general psychological development possibility [p.156]. Continuing this idea, we could understand the existence of two learnability kinds—both general and specified. The former is characterized by being used in different areas. The latter is connected with mastering only one particular subject.

According to the pedagogical viewpoint, learnability is known to be the previous academic activity outcome or trainability [Bondar, 2006, p.156]. High learnability level is able to compensate lack of knowledge.

We have created the testing system for different psychological abilities due to the fact that learnability is known as a complex idea. It consists of cognitive possibilities, personal possibilities and age features.

Thirdly, we have studied the paper written by L.I. Osipova and dedicated to the language, in general. We chose L.I. Osipova's paper, because it has traced the ways of understanding the language concept characteristics in different time periods. The older approaches to a language were more imaginary than scientific ones. For example, being considered in ancient Greece, a language is viewed as the tool enabling thought to discuss the nature of things [Osipova, 2015, p.62]. Developing this idea, we can confess that on the one hand, a language is known as the thinking manifestation tool. On the other hand, a language means the thought formation organ [Osipova, 2015, p.62].

The next idea is that a language is considered as a social phenomenon [Osipova, 2015, p. 63]. Though both ideas are quite relevant, they can be evaluated as one-sided, because each of them emphasizes only one function, the former meaning a language as the thinking means and the latter denoting a language as the communication means.

Being considered in the Middle Ages, a language means a multifunctional idea. This approach is of interest, because it considers a language from the psychological standpoint. The first aspect of this approach is a language as a number of words. Continuing this idea, we can view a language as a collective memory aspect. The second aspect is a language as the ability to create new words. Proceeding to discuss this idea, it is possible to view a language as a creative thinking manifestation. The third aspect is a language as the means enabling to open up your thoughts to another



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person [Osipova, 2015, p.62]. We believe the third aspect to be the most complete, because it combines understanding a language as both thinking and communication means.

Being analyzed in scholastic philosophers' grammar, a language is viewed as the systematic object, in which the scientific relationship existing between the elements are taken into account [Osipova, 2015, p.62]. This definition attracts our attention due to the fact that it stated the relationship between language units (for example, the rules of combining words into sentences, clauses into compound sentences, sentences into a text portion). Developing this idea, we can confess that a language is characterized by the association and analogy regulations in semantics, grammar and lexicology [Osipova, 2015, p.67]. Association has become the mechanism of memorizing vocabulary in our research. Analogy denotes the mechanism for comparing either synonymous or close-meaning grammar constructions in our research.

We care also interested by this paper about a language, as its authors draw our attention to different language aspects. The first aspect is a foreign language concept. According to this aspect, a language is defined as the nation's psychology manifestation [Osipova, 2015, p.65]. We know a language to be viewed as either mutual or an individual idea. The former characterizes English as a foreign language and the latter characterizes English as an individual psychic activity [p.65].

The second aspect is a professional language. According to it, a language is known not only as an essential kind of activity, but also as the tool used in different activity kinds [Osipova, 2015, p.67], for example, using a language for some professional purposes.

In particular, we have studied the paper on the English language by David Rju, for it provides the English language analysis from different standpoints. The first standpoint is historical. The author traced the English language past as well as present development stages. They included the tribal language of the North European German people, the proto-English language, the average and modern English language [Rju, 2017, p.15].

The English language was experienced by many historical events. As a result, it became a mixture of languages. Firstly, Britain experienced the migration as well as colonization waves by German tribes, including angles, Saxons, yutes. Secondly, the Germans served in Roman legions that had been located in the British area. Thirdly, the English language was impacted by other people', comprising the Vikings', the Scandinavians', the Northern people' and the Normans' resettlements and invasions [Rju, 2017, p.15]. It has influenced the English language general characteristics. The English language is known as the language belonging to the Anglo-Frisian subgroup, Western group, Germanic branch and Indo-European language family [Rju, 2017,



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p.15]. So, we came to the conclusion that such a language is certain to have all chances to become an international language.

The second viewpoint is linguistic. The English language was characterized as the system simplified during its historic development. The first two aspects interconnected include both phonetics and graphics. The vowel system was simplified in these two areas [Rju, 2017, p.15]. The third aspect is grammar. Having become simplified, the English language grammar was characterized by the loss of gender for inanimate nouns as well as case absence. The latter means the absence of endings in the nouns according to different cases.

The author analyzed the English language status in different historical periods. The first English language status is an official language of Great Britain. The second status is known to be business English. People began to use the English language for document production in the 13th century. The third English language status is a professional language. For example, people began to use English in legal proceedings in the 14th century.

The author also stated the relationship between technological development and the English language. For example, the author discovered the interrelation existing between the English language modernization and technological development and advancements [Rju, 2017, p.16]. This idea enables to suppose that it is possible to develop learnability, in general, and cognitive abilities, in particular, by foreign language means.

The author shows that trade, politics and technology development results in the great demand for a general communication means. As a result, it becomes clear that it is possible to study English for the students specializing in different training areas nowadays.

The fourth position is technological. The author emphasized the fact that most technological discoveries and inventions had been made by the British scientists. For example, Alan Turing's ideas resulted in creating the Universal programmable machine having been created. This fact enables us to confess that most scientific and technological terms have been borrowed from the English language [Rju, 2017, p.16]. The next idea of the English language popularity is that it has become the language of scientific publications. The author discussed the problem concerning lack of citations for some scientific papers. The author supposed that translating the research topic, abstracts and key words into English enable to raise the citation level due to having made the paper content more understandable.

Fourthly, having chosen the students' age for our research, we became interested in Kalabina's paper.

This age is of great interest for several reasons. The first reason is that it covers several developmental stages, such as late adolescence, youth and early adulthood [Kalabina, 2021, p.73]. Each period is characterized by certain traits.



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The second reason is that students' age is analyzed from different standpoints. According to social standpoint, students' age is the final socialization stage. A student develops new mature traits as well as the personality role structure [Kalabina, 2021, p.73]. Thus, the students' age is characterized by some novelty features. Besides, the role structure mentioned in the definition is considered as the basis for teaching students to make dialogues in a foreign language.

Students' age is characterized by expanding a wide range of both interests and responsibilities associated with these roles [Kalabina, 2021, p.73]. This statement determines the selection of grammar constructions according to their meanings.

There are two approaches to the pedagogical viewpoint for discussing the students' age peculiarities. The first approach is the pedagogics is defined as the scientific area of both getting knowledge and developing skills. Therefore, a student means the person working hard for studies [Kalabina, 2021, p.73]. So, the tasks prepared for teaching as well as testing students are to be complicated enough.

Another approach is developmental. According to it, a student is characterized by rapid moral as well as aesthetic development [Kalabina, 2021, p.74]. The latter implies creating the tasks for using artificial style techniques that stimulate imaginary thinking development.

The final approach is connected with bringing young people up. According to this approach, students become interested in such moral problems as “duty, love, loyalty” [Kalabina, 2021, p.74]. In our opinion this trait is likely to become the basis for learning English for general purposes. The main students' trait is professional self-determination [Kalabina, 2021, p.75]. It enables to teach students a professional foreign language.

According to methodological standpoint, there can be some forms of teaching English that might be preferable for students, the example including discussions [Kalabina, 2021, p.74].

According to physiological viewpoint, students' age is considered as the period for developing intellect, creative abilities and character. The latter comprises determination, purposefulness, perseverance, initiative, independence and self-control [Kalabina, 2021, p.74].

Having made our own testing methodology, we used these traits as well as continue to develop them in the academic activity. For instance, self-control is of importance in order to be able to follow the algorithms used in preparing for testing procedure. Self-esteem development is also an essential area for students' age [Kalabina, 2021, p.74]. For this reason, it became possible to apply introspection as the way to master complicated tasks in the academic activity.

Creative abilities are used in the tasks aimed at making one's own word-combinations, sentences and texts.



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Logical abilities are expressed in systematization as well as generalization requirements [Kalabina, 2021, p.74].

Mental processes students are characterized by comprise intellect, memory volume, attention [Kalabina, 2021, p.74]. Students are more emotional than adults, for this reason we have created special tasks aimed at imaginary thinking development for them. Memory volume is extended by means of learning new vocabulary.

High attention level is required when students have to do several subtasks within one particular tasks, a grade being one and the same for all subtasks taken together.

According to the physiological positions, students' age is characterized by both the lowest values for the latent period of reactions to various stimuli and difference sensitive systematization [p.74]. It means that students are characterized by quick reaction, in general, and rapid speed of mastering the material, in particular. Students are also characterized by the highest plasticity in developing skills [Kalabina, 2021, p.74]. The latter denotes the brain ability to reorganize and create neural connections in response to many factors, teaching a foreign language being an example.

In general, the author characterizes the students' age as a contradictory and complicated period [Kalabina, 2021, p.74]. On the one hand, students' age is characterized by rapid processes [p.74]. There are also some negative traits characterizing this time period. For example, students are not quite able to regulate their behavior in the conscious way that is manifested by the unjustified risk-taking, inability to predict one's own behavior consequences [Kalabina, 2021, p.74]. Having done a sort of linguistic analysis, we came to the conclusion that these negative traits are expressed by means of using negative sentences as well as negative prefixes in a foreign language. However, on the other hand, students' age is characterized by stabilization as well as increases in the conscious behavior motivation.

RESEARCH MATERIALS

We applied both working programs and teaching curricular on the professional foreign language for two training areas- Land vehicles and technological means and Animal products that have been located in the Russian State Agrarian University- Moscow Timiryazev Agricultural Academy site. The discipline working programs provide us with the information about the topics studies by the students, the former including both professional and grammar topics. It also supplies the information about the students' competencies developed for us. The teaching curricular provides the information about special subjects learnt by the students. All these documents enable us to select the foreign language professional vocabulary for combining it with some certain grammar studies.



METHODS AND RESEARCH PROBLEM

The main method we apply in our research is *formative experiment*. Two groups of the first-year students studying at the Russian State Agrarian University - Moscow Timiryazev Agricultural Academy participate in our research. The first group, DT 104, learning at the Technological institute, participated as the experimental group. The second group, DM 117, studying at V.P. Goryachkin Mechanics and Power Engineering Institute, participated as the controlling group.

The next research method is *comparative analysis*. We have compared the ways of understanding the concept “a test” in two languages - English and Russian. Being wider, the English variant of the term means encouraging the learners both to choose due variants and reconstruct sentences. The Russian variant denotes only the former.

The experimental group students were specially prepared in order to be tested.

We have constructed tests from different standpoint. For example, both knowledge and skills are monitored from lingua-didactics standpoint. Let us discuss the example of a test monitoring the knowledge of lexis on some particular topic: *find the names of farm animals: pig, cattle, bear, beef, cow, pork, goat, sheep, veal, squirrel, cow*.

These kinds of tests are distinguished by means of using information in order to do tasks. Other kinds of tests take a psychological viewpoint into consideration. For example, the tasks aimed at sentence reconstruction are able to diagnose cognitive abilities. And the tasks having got more than one requirement for one answer are capable of monitoring attention. Here is the example of a task: *choose the due variant*:

Animal product is known as the foodstuff....livestock. 1) producing; 2) produced; 3) produced by..

The last answer variant requires to consider both a verbal form and a preposition.

Another foreign language aspect monitored is grammar. The first example of a test activating different grammar constructions was aimed at monitoring reason-consequence thinking by means of using the conjunction in the due way. Here is the example of the reason-consequence utterance: *Meat and milk are nutritious, because they are rich in animal protein*.

The students were supposed to paraphrase this sentence, using some other reason-consequence conjunction (See Table 1).

Table 1 – Reason-Consequence Conjunctions

Consequence	Because, for, since	Reason
Meat and milk are nutritious		they are rich in animal protein.



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Reason	Therefore, thus; consequently, for this reason, so that, that`s why	Consequence
Meat and milk are rich in animal protein		They are nutritious

Another thinking type monitored in this test is known to be spacious thinking. The reason is that doing this test, students are supposed to place the reasonable and consequential parts in due places relative to the conjunction chosen.

The second example of a test is aimed at monitoring creative thinking. One of the main creative thinking criteria is the ability to express one and the same idea in different ways. As a result, it is required that the answer should be not only correct, but also complete.

Here is the example of such a task: *Choose the due answer variant about food technologist`s duties:*

- 1) a) *Food technologists must create new products;*
- 2) B) *Food technologists are to create new products;*
- 3) a), b)

Our *research problem* results from this kind of a test. It sounds in such a way: It is complicated to understand the necessity to give tow answer variants, provided all of them are right.

The third example of a test was aimed at monitoring communication skills. The main aspect monitored in such tests is the technology of asking and answering questions. Students are given the tasks for making the questions with due word order as well as choosing the correct auxiliary verbs according to both a predicate type and grammar tense.

Cognitive processes are also monitored by lexical means. The first cognitive process monitored by lexical means is structural- logical thinking. According to the task, students are supposed to find a missing word. Being different for each student, individual logics enables him to find the systematization principle used in order to find a missing word. Students are asked to find a missing word among these ones: *beef, veal, milk, pork, bacon, mutton*. Most students determine that milk belonging to a dairy product is a missing word, because all other products belong to types of meat.

The next cognitive process monitored is imaginative thinking. The main practice used for this purpose to be achieved is picture application, for example, for naming the objects.

Another cognitive process is memory. Students are supposed to listen to the words and find the way in order to group them. The method used by students is



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known to be introspection. Listen to the words, remember and write them: *milk, cheese, cow, beef, veal, cattle*.

The reason for the operation is the necessity to construct your own memorizing system as the mental inner action.

The first foreign language aspect monitored is known as stylistics. Here is the example of the task, in which students are supposed to differentiate the linguistic styles among three variants given:

- 1) *I like to eat fried mutton.*
- 2) *Mutton is known as the meat variety produced by adult sheep as well as rams.*
- 3) *-Is this mutton fresh?*
-Yes, of course. It has arrived to our butcher department today.
-Could you weigh two kilos, please?
-Yes, of course.

We have also discussed the ways in which our tests are constructed. The first way is to test a structure that is both distinct and clear structure. This outcome is obtained by means of using special symbols not only for separating one task from another one, but also for presenting some particular kind of task. Different kinds of tasks are presented by Roman numbers (for example, choose the right variant; reconstruct the sentence). Arabic numbers are used in order to present the example of some particular task (*for instance, "Some female animal species can produce milk....order....their young."*). Arabic numbers under brackets usually present three answer variants with only one correct answer: 1) *in....to feed*; 2) *on....for feeding*; 3) *at....to feeding*.

Arabic numbers accompanied by letters give the idea of the possibility to have two correct answer variants for one particular task. Here is the example: 1) a); 2) b); 3) a), b).

The second aspect is diagnosis area. The first diagnosis area includes both knowledge and skills. The tasks aimed at monitoring them usually contain answer variants. Abilities belong to the other diagnosis area. Being more creative in nature, the tasks aimed at monitoring abilities does not provide any answer variants.

The third aspect is diagnosis criteria. They contribute to developing and measuring attention level. Firstly, monitoring knowledge as well as skills requires only correct answers. However, monitoring attention level needs both correct and complete answer variants. The latter is followed by the lack of special instruction to give complete answer that provides the extra possibility to monitor the student's attention level. The task supposing two criteria – both correctness and completeness is able to develop paradoxical thinking, for it is unusual that correct answers can be evaluated as wrong, provided they are incomplete. *The research problem* resulting



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from this idea sounds in the following way: it is complicated to understand the necessity to give two right answer variants in order to make the answer complete.

The second way to enhance attention is lack of teacher's prompting about the completeness in requirements.

The fourth aspect is the instructions for monitoring abilities should be of psychological character. For example, the instruction “*think*” contributes to monitoring the thinking development level, in general. Provided we monitor creative thinking level, in particular, we use the verb “*create*”. Structural logical thinking is monitored by means of using special mentality verbs, such “*analyze*”, “*classify*”, “*systematize*” that involve the names of logical operations.

The students are to be specially taught in order to be tested. The first teaching method used by us is an algorithm for the sentence reconstruction. This algorithm is subdivided into two parts. The first part is obligatory in which students are to: 1) find the reason-consequence conjunction; 2) choose another reason-consequence conjunction; 3) analyze the reason-consequence location relative to the conjunction chosen (view table 1); 4) determine the reason and consequence in the sentence; 5) locate the reason and consequence with the new conjunction in due places.

The second part is variable. Students are supposed to trace that a noun should be located in the first part, and the pronoun replacing it should be located in the second part.

We believe algorithms to contribute to structural logical thinking development. This algorithm is also likely to contribute to creative thinking development in the aspect of using synonymous conjunctions: 1) *because, for, since*; 2) *therefore, thus, consequently, for this reason, that's why, so that, and so*.

The second teaching method is discussing terms in English. Firstly, we have specified three types of questions according to the contents discussed: 1) general (*What general product do beef, pork mutton, bacon, and veal belong to? What kind of products does milk belong to?*); 2) specified (*What terms belong to meat? What foodstuff refers to a dairy product?*); 3) property analysis (*Which kind of meat is the highest in fat?*).

Secondly, the method termed by us as discussion for details enable to develop high attention level as well. This is known as the terminology discussion in which one word discussed is not absolutely, but a little different from other words. For example, such a discussion teaches students to choose farm animals from the list: a bear, a goat, a cow, a squirrel. In order to encourage students to do this task a teacher uses: 1) questions (*Why haven't you chosen both a bear and a squirrel?*); 2) statements (*They are animals as well*).

The details specified can be found in the possible student's answer: “*Yes, but they are not farm animals*”.



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Therefore, though tests are done only in written form, students are prepared to write them in both oral and written form.

The test evaluation side comprises two kinds of indicators. The first, qualitative, indicators are expressed in marks. The second, quantitative, indicators are expressed in grade (See Table 2).

Table 2 – Marks and grades

A total number of questions	A mark	A grade
10	Excellent	9-10
	Good	8
	Satisfactory	6-7
	Unsatisfactory	Lower

The evaluation system enables to develop critical thinking. For example, some creative tasks are characterized by very strict evaluation system. These tasks are not provided with any answer variant. Let us give the example of such a task:

*Translate the sentence: **The aim of agriculture is to provide people with food.** Change the word “aim” and “provide” with synonyms. Find the objects and replace them. Translate the outcome into Russian again.*

Being completed in stages, the outcome is evaluated as one whole task. Therefore, this kind of tasks does not imply a half-completed task.

Discussion. Our research has been conducted in the certain sequence. The first experimental stage is analyzing the scientific literature. The psychological literature analysis is followed by English-teaching literature analysis, because the former enables us to find the language-teaching methods resulting in cognitive process development by foreign language means. The second step is creating the scenarios for teaching a foreign language that are likely to contribute to cognitive process development. The third stage is creating the tests for monitoring all cognitive processes by foreign language means. The third stage is developing the criteria for testing procedure success determination levels. The fourth step is preparing the students for their cognitive processes having been tested by foreign language means. The fifth stage is testing the students’ cognitive process development levels by foreign language means. The sixth step is determining the students’ cognitive process development levels according to the criteria developed. The seventh stage is cognitive process development level comparison in the experimental and controlling group.



RESEARCH OUTCOMES

Our research was conducted in two groups of the first-year students studying at the Russian State Agrarian University-Moscow Timiryazev Agricultural Academy. The first group, DT № 05-24 learning at the Technological Institute, participated as the experimental group in our research. The second group, DM № 117, studying at V.P. Goryachkin Mechanics and Power-Engineering Institute, participated as the controlling group. The experimental group was taught a professional foreign language by means of using our original methodology. The students were prepared to have their cognitive abilities tested by foreign language means.

The controlling group was a professional foreign language by means of using a traditional methodology in which both knowledge and skills are the aim in itself, but not the means of developing cognitive abilities. However, they were tested by means of the special evaluation system developed to monitor cognitive abilities.

In order to interpret the outcomes in the due way we have developed the criteria for testing procedure success level determination. *High* level is characterized by the students' ability to cope with all types of testing tasks. These students are able to cope with the tasks in which not only both knowledge and skills, but also the ability level is monitored by foreign language means. As a result, all types of psychological processes are monitored by foreign language means.

Good level is characterized by the students' capacity to cope with nearly all types of testing tasks. The ability level is monitored by foreign language means. Nearly all psychological processes are monitored by foreign language means at the good level.

Average level is characterized by the students' ability to cope with **some** types of testing tasks. Only knowledge and skills are monitored by foreign language means at the average level. However, some psychological processes are monitored by foreign language means.

Low level is characterized by the students' inability to cope with any types of testing tasks. No psychological processes are monitored by foreign language means.

Table 3 demonstrates the research outcomes for students' learnability level tested.

Table 3 – The Students' Learnability Tested

Group	Total number of students	Level (number of students)			
		High	Good	Average	Low
DT № 05-24	25	18	5	2	-
Level (%)					



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		72	20	8	-
DT 117	21	Level (# of students)			
		-	-	2	19
		Level (%)			
		-	-	9.52	90.48

The total number of students are different in both groups. For this reason, we have calculated the subgroup composition in both the number of students and percentages.

According to table 3, most experimental group students are at the high learnability level. A number of good level students are higher than the one of average year students. There are no low-level students in the experimental group.

On the other hand, there are more students at the low than at the average learnability level in the controll group.

The high as well as good learnability level subgroups have not been detected in the controlling group.

The outcomes obtained as the students' testing outcomes have demonstrated our original methodology high level. Our research hypothesis about the difference existing between knowledge, skill and ability tests has been confirmed.

CONCLUSION

Our research is of great theoretical importance, because it has formulated the principles for developing special teaching and testing methodology based on using foreign language means in developing cognitive processes.

Our paper is of practical significance, as it contributes to developing and testing the students' cognitive processes by foreign language means. Our first further research perspective is that we are going to develop is to make such tests aimed at monitoring the cognitive processes by foreign language means for all the institute, training areas and specializations. Our second research prospective is to analyze the influence of the student's dominating thinking type on the test comprehension degree.

Our research is of novelty, as it is one of the first to make the tests monitoring abilities by one academic subject means. Therefore, on the one hand these tests are psychological, and, on the other hand, they are methodological. All the previous tests either monitored knowledge and skills or abilities by different means. The former were methodological tests. The latter were psychological tests, because they had not been conducted within only one academic subject. Such tests are of great use in



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pedagogical psychology, as one of pedagogy tasks is to develop abilities using both scientific knowledge and skills as the means.

RECOMMENDATIONS

The recommendations formulated after our research are subdivided into several subgroups- the ones formulated for both teachers and students. The example of the former is the teacher should repeat, explain and remind their testing requirements even if students have been prepared to complete them beforehand.

Testing is known to be aimed at the students' progress evaluation. Therefore, there are several reasons for which students fail to remember the requirements. The first reason is that students might be too nervous to remember the requirements in the due way before the testing procedure influencing their academic assessment. The second reason is that some requirements have been expressed in the implicit way, as on the one hand, this form is likely to contribute to cognitive process development. But still, on the other hand, the testing requirements must not prevent students from achieving a success in doing the test. It is assumed that it might be too complicated for humanitarian students to understand the indirect testing form through numbers and letters.

The example of the latter is that students ought to rewrite the whole sentences with the grammar forms inserted or the complete translation variants chosen, provided it is difficult for them to mediate their answers through numbers or letters. It means that such students are characterized by low indirect thinking development level.

As the most difficult task is inserted several grammar forms into one particular English sentence, the students would better rewrite such sentences instead of giving answers in numerical or literal form.

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LINGUOCOGNITIVE COMPETENCE IN ENGLISH CLASSES IN INCLUSIVE EDUCATION

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Түйін

Мақалада инклюзивті білім берудегі ағылшын тілі сабақтарындағы лингвокогнитивтік құзыреттілік қарастырылады. Инклюзивті білім берудегі когнитивтік компонент танымдық іс-әрекеттің білім жүйесі мен тәжірибесі негізінде ойлау қабілеті ретінде айқындалатын когнитивті құзыретті қамтиды. Бұл инклюзивті білім беруді жүзеге асыру үшін қажет – инклюзивті білім берудің теориялық және практикалық мәселелерін шешу үшін маңызды ақпаратты қабылдау, санада өңдеу, есте сақтау және жаңғырту қабілеті.

Негізге сөздер: лингвокогнитивтік құзыреттілік, инклюзивті білім беру, ағылшын тілі

Аннотация

В статье рассматривается лингвокогнитивная компетенция на занятиях по английскому языку в инклюзивном образовании. Когнитивный компонент в инклюзивном образовании включает когнитивную компетентность, определяемую как способность мыслить на основе системы знаний и опыта познавательной деятельности. Она необходима для реализации инклюзивного образования – способность воспринимать, перерабатывать в сознании, хранить в памяти и воспроизводить информацию, значимую для решения теоретических и практических задач инклюзивного образования.

Ключевые слова: лингвокогнитивная компетенция, инклюзивное образование, английский язык

INTRODUCTION



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At the moment, the cognitive approach is firmly embedded in the methodology of teaching foreign languages. Consideration of cognitive processes in speech activity is recognized as an important condition for effective learning. In the cognitive approach to learning special attention is paid to the thought processes and the problem of optimal student actions. In Linguodidactics the cognitive approach is aimed not at students' cognition of linguistic phenomena but at developing techniques and strategies that ensure English proficiency and improve speech skills. There is a new direction of linguocognitive learning where a linguocognitive approach to teaching English is being formed.

The work on the organization of inclusive education is just beginning. Today, there is a number of problems associated with the widespread introduction of inclusion both in the process of teaching foreign languages and in the educational process as a whole. Linguistic and cognitive competence in inclusive education provides students with the opportunity to master at least an elementary level of English language proficiency; in its turn it will give them a chance to socialize in modern society.

The linguocognitive approach in teaching English in inclusive education determines the characteristics of educational and methodological material development being important to take into account: its authenticity, informativeness, terminological content, compliance with the spheres of communication and scientific and business discourse of future specialists.

METHODOLOGY

Currently, this approach is one of the most intensively developed in the theory of English language teaching. According to Beam the cognitive approach is based on a conscious comparison of elements of native and foreign languages and is subordinate to the communicative one. Cognitive learning techniques serve to ensure that students master language as a means of communication. Beam emphasizes that the communicative and cognitive approaches do not contradict each other but exist in symbiosis. The cognitive orientation of the communicative method is most clearly manifested in one of the leading principles of this method – the principle of speech-thinking activity. According to this principle, the activation of student mental activity is one of the main reserves for improving learning efficiency. All classes have a speech-thinking orientation. Any exercise should develop the student thinking from beginning to end even an easy and insignificant task should be problematic. Otherwise, then any interest disappears, the ability is blunted. There is a gradation of mental tasks in terms of complexity. These exercises can also vary according to the degree of teacher participation in student activities. The principle of speech-thinking activity is also related to the principle of activating intellectual activity. According to



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this principle it is necessary to take into account the type of intelligence peculiar to each student [Tarnayeva, 2008, p. 105].

Thus, the current trends in the development of pedagogical theory and practice, related to the need for wider inclusion of disabled learners in society, actualize the problem of the formation of inclusive competence among teachers.

For the practical implementation of inclusive education, it is necessary to solve a number of challenges related both to the material base and to the different positions of members of society. Considering that a disabled learner should have an opportunity to freely choose an educational institution, each teacher should have some level of education in inclusive education as a component of his/her professional competence [Breshenkova, 2006, p. 11].

Thus, inclusion is designed to improve the quality of education, upbringing and socialization all learners. Experience in this area suggests that the introduction of inclusive education is beneficial to society for a number of reasons:

- 1. It helps to combat discrimination and fear of differences; teaches learners and adults to appreciate, accept and understand diversity and differences between people instead of trying to change them.*
- 2. It encourages achievement by proving that all learners can be successful if they receive the necessary help.*
- 3. It provides an opportunity for socialization in an atmosphere of empathy, equality, social justice, cooperation, unity.*
- 4. It expands the professional knowledge of teachers. Such education requires new and more flexible ways and methods of teaching’ [Averkin, 2010, p. 215].*

RESULTS

The development of linguistic and cognitive skills can only occur if students have the motivation and opportunity to express their own identity and establish relationships with the people around them. Therefore, it requires a learning environment that gives them a sense of security and value as individuals. In its turn this atmosphere mostly depends on interpersonal relationships that do not create prohibitions but support and accept.

Encouraging such relationships is an important task of the linguocognitive approach to learning a foreign language. Obviously, this problem cannot be solved using methodology alone, as it includes a wide range of personality factors and interpersonal communication skills. However, the teacher is helped by a number of important aspects of the activity:

- The role of the teacher in the educational process is recognized as less dominant. More attention is paid to the learner contribution to independent learning.
- The emphasis on communicative interaction provides more opportunities for establishing relationships both between learners and between the teacher and learners.



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- Communicative interaction gives learners more opportunities to express their personality in the classroom. It also helps them integrate the foreign language with their own personality and, therefore, feel more secure emotionally.

- These moments are reinforced by a large number of classes where the group is divided into groups or pairs that interact independently of the teacher.

- The teacher role as a ‘co-communicator’ puts him/her on an equal footing with learners. It helps break down the tension and barriers between them.

- Students do not constantly adjust. Mistakes are viewed with greater tolerance as a completely normal phenomenon in the development of communication skills.

In order to improve the effectiveness of English language teaching, let us consider a technology for the formation of English-speaking linguistic and cognitive competence in inclusive education based on the following principles:

- 1) the principle of cognitive orientation;

- 2) the principle of activating speech-thinking activity;

- 3) the principle of the need to increase the motivation of students aimed at the development of intellectual activity.

The linguocognitive approach in teaching English in inclusive education determines the characteristics of educational and methodological material development being important to take into account: its authenticity, informativeness, terminological content, compliance with the spheres of communication and scientific and business discourse of future specialists.

DISCUSSION

The linguocognitive component in learning is implemented in such methods as the Grammar-translation method, the Conciseness-raising approach, and Data-driven learning [Kolesnikova, Dolgina, 2001, p. 35].

When implementing linguistic and cognitive competence in inclusive learning in English classes, it is recommended:

- to develop lexical skills in exercises that ensure the memorization of new words and expressions and their use in speech;

- to use information and communication allowing a ‘special’ student to learn English with pleasure;

- to create a favorable psychological climate;

- to use health-saving technologies, an adapted program taking into account the peculiarities of the psychophysical development and capabilities of such students, illustrative and audio materials, interactive elementary tasks [Averkin, 2010, p. 214].



CONCLUSION

The work on organizing inclusive education has just been launched. Today, there is a number of problems associated with the widespread introduction of inclusion both in the process of teaching foreign languages and in the educational process as a whole. Linguistic and cognitive competence in inclusive education provides students with the opportunity to master at least an elementary level of English language proficiency; in its turn will give them a chance to socialize in modern society and reduce the number of socially unadapted students who have "dropped out" of the educational structure. Knowledge of English, even at an elementary level, helps such students socialize, become more independent, and have free communication with their peers.

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COMMENTARY

EFFECTIVENESS OF THE STUDENT-TUTOR PROGRAM IN THE EDUCATIONAL PROCESS

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The modern education system faces several challenges related to a lack of individual approach to students, low levels of motivation, and difficulties in adapting to constantly changing living and learning conditions. The Mentor Program, aimed at supporting students, represents a promising solution that contributes to the individualization of the educational process and increases its efficiency. Moreover, the Mentor Program fosters a sense of belonging and connectivity, which is essential for students to feel supported and valued within the educational environment. This sense of connection not only helps reduce feelings of isolation, especially among new or struggling students, but also encourages a positive attitude toward learning and personal development. Mentorship can empower students by helping them set realistic goals, build time management skills, and maintain a growth mindset, which can enhance their resilience when facing academic and personal challenges. By offering students guidance, personalized feedback, and emotional support, mentors can play a crucial role in enhancing students' engagement and confidence in their abilities.

Being a student-tutor means that a student teaches other students or younger learners. This process allows the student to deepen their own understanding of the subject, develop communication skills, and improve time management. Additionally, student-tutors can shape themselves into responsible, leadership-oriented individuals. One of the main advantages of being a student-tutor is personal and professional growth. Through tutoring, students: (1) gain confidence in their abilities and understand their role in the community; (2) practice leadership as they guide others and take responsibility for their progress; (3) refine their ability to express ideas clearly and effectively, which is essential for teaching; and (4) organize their time well, balancing their studies with teaching responsibilities.

In addition to academic learning, student-tutors grow socially and psychologically during the program. They engage with a variety of people, including



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those younger or less experienced than themselves. This interaction enhances their social competence and builds resilience to stress. Through constant interaction with learners from diverse backgrounds and learning styles, student-tutors are exposed to different perspectives, which broadens their worldviews and helps them adapt to various social settings.

Moreover, tutoring encourages reflection, which plays a critical role in personal development. After each session, student-tutors reflect on their teaching methods, identify what worked and what didn't, and find ways to improve. This continual self-assessment fosters a growth mindset and enables them to build on their strengths while addressing areas for improvement.

Additionally, the student-tutor role provides a unique opportunity to strengthen academic knowledge. Teaching a subject requires not only knowledge but also the ability to organize and present it in a way that is understandable to others. This repeated process of reviewing and explaining concepts helps solidify the student-tutor's understanding, making it easier to retain information and apply it in other contexts.

Finally, being a student-tutor often creates networking opportunities. As they interact with fellow students, faculty members, and other tutors, they expand their professional networks. This exposure can pave the way for future career opportunities, internships, and collaborations. It also provides a platform for student-tutors to showcase their skills, which can be an asset in the job market.

This study aims to identify the impact of the mentor program on the education and development of students. We set the following objectives to achieve the study's aim: (1) to define the key principles of mentalism in education; (2) to identify the main aspects of the mentor in the context of the educational environment; and (3) to establish the impact of mental support on learning and behavioral indicators.

We conducted interviews with mentors and students, collected data on achievements, and observed changes in behavior.

We found out that the mentoring experience is of great benefit to the students themselves who are mentors due to a few aspects of how it can help: (1) leadership development; (2) strengthening communication skills; (3) increasing self-confidence; (4) enhancing knowledge; (5) social skills; and (6) developing time management skills. Firstly, mentor students learn to take responsibility, make decisions and help others. This helps to develop their leadership and organizational skills. Secondly, by helping others, mentors develop the ability to communicate effectively, articulate clearly and delicately resolve conflicts, which is useful both in school and later life. Thirdly, the sense that they can be useful and influence others' development strengthens mentors' confidence in their own strengths and enhances self-esteem. Also, by explaining the material to other students, mentors better master the subjects, because repetition and explanation contribute to a deeper understanding of the topic.



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What's more, mentoring develops teamwork skills, empathy and emotional intelligence. Mentors learn to be sensitive to the needs of others, which helps them in any social interactions. Finally, mentors learn to organize their time in a way that combines education, mentoring and personal life, which is an important skill for future careers. This may include executing real projects or tasks under the mentor's guidance. The mentor supports the student, provides him with tasks that develop the necessary skills and adjusts his work in the process.

We also found out that four main stages of mentoring: (1) preparation; (2) learning process, harnessing; (3) completion (need to be scaled).

First, in addition to diagnosing academic challenges, the preparation stage also involves understanding the student's personal interests, learning style, and any external factors that might affect their progress, such as family dynamics, extracurricular commitments, or any specific anxieties about learning. By gaining a holistic view of the student, the mentor can create a tailored mentoring plan that aligns with the student's unique strengths and areas for growth. This personalized approach helps establish a positive, trust-based relationship, where the student feels seen, heard, and valued from the very beginning.

At the second stage called the learning process, regular sessions and interactions between the mentor and mentee are essential. The mentor conducts consistent lessons and helps the student understand challenging topics, providing tailored explanations and breaking down complex concepts. During this process, the mentor actively encourages the student, celebrates their small achievements, and maintains their motivation. Gradually, as the student gains new skills and a better understanding of the material, they begin to feel more self-assured. This newfound confidence becomes a source of motivation, pushing them closer to their goals. The mentor's role here is to foster a positive learning atmosphere, which makes the student feel supported and motivated to progress.

During the stage of application and practice, the mentee starts applying the knowledge they have gained in practical situations. They attempt to complete assignments independently, put their new skills to use, and follow the mentor's guidance to reinforce their understanding. While there may be moments of doubt or hesitation, the mentor's support reassures the student, encouraging them to overcome these challenges. The mentor's role is to guide the student through problem-solving strategies, offer constructive feedback, and cultivate resilience, helping the student develop a sense of responsibility and persistence. This stage emphasizes skill application and boosts the student's ability to work independently.

In the final stage, called completion and evaluation, the mentor assesses the student's overall progress, measuring improvements in knowledge, behavior, and learning skills. The mentor and mentee review the goals set during the preparation stage, reflecting on the journey and highlighting the student's achievements. By now,



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the student should exhibit increased independence, confidence, and self-motivation, with a stronger foundation for future learning. The mentor may provide additional guidance on how to continue building skills beyond the mentoring relationship and suggest strategies for lifelong learning. This stage marks a successful transition, as the student emerges more capable, resilient, and equipped to tackle future academic and personal challenges independently.

Practical work of the mentor was organized with two students of the fifth grade already from the 2023-2024 school year. Mark had some difficulty in learning some grammatical topics in English. Ustinya needed help in developing her speaking skills.

We started working with Mark by testing him together with his teacher in terms of his knowledge of the material for classes 4 and 5. The test results demonstrated that Mark's level of English was above average, but his uncertainty about his answers prevented him from achieving high learning outcomes.

We have a work plan for one school year, in which we prescribed classes once a week. We started with grammar. The joint discussion on different topics helped me better understand how to explain the rules. Here, the principle "equal-equal" worked very well. In the explanation, she used a conversational speech and tried to explain as she understood the rules. Examples were necessarily given because they contribute to better assimilation of any material.

Mark gradually started to believe in his own strengths, became less wrong, and decided to participate in the English language Olympics. He has grown interested in the English language; for himself, he set certain goals that he decided to necessarily achieve. Mark took first place in the city olympiad among fifth- grade students. Of course, this is primarily the result of the teacher's work, but according to the fifth grader, our teaching program helped him believe in his own strength and achieve high results. It just proved that mentoring is a very effective way of students interacting.

In addition to the grammar lessons, we started reading books with Mark in English. I suggested reading the novel "*80 Days Around the World*" by the famous French writer Jules Verne. The book's joint discussion allowed for organizing discussions on the problems of situations in which the hero of the work is falling.

Ustinya had great difficulties in writing sentences in an oral speech. According to the fifth grader, she is afraid of speaking in a foreign language, believing that no one can understand her. Many students experience such difficulties, so it is very important to help them overcome the language barrier. We also worked with her to create a work plan that included watching animated and feature films in English. It was important for me that Ustinya listened to how the fairy heroes speak in English and tried to speak herself. I advised watching all series of cartoons "Muzzy," which we then discussed. Thanks to the work done, Ustinya began answering more often in class, giving extended answers, and composing a pair of dialogues. The most



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important thing is that the fifth grader broke through her language barrier and started speaking in English.

Individual meetings and consultations were held to provide personalized support to students. These meetings allowed the researcher to address specific questions, concerns, and challenges faced by each student. Practical applications of theoretical material were discussed, helping students to connect abstract concepts with real-life scenarios. This method ensured that students received tailored guidance that suited their individual learning styles and needs.

To enrich the learning experience, students were exposed to a variety of multimedia resources, including animated films, feature films, and books related to the subject matter. Watching films provided a dynamic, visual representation of theoretical content, which helped students to engage with the material in a more interactive way. Reading books allowed students to deepen their understanding of the topic through extended analysis and reflection, complementing the more visual learning methods.

Discussions were conducted to encourage critical thinking and facilitate deeper understanding of the topic. During these sessions, students were encouraged to express their opinions, ask questions, and engage with their peers. This interactive method promoted active learning and allowed students to refine their arguments, clarify doubts, and see different perspectives on the subject. It also created an environment where students felt comfortable exchanging ideas and learning from one another.

Drafting dialogues is a method designed to improve communication skills and help students internalize new concepts. By writing dialogues, students actively practiced constructing sentences, organizing their thoughts, and engaging with theoretical content in a practical and creative way. This exercise also helped students develop a better understanding of the application of language, particularly in terms of the structure and context, which is crucial for mastering both the language and the subject matter.

Feedback sessions were organized to assess students' progress, provide constructive criticism, and encourage reflection on their work. The feedback process was designed to be two-way, allowing students to give their input on the effectiveness of the teaching methods and materials. This not only helped the students to improve their performance but also enabled the researcher to adjust the teaching strategies to better suit the students' needs. Timely and specific feedback was essential in keeping students motivated and focused on their learning objectives.

During our experiment, we observed a difference between the teacher's explanation and the student's explanation in the following aspects: (1) method of information transmission; (2) depth of explanations; (3) use of examples; (4) personalization of approach.



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First, the teacher structures the material using proven explanation techniques to ensure the student understands it. Teachers adapt their explanations to the student's level of preparation, using simpler or more complex terms. When explaining, the student often recounts the material in his words, and his explanation may be less clear or consistent. However, this procedure allows a better understanding of how the student has learned the topic. This step is part of the process of knowledge consolidation: when a student explains something else, he or she improves his or her own understanding.

Secondly, the teacher can offer different levels of explanations, from basic to advanced, depending on the level of preparation of the student and the tasks set. The student is usually limited to simpler explanations because his understanding of the material is still evolving.

Thirdly, the teacher can use many examples and different ways of explanation because he has a large store of knowledge and practice. He can also anticipate and clarify the difficulties that a student will encounter. The student most often uses examples that he or she has understood or recently encountered, which sometimes limits his or her ability to explain more complex concepts.

Finally, the teacher can adapt his explanation to a particular student, taking into account their level of training, type of perception of information, and need. The student often gives a universal explanation, oriented to his level of understanding, not always considering how the other student will perceive the information.

To effectively learn English, the class members were asked to learn how to use the Cake application, the idea of which was about developing speaking skills and vocabulary.

We set the criteria for evaluation, such as (1) successful completion of training tasks; (2) analysis of academic achievements of students; (3) academic motivation growth; (4) measuring changes in attitude to learning through questionnaires; (6) reduced stress and anxiety; and (7) observing the changes in the emotional state of students.

We assessed the mentor's performance in class 5 based on these criteria. It should be noted that the students have improved their quality of knowledge of English, confidently coped with the total work, and planned to participate in the Olympics in English. There is a growing interest in learning a foreign language. Students continue to read works in the English language and acquaint their classmates with them.

The student-tutor program serves as a powerful tool not only for academic improvement but also for personal and professional transformation. By fostering leadership, communication, time management, and empathy, the program helps students evolve into more confident, responsible, and capable individuals. These qualities are essential not only in academic environments but also in professional and



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social settings, providing student-tutors with a solid foundation for success in a variety of fields. This holistic approach to education encourages a growth mindset, where learning is seen as a continuous and evolving process, which is crucial for adapting to future challenges. Furthermore, the program strengthens academic knowledge by allowing tutors to revisit and reinforce concepts. The act of teaching forces the tutor to break down complex ideas into simpler, more understandable parts, which not only benefits the learner but also enhances the tutor's own comprehension. As tutors clarify doubts and explain content, they deepen their understanding, which improves retention and application of knowledge in their own studies. This "teaching to learn" dynamic creates a positive feedback loop, where both the tutor and the learner benefit from the process.

**APPLYING RESEARCH IN ACTION METHOD TO MOTIVATE
STUDENTS IN TEACHING ENGLISH**

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The modern educational paradigm has shifted from a traditional focus on rote performance to a developmental approach that prioritizes functional literacy and skill acquisition. As educators, we recognize that students must not only acquire knowledge but also develop critical cognitive and communicative abilities. This paper shares our experiences in implementing active teaching methods to enhance students' speaking skills, drawing from action research and collaborative lesson study.

I. S. Yakimanskaya, a prominent psychologist and educator, posits that developmental education fosters mental growth by structuring learning activities that ensure deep knowledge acquisition [Ness, 2001]. Similarly, L. S. Vygotsky's foundational work in the 1930s emphasized that education should be explicitly designed to stimulate development, treating knowledge and skills as tools for intellectual growth rather than ends in themselves [Gredler, 2012].

In our classrooms, we strive to create an engaging environment where students can explore, create, and articulate their thoughts. Traditional methods often fail to sustain motivation, prompting us to integrate systemic technological and pedagogical innovations. Our hypothesis was that incorporating active teaching methods would improve students' speaking skills while increasing their engagement and autonomy in learning.



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We adopted action research in the form of reflective process where teachers collaboratively investigate classroom challenges to improve instructional practices. Our study focused on: the following research question: “How do active teaching methods impact the development of students' speaking skills?”

We hypothesized that if well-structured active methods are employed, students will demonstrate improved communicative competence and motivation.

Lesson study, a collaborative professional development model, allowed us to refine teaching strategies through peer observation and iterative lesson planning. Key steps included: (1) identifying the focus; by selecting active methods tailored to students' age and proficiency levels (2) designing the lesson by incorporating dialogic learning and creative tasks to encourage speaking; and (3) assessing outcomes by evaluating student engagement and skill development through formative assessments.

We conducted a research lesson aimed to develop speaking skills of the 8th grade school students on the topic “Alberto’s New Neighbors” (based on Chris Rose’s short story) [British Council], applying the “Freeze Frame” strategy to promote spoken interaction and included the following stages: (1) creative interpretation, when students illustrated comic panels depicting key story segments (introduction, climax, resolution); (2) collaborative narration, when groups verbally presented their sections, reinforcing speaking through peer interaction; and (3) formative assessment, when a “True/False” activity ensured comprehension, while differentiated tasks accommodated varying skill levels.

At the lesson’s conclusion, students summarized themes (e.g., "friendship," "relationships") in single words, fostering metacognitive reflection. The interviews with the students-lesson participants revealed the students’ increased engagement and self-reported growth: the students expressed enthusiasm for interactive tasks and many of them acknowledged feeling more responsible for their learning. A total of 25 out of 36 students agreed that the lesson had improved their speaking, in contrast to 5 out of 36 ones, who disagreed, and 6 out of 36, who noticed only partial improvement.

To conclude with, our study affirms that active teaching methods—particularly those emphasizing dialogue and creativity—strengthen students' speaking abilities. However, long-term success requires: (1) tailoring methods for class dynamics; (2) continuing to use lesson study to refine practices; and (3) encouraging learners to self-assess progress.

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PRACTICAL AND AUDIO-LINGUAL METHODS OF TEACHING
ENGLISH PRONUNCIATION

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Particularly in multilingual settings like Kazakhstan, where English is a major communication tool, pronunciation is a significant element of English language acquisition. Poor pronunciation can impede understanding and cause errors (e.g., mixing up "ship" with "sheep"). Focusing on pragmatic classroom strategies based on linguistic and pedagogical studies, this article investigates evidence-based approaches for teaching pronunciation.

Pronunciation training can be either imitative or auditory [Li, & Lian, 2022]. Imitative techniques include (1) phonetic drills or organized exercises on articulation, stress, and intonation, as well as (2) phonetic transcription or use of IPA symbols to clarify sound generation when pupils repeat words/phrases after a teacher or recording. Alternatively, auditory training occurs when sounds are discriminated against before reproduction (e.g., Listen and clap when you hear [æ]), for example, "Mark how many times [z] appears in: 'He is as clever as his father is.'"

There are articulatory and contrastive methods to teach pronunciation [Sukhovalov et al., 2021]. The first method explicits instruction on tongue/lip positioning (e.g., /θ/ vs. /s/), whereas the second one highlights differences between English and Russian phonemes. Here, choral repetition works best to build confidence, for example, "Underline pronunciation differences: begged vs. beg, rated vs. rate."

When training pronunciation, minimal pairs and corrective feedback matter [Martin, & Sippel, 2021; Rogti, 2025]. Minimal pair training includes distinguishing similar sounds (e.g., beat/bit), while intonation drills focus on practicing rising/falling tones in questions and statements. Here, it is recommended to play recorded speech



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models, which are about using native-speaker audio for imitation, for example, “Read contrasting phrases aloud: 'I think the bus will be late' vs. 'I think the boss will be late.'”

All the methods described above are widely used during our classes for teaching our learners’ English pronunciation. We prefer to practice phonetic drill with meaningful context, for example, to combine pronunciation practice with grammar or vocabulary tasks like it is demonstrated in the following exercise aimed at practicing Future Simple by grouping the questions 'Will you help me?' (request) vs. 'Will you be free tomorrow?' (information)."

We also utilize dictation tools when using recordings with pauses for writing practice or, for example, such audio-visual aids as movie clips (e.g., "Listen to ‘Westminster’ and repeat") with self-recording for comparison. Also, in terms of rhythm and intonation teaching, we try to leverage similarities between English and Russian intonation patterns by rising tone (like Russian counting "раз, два") vs. falling tone (like "стой!").

Our experience in teaching pronunciation allowed us to identify such challenges as (1) motivation and (2) L1 interference and to propose the solutions to cope with them. Since drills can become monotonous, we recommend integrating games (e.g., "hot potato" articulation exercises). What’s more, to handle the issues with Russian interference, it can be a good idea to use contrastive analysis to address persistent errors (e.g., Russian speakers omitting [h]).

Though many believe that pronunciation is not a major concern, we might argue that early emphasis on correct pronunciation is absolutely essential to prevent fossilized mistakes.

In short, for good pronunciation teaching, teachers should combine practice with speaking activities, use recordings and interactive tools for self-checking, and focus on specific issues related to the first language by comparing differences. Effective pronunciation teaching calls for a combination of explicit articulation guidance, auditory training, and meaningful practice. Adopting these techniques would enable teachers to assist students in attaining more natural, clearer pronunciation, hence improving understanding and confidence in English communication.

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DEVELOPING LEARNERS' COMMUNICATIVE COMPETENCE THROUGH GAME-BASED LEARNING TECHNOLOGIES

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The goal of any language course is to equip *foreign/second language learners* with the skills that would enable them to communicate effectively in this language. A considerable amount of literature has been published on the problems of developing learners' *communicative competence* in the process of second language acquisition (SLA). Most of the researchers (S.J. Savignon, M. Canale, M. Swain, W. Littlewood, and others) proposed various models of communicative competence and examined its nature.

The notion of “*communicative competence*” was first articulated by D.H. Hymes (1972) and popularised in his book “On Communicative Competence”. It refers to the ability of individuals to use language correctly and appropriately in various social contexts [Hymes, 1972, pp. 269-293]. This concept is essential for understanding how learners acquire language skills, focusing not only on grammar but also on the ability to communicate effectively in real-life situations.

Canale and M. Swain explained communicative competence as a synthesis of the underlying system of knowledge and skills needed for communication. The researchers further expanded upon D.H. Hymes' theory by breaking down



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communicative competence into four components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence [Canale, & Swain, 1980]. These components work together to help learners navigate different communicative situations and develop a more holistic understanding of language use.

So far, there is a consensus among researchers that the concept of '*communicative competence*' focuses on enhancing individual's ability to communicate with one another and interacting effectively in each situation [Hymes, 1972, pp. 269-293]. Overall, researchers' investigations led to the emergence of the '*communicative approach*' to language teaching.

In recent years, there has been an increasing interest in integrating *game-based learning (GBL) technologies* in educational contexts, particularly in the development of communicative competence in SLA.

The theoretical basis for using *GBL technologies* to enhance communicative competence is rooted in several key theories of language acquisition, among them D.H. Hymes' concept of communicative competence and L.S. Vygotsky's social constructivist theory. According to D.H. Hymes, a language learner must not only know the rules of grammar but also understand how to apply these rules in various social situations. This approach to language learning emphasizes the importance of context and interaction, making *GBL* a suitable method for enhancing communicative skills. According to L.S. Vygotsky, learning is a social process that occurs through interaction with others. In this view, language is not only a tool for communication but also a means of cognitive development [Vygotsky, 1978].

Nowadays *GBL technologies* have proven to be an effective tool for enhancing students' communicative competence, as they provide interactive and engaging environments that encourage active participation [Gee, 2003]; simulate real-world interactions and encourage learners to use language in meaningful contexts [Krashen, 1982].

Game-based learning has emerged as a powerful instrument in the field of education and transformed traditional approaches to second language acquisition by incorporating interactive gameplay elements into educational settings. Currently there are growing appeals for its active integration into language classes as game-based learning leads to better learning outcomes, develops various cognitive and social skills; promotes student engagement and motivation [Pesare, Roselli, & Corriero, 2016], enhances knowledge retention; develops logical and critical thinking skills, language abilities, communication skills, creative and problem-solving capabilities [McFarlane, Sparrowhawk, & Heald, 2002].

According to Garris, Ahlers, and Driskell, game-based learning is particularly effective in enhancing both intrinsic motivation and skill acquisition, as it provides an interactive environment where learners feel more invested in their progress [Garris, Ahlers, & Driskell, 2002]. Additionally, M. Prensky emphasizes that game-based



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learning environments increase engagement by providing students with challenging, interactive experiences that require critical thinking and active participation [Prensky, 2001].

J. P. Gee (2003) claims that video games provide a rich context for learning because they engage players in problem-solving and decision-making, skills that are crucial for real-world communication.

However, GBL is not restricted to digital games but includes various strategies: board games, gamification, simulations, storytelling, and adaptive learning. GBL activities may also encompass role-playing, question and answer games, competitive exercises, vocabulary-building games, etc.

While developing communicative competence in EFL/ESL classes, various role-playing activities allow learners to practice language in real-life scenarios, such as at the airport or in a restaurant, simulating authentic communication situations. The question-and-answer games encourage learners to formulate questions and provide answers, helping them to develop their grammatical and strategic competence, and practice their language skills in meaningful contexts.

S. D. Krashen's theory of comprehensible input supports the idea that learners benefit from exposure to a language that is slightly beyond their current level of proficiency but still understandable. Thus, game-based activities often provide just the right level of challenge, allowing learners to acquire new language structures in context.

By engaging with peers and instructors in a game-based environment, learners are able to co-construct their understanding of language, thereby enhancing their communicative competence [Lantolf, & Thorne, 2006]. This interaction, facilitated using games, enables students to practice language within a social framework that promotes deeper cognitive engagement and language learning.

In summary, this commentary argued that game-based learning technologies offer a promising approach to enhancing communicative competence in second language acquisition. By providing interactive and immersive environments, GBL allows learners to engage with language in context, practice real-world communication skills, and develop the necessary competencies to succeed in various social situations.

However, future research should not only explore the impact of GBL on language acquisition but consider the potential effects and benefits of integrating GBL technologies in English classes for the effective development of learners' communicative competence.

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**THE USE OF GAME TECHNOLOGIES IN THE DEVELOPMENT OF
COMMUNICATION SKILLS IN FOREIGN LANGUAGE LESSON**

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Today, knowledge of foreign languages is a key part of education. Moreover, the ability to communicate in a foreign language plays a vital role in being



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competitive, finding a place in a changing life, and establishing relationships with other communities. It is not a secret that communication skills are essential in expressing opinions and achieving results. Understanding and respecting different cultures can develop better connections and can fill the gap between cultures [Diana-Petruța Mahu, 2019, p. 374-376]. As a result, engaging with other cultures fosters an awareness of a global community.

Speaking is one of the most difficult skills to master. At the same time, English fluency is a challenge for teachers and students due to a lack of experience in communicating with native speakers. Some students feel anxious and embarrassed when speaking in class, and the teaching methods demotivate them to learn the language. Teachers should implement approaches and activities to minimize challenges while teaching and learning speaking skills. Teachers should enable students to socialize in foreign language classes to prepare them for real-life speech situations [Harmer, 2001]. Instead of focusing on the structure of a language, teachers need to focus on its function [Harmer, 2001]. Still, instructors should be able to capture the students' attention through engaging and enjoyable exercises that encourage class participation [Harmer, 2007]. Today, traditional teaching methods fail to increase student interest, resulting in low enthusiasm and limited opportunities for active language use. Games can effectively address teachers' challenges in teaching speaking. Teachers can help learners communicate in English in real situations through games instead of just focusing on the structure of language [Littlewood, 1981].

Games can promise full participation from students in the classroom because they are fun, and students can enjoy them while learning [Mahmoud, Tanni, 2014]. Game technologies increase students' interest in foreign language lessons and make the language process acquisition interactive and dynamic. Incorporation of game elements helps students overcome language barriers, develop communication skills, and increase their motivation. This method sparks students' interest in the lesson and allows them to practice using the language. Mastering a foreign language is aimed at developing communication skills. The main goal of language learning is communication since knowledge of a foreign language allows a person to express himself, exchange ideas, and engage in social and cultural interaction. From this point of view, game technologies are an effective tool for ensuring student communication.

Students learn to feel at ease and interact in the language environment through game methods. This method allows simulating real-life situations, for example, traveling abroad, shopping in a store, or conducting business negotiations. Such games create conditions for the practical use of language and help students prepare for situations that occur in real life. In addition, through game methods, students develop creative thinking and linguistic intuition. Game technologies help to diversify the education process and make it more interesting for students. This



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method is based on interactivity and collaboration. Students work in teams and try to achieve goals together. This teamwork approach develops not only students' communication skills but also their social and cultural competencies. Group games teach students to collaborate, listen, and respect each other [Eden et al., 2024].

Another important aspect of using gaming is their flexibility and adaptability. Teachers can adapt the games according to age, language level, and learning objectives. So, for beginners, simple word games or picture description activities are most effective; for high-level students, role-plays and debates are engaging. This method ensures the active participation of each student in the lesson. The rapid development of digital technologies has given a new impetus to teaching a foreign language. Today, teachers use a lot of interactive platforms, mobile applications, and virtual reality work tools in education. These technologies make the language learning process more interesting and effective. For example, platforms such as Duolingo, Quizlet, Kahoot, and Wordwall help students memorize vocabulary, master grammatical structures, and develop communication skills [Abdushukurovna, 2024], and virtual reality (VR) tools allow them to introduce students to a foreign culture and fully immerse themselves in the language environment [Yeh et al., 2022].

Digital games increase interactivity in teaching a foreign language and contribute to the active participation of students in classes. Through digital games, students can learn independently of time and space, which is especially important in distance learning. In addition, digital games allow students to track their learning trajectory and learn independently. The benefits of using game technologies in teaching a foreign language are not only for students but also for teachers. This method allows teachers to present educational materials creatively, diversify the learning process, and take the individual needs of students into account. In addition, game technologies make it easier for teachers to track students' progress and assess their learning outcomes [Richards, Rodgers, 2016, p. 98].

Game technologies in teaching a foreign language increase the cognitive activity of students and contribute to the development of their logical thinking. This method helps students to have a profound understanding of language material and use it effectively. The knowledge gained through games is aimed not only at memorization but also at practical application. Thus, game technologies make the learning process more efficient and productive. They also have a positive impact on the emotional and psychological state of students. This method allows students to feel free and fully demonstrate their abilities. During the game, each student can gain self-confidence and self-assessment. It is an indispensable method, especially for students who have difficulty mastering the language. The potential for using game technologies in language teaching is significant. This method is crucial in improving the learning process and modernizing the education system. Today, many researchers are studying the impact of game technologies on mastering a foreign language and proving their



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effectiveness. The results of these studies show the prospects for using game technologies in teaching a foreign language [Gee, 2017].

In conclusion, we claim that game technologies are crucial in developing students' communication skills, increasing their motivation, and making their learning process more exciting. This method allows students to use the language in practice, increases their ability to interact, and develops skills used in life. Game technologies have become an integral part of the modern education system, which makes learning a foreign language more effective. The role of gaming technologies in teaching a foreign language meets modern educational requirements and promotes the personal development of students. This method is an effective tool for developing communication skills and activating the creativity and social abilities of students.

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EFFECTIVE PREPARATION OF GIFTED STUDENTS FOR ENGLISH LANGUAGE OLYMPIADS

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In the system of working with gifted and talented children, various intellectual competitions, Olympiads, and contests hold a significant place. Any Olympiad serves as a mechanism for identifying, selecting, and testing new solutions in the field of educational content. The main goal of the Olympiad is to identify gifted children and create the necessary conditions to support their development of academic talent, intelligence, and personal qualities. It is based on fostering increased cognitive interest in academic subjects and stimulating students' interest in education. As is well known, preparing students for a successful performance in an Olympiad is not an easy task for every teacher. This work contains methodological recommendations that can help prepare school students for tasks involving all types of speech activities in English Language Olympiads of various levels. I believe that every school should allocate special time for preparing gifted students to participate in the subject Olympiads. This could include elective courses or weekly clubs. The purpose of the article is thus to highlight the features of the competitive Olympiads, as well as to propose methods of effectively preparing students for them.

When preparing for the Olympiads, I pay great attention to developing skills in various aspects of the language and types of speech activities. Language competitions test all aspects of English language acquisition, including writing and speaking skills [Rodomanchenko, Sorokina, 2024]. Targeted work during lessons allows us to identify students with a stable cognitive motivation for the subject and organize their extracurricular activities through elective courses using individual educational pathways. This, in turn, encourages their participation in the Olympiads.

The school Olympiad is an effective tool for identifying, supporting, and guiding many students. It fosters students' interest in independent language learning through reading specialized literature, working with dictionaries, and engaging with various information resources among others.

For successful participation in the Olympiads, high-quality language preparation combined with a deep understanding of the task format is essential. In our opinion, the most effective preparation trajectory for middle school students is the consistent mastery of language levels, confirmed by obtaining Cambridge certificates. Exams such as KET, PET, FCE, and CAE can serve as a foundation for well-rounded



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language development and accustom students to working with all aspects of the language.

Focusing exclusively on the development of communicative skills cannot guarantee success in an Olympiad, as many tasks, especially in the Listening and Reading sections, are designed to test critical thinking skills, logic, and the ability to search for and analyze information.

Listening

Listening tasks can vary in type and include formats such as filling in missing words (numbers), multiple-choice questions, writing short answers to questions based on the audio, completing sentences, filling in a map/scheme/table, marking true/false statements, and so on.

When preparing for listening tasks, both teachers and students need to focus on the following. Listening comprehension is one of the most challenging types of speech activity. It is essential to teach students to understand the text upon the first presentation, as repetitions are often not an option in real-life communication situations.

Use authentic audio materials such as (1) podcasts (e.g., BBC Learning English, ESLPod); (2) interviews and speeches (TED Talks, news broadcasts), and (3) audiobooks for exposure to various accents and tones, since it helps students become accustomed to natural speech patterns, accents, and pacing.

The system of working with audio texts typically consists of three stages: (1) pre-listening; (2) while-listening; and (3) post-listening. Let's consider each of them.

Pre-listening

The learners at that stage could brainstorm their ideas on what they will listen to, or they could predict what's going to happen in that listening lesson. Pre-listening activities such as predicting, discussing, brainstorming, and questioning were highly appreciated by the students, and these activities were believed to generate interest and confidence, create input for listening, and change their role to become active listeners [Tran, 2024]. Teachers could start with the title of the listening and permit students to guess what the listening would be about. They could also bring an image related to that listening asking students to discuss it and predict what the listening is about.

While-listening

The while-listening stage is a vital stage in listening, it is considered the core of the listening. The purpose of the while-listening stage is that students listen for specific information. As Underwood claimed "While-listening activities are what students are asked to do during the time that they are listening to text. As far as listening comprehension (i.e. listening for meaning) is concerned the purpose of while listening activities is to help learners develop the skill of eliciting messages from spoken language" [Underwood, 1989].



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During the listening stage, students are not required to catch or understand every word, nor are they expected to know the meaning of each one. Instead, they listen with a specific purpose in mind, focusing on completing a particular task. To help them prepare, questions about the text should be provided before playing the audio. This allows students to review the questions and gain an understanding of what they should pay attention to. It is essential to give students a clear framework of what they will be listening to during the lesson.

Post-listening stage

In this stage as Underwood identified it “some post-listening activities are extensions of the work done at the pre-listening and while listening stages” [Underwood, 1989] in the post listening stages the work is much more, and it is extended from the while-listening stage. This stage, which contains the follow up activity, is important; it shows if the student successfully understood the given activity. There are a number of purposes to incorporate follow-up activities into the lesson plans. One of them can be checking if the learners understood the listening passage or whether they finished the task successfully [Loi, Van Hong, 2023]. Post-listening stage is more likely to be the outcome of the while-listening stage. This stage shows the results of the while-listening stage. In addition, it exhibits how each student did because it is the final stage from the three stages.

Reading

Reading is one of the main types of speech activity. The reading process has a huge impact on the formation of personality. With the help of reading, the active and passive vocabulary of words in students enriched, grammatical skills are formed.

Since the goal of teaching reading is to develop skimming, scanning, and intensive reading skills, i.e., the ability to extract information in the required amount to solve specific tasks—reading in the Olympiad is assessed from these perspectives. Various types of tasks can be used to evaluate reading skills: filling in missing words in a summary of the text, completing a table, giving short answers to questions, multiple choice, matching headings to paragraphs, determining whether statements correspond to the information in the text (true/false), matching pictures or statements with paragraphs, inserting sentences or statements into the main text, and others.

I would like to propose a methodological approach for text analysis and comprehension.

“The 5Ws”

The Five Ws (what, when, where, why, who) and one H (how) approach can be applied in a variety of ways. It is commonly used to help students in summarizing texts they have read. Additionally, it aids in organizing their thoughts and encourages them to independently formulate a variety of question types.

Why is it important?



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- The six questions help to focus on the main idea, significant details, and their relationship with each other.
- They provide a visual framework that readers can use to decide what information is important.

Teach learners how to use the strategy

- Explain why it is important to pay attention to details when you read.
- Read the questions in the graphic organizer and explain that you are going to be looking for the answers to the questions in the reading.
- Demonstrate how to write the answers on the graphic organizer.

Who?	What?	When?	Where?	Why?

Text Scavenger Hunt

Design tasks or questions that encourage students to "hunt" for specific information within a text or article. These tasks may involve vocabulary-related challenges (e.g., "Identify the synonym for 'beautiful' in the first paragraph") or locating key details (e.g., "Where did John go last Friday night?").

After students have read the text, explain that you will present each question or challenge aloud, and they must write their answers in their notebooks or on a sheet of paper. Once the activity is complete, reveal the correct answers, allowing students to check their responses and confirm if they have identified the correct information. Award points for correct answers and track the scores on the board to add a competitive and engaging element to the activity.

Variations:

- *Timed Challenge:* Introduce a competitive element by setting a timer for 15–20 minutes. Students or groups race to find the most clues or answers within the allotted time.
- *Collaborative Group Work:* Divide students into small groups, encouraging teamwork as they search for answers. At the end of the activity, each group can present their findings to the class, fostering discussion and peer learning.

Summary sentence puzzles

For this activity, start by dividing the text into smaller paragraphs. Summarize each paragraph in one sentence and write it on a strip of paper. Cut the sentence into individual words or small phrases to create a puzzle, ensuring that each puzzle group is kept separate. After students have read the text, distribute the puzzle pieces to them. Their task is to rearrange the words to reconstruct the summary sentence correctly. Once completed, students must match their reconstructed sentences to the corresponding paragraph from the text.



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Online Variation: Utilize a virtual whiteboard or collaborative online tool. Display the puzzle pieces digitally, allowing the class to drag and arrange the words collectively to form the summary sentences.

Dictogloss

At the beginning of the lesson, engage students in a brief discussion about the topic of the text to activate their prior knowledge and set the context. Pre-teach any challenging vocabulary to ensure they can follow the text effectively. Divide the class into small groups and provide each group with writing materials.

Explain that their task is to listen to the text and take notes, working collaboratively to reconstruct it as accurately as possible. Read the text aloud from beginning to end, adjusting your reading speed to match the students' proficiency level. If necessary, read the text multiple times to support comprehension.

After reading, students should use their notes to discuss and collaborate within their groups to recreate the text. Each group should assign one member as the writer to compile their reconstructed version. After a designated period, groups can produce a written summary that captures the key details of the text. Finally, a student from each group can read their group's reconstructed text aloud for the class to hear. Lead feedback, correct any repetitive errors in grammar, fluency, and pronunciation.

Overall, there are also many other activities to practice and enhance your gifted students' language skills. Thus, Olympiads are an important area of work with gifted children. When preparing gifted students, the teacher must psychologically motivate the participant for success, develop an individual preparation plan, and use various teaching techniques and methods. The teacher's primary task is to foster the intellectual, emotional, and moral growth of the students, creating conditions for their self-realization.

Working with gifted children brings immense satisfaction to the teacher because, firstly, the teacher sees tangible results and the impact of their efforts; secondly, they observe the personal growth of the students; and thirdly, it is simply pleasant to interact with such interesting individuals, allowing for the free exchange of perspectives.

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SCENIC PLAY AS A MEANS OF DEVELOPING COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE CLASSES

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There is a growing body of literature that recognises competence-based approach and its crucial role in modern foreign language education. This approach aims at shaping a comprehensively developed individual, enhancing students' abilities, and fostering mastery of speech communication and behavior within a sociocultural context. Thus, the development of communicative competence in foreign language teaching has gained particular significance. Communicative competence is a key concept in the theory and practice of foreign language teaching, and it has been studied by various researchers such as A. N. Shchukin (2004), I. A. Zimnyaya (1978) and I. L. Bim (2007). A. N. Shchukin defines communicative competence as "the ability to use the target language for verbal communication in accordance with the aims and context of interaction within a specific field of activity" [Shchukin, 2004, p. 139]. I. A. Zimnyaya characterizes communicative competence as an individual's developed ability to act as a subject of communicative activity [Zimnyaya, 1978]. According to I. L. Bim, "Foreign language communicative competence is the ability and readiness of individuals to engage in communication with native speakers of the target language, as well as their acquaintance with the culture of the country where this language is spoken" [Bim, 2007, p. 159]. In addition, E. G. Azimov and A. N. Shchukin describe communicative competence as "the ability of learners to solve communication-related tasks in everyday, academic,



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professional and cultural contexts using a foreign language, including their skills to employ linguistic and speech tools to achieve communication goals" [Azimov, & Shchukin, 2009, p. 98].

Therefore, from these definitions it can be concluded that communicative competence is a set of skills that ensures successful interpersonal communication.

The use of game-based methods significantly contributes to the development of communicative competence (G. A. Girenok (2020), L. M. Gainanova (2017), T. A. Dyakova, & A. S. Sashina (2018) since these methods help activate students' cognitive engagement and participation.

According to Girenok G.A., games hold an essential place in language acquisition. Thus, the researcher argues that games help overcome language barriers, build psychological readiness for communication, and train students in selecting appropriate speech patterns, thereby promoting the development of situational spontaneous speech [Girenok, 2020, p. 7]. Another researcher, L. M. Gainanova, highlights communicative games that enhance teamwork skills and contribute to students' deep psychological relaxation, thus facilitating the development of their communicative abilities [Gainanova, 2017, p. 196]. The successful development of foreign language communicative competence is supported by linguistic games that address its basic components—linguistic, sociolinguistic and pragmatic [Dyakova, & Sashina, 2018, p. 178]. Foreign language teaching, involving formation of all components of communicative competence, becomes effective when students possess a diverse range of knowledge, skills and abilities that enable them to navigate different communicative situations with confidence [Dyakova, Sashina, 2018, p. 179].

This study considers scenic play as an effective method for developing communicative competence. In this paper, we argue that scenic play fosters creativity and communication skills, enabling students to interact effectively in foreign language communicative contexts. The concept of scenic play was developed and researched by Ingo Scheller at Oldenburg University in the 1970s-1980s. This theatrical-pedagogical concept was later adopted and expanded in various educational institutions. According to I. Scheller, scenic play is an enactment of imaginary situations closely resembling reality and serves as a learning tool [Scheller, 1987].

In scenic play the emphasis shifts toward literary texts, which serve as the foundation for action. The play itself becomes a central phase, integrated into the perception and interpretation of the text. Literary texts contain linguistic elements for describing space and time, character interactions and relationships. The key component of scenic plays in literary text interpretation is role immersion [Scheller, 2004]. When assuming roles, players (students) attempt to convey characters' external and internal worlds in various situations, unconsciously projecting their personal life experiences, emotions, and aspirations onto the characters. This process



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allows them to explore different roles, professions, and social statuses, thereby deepening their understanding of various life situations. During scenic plays students engage in improvisation and interpersonal interaction using verbal and non-verbal means, which helps them develop communication skills in a foreign language. Participants explore their abilities, desires and emotions, sharing their thoughts and feelings. Emotions facilitate role-playing and spontaneous speaking in a foreign language, which is the primary goal of language teaching.

In summary, implementing scenic plays in foreign language classes is both effective and advisable, as it enhances students' internal potential, develops communicative competence, and fosters a psychologically favorable environment that helps learners to overcome language barriers.

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ЦИФРОВОЕ ПОКОЛЕНИЕ И СОВРЕМЕННЫЕ МОДЕЛИ ОРГАНИЗАЦИИ ОБРАЗОВАНИЯ: ПРОБЛЕМЫ, ВЫЗОВЫ

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Современная педагогика нацелена на поиск адекватных нововведений в области обучения и воспитания, способных эффективно ответить на быстроизменяющиеся потребности современного общества. Многие учёные отмечают, что обучающиеся XXI века обладают отличными от предыдущих поколений характеристиками – их познавательные способности формируются под действием новой цифровой реальности, что делает развитие их учебного потенциала в полной мере с помощью традиционных образовательных технологий весьма затруднительным.

Согласно теории поколений Нейла Хоува и Уильяма Штрауса, общность людей, родившихся в определённый временной промежуток длинной от пятнадцати до двадцати пяти лет, имеет ряд общих ценностей, сформировавшихся под воздействием культурных, социальных, экономических событий эпохи и актуального вектора развития технического прогресса. Глубинные поколенческие ценности, заложенные воспитанием в период до 12-14 лет, оказывают значительное влияние на формирование личности, на деятельность и поведение отдельных индивидуумов в течение жизни [Strauss, & Howe, 1991, с. 18].

80-е годы XX века стали началом формирования кардинально новой социокультурной среды, появившейся под воздействием информационных технологий. Американский социолог Дэниел Белл определил и охарактеризовал информационное общество как постиндустриальную стадию развития человечества, при которой основой определения социальной структуры становится информация и, в особенности, доступ к ней [Белл, 1986, с. 451].

Мировоззрение современного человека с самых ранних лет формирует новая реальность – виртуальная. Она предполагает замещение объектов и



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пространства реальности, где существует человек, представляет собой смоделированный компьютером мир, в который человек погружается ментально. Повсеместное распространение сети Интернет сформировало совершенно новую среду развития личности, её индивидуального стиля жизни. Подавляющее большинство современных детей, подростков и молодёжи использует виртуальную среду в целях удовлетворения коммуникативных, познавательных и досуговых потребностей. Почвой для формирования идентичности ребёнка становятся социальные сети, мессенджеры, блоги, онлайн-игры и другие коммуникационные средства, появившиеся в связи с развитием цифровых технологий. Онлайн-пространство формирует образ мышления и ряд психологических и ментальных особенностей современных обучающихся:

- 1) предрасположенность к самообучению (имеют высокую мотивацию к развитию, предпочитают следовать собственной образовательной траектории);
- 2) практикоориентированность (склонны активно использовать полученные знания, не согласны быть пассивными получателями информации, нуждаются в практической применимости полученных знаний и навыков);
- 3) клиповость мышления (обладают более низким уровнем системного мышления, испытывают трудности с концентрацией внимания, плохо воспринимают информацию в традиционном текстовом виде);
- 4) многозадачность (способны эффективно использовать несколько каналов восприятия одновременно: зрительный, слуховой, кинестетический, склонны браться за выполнение нескольких задач одновременно);
- 5) любознательность экспансивного характера (имеют фрагментарное представление о многих категориях знания, но не склонны изучать вопрос всесторонне);
- 6) высокий уровень цифровой грамотности (интуитивно осваивают незнакомые ранее технологии, легко адаптируются к новшествам и изменениям в сфере цифровых технологий);
- 7) высокий уровень социальной неловкости (испытывают трудности в коммуникации вне виртуального пространства);
- 8) толерантность (имеют сравнительно меньше географических, межрасовых и межэтнических барьеров в общении).

Когнитивное развитие современных обучающихся нацелено на стремление к самосовершенствованию, развитию креативности и конструктивности мышления; на овладение способностью параллельно воспринимать различные потоки информации, использовать её многочисленные источники, быстро и эффективно обрабатывать полученные данные и принимать решения.

В сфере социального развития представители цифрового поколения стремятся к самореализации, выстраиванию не иерархических



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(«вертикальных»), а партнёрских («горизонтальных») взаимоотношений с окружающими. Для них характерна готовность вступать в межкультурное и межнациональное взаимодействие, оптимизм и уверенность в собственных силах.

Из вышеизложенного следует вывод о том, что образовательные потребности современных обучающихся не могут быть удовлетворены лишь классическими средствами дидактики, что является вызовом для современной педагогики.

Классификация моделей образования, принятая в международной практике, включает:

- формальное образование: институализированное, целенаправленное, спланированное при участии аккредитованных государственных и частных организаций образования, что в целом составляет систему формального образования страны;
- неформальное образование, определяемое как институализированное, целенаправленное и спланированное лицом или организацией, обеспечивающими предоставление образовательных услуг;
- информальное образование – обучение, которое происходит вне специальной учебной среды, возникает в результате деятельности и интересов отдельных лиц или групп, но которое не может быть признано обучением, относится к самообразованию [МСКО, 2011, с. 11].

В логике Международной стандартной классификации образования к российской системе формального образования относится дошкольное, начальное общее, основное общее, среднее общее, среднее профессиональное, высшее образование I, II и III степени.

В числе основных характеристик формального образования выделяют следующие: 1) целенаправленность и участие государства; 2) структурированность и долгосрочность; 3) стандартизованность качества и результатов обучения; 4) единообразие программного и учебно-методического обеспечения учебного процесса; 5) строгая регламентированность требований к деятельности педагогических работников [Симкинс, 1977, Золотарева, 2015].

Характеризуя неформальное образование, следует выделить основания, значительно отличающие его от формального аналога: 1) возможность самостоятельного выбора обучающимся содержания, форм, методов организации обучения, преподавателя и места обучения; 2) многообразие направлений и форм, вариативность процесса обучения; 3) удовлетворение особых образовательных потребностей при необходимости; 4) индивидуальные образовательные маршруты, ориентированные на конкретный результат, связанный с личностными ориентирами [Симкинс, 1977; Ройтблат, 2012; Буйлова, 2013].



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На сегодняшний день верно предположение о том, что границы формального и неформального образования пересекаются во многих аспектах – многие характеристики, описанные выше, применимы для обеих моделей.

Анализ неформальной модели организации образования позволяет выделить характеристики, отличающие её от двух вышеуказанных: 1) неструктурированность, отсутствие плана и фиксированной продолжительности обучения; 2) полная подчинённость интересам и потребностям самого обучающегося и его социального окружения; 3) имплицитный характер учебной деятельности; 4) отсутствие критериально измеримого контроля результатов обучения.

Сопоставление приведённых выше характеристик подтверждает, что удовлетворение образовательных потребностей представителей цифрового поколения не может быть реализовано в рамках лишь одной модели организации образования. При этом неформальное и информальное образование в большей степени отвечает запросам субъектов образовательной деятельности, ориентированных на активное использование цифровых технологий в образовательных целях. Наиболее привлекательными характеристиками цифровых технологий в данном случае являются:

1) доступность (возможность поиска любой информации в глобальной сети интернет);

2) гипертекстуальность (текстовая незамкнутость, возможность выборочной работы с текстом с использованием перекрестных ссылок);

3) полимодальность (задействование в учебном процессе различных каналов восприятия: слухового, зрительного, кинестетического благодаря мультимедийности технологий);

4) привлекательность (востребованность технологий среди представителей молодого поколения, осуществление взаимодействия через привычную для них цифровую среду);

5) интерактивность (способность вовлечь в учебную деятельность всех участников образовательного процесса, высокий уровень геймификации);

6) автономность (возможность построения индивидуальной траектории обучающегося, варьирования уровня сложности, темпа и характера деятельности в зависимости от его уникальных особенностей и потребностей).

Таким образом, можно констатировать, что соотнесённость указанных дидактических характеристик с особенностями мышления и развития представителей современного поколения, обучающихся подтверждает востребованность цифровых технологий, в большей степени используемых в процессе реализации неформальной и информальной модели организации образования. В целом же взаимодействие всех трёх моделей организации образования является насущной необходимостью современного общества для



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развития или повышения интеллектуального и трудового потенциала современного человека.

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